Andover Public Schools
30 Whittier Court
Andover, Massachusetts 01810

Bullying Prevention and Intervention Plan
September 2024

Table of Contents

I. Introduction **3**
- A. Massachusetts General Law 3
- B. Definitions used in the Bullying Prevention and Intervention Plan 3
- C. Prohibition against Bullying and Retaliation 4
- D. Purpose of the Plan 5
- E. Priority Statements 5
- F. Problem Resolution System 6

II. Sustainability: Professional Development and Training **6**
- A. Educators 6
  1. Annual Staff Training on the Plan 6
  2. Ongoing Professional Development 6
  3. Improving Climate 7
  4. Written notice to staff 7
- B. Collaboration with Families 8
  1. Parent education and resources 8
  2. Notification requirements 8
  3. Reporting Bullying 8
  4. Problem Resolution System 8

III. Comprehensive Social Emotional Learning and Bullying Prevention Program **9**
- A. Access to Resources and Services 9
- B. Social Emotional Learning and Bullying Prevention and Intervention Programs 10
- C. Specific Bullying Prevention Approaches 13
- D. General Teaching Approaches that Support Bullying Prevention Efforts 13

IV. Processes and Procedures 14
- A. Planning and Oversight 14
- B. Assessing Needs and Resources 16
- C. Data Collection 16
- D. Policies and Procedures for Reporting and Responding to Bullying and Retaliation 16
- E. Responding to a Report of Bullying or Retaliation 17
- F. Investigation 19
- G. Determination 19
- H. Responses to Bullying or Retaliation 20
- I. Confidentiality 21
- J. Relationship to Other Laws 22

V. Appendices 23
- Appendix A: APS Anti-Bullying in Schools Policy: JICFB 24
- Appendix B: Age-Appropriate Language: Elementary and Middle School Handbooks 29
- Appendix C: Summary for Student Handbooks and Parents/ Guardians 32
- Appendix D: Summary for Staff Handbooks 36
- Appendix E: Bullying Prevention and Intervention Incident Reporting Form 39
- Appendix F: Bullying Intervention Safety/Conduct Plan 41
- Appendix G: List of Schools and Phone Numbers 44

Andover Public Schools: Bullying Prevention and Intervention Plan

I. Introduction

A. Massachusetts General Law

In 2010, the Commonwealth of Massachusetts approved new legislation, *An Act Relative to Bullying* (c. 92, Acts of 2010). Massachusetts General Laws, Chapter 71, Section 37O, require schools to take active steps to prevent and respond to bullying. The Andover Public School's Bullying Prevention and Intervention Plan (hereinafter, the "Plan") has been updated to reflect M.G.L. c. 71, §37O, as amended by Sections 72 - 74 of Chapter 38 of the Acts of 2013 and Chapter 86 of the Acts of 2014.

The first Bullying Prevention and Intervention Plan (December 2010) was developed in consultation with district stakeholders, including parents/guardians, teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies and students. The Superintendent or their designee is charged with reviewing and updating the Plan biennially. Consultation will include, at a minimum, posting a proposed updated Plan on the APS website and holding a public comment period prior to adoption of an updated Plan.

At the beginning of each school year, the Superintendent or their designee provides the school community, including staff, students, and parents/guardians with written notice of its policies for reporting bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Assistant Superintendent for Teaching and Learning and building-level administrators (Principals and Assistant Principals), is incorporated in student and staff handbooks and in information about the Plan that is made available to parents/guardians. The Plan can be located on the district website (www.aps1.net) under the "Parent", "Student" and "School Committee" tabs.

The educational mission of the Andover Public Schools informs the letter and spirit of this plan. As such, we recognize that some conflicts between students are developmental in nature and represent a valuable "teachable moment" for a student who has made an error in judgment. We remain strongly invested in providing guidance, discipline, and safety to all of our students.

B. Definitions Used in the APS Bullying Prevention and Intervention Plan

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

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

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

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 of 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.

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

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

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

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

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

Andover's Plan includes a statement prohibiting bullying, cyberbullying, and retaliation. This statement is included in the student code of conduct, the student handbook and the staff handbook. These handbooks and codes of conduct are available by level (elementary, middle and high school) on the APS website (www.aps1.net) under the "Parents" or "Students" tabs entitled "Student Handbooks".

C. Prohibition Against Bullying and Retaliation

The Andover School Committee prohibits bullying throughout the Andover Public Schools. The following statement is incorporated directly from M.G.L. c. 71, § 37O (b), and describes the law's requirements for the prohibition of bullying. Acts of bullying, which includes cyberbullying, and retaliation, are prohibited:

- On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by APS; or through the use of technology or an electronic device owned, leased, or used by APS, and

- At a location, activity, function, or program that is not school related through the use of technology or an electronic device that is not owned, leased, or used by APS, if the bullying creates a hostile environment at school for the target or witnesses, infringes on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions or programs.

D. Purpose of the Plan

The Bullying Prevention and Intervention Plan is intended to function as a guide in implementing a comprehensive approach to addressing bullying, cyber-bullying and retaliation. APS is committed to working with students, staff, families, law enforcement agencies and the community to prevent issues of bullying and retaliation. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. Each APS Principal is responsible for the implementation and oversight of the Plan at his/her respective school, with support from the Superintendent and the central administration. If there is a reported bullying incident that involves the principal or assistant principal as the alleged aggressor, the Superintendent or designee shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. The policies and procedures for investigating such allegations of bullying and retaliation are detailed in Section IV: Processes and Procedures of the Plan.

E. Priority Statement

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

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

The Andover Public Schools community understands that members of certain student groups may be more vulnerable to becoming targets of bullying, harassment, teasing and retaliation based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. APS will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment and retaliation and afford protection for all students regardless of legal status. Each TEAM considers Sections 7 and 8 of the law and incorporates the necessary steps into the child's IEP (Individualized Education Plan).

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

F. Problem Resolution System

A parent/guardian who wishes to file a claim/concern or to seek assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at http://www.doe.mass.edu, emails can be sent to compliance@doe.mass.edu or individuals can call 781.338.3700. Hard copies of this information are also available at the Office of the Assistant Superintendent.

II. Sustainability: Professional Development and Training

A. Educators

Andover Public Schools, in accordance with the requirements under M.G.L. c. 71, 37O, is committed to providing ongoing training and professional development regarding anti-bullying and retaliation for all staff, including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals.

1. Annual Staff Training on the Plan

The educational mission of the Andover Public Schools informs the letter and spirit of this plan. As such, we recognize that some conflicts between students are developmental in nature, and represent a valuable "teachable moment" for a student who has made an error in judgment. We remain strongly invested in providing guidance, discipline, and safety to all of our students.

Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the previous two years. Faculty training will be offered through building-based staff meeting(s). New hires will be trained through the Mentor/Mentee Program. Training for other staff will be determined by administration.

Annual training for all school staff will include:

- Staff duties under the Plan;
- An overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and;
- An overview of the bullying prevention curricula to be offered at all grades throughout the school and district.

2. On-going Professional Development

The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, respect for differences and personal dignity. Professional development will build the skills of staff members to prevent, identify and respond to bullying as required by M.G.L. c.71, § 37O. The content of the professional development will be informed by research and include information on raising the awareness and responsibility of staff to the ways that their behavior could intentionally or unintentionally cause embarrassment or humiliation to students and:

- Developmentally (or age-) appropriate strategies to prevent bullying and retaliation
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying and retaliation incidents
- Information regarding the complex interaction and power differential that can take place between and

among aggressors, targets and witnesses to bullying
- Research findings on bullying, cyberbullying and retaliation, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment based on actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics
- Information on the incidence and nature of cyberbullying
- Internet safety issues as they relate to cyberbullying
- Best practices in the field of bullying, cyberbullying, and retaliation prevention
- Legal issues and responsibilities related to bullying, cyberbullying, and retaliation
- Community concerns about bullying, cyberbullying, and retaliation as expressed through School Committee meetings, parent surveys, student surveys and through other means.

Professional development will also address ways to prevent and respond to bullying of and retaliation against students who identify or are perceived to identify as members of the LGBTQIA+ community. Professional development will also address issues specific to students with disabilities and items relative to bullying prevention and intervention that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism and students whose disability affects social skills development.

3. Improving School-Wide, District-Wide and Community Climate by:
   - Maintaining a safe, caring and respectful classroom for all students and staff
   - Engaging students in school and/or classroom planning and decision making
   - Promoting and modeling the use of a common, respectful language
   - Establishing and communicating key definitions (conflict versus bullying)
   - Fostering an understanding of and respect for diversity and difference
   - Implementing a whole school approach that builds and sustains relationships and communication opportunities between and among staff, students and families
   - Constructively managing classroom behaviors using positive behavioral intervention strategies and immediate response procedures
   - Applying constructive, consistent disciplinary practices
   - Standardizing and communicating reporting actions
   - Defining and utilizing the "check-in" technique
   - Teaching students social competency skills including positive, assertive communication, anger management, stress management, empathy for others and personal advocacy
   - Educating staff and families on student trends in on-line usage focusing on cyberbullying behaviors; frequencies, types, motives and gender differences; and
   - Educating staff and those responsible for implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting and bullying behaviors.

4. Written notification to staff

   The District will provide all staff with an annual written notice of the Plan by publishing information, including sections related to staff duties and bullying of students by school staff, in school handbooks as well as in the district employee handbook and the code of conduct.

B. Collaboration with Families

The APS Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each of our schools as well as the district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the schools include: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying and retaliation; and (iii) online safety and cyberbullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Andover Bullying Prevention and Intervention Plan. The district will be sensitive to and respectful of age, climate, socio-economic factors, linguistic and cultural make-up of students and their families.

1. Parent education and resources

Andover Public Schools will partner with the District's parent organizations to support education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district. The programs will be offered in collaboration with the PTO, PTA, School Councils, Parent-to- Parent, Special Education Parent Advisory Council and similar organizations.

2. Notification requirements

Each year Andover Public Schools will inform parents and guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet Safety Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

3. Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. See Appendix J for a list of schools and phone numbers.

School staff members must report immediately to the Principal/Superintendent/School Committee or designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity or paraprofessionals.

When the Principal/Superintendent/School Committee or designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that a violation of the district's anti-bullying policy has occurred, they shall (i) notify the parents or guardians of the target to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

4. Problem Resolution System

A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do

so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at http://www.doe.mass.edu, emails can be sent to compliance@doe.mass.edu, or individuals can call 781.338.3700. Hard copies of this information us also available at the Office of the Assistant Superintendent.

III. Comprehensive Social Emotional Learning and Bullying Prevention Program

A. Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families and others are addressed. Andover's Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs.

1. Identifying resources

Andover's Plan includes a process to identify the resources that are available in every school to provide counseling and other services for targets, aggressors and their families. These resources are separate from the people who could deliver them. Building principals, in collaboration social workers and school counselors, will identify these resources. The Plan also includes a process to identify a team of people who could be available as an intervention team. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, develop recommendations and action steps to fill resource and service gaps. This may include adopting new evidence-based curricula, reorganizing staff, establishing safety planning teams and identifying other agencies that can provide services.

2. Counseling and other supportive services

Social workers, school counselors, board certified behavior analysts ("BCBAs"), nurses, school psychologists, speech pathologists, special educators, special education program heads and child study team members can help to identify a variety of therapeutic and skill-based services to students within the educational setting that include emotional support, risk assessment, crisis intervention and help with community-based counseling referrals when appropriate.

Social workers, school counselors, BCBAs, nurses, school psychologists, special educators and special education program heads can also provide parents and teachers with resources and support to address students' academic, emotional and behavioral concerns. Examples of interventions to help address students' needs include individually focused curricula, social skills groups and behavioral intervention plans. Every school has a Student Support Team that meets regularly to discuss students.

Social workers and others work with administrators to provide linguistically appropriate resources to identified families. Guidance counselors and social workers maintain current information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local area, providing services to Medicaid eligible students.

Social workers, school counselors, school psychologists, speech pathologists, BCBAs and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. Additionally, they work collaboratively to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

3. Students with disabilities

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

The APS recognize that students who are members of certain student groups may be more vulnerable to becoming targets of bullying, harassment, teasing and retaliation based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics may need additional curricular and therapeutic supports in order to avoid bullying behaviors or to avoid becoming the target of bullying behaviors.

Within the context of their IEPs, students with disabilities who have needs in this area receive specialized instruction from speech and language pathologists, school social workers, special education teachers and/or other special education staff. This specialized instruction may include but is not limited to direct and indirect ways to react to and avoid bullying behavior. Goals and objectives focus on the needs of the individual students and may include such areas as self-advocacy skills, social communication skills, skills for responding to teasing, "bystander" behavioral skills, problem-solving skills, skills for dealing with anger and avoiding trouble, skills for recognizing the feelings of others and conflict resolution skills. Most of our students with disabilities also participate in general education classroom instruction to combat bullying, such as *Open Circle, Responsive Classroom, Second Step,* health classes at the elementary, middle and high school levels and building-based bullying prevention programs.

When needed, students are offered accommodations and support to help them to avoid becoming aggressors or targets of bullying behaviors. These may include behavior plans, allowing students to leave class early to avoid hallway incidents, adult support during structured and unstructured times during the school day and frequent communication with their parents.

4. Referral to outside services

APS school counselors and school social workers have an established practice of providing parents and students with referral information and assistance with accessing needed therapeutic resources in the larger community. In cases where parents elect to augment in- school intervention and support with community-based therapeutic services, APS school and social work staff will, on request, provide information on mental health resources in the community.

B. Social Emotional Learning/Bullying Prevention and Intervention

Social Emotional Learning (SEL) helps students acquire the skills necessary to be respectful and responsible members of their school community and the ever-evolving global society. Effective SEL programs emphasize the development of five core social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

APS provides age-appropriate, evidence-based instruction on bullying prevention and intervention in each grade that is incorporated into the district's curricula. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Within the APS plan there are two SEL programs that serve as the foundation for their learning: *Open Circle and Responsive Classroom.* In addition, and where appropriate, the program *Social*

Thinking will be advanced across schools for students who exhibit pragmatic language or social communication difficulty and/or on the autism spectrum.

1. Social Emotional Learning/Anti-Bullying Programs
   - Responsive Classroom (Pk - 5)
   - Health Curriculum (6-8)
   - Health and Physical Education Curriculum (9-12)
   - AHS Advisory (9-12)
   - Social Thinking (K-12)
   - WEB (6-8)
   - Professional Development and Training for all staff K - 12 provided by the Safe Schools Program

Responsive Classroom - PK - 5 - The Responsive Classroom approach is a research-based approach to teaching that offers elementary schools practical strategies for bringing together social and academic learning throughout the school day. Responsive classroom has a set of core beliefs and guiding principles based on the idea that in order for students to be successful, they should have experience with cooperation, assertiveness, responsibility, empathy and self-control. For more information, visit https://www.responsiveclassroom.org/

Team Time – Grades 6-8— Team Time is a central feature of the middle school schedule. Grade-level teams have the flexibility to hold team meetings and special events. Administrators meet with teams at the beginning of each new school year to review behavioral expectations, school climate initiatives and the laws around bullying and cyber-bullying.

WEB (Where Everybody Belongs) – Grades 6-8 - A supportive, year-long orientation program designed to help 6th grade students make a successful transition to middle school. 8th grade students are trained to be mentors to each of our new 6th grade students. They run a series of welcome activities at the beginning of the year as well as special events each month. The program empowers students to connect with each other and use these connections to combat bullying.

"Through this program students learn that people care about them and their success" - www.boomerangproject.com.

After School Extra-Curricular Program – Grades 6-8 - Students have opportunities to participate in a wide variety of developmentally appropriate clubs and activities that help them to build a healthy sense of self and connections to others while developing new interests, skills and competencies.

Middle School Health Curriculum – Grades 6-8 - The curriculum focuses on the critical thinking skills, knowledge and motivation needed to optimize personal health, safety and wellness. Students explore the social, emotional and physical health issues of adolescence and work to develop a strong sense of self and personal control. The health curriculum aligns with the National Health Standards and MA Health Framework. It is comprehensive and sequential with a strong emphasis on learning and practicing the life skills needed to make responsible decisions, resist peer pressure, resolve conflicts, build resiliency, engage in self-advocacy, process objective content

information and develop relationships. Specific topics include:

GRADE 6: Self-Esteem, Personal Hygiene and Sun Safety, Respiratory Anatomy and Physiology, Tobacco Prevention, Nutrition Education, Fitness and Body Image, Media Literacy and Consumerism, Teasing, Cyber-Bullying and Bullying Awareness and Prevention

GRADE 7: Healthy Relationships, Friendship, Love, Sexuality, Gender Roles, Body Image, Media Literacy, Reproductive Anatomy and Physiology, Abstinence, Sexually Transmitted Infections, Violence Prevention: Sexual Harassment, Abuse and Dating Violence, Teasing, Cyber-Bullying and Bullying Awareness and Prevention.

GRADE 8: Self-Esteem, Emotional Health, Stress Management, Sleep, Happiness, Suicide Awareness and Prevention, Brain Anatomy and Physiology, Substance Abuse and Prevention, Healthy Relationships, Teasing, Cyber-Bullying and Bullying Awareness and Prevention

AHS Student Advisory/Personalization Program – Grades 9-12 –
AHS H Block Grades 9-12 – H Block provides an opportunity for a student advisory period (H1 Block) and for personalization (H2- H5). H1 provides every student with an adult in the school that knows them well, follows them for four years, and creates smaller peer communities to support students' relationship building with peers, teachers and administrators. H2-H5 is academic time and is to be used for intervention and enrichment. It will also be used for class-wide and school-wide assemblies, programs and guest speakers.

Project Adventure/Challenge - Grades 9-12 —This is considered the cornerstone course of the high school Physical Education program. All students must pass Project Challenge before they graduate. The course is designed to promote self-confidence, group cooperation and problem-solving skills in a mutually supportive environment. The course uses the evidence-based Project Challenge curriculum and is divided into three distinct phases. The initial activities are designed to develop trust and mutual support among group members. The second phase emphasizes group cooperation and problem-solving skills. The initiative problems presented require a full contribution from every member of the group. The final activities in this course are designed to encourage risk taking and to develop self-confidence. These activities include working on the ropes course at the school. Visit www.pa.org for more information.

Health for the Mind and Body - Grade 9 - This is a required course for freshmen. The course content is composed of three units: Addictive Behaviors, Emotional and Mental Health and Human Sexuality. Bully prevention lessons include setting limits in relationships, sexual orientation and harassment/violence prevention. Emphasis is placed on building self-esteem and resilience, making responsible decisions and developing coping skills. The class is interactive and involves the opportunity to process and discuss health topics with the aid of videos, speakers and current literature.

Seminar in Health – Grade 10 - Seminar in Health is a required course for juniors and is designed to examine major health issues of young adults. The program's goal is to foster resilience by enhancing health literacy, healthy self-management and health promotion and advocacy. Units include Building Healthy Lifestyles, Nutrition, Avoiding Risks from Harmful Habits, Facing Life's Challenges/Building Resiliency, Creating Healthy and Caring Relationships and Emergency Preparedness. Bully prevention lessons include understanding mental health issues, building resiliency, suicide prevention, healthy relationships, violence abuse prevention and aspects of sexuality. Emphasis is placed on responsible decision-making skills. Each unit is complemented by presentations from community resource speakers providing additional information and perspective on the topic area.

Social Thinking – Grades K-12, as appropriate

Before people can successfully interact on a social level, Social Thinking must occur. Social Thinking refers to the consideration of emotions, points of view, responses and beliefs of others before social exchange can occur. While this is a way of relating to the people in every aspect of life, there are many who find themselves challenged by the process and need specific intervention in order to acquire the skills necessary to interact positively with others.

The Social Thinking program teaches students how their behaviors have emotional effects on others and how behaviors affect their own emotions, responses to and relationships with others across different social contexts.

Youth Risk Behavior Survey – Alternates with high school and middle school

The MA Department of Elementary and Secondary Education, in collaboration with the Centers for Disease Control and Prevention (CDC) and the MA Department of Public Health, conducts the Youth Risk Behavior Survey (YRBS) in randomly selected public high schools every odd-numbered year. The YRBS focuses on the major risk behaviors that threaten the health and safety of young people. This anonymous survey includes questions about tobacco use, alcohol and other drug use, sexual behaviors that might lead to unintended pregnancy or sexually transmitted disease, dietary behaviors, physical activity and behaviors associated with intentional or unintentional injuries. http://www.doe.mass.edu/cnp/hprograms/yrbs/

C. Specific bullying prevention approaches

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

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

Initiatives will also teach students about the student-related sections of the Andover Bullying Prevention and Intervention Plan through school assemblies, grade level assemblies and/or small group meetings at the beginning of each school year.

D. General teaching approaches that support bullying prevention efforts

The following approaches are integral to establishing a safe and supportive school environment. These approaches underscore the importance of Andover's bullying prevention and intervention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, students in the LGBTQIA+ community, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution

training, teamwork and positive behavioral supports that aid in social and emotional development;
- using the Internet safely, and;
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

IV. Processes and Procedures

A. Planning and Oversight

1. The building Principals are responsible for the implementation and oversight of the Plan in their schools and:
   - receiving and investigating reports on bullying and retaliation;
   - collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
   - recording and tracking incident reports and for accessing information related to targets and aggressors;
   - planning for ongoing professional development in conjunction with the Assistant Superintendent for Teaching and Learning, the Executive Director of Special Services and the APS Staff Development Committee;
   - identifying and recommending supports that will respond to the needs of targets and aggressors;
   - implementing the curricula that each school will use;
   - leading the parent or family engagement efforts and drafting parent information materials, and;
   - providing annual reports to the Superintendent.

2. The School Committee reviews revised policies for bullying including Internet and technology use policies, as needed. Policy review and development includes designating key staff to be in charge of implementation.

3. The Superintendent or her designee amends student and staff handbooks and codes of conduct to, among other things, make clear that bullying and retaliation of other students or by school staff will not be tolerated.

4. The Superintendent ensures that student and staff handbooks and codes of conduct include bullying requirements of the Plan and APS Policy.

5. The Director of Technology Integration & Digital Literacy and Chief Information Officer are responsible for updating the Acceptable Use Policy (AUP) for the review of the Superintendent and School Committee.

6. The Superintendent, or his/her designee, will be responsible for reviewing and updating the Plan biennially, or more frequently as needed, should new regulations and laws be enacted.

7. Oversight of the APS Bullying Prevention and Intervention Plan will be provided by the designated school, district administrators, and leaders. The chart below identifies tasks as defined by the Plan:

Task	School Leader	District Leader
Receive bullying reports	Principal, her/his designee	- Superintendent/designee
Collect and analyze building and/or school-wide data on bullying to assess the present problem and measure improved outcomes	Principal, her/his designee* Designated Teachers School Counselors Social Workers	- Assistant Superintendent of Teaching/Learning - Executive Director of Special Services - Social Worker Coordinator - School Resource Officer
Create a process for recording and tracking incident reports and accessing information related to targets and aggressors	Principal, her/his designee**	- Assistant Superintendent - Superintendent
Plan ongoing professional development as required by law	APS Staff Development Committee	- Assistant Superintendent - Executive Director of Special Services -Superintendent
Plan supports that respond to the needs of targets and aggressors	Principal, her/his designee School Social Workers School Counselors Special Education Program Head Designated Teachers	- Assistant Superintendent - Executive Director of Special Services
Recommend and implement the curricula	Teachers Principals Advisory Committee – Social Emotional Learning	- Social Worker Coordinator - Assistant Superintendent - Superintendent
Developing new or revise current policies and protocols including Internet Safety Policy and identify key personnel to oversee them	Advisory Committee-Social Emotional Learning	- Director of Technology Integration & Digital Literacy - Chief Information Officer - School Resource Officer - Assistant Superintendent - Superintendent - School Committee
Amend and approve student and staff handbooks and codes of conduct	Principal	- Assistant Superintendent - Superintendent - School Committee - *(High School handbook only)*
Lead parent and family engagement efforts and draft parent information materials	Parent to Parent Community Health Advisory Team Parent Teacher Organizations School Councils Special Ed Parent Advisory Committee (SEPAC) Principal, her/his designee Parent coffees	Assistant Superintendent Social Workers Coordinator Superintendent
Review and update Plan Biennially	Advisory Committee-Social Emotional Learning Principal, her/his designee	Superintendent, or designee School Committee

**The building principal or his/her designee is responsible for collecting and analyzing building and/or school-wide data on bullying to assess the present problems and to measure improved outcomes. However, the Advisory Committee – Social Emotional Learning is considering the possible future adoption of a Coordinated School-Based Health Model that may ultimately work with building principals on the collection and analysis of data.*

B. Assessing Needs and Resources

The Superintendent and/or her/his designee, with input from staff and school councils, will assess the adequacy of current programs. This may include the following:

- Review of current policies and procedures;
- Review of available data on bullying and behavioral incidents;
- Assessment of available resources including curricula, training programs and behavioral health services;
- Reading of current and relevant articles and research on best methodology to prevent and intervene to address bullying and cyber-bullying:
- Research and review of field-tested and research-based anti-bullying curricula and instructional guides;
- Development of a resource bank of relevant materials for both parents and students;
- Review of the MA comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum, and;
- Assessments of initial and periodic needs, by surveying students, staff, parents and guardians on school climate and school safety issues.

C. Data Collection

At least once every four years, APS will administer a student survey developed by the Department of Elementary and Secondary Education to assess school climate and the prevalence, nature and severity of bullying in our schools. All data collected through the survey will be maintained and protected in compliance with FERPA, the state student records regulations and Department guidance regarding student confidentiality.

Additionally, the district will annually report bullying incident data to the Department of Elementary and Secondary Education.

D. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the Andover Public Schools have policies and procedures in place for receiving and responding to reports of bullying and retaliation. These policies and procedures will ensure that members of the school community – students, parents, and school staff – know what will when happen incidents of bullying and/or retaliation occur.

<u>Reporting</u>

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee, to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying and/or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form and each principals' phone number (Appendix I).

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

At the beginning of each school year, the school or district will provide the school community, including, but not limited to: educators, administrators, school nurses, cafeteria worked, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school and district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

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

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

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

E. Responding to a Report of Bullying or Retaliation

1. Safety

Upon receiving a report of bullying or retaliation, the principal or their designee, the Superintendent or their designee, or the School Committee or their designee, with the assistance of appropriate support staff, will take prompt steps to assess the need to restore a sense of safety to the alleged target(s), along with those who report, witness, provide information in an investigation of, or have reliable information

about bullying or retaliation. The Principal/Superintendent/School Committee or designee also takes steps to protect these individuals from further bullying or retaliation. There may be circumstances in which the principal or designee, at their discretion and in accordance with applicable law, contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but shall not be limited to: creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation and a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of students and witnesses reporting alleged acts of bullying and/or retaliation will be maintained to the extent possible given the school's obligation to investigate the matter.

2. Obligations to Notify Others
   a. *Notice to Parents or Guardians.* Upon determining that bullying or retaliation has occurred, the Principal/Superintendent/School Committee or designee shall promptly notify the parents/guardians of the alleged target(s), the student aggressor(s) or aggressor(s) of the report and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

   b. *Notice to Another School or District.* If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal/Superintendent/School Committee or designee first informed of the incident will promptly notify by telephone the Principal/Superintendent/School Committee 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/Superintendent/School Committee or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor(s), the Principal/Superintendent/School Committee or designee 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.

If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal/Superintendent/School Committee or designee shall notify the local law enforcement agency if they have a reasonable basis to believe that criminal charges may be pursued against the student aggressor(s) or aggressor(s).

In making this determination, the Principal will, consistent with the Plan and with applicable APS policies and procedure, consult with the Superintendent or their designee, and with any other individuals the Principal or designee deems appropriate after consultation with the Superintendent. The Principal shall

document the reasons for their decision to notify law enforcement if such notification is made. Notice to any law enforcement agency under this section shall be consistent with 603 CMR 49.00, APS Policy, including the Memorandum of Agreement between the School and Police, and the confidentiality requirements of the Plan.

F. Investigation

The Principal/Superintendent/School Committee 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.

The Principal/Superintendent/School Committee or designee, as appropriate, may conduct interviews with students, staff, witnesses, parents or guardians and others as necessary. The investigator will remind the alleged student aggressor(s), aggressor(s), target(s), and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

To the extent practicable and given their obligation to investigate and address the matter, the Principal/Superintendent/School Committee or designee will maintain confidentiality during the investigative process. The Principal/Superintendent/School Committee or designee will maintain a written record of the investigation, including the preservation of all email, text communications and other evidence.

Procedures for investigating reports of bullying and retaliation will be consistent with APS policies and procedures for investigations. If necessary, the principal or designee will consult with the Superintendent/Assistant Superintendent regarding consultation with legal counsel pertaining to the investigation of the alleged report.

G. Determination

The Principal/Superintendent/School Committee or designee will make a determination based upon all of the facts and circumstances. If, after investigation, it is determined that a violation of the district's anti-bullying policy occurred, the Principal/Superintendent/School Committee or designee will take steps reasonably calculated to stop the prohibited conduct, prevent its reoccurrence, and to ensure that the target(s) is/are not restricted in participating in school and in benefiting from school activities. Specifically, the Principal or designee shall:

- Determine what remedial action is required, if any;
- Determine what responsive actions and/or disciplinary action is necessary, including where appropriate, consultation with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying and/or retaliatory behavior and to assess the level of need for additional social skills development or referral to one or more of the resources identified in the Plan;
- Implement a full range of disciplinary actions up to and including suspension and expulsion;
- In the event of a staff member, the administrator will consult with the Director of Human Resources to determine the appropriate course of action;
- Notify the parents/guardians of the target(s) and the aggressor(s) of the determination and, if it is determined that a violation of the district's anti-bullying policy occurred, what action is being taken to respond to the bullying or retaliation; and
- Notify the parents/guardians of the target(s) of the action to be taken to prevent further acts of bullying or retaliation.

- Inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

All notices to parents/guardians shall comply with applicable state and federal privacy laws and regulations. Due to the legal requirements regarding the confidentiality of student records, the Principal/Superintendent/School Committee or designee cannot report specific information to the target's parents/guardians about the disciplinary action taken unless it involves a "stay away" order or other directive that the target(s) must be aware of in order to report violations.

The Principal shall maintain a file of all reports of bullying or retaliation, along with the investigative materials and documentation of the report(s) made to law enforcement. A quarterly report shall be provided to the Superintendent or her designee.

H. Responses to Bullying or Retaliation

The Andover Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills and or to prevent further incidences of bullying and/or retaliation.

1. Teaching Appropriate Behavior Through Skills-Building

If the Principal/Superintendent/School Committee or designee determines that a violation of the APS anti-bullying policy has occurred, he/she will use a range of responses that balance the need for accountability with the need to teach appropriate behavior (M.G.L. c. 71, § 37O(d)(v)). Skill-building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills;
- Making a referral for evaluation, and
- Providing social/emotional support to address underlying causes that may lead a Student to violate the District's Anti-Bullying Policy.

2. Taking Disciplinary Action

If the Principal/Superintendent/School Committee or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or their designee, including the nature of the conduct, the age of the student(s) involved and the need to balance accountability with the teaching of appropriate behavior. Discipline, which may include suspension and/or expulsion, will be consistent with the Plan, APS disciplinary policies and the school code of conduct. The APS codes of conduct, by level (elementary, middle, and high school) are available on the APS website (www.aps1.net) under the "Parents" or "Students" tabs entitled "Student Handbooks".

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities

Education Improvement Act (IDEA), which will be followed in conjunction with state laws regarding student discipline.

If the Principal/Superintendent/School Committee or designee determines that a student or staff knowingly made a false allegation of bullying or retaliation, that student or staff may be subject to disciplinary action consistent with the school's code of conduct/student handbook, including suspension and/or expulsion from school for students and up to and including termination for employees.

The APS codes of conduct, by level, are available on the APS website (www.aps1.net) under the "Parents" or "Students" tabs entitled "Student Handbooks".

3. Promoting Safety for the Target and Others

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

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

I. Confidentiality

All communications arising from the implementation of this Plan and the related APS policy shall be consistent with applicable federal and state privacy laws and regulations, including, but not limited to the Massachusetts Student Record Regulations (603 CMR 23.00, et seq.) and the Family Educational Rights and Privacy Act ("FERPA"). In accordance with these laws and regulations:

1. The Principal/Superintendent/School Committee or designee may not disclose specific information to a target's parent/guardian about disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target and/or his/her parents or guardians must be aware of in order to report violation;

2. The Principal/Superintendent/School Committee or designee may not disclose information from a target's or aggressor's student record to a parent/guardian unless the information is about the parent/guardian's own child;

3. The Principal/Superintendent/School Committee or designee may, in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances, disclose a determination of bullying or retaliation to local law enforcement authorities without the consent of a student or his/her parents/guardians, and;

4. The Principal/Superintendent/ School Committee or designee may, in situations where he/she determines there is an immediate and significant threat to the health or safety for a student or other individual, disclose student record information about a student to appropriate parties, including law enforcement authorities, if such disclosure is necessary to protect the health or safety of the student or individual.

J. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the Andover Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, ancestry, socioeconomic status, academic status, gender identity or expression, physical appearance, or mental, physical, developmental, or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents APS from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or APS policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, 37H, 37H½, or 37H ¾, M.G.L. c.71, §§ 41 and 42, M.G.L.c.76 § 5, other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDICES

Appendix A: APS Anti-Bullying in Schools Policy: JICFB 24

Appendix B: Age-Appropriate Language: Elementary and Middle School Handbooks 28

Appendix C: Summary for Student Handbooks and Parents/ Guardians 31

Appendix D: Summary for Staff Handbooks 35

Appendix E: Bullying Prevention and Intervention Incident Reporting Form 38

Appendix F: Bullying Intervention Safety/Conduct Plan 40

Appendix G: List of Schools and Phone Numbers 43

APPENDIX A

File: JICFB

File: JICFB – BULLYING PREVENTION

The School Committee 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 or school staff members 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 of 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 parent/guardians 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 school 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 school district;

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 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 plan shall comply with state and federal law and regulations.

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. 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 as soon as possible.

A member of a school staff shall immediately report any instance of bullying 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.

Pending availability of witnesses and necessary evidence, the District shall complete its investigation as promptly as possible. 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. Reports shall be provided to the Superintendent upon completion.

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 Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training 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 school district website.

LEGAL REFS.: 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

603 CMR 26.00

M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

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

CROSS REFS.: AC, Nondiscrimination

ACAB, Sexual Harassment

JBA, Student-to-Student Harassment

JIC, Student Discipline

JICFA, Prohibition of Hazing

Adopted: August 17, 2010
Modified: October 10, 2013
Modified: December 2018
Modified : March 2024

Appendix B

Andover Public Schools
ANTI-BULLYING AGE-APPROPRIATE SUMMARY AND INSTRUCTION
Excerpted from APS Elementary and Middle Schools Student Handbooks

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N.B. *The APS Student Handbooks, which include the codes of conduct by level, are available on the APS website (www.aps1.net) under the "Parents" or "Students" tabs entitled "Student Handbooks".*

Andover Elementary Schools – Code of Behavior
Bullying Prevention - ***You can prevent bullying from happening if you follow this code of behavior.***

1. Be kind to each other.
2. Do not use words that would cause a classmate to feel sad, upset, or ashamed. This includes spreading gossip and rumors about others.
3. Keep your hands to yourself. Do not hit, kick, punch, pinch, or touch another student. Never touch another student in a way that might hurt them.
4. Consider other people's feelings at all times before you speak. Try your best not to hurt others' feelings.
5. Do not intentionally leave a classmate out of an activity.
6. Do not say or do anything to threaten another student.
7. Do not do or say anything that would make another student scared.
8. Do not tease, taunt, mock, embarrass, or humiliate your classmates.
9. If you are being bullied, tell an adult right away.
10. If you know another student is being bullied, tell your teacher, principal, parents, or another adult right away.
11. Review and follow our anti-bullying policy at Appendix K.
12. If you bully another student, you will be disciplined, up to and including expulsion from school.

Cyber-bullying Prevention - ***You can prevent cyber-bullying from happening by following this code of behavior.***

1. Do not write anything in an email, text, tweet, Facebook post, or in any other electronic forum that you would not say out loud for everyone to hear. Remember, these written messages are out of your control once you send or post them, and they may continue to exist long after you have deleted your copy.
2. Follow the rules above under "bullying" and apply them to electronic communications.
3. Remember that only one text, tweet, email, Facebook post, etc. may be cyber-bullying. We encourage parents and students to read Appendix K together to ensure that they both understand the various definitions of cyber-bullying.
4. If you are being cyber-bullied, tell your teacher, principal, parents, or another adult right away.
5. If you know another student is being cyber-bullied, tell an adult right away.
6. Review and follow our anti-bullying policy at Appendix K (it includes cyberbullying).
7. If you engage in cyber-bullying, you will be disciplined, up to and including expulsion from school.

Problem Resolution System. A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at http://www.doe.mass.edu, emails can be sent

to compliance@doe.mass.edu , or individuals can call 781.338.3700. Hard copies of this information are also available at the Office of the Assistant Superintendent.

Andover Middle Schools– Code of Behavior

1. Be kind to each other.
2. Do not use words that would cause a classmate to feel sad, upset, or ashamed. This includes spreading gossip and rumors about others.
3. Keep your hands to yourself. Do not hit, kick, punch, pinch, or touch another student. Never touch another student in a way that might hurt them.
4. Consider other people's feelings at all times before you speak. Try your best not to hurt others' feelings.
5. Do not intentionally leave a classmate out of an activity.
6. Do not say or do anything to threaten another student.
7. Do not do or say anything that would make another student scared.
8. Do not tease, taunt, mock, embarrass, or humiliate your classmates.
9. If you are being bullied, tell an adult right away.
10. If you know another student is being bullied, tell an adult right away.
11. Review and follow our anti-bullying policy above.
12. If you bully another student, you will be disciplined, up to and including expulsion from school.

Cyber-bullying Prevention

1. Do not write anything in an email, text, tweet, Facebook post, or in any other electronic forum that you would not say out loud for everyone to hear. Remember, these written messages are out of your control once you send or post them, and they may continue to exist long after you have deleted your copy.
2. Follow the rules above under "bullying" and apply them to electronic communications.
3. Remember that only one text, tweet, email, Facebook post, etc. may be cyber-bullying. We encourage parents and students to read Appendix K together to ensure that they both understand that various definitions of cyber-bullying.
4. If you are being cyber-bullied, tell an adult right away.
5. If you know another student is being cyber-bullied, tell an adult right away.
6. Review and follow our anti-bullying policy above which includes cyber-bullying.
7. If you engage in cyber-bullying, you will be disciplined, up to and including expulsion from school.

At the middle school level, the APS provides age-appropriate instruction regarding bullying and cyber-bullying to students in grades 6-8 primarily through the middle school health curriculum which is taught at grades 6, 7, and 8; grade level and team discussions and presentations, programs offered by the middle school social workers, assemblies and special programs. Bully prevention lessons include lessons on the definitions of bullying, cyber-bullying, hazing, bystanders, and retaliators; understanding mental health issues, building resiliency, suicide prevention, healthy relationships, and violence abuse prevention with an emphasis placed on learning responsible decision-making skills. The curriculum and programs focus on setting limits in relationships, sexual orientation and harassment/violence prevention. Again, the overall emphasis is placed on building self-esteem and resilience, making responsible decisions, and developing coping skills.

Students and parents should be aware that the definitions of bullying and of cyber-bullying are quite broad and include the following: Bullying is the repeated use by a student or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of written, verbal, or

electronic expressions or physical acts or gestures which are directed at a target and which: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, may take many forms, including:

1. the use of electronic technology, such as emails, social media, the internet, cell phones/cameras, and texting, in a way which constitutes bullying;

2. the creation of a web page or blog in which the creator assumes the identity of another person if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying above;

3. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying above;

4. 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 clauses (i) to (v), inclusive, of the definition of bullying above. Note that this type of cyber-bullying requires only one communication sent to multiple people or posted where multiple people can access it. Students should be aware of the dangers of group texts and group emails, as well as posts on social media sites. A single post, text, "tweet", email, etc. may, under certain conditions described in this section, constitute cyber-bullying.

Students should understand that teasing, taunting, mocking, and other behaviors that are intended to humiliate, ostracize, embarrass or degrade other students will not be tolerated. If any student or parent would like additional information regarding the middle school curriculum or the details of APS's anti-bullying policy or its Plan, they should contact the main office at their school.

Problem Resolution System. A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at http://www.doe.mass.edu, emails can be sent to compliance@doe.mass.edu , or individuals can call 781.338.3700. Hard copies of this information are also available at the Office of the Assistant Superintendent.

Appendix C

BULLYING PREVENTION AND INTERVENTION
Summary for Parents/ Guardians

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibited bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents.

This plan is updated to reflect M.G.L. c. 71, § 37O as amended by Chapter 86 of the Acts of 2014 and Sections 72-74 of Chapter 38 of the Acts of July 2013, which changed the definition of "perpetrator" to include "a member of a school staff, including, but not limited to an educator, administrator, school, nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional." The amendment also made the plan applicable to school staff, including but not limited to, the individual listed in the amended perpetrator definition.

These requirements are included in the district's Bullying Prevention and Intervention Plan ("the Plan"). The Plan includes the requirements of the law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, and to respond to it when it occurs.

This Plan will be reviewed biennially by the Superintendent and/or their designee, as mandated by M.G.L. c. 71, § 37O(5)(d). Consultation will include, at a minimum, notice on the APS website and a public comment period prior to adoption.

Definition of Terms

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

Aggressor, as defined in M.G. L. c.71, §37O, is a student or a member of a school staff including, but not limited to, and educator, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation towards a student.

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

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 of 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.

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

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

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

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

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

Prohibition Against Bullying.

Bullying is prohibited:

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

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

Reporting Bullying

To support efforts to respond promptly and effectively to bullying and retaliation, the Andover Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

The school or district will make a variety of reporting resources
available to the school community including, but not limited to, an Incident Reporting Form and each school's telephone number.

Use of an "Incident Reporting Form" is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the district's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

A list of Andover's schools and the phone numbers for the principals at each school is listed below:

Andover High School	978-247-5510
Doherty Middle School	978-247-9400
West Middle School	978-247-5400
Wood Hill Middle School	978-247-8800
Shawsheen Elementary School	978-247-8200
High Plain Elementary School	978-247-8600
Bancroft Elementary School	978-247-9500
South Elementary School	978-247-9800
West Elementary School	978-247-5300
Sanborn Elementary School	978-247-9700
Assistant Superintendent – Teaching & Learning	978-247-7025
Superintendent	978-247-7010

School staff members must report immediately to the principal or their designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

When the school principal or their designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that a violation of the district's anti-bullying policy has occurred he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff. Andover Public Schools will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development shall include, but shall not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school

environment; (v) information on the incidence and nature of cyberbullying; and (vi) internet safety issues as they relate to cyberbullying.

Problem Resolution System. A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at http://www.doe.mass.edu, emails can be sent to compliance@doe.mass.edu , or individuals can call 781.338.3700. Hard copies of this information are also available at the Office of the Assistant Superintendent.

Appendix D
Summary for Staff Handbooks

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools*. This new law prohibited bullying and retaliation in all public and private schools, and required schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for staff to know are described below.

This plan is updated to reflect M.G.L. c.71, § 37O as amended by Chapter 86 of the Acts of 2014 and Sections 72-74 of Chapter 38 of the Acts of July 2013, which changed the definition of "perpetrator" to include "a member of a school staff, including, but not limited to an educator, administrator, school, nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional." The amendment also made the plan applicable to school staff, including but not limited to, the individual listed in the amended perpetrator definition.

This Plan will be reviewed biennially by the Superintendent and/or her/his designee, as mandated by M.G.L. c. 71, § 37O(5)(d). Consultation will include, at a minimum, notice on the APS website, and a public comment period prior to adoption.

These requirements are included in the district's Bullying Prevention and Intervention Plan ("the Plan"). The Plan includes the requirements of the law, and also information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, or to respond to it when it occurs.

Definition of Terms
In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language.

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

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

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

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

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

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

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

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

Prohibition against Bullying

Bullying is prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device that is owned, leased, or used by a school district or school and (ii) 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 a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Responsibility of Staff to Report Bullying

To support efforts to respond promptly and effectively to bullying and retaliation, the Andover Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents/guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form and each school's telephone number.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district

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

A list of Andover's schools and the phone numbers for the principals at each school is listed below:

Andover High School	978-247-5510
Doherty Middle School	978-247-9400
West Middle School	978-247-5400
Wood Hill Middle School	978-247-8800
Shawsheen Elementary School	978-247-8200
High Plain Elementary School	978-247-8600
Bancroft Elementary School	978-247-9500
South Elementary School	978-247-9800
West Elementary School	978-247-5300
Sanborn Elementary School	978-247-9700
Assistant Superintendent – Teaching & Learning	978-247-7025
Superintendent	978-247-7010

Professional Development

Andover Public Schools will provide ongoing professional development to increase the skills of all staff members to prevent, identify and respond to bullying.

The content of such professional development is to include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) Internet safety issues as they relate to cyberbullying.

Problem Resolution System

A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at http://www.doe.mass.edu, emails can be sent to compliance@doe.mass.edu or individuals can call 781.338.3700. Hard copies of this information are also available at the Office of the Assistant Superintendent.

Appendix E

Andover (MA) Public Schools - Bullying Incident Report Form

The APS expects that all members of the school community will treat each other in a civil manner and with respect for differences. The APS does not tolerate bullying or retaliation, in school buildings, on school grounds, or at school-related activities. All staff members who witness or become aware of bullying or retaliation by any student or staff member must inform the Principal or his/her designee (for student and staff) and the Superintendent or her designee (for principals) immediately. This form may be used for reporting bullying or retaliation. The Principal or his/her designee (for student and staff) and the Superintendent or her designee (for principals) will investigate all reports of bullying and retaliation and will take prompt action to end the conduct and restore the target's sense of safety. For more information, please refer to the APS Bullying Prevention and Intervention Plan and Bully Policy available at all school and on the APS website.

1. Name of Person Filing Report (please print):
_____*(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Knowingly making a false accusation is a violation of policy and subject to disciplinary action.)*

   Title:_____ Telephone:_____

   Signature:_____ Date: _____

2. Check whether you are the: □ Target of the bullying or retaliation □ Reporter (not the target)

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

Your contact information/telephone number:_____

4. If student, state your school:_____

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

6. Name(s) of witnesses (person(s) who saw the bullying or retaliation or have information about it)

Name:_____ □ Student □ Staff □ Other:_____

Age/Grade_____School_____

Name:_____ □ Student □ Staff □ Other:_____

Age/Grade_____School_____

Name:_____ □ Student □ Staff □ Other:_____

Age/Grade_____School_____

7. Information about the Incident:

Name of target *(of behavior):* _____
Name of aggressor (person who engaged in the behavior):_____
Date(s) of incident(s): _____
Time when incident(s) occurred: _____
Location of incident(s) (be as specific as possible): _____
Medical intervention required: □ Yes □ No

8. Please describe the details of the bullying or retaliation you experienced, saw, heard (including the names of all people involved, what occurred, and what each person did and said, including the words used) along with what each witness experienced, saw, or heard. Please attach all available documentation such as video, notes, emails, texts, etc. Please use additional space on back if necessary.

Under state and federal law, the APS may NOT disclose specific disciplinary procedures instituted against students, including the aggressor, to third parties, including the target's parents/guardians, unless such disciplinary procedures constitute a "stay away" order or other directive that the target and his/her parents must be aware of in order to report violations. The APS will maintain records of all bullying or retaliation investigations, and the results of such investigations in accordance with the Bullying Prevention Act and related regulations. *January 2021*

Administrator Receiving Report:_____ Date:_____

INVESTIGATION

1. Investigator(s):_____ Title(s):_____

2. Interviews:

□ Interviewed aggressor Name:_____ Date:_____

□ Interviewed target Name:_____ Date:_____

□ Interviewed witness(es) Name:_____ Date:_____

Name:_____ Date:_____

Documentation attached: □ Yes □ No

3. Any prior documented incidents by the aggressor? □ Yes □ No
If yes, have incidents involved target or target group previously? □ Yes □ No
Any previous incidents with finding of Bullying, or Retaliation? □ Yes □ No

4. Summary of investigation*: (please use additional paper and attach to this document as needed.)*

CONCLUSIONS FROM THE INVESTIGATION

1. Finding of violation of the Anti-Bullying Policy of the Andover Public Schools:

□ No □ Discipline referral only:_____
□ Yes □ Bullying/Harassment/Intimidation □ Incident documented as:_____
□ Retaliation

2. Contacts:
□ Target's parent/guardian (date):_____ □ Aggressor's Parent/Guardian (date):_____

□ District Equity Coordinator (DEC) (date):_____ □ Law Enforcement date):_____

3. Disciplinary action taken:
□ None □ Loss of privileges □ Detention □ STEP referral □ Suspension □ Community Service

□ Other:_____

4. Safety/Conduct Plan required *(attach completed plans):* □ Yes □ No

□ Target follow-up scheduled (date):_____

□ Aggressor follow-up scheduled (date):_____

Initial and date when completed:_____ Initial and date when completed:_____

Report forwarded to:
□ Principal *(date):*_____*(if Principal was not the investigator)* □ Superintendent *(date):* _____

Investigator or Principal signature:_____Date: _____

Appendix F
Andover Public Schools

BULLYING INTERVENTION SAFETY/CONDUCT PLAN

Directions: After the determination that a violation of the district's anti-bullying policy has occurred and, if applicable, after appropriate discipline has been enforced, the Principal or his/her designee shall develop a safety plan (for a target) and conduct plan (for a student aggressor) with the aggressor and target separately. The parent/guardian of both the target and the aggressor shall be involved in the development of their respective plans. Teachers shall be notified of the incident, names of the parties involved and their roles if the principal or his/her designee determines that sharing such information with teachers is necessary to prevent future violations of the anti-bullying policy and/or to create a safe environment for the target. A copy of this form shall be attached to the Bullying Incident Reporting Form.

□ Safety Plan for the Student Target □ Conduct Plan for Aggressor Student

Name of Student: _____ Grade:_____School:_____

Brief description of incident:

_____

Name of Administrator involved in development of the plan:_____

Meeting with parent/guardian (date):_____Action items: _____

□ Referral to school support services (date):_____Name:_____Meeting (date): _____

Plan forwarded to: □ Principal (date):_____ □ Superintendent (date):_____

Objective/Strategy #1:	
Who will implement this strategy:	
Steps:	
	Date:
Teachers/Team notified: □ Yes □ No Copy to parent/guardian: □ Yes □ No	
Implementer signature (if school staff member):	
Student signature:	
Parent signature:	
Objective Met □ Yes □ No	

Objective/Strategy #2:
Who will implement this strategy:
Steps:

	Date:
Teachers/Team notified: □ Yes □ No Copy to parent/guardian: □ Yes □ No	
Implementer signature (if school staff member):	
Student signature:	
Parent signature:	
Objective Met □ Yes □ No	

(Administrator who participated in development of the plan signs below)

Signature and
Title:_____Date:_____

Objective/Strategy #3:	
Who will implement this strategy:	
Steps:	
	Date:
Teachers/Team notified: □ Yes □ No Copy to parent/guardian: □ Yes □ No	
Implementer signature:	
Student signature:	
Parent signature:	
Objective Met □ Yes □ No	

For more than three (3) objectives/strategies, attach additional sheets. When objectives/strategies involve seeking outside counseling/assistance, provide a list of qualified agencies. Follow-up contact(s), if any, may be recorded below.

Meeting/contact with parents (date):_____Notes:

Meeting/contact with parents (date):_____Notes:

Other meeting/contact (date):_____Notes:

Action items: _____

Action items: _____

Action items:_____

Other meeting/contact (date):_____ Notes:

Action items:_____

(Administrator signs below and notifies Principal and Superintendent when implementation is complete or plan is no longer in effect)

□ Objectives met □ Student moved out of district □ Plan suspended (explain):

Signature and Title:_____ **Date:** _____

Appendix G
List of Schools and Phone Numbers for the Principals' Offices

Andover High School	978-247-5510
Doherty Middle School	978-247-9400
West Middle School	978-247-5400
Wood Hill Middle School	978-247-8800
Shawsheen Elementary School	978-247-8200
High Plain Elementary School	978-247-8600
Bancroft Elementary School	978-247-9500
South Elementary School	978-247-9800
West Elementary School	978-247-5300
Sanborn Elementary School	978-247-9700
Assistant Superintendent – Teaching & Learning	978-247-7025