

*Lowell Middlesex Academy Charter School  
67 Middle Street  
Lowell, MA 01852*

**Bullying Prevention and Intervention Plan**

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## **Introduction**

### **School Description**

The Lowell Middlesex Academy Charter School, located in Lowell, Massachusetts and originally chartered in 1995, is a public high school catering to students who have left their district high school prior to graduation and those significantly at risk of dropping out of these schools. We generally enroll students 16 to 21 years of age - primarily from Lowell - but also serve students from Billerica, Chelmsford, Dracut, Lawrence, Methuen, Tewksbury, Tyngsboro, and Westford. The school has grown from a dropout recovery program to an accredited high school serving up to 150 students. Our curriculum and interventions are designed to meet the needs of over age students enrolling with very little high school credit and those who have on-going obstacles to regular school attendance. The school focuses on academic, social, and career success. The school does not ask students to apologize for past school failures, but we do hold them to high standards – standards that reflect academic achievement, progress towards their understanding of 10 Ethical Values, and the ability to make an informed decisions about educational and career options when they graduate.

### **School Mission Statement**

The mission of Lowell Middlesex Academy Charter School (LMACS) is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student's personal and cultural identity.

**Bullying Prevention Committee Members**

Margaret McDevitt	Director, Lowell Middlesex Academy Charter School
Anne Monoxelos	Assistant Director, Lowell Middlesex Academy Charter School
Patricia Harding	Special Education Coordinator, Lowell Middlesex Academy Charter School
Amy Hendl	School Nurse, Lowell Middlesex Academy Charter School
Tracy David	Social Worker, Lowell Middlesex Academy Charter School
Alba Kuilan-Lamboy	Social Worker, Lowell Middlesex Academy Charter School

## I. LEADERSHIP

The Executive and Assistant Directors at Lowell Middlesex Academy Charter School in collaboration with the staff and local community leaders are committed to the development and implementation of a Bullying Prevention and Intervention Plan (“the Plan”). LMACS promotes a positive school climate with a no tolerance policy toward violence in a sustained effort to create a safe atmosphere for teaching and learning. The ten ethical values of respect, responsibility, achievement, justice, freedom, agape, courage, truthfulness, peace, and unity will continue to be the core values upon which the school was founded. The school Executive and Assistant Directors will be responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

**Public involvement in developing the Plan.** As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

**Assessing needs and resources.** A comprehensive needs assessment was conducted prior to developing and implementing the LMACS Bullying Prevention and Intervention Plan. The planning process included an assessment of the adequacy of current programs, a review of current policies and procedures, a review of available data on bullying and behavioral incidents; an assessment of the available resources including curricula, training programs, and behavioral health services. As a result of these findings, student and staff handbooks were updated in an effort to clearly define bullying policies and procedures. Staff training and education of staff regarding these policies were a top priority and will continue to be important in sustaining these efforts. In addition, partnerships have been and will continue to be established with community agencies in order to support these policies and to provide a collaborative community network of resources for students, staff, and families.

The Lowell Middlesex Academy Charter School’s Bullying Prevention and Intervention Plan is the school’s blueprint for enhancing the capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives.

Student surveys are administered to all phases of the student body on a regular basis. In all three phases, there is a need for education regarding bullying and cyber bullying. Despite the results of a 2016 survey, indicating that 94% of the LMACS students feel very safe on school grounds, 22% of the students responded that they have witnessed cyber bullying within the past year. Because of the identified “hot spots” outlined in the survey, the faculty and security have been notified and will monitor more frequently in these areas of concern. Lowell Middlesex Academy Charter School has responded to the needs, through guest speakers on bullying, cyber bullying and on-line safety, as well as implementing cyber bullying and bullying curriculum through the Advising Groups, and Improvisational Presentations from “Improbable Players”, workshops presented by Massachusetts Partnership for Youth, and student orientation programs.

There is much more analysis to be done regarding the data from these surveys and it will be beneficial to the school to conduct the same Needs Assessment Survey again in during the 2019-2020 academic year. to evaluate and compare responses at the end of the school year. The policies and procedures defined within this Plan have affirmed the school’s zero tolerance policy regarding bullying, as reflected in the school’s ten Ethical Values, and have united the community in a common mission.

**Planning and oversight.** The Lowell Middlesex Academy Charter School has identified the Executive Director and the Assistant Director as the individuals who are responsible for receiving reports on bullying and for collecting and analyzing building data on bullying to assess the present problem and to measure improved outcomes.

