

Greenfield Public Schools

**BULLYING PREVENTION AND INTERVENTION PLAN**

DECEMBER 2010

**Draft Amendments May 2011**

GREENFIELD PUBLIC SCHOOLS

BULLYING PREVENTION AND INTERVENTION PLAN  
DECEMBER 2010

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## Greenfield Public Schools

### Bullying Prevention and Intervention Plan December 2010

#### STATEMENT OF PURPOSE

*The Greenfield Public Schools are committed to providing students with equal education opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all student community members treat each other with respect. This Bullying Prevention and Intervention Plan ("Plan") is an integral part of the Greenfield Public Schools comprehensive efforts to promote learning; eliminate all forms of violent, harmful, and disruptive behavior; and enable students to achieve their personal, academic, and citizenship potential in our increasingly diverse society.*

*Greenfield Public Schools will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, cyberbullying, discrimination, retaliation, or hate crimes in our schools or at school-related activities. Greenfield Public Schools will promptly investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes and take prompt action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. Greenfield Public Schools will support this Plan in all aspects of its activities, including its curricula, instructional programs, staff development, technology programs, extracurricular activities, and parental involvement.*

#### I. LEADERSHIP

District and school leadership at all levels in the Greenfield Public Schools will play a critical role in the ongoing development and implementation of the Bullying Prevention and Intervention Plan in the context of other whole school and community efforts to promote positive school climate. School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. School leaders have a responsibility for setting priorities and for staying up to date with current research on ways to prevent and effectively respond to bullying.

On or before December 31, 2010, we will submit the Greenfield Public Schools Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the BPS website. The Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 37O.

Public Involvement. As required by M.G.L. c. 71, § 37O, this Plan has been developed with some consultation of various constituencies. Members of the policy and Bullying Prevention Committees and members of the administration have met with parents and community members during most of 2010 on these issues. In particular, the central office

and high school have been meeting with the Safe Schools/Smart Schools coalition about a community-wide collaborative effort to have a safer community for our students and we will be incorporating the entire bullying prevention issue into a comprehensive community-wide outreach beginning January 2011 that reaches out to the community of stakeholders in Greenfield. This collaborative effort with the Safe Schools/Smart Schools coalition involves a partnership grant, involvement of our school committee, and involvement of principals, teachers, and central office administrators. We have forged a long-term commitment to address teen risk and safety issues.

Consultation will also include, at a minimum, ongoing public comment period as part of the school committee’s adoption process. Due to the December holiday season the committee would expand its outreach to parents in January.

- A. Assessing Needs & Measures. During the summer and fall, the planning team met with various school and city organizations to assess what efforts were already underway and how these resources could be coordinated. The district reviewed the **Bullying** Prevention curriculum and programs already in place in our schools. There were early meetings to assure that the policies of Greenfield were updated in all areas of harassment and hazing. Policies were amended to include language prohibiting bullying and clearly defining the consequences connected to it.
  
- B. Planning & Oversight. The Greenfield Public Schools in accordance with MA Law M.G.L. c. 71, § 37O has designated the principal or designee of each school as the person responsible for receiving reports, recording incidents and investigating all incidents. The principal or designee is responsible for responding to and resolving all cases.

The following school or district leaders responsible for the following tasks under the Plan:

|   |  |
|---|--|
| 1.) receiving reports on bullying   | Administrators   |
| 2.) collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes | Contingent upon funding; building based                              |
| 3.) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors       | Administrators, school counselors, school-based teams.               |
| 4.) planning for the ongoing professional development that is required by the law   | Administrators with Grant and Professional Development Administrator |
| 5.) planning supports that respond to needs of targets and aggressors   | Administrators and staff   |

|  |  |
|--|--|
| 6.) choosing and implementing the curricula that the school or district will use   | Administrators and Building Teams  |
| 7.) developing new or revising current policies and protocols under the Plan, including an Internet safety Plan, and designating key staff to be in charge of implementation of them | Superintendent and School Committee  |
| 8.) amending district-wide and school based student and staff handbooks and codes of conducts  | Administrators and School Teams, with consultation from Superintendent and School Attorney |
| 9.) leading the parent or family engagement efforts and drafting parent information materials  | Administrators and school counselors   |
| 10.) reviewing and updating the Plan biennially, or more frequently as needed  | Anti-Bullying Task Force   |

Each School Community Member is responsible for:

1. complying with this Plan, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability;
3. ensuring that (s)he does not bully another person on school grounds or in a school-related activity;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

## **II. DEFINITIONS**

**For the purposes of this document, the following definitions are excerpted from the MA statute (See Appendix B)  
M.G.L. Chapter 71, Section 370**

**As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:**

**Bullying: the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear or harm to himself or of damage to his 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. For the purpose of this section, bullying shall include cyber-bullying.**

**Cyber-bullying: bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writings, 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 (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 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 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.**

**Hostile environment: a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.**

**Perpetrator: a student who engages in bullying or retaliation.**

**School grounds: property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.**

**Victim: a student against whom bullying or retaliation has been perpetrated.**

### III. TRAINING & PROFESSIONAL DEVELOPMENT

Greenfield Public Schools has ongoing professional development plans which reflect the requirements under M. G. L. c. 71, § 37O and provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

- A. Annual staff training on the Plan. Greenfield Public Schools will offer professional development to administrators, teachers, para-professionals, and all ancillary staff members employed by the Greenfield Public Schools. Professional development will include: data collection, de-escalation, identifying bullying behavior, types of bullying, roles of bullies/targets/bystanders, rights and responsibilities under the Law M. G. L. c. 71, § 37O, information on the most at-risk populations **including, but not limited to**, gay/lesbian, special education, minority, and obese students, roles of citizens in a **democratic republic**, and internet safety and responsibility.
- B. Ongoing professional development. Greenfield Public Schools provide ongoing professional development making use of a variety of grants and district funding to provide faculty and consultant training in programs, policy, and law. Staff will continue to receive literature covering the latest information in Bullying Prevention & Intervention.

Schools will be given written reminders on Bullying Prevention protocol. Principals will continue to address student behavior and interventions at least monthly at administration meetings as part of Greenfield's ongoing efforts to eradicate bullying and provide meaningful interventions.

### IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors, or bystanders of bullying or cyberbullying. The Greenfield Public Schools will also address the emotional needs of these students' families.

- A. Identifying resources. School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. **The plan shall afford all students the same protection regardless of their status under the law.** 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, and develop recommendations and action steps to fill resource and service gaps. The Greenfield Public Schools will continue to work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional

preventive services to students, parents and guardians, and faculty and staff.

- B. Counseling and other services. School counselors, school social workers, nurses, school psychologists and special educators provide a variety of skill-based services to students within the educational setting that include on- going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals, when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional, and behavioral concerns.

School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors, school psychologists, school social workers, and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skills weaknesses. In addition, school counselors, school psychologists, school social workers, and special education professionals' work together to plan ways to reach out to parents, including parent workshops. We collaborate with area agencies that provide support to families and students.

- C. Students with disabilities. As required by M. G. L. c. 71B, § 37O, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that the student has an autism spectrum disorder or has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. The Greenfield Public Schools will review existing referral protocols for referring students and families to outside services. School counselors and other specialists will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Greenfield Public Schools Bullying Prevention and Intervention Plan, and revised as needed.

**Potential Community Services and Agencies, and Supports as of 2011 to which perpetrators might be referred.**

V. ACADEMIC & NON-ACADEMIC ACTIVITIES

The Greenfield Public Schools will continue to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curriculum. Curricula initiatives will include both evidenced-based programs for the age/grade of children and ongoing, in-class discussion groups, readings, and units.

The school district, through its training of administrators and personnel, will use effective programs and special events appropriate for our differing grade levels. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention guidelines.

- Listen to students
- Use scripts and role plays to develop skills
- Empower students to take action and participate in assuring a safe and democratic school environment
- Intentionally have conversations with students about bullying
- Be empathic and compassionate and encourage those qualities in your students
- Be proactive and ready to intervene when necessary
- Let students know that they don't have to solve everything by themselves
- Encourage students to report bullying and follow up
- Whenever bullying or any other type of harassment comes up in conversation, give a clear message that you disapprove; your silence will be taken as acceptance and approval
- Don't expect peer mediation to work in cases of bullying because of nature of bully-target dynamics, especially the innate power imbalance that is typically present
- Help all students develop assertiveness and conflict-resolution skills and focus more intensely on students who are involved in bullying incidents
- Model the behaviors of respect and tolerance that you expect from your students. Track bullying incidents and how they were addressed; share effective strategies with others
- Deal with bullying consistently and immediately and focus on outcomes, not punishments
- Always consider the needs of students with exceptionalities when they are involved in bullying incidents

B. General teaching approaches that support bullying prevention efforts.

- To develop school-wide positive behavior and intervention systems that support nurturing and supportive school cultures
- To create a strong anti-bullying Plan that will be enforced first and foremost by adults
- To empower bystanders who witness bullying activities and do not intervene

- To promote acceptance, tolerance and respect in order to improve the school climate to include all students in meaningful ways
- To recognize the dynamics and complexities involved in bully-target relationships
- To develop intervention programs that will reduce the prevalence of bullying behaviors and create a safe school climate that fosters positive learning experiences for all students
- To be creative in developing strategies to promote social competence for children who bully, targets of bullying, and bystanders
- To develop ways to help students who bully find more socially acceptable ways of experiencing positive rewards
- To build an effective support system for protecting targets of bullying

### C. Oversight

- **Central Office will have one assigned bullying and harassment office or**
- **Each school will have a designated bullying and harassment officer, trained to gather data related to reports**

## VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

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

### A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees 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 non-employees may be made anonymously. The schools will make reporting resources available to the school community including, but not limited to, The Greenfield Public Schools Bullying Prevention and Intervention Incident Reporting Form, available on the Greenfield Public Schools website.

Use of the Greenfield Public Schools Bullying Prevention and Intervention Reporting Form Report is not required as a condition to making a report. Schools will: 1) include a copy of the Incident Reporting Form in the beginning for 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.

At the beginning of each school year, schools will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Greenfield Public Schools Bullying Prevention and Intervention Plan that is available to parents or guardians.

**The information provided to parents, guardians and students will be age-appropriate and in the most prevalent languages.**

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

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

Greenfield Public Schools expects students, parents or guardians, and other who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents, guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. 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.

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of students and witnesses reporting alleged acts of bullying 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 or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it.

### b. Notice to Another School or District:

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 23.00.

### c. Notice to Law Enforcement:

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal 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. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement/school resource officer, and other individuals the principal or designee deems appropriate.

C. Investigation:

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews will be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation (Appendix A).

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

D. Determinations:

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will: 1) determine what remedial action is required, if any, 2) determine if technical guidance is needed and consult with the Superintendent, if

so, and 3) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

#### E. Responses to Bullying:

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

##### 1. Teaching Appropriate Behavior through Skills-Building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O. 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; and making a referral for evaluation.

##### 2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the

disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Greenfield Public Schools Bullying Prevention and Intervention Plan, the Greenfield Public Schools Codes of Conduct policies, and with the school's student handbook. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with school committee policies and student handbooks.

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

The principal or designee(s) 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.

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

## VII. COLLABORATION WITH FAMILIES

The Greenfield Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of our schools to prevent and respond to bullying. Resources for families. Communication with families is essential. The bullying prevention and intervention curricula used by the schools and made available to parents and families include information about: (a) how parents and guardians can reinforce the curriculum at home and support the school's or district's goals, (b) the dynamics of bullying; and (c) online safety and cyberbullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Greenfield Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with parent councils and organizations to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curriculum and any social competency curriculum used by their child's school.

Schools will annually inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The schools will send parents written notice each year about the student related sections of the Greenfield Public

Schools Bullying Prevention and Intervention Plan and the Greenfield Public Schools Internet Acceptable Use 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. Each school will post the Greenfield Public Schools Bullying Prevention and Intervention Plan and related information on its website.

## VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

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

Acts of bullying, which include cyberbullying, 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 a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, 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 a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

Consistent with state and federal laws, and the policies of the school or district, 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, or sexual orientation. Nothing in the Greenfield Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent,

harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

### **Current Massachusetts Laws**

- \*\* Assault, G.L. c. 265, s 13A
- \*\* Assault and Battery, G.L. c. 265, s 13A
- \*\* Assault and Battery with a Dangerous Weapon, G.L. c. 265, s 15A
- \*\* Assault with a Dangerous Weapon, G.L. c. 265, s 15B
- \*\* Violation of Constitutional Rights, G.L. c. 265, s 37
- \*\* Assault or Battery for Purpose of Intimidation, G.L. c. 265, s 39
- \*\* Stalking, G.L. c. 265, s 43
- \*\* Criminal Harassment, G.L. c. 265, s 43A
- \*\* Identity Fraud, G.L. c. 266, s 37E
- \*\* Destruction of Place of Worship etc., G.L. c. 266, s 127A (schools and educational facilities are covered under the statute as well)
- \*\* Annoying Telephone Calls, G.L. c. 269, s 14A
- \*\* Hazing, G.L. c. 269, s 17
- \*\* Disturbance of School Assembly, G.L. c. 272, s 40
- \*\* Threats, G.L. c. 275, s 2
- \*\* Dissemination of harmful material to a minor, G.L. c. 272, s 28

### **Attachments**

1. APPENDIX A: Incident Reporting Form
2. APPENDIX B: Anti-bullying Law
3. APPENDIX C: Attorney General's Safe Schools Initiative Information: Harassment, Bullying, Discrimination, and Hate Crimes