The Executive Director in collaboration with the Assistant Director, social workers and committee members will work closely together to do the following:

- Plan for the ongoing professional development that is required by the law
- Plan supports that respond to the needs of targets and aggressors
- Develop new and revise current policies and protocols under the Plan
- Create an Internet safety policy designating key staff to oversee and implement
- Amend student and staff handbooks and codes of conduct
- Lead the parent or family engagement efforts and draft parent information materials
- Review and update the Plan each year, or more frequently as needed

**Developing priority statements.** The priority statements in Lowell Middlesex Academy Charter School's Bullying Prevention and Intervention Plan center around the ten ethical values upon which the school was founded: Respect, Responsibility, Justice, Freedom, Courage, Agape, Peace, Unity, Truthfulness, and Achievement. These values are an integral part of the school culture and a central focus for the school community when establishing rules and policies. As outlined in the student handbook, LMACS Non-Negotiable Rules and Policies are founded on respect:

Respect Yourself: To be part of the school, you must be working toward your goals for achieving a successful and healthy future.

Respect Others: You must treat all fellow students, staff, and school visitors with respect and courtesy.

Respect Property: You must show care for all areas of the school, college, and others' personal belongings.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

The Lowell Middlesex Academy Charter School's ongoing professional development plan reflects the requirements under the M.G.L. c. 71, & 370 and provides ongoing professional development for all staff, including, but not limited to, educators, administrators, social workers, school nurse, security, maintenance, advisors to extracurricular activities and paraprofessionals.

### **A. Annual staff training on the plan**

Lowell Middlesex Academy Charter School's Bullying Prevention and Intervention Plan includes annual training for all staff. This training will include, but is not limited to, an outline of the M.G.L. c. 71, & 370 legislation, identifying staff responsibilities under the plan, an overview of the steps that the Director or Assistant Director will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all phases. Faculty hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

### **B. Ongoing professional development**

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, & 370, the content of school-wide and professional development will be informed by research and will include information on:

- Developmentally (or age-) appropriate strategies to prevent bullying
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents
- Information regarding the complex interaction and power differential that can take place between and among a aggressor, target, and bystander to the bullying
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
- Information on the incidence and nature of cyber bullying
- Internet safety issues as they relate to cyber bullying
- Lowell Middlesex Academy Charter School in-service workshops on violence prevention

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing student's Individualized Education Plans. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school for professional development include:

- Promoting and modeling the use of respectful language
- Fostering an understanding of and respect for diversity and difference
- Building relationships and communicating with families
- Constructively managing classroom behavior
- Using positive behavioral intervention strategies

- Applying constructive and progressive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning, and decision-making
- Maintaining a safe and caring classroom for all students

**C. Written notice to staff**

LMACS will provide all staff with an annual written notice of the Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook. (Appendix D)

### III. ACCESS TO RESOURCES AND SERVICES

Lowell Middlesex Academy Charter School promotes a safe learning environment by continually addressing the underlying emotional needs of targets, aggressors, and families through the provision of supports and services necessary to meet these needs. The small school size and the strong commitment of staff enhance our capacity to prevent, intervene early, and respond effectively to bullying. There are many community networks and agencies in and around the city of Lowell which provide valuable resources to address the needs of targets and aggressors.

**A. Identifying resources.** Two full time social workers and a school nurse are readily available within the school to accommodate the needs of students, maintain contact with families, and provide on-going support, counseling, crisis intervention, case management, and referrals as needed. All students are assigned to a faculty advisor who works with the student on a daily basis to identify academic or personal issues that may be interfering with school progress. The advisor is also responsible for maintaining contact with families of advisees on a frequent basis. Additionally, the school has a curriculum that includes courses such as Life Choices, LMACS Seminar, and Second Choices, which all address healthy relationships and skills for non-violent conflict resolution. Student Orientation programs additionally present information on bullying, cyber bullying, bystanders, and strategies to prevent bullying. At the end of each school year, LMACS reviews staffing patterns and curricula in order to take the appropriate action steps necessary to sustain a positive and safe learning environment for all the members of the school community.

**B. Counseling and other services.** Culturally and linguistically appropriate resources within the school and community provide a network of valuable referral resources. Linkages with agencies in and around the city of Lowell provide a large network of referral opportunities and many are located within walking distance or on the bus route. Most of the agencies provide support for Medicaid eligible students and are culturally appropriate for the diverse population of the school. Resources include: Social Workers, Nurses, School Psychologists, Behavioral Specialists, Middlesex Community College support services, Advisors and Advising groups, Lowell Police Department, Special Education teachers, and Faculty Advisors.

**C. Students with disabilities.** The IEP Team determines which students have a disability that affects social skills development or which students who may be vulnerable to bullying, harassment, or teasing because of his/her disability. Once this is determined, 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.** LMACS has established a referral protocol for referring students and families to outside services. Resources and referral options within the community are noted in appendix F.



#### **IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

Lowell Middlesex Academy Charter School will provide age appropriate instruction on bullying prevention in each Phase. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

##### **A. Specific bullying prevention & intervention approaches.**

Embedded within the LMACS Health and Wellness Programs are evidenced-based curricula and solid instructional approaches that support and sustain positive school culture conducive to academic success. The School Social Workers provide a bullying prevention program during the New Student Orientation and two All School Assemblies throughout the academic year. The academic program includes the following classes that provide instruction on bullying prevention. The classes include but are not limited to: Healthy Lifestyles, Life Choices, Second Choices, and Advising.

Classes are offered in all Phases. The curriculum incorporates:

- The use of scripts and role plays to develop skills
- The empowerment of students to take action against acts of bullying or retaliation;
- Guidance for students to understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- An emphasis on cyber safety, including safe and appropriate use of electronic communication technologies;
- The enhancement of students' skills for engaging in healthy relationships and respectful communication;
- A respect for cultural differences and diversity;
- Engagement of students in a safe, supportive school environment that is respectful of diversity and difference.
- The promotion of the ten ethical values.

##### **B. General teaching approaches that support bullying prevention efforts:**

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

These may include the following programs and offerings, but are not limited to:

- Non-negotiable rules regarding violence, drugs, and all forms of bullying, cyber bullying, and retaliation;
- Advisory Class to promote healthy relationships with their peers;
- Activities that promote and reward positive behaviors;
- Support services that include Advisors, Social Workers, and School Nurse who routinely contact families in order to develop an effective means of communication;
- Classrooms that maintain a small teacher pupil ratio;
- Consistent incorporation of the ten ethical values in all programs.

**C. Specific activities that will continue to take place may include, but are not limited to:**

- School Wide Assemblies/Initiatives:
- New Student Orientation Presentation on Bullying Prevention. Student Handbook is distributed to all students. (See Appendix C)
- Tree of Success Meetings that promote the ten Ethical Values;
- Teachers address the Ethical Values through literature selection and follow up discussions/activities;
- Counseling Intervention
- Relationship building
- Parent Workshops
- Responsive Classroom
- Advising Discussions
- Goal Setting
- Internet Safety
- Healthy Lifestyle and Life Choices Curriculum
- Non-violent Conflict Resolution
- Bullying, cyber bullying, and retaliation prevention instruction
- Safe Dates, evidence-based dating violence curriculum
- Anger management skills through role play
- Service Learning Committee Projects
- Handbook policies on bullying
- Training opportunities for all faculty

## **V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

To support efforts to respond promptly and effectively to bullying and retaliation, Lowell Middlesex Academy Charter School has 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, and staff – know what will happen when incidents of bullying occur.

### **A. Reporting bullying or retaliation:**

A member of the school staff is required to report immediately to the Director or Assistant Director any instance of bullying or retaliation the staff member has witnessed or become aware of (See paragraph (e)(2) of the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying). Reports of bullying or retaliation may be made by staff, students, parents or guardians, designated adults, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing in the form of an Incident Report. (See Appendix F) If a student reports bullying to a faculty member, an incident report must be completed by the staff member with the student making the report and immediately forwarded to the Director or Assistant Director. Staff members include, but are not limited to educators, administrators, school nurse, volunteers, advisors, social worker, advisors to an extracurricular activity, or paraprofessionals.

When the school Director or Assistant Director receives a report, he or she shall promptly conduct an investigation. If the Director or Assistant Director determines that bullying or retaliation has occurred, he or she shall:

- 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;
- Notify the parents or guardians of the “aggressor”;
- Take appropriate disciplinary action;
- Notify the Lowell Police Department if the Director or Assistant Director believes that criminal charges may be pursued against the “aggressor”.
- All actions taken will be documented and filed in the student records.
- All communication and notifications will be in accordance with state and federal privacy laws and regulations, and consistent with state regulations at 603 CMR 49.00

At the beginning of each school year, Lowell Middlesex Academy Charter School will provide the school community, including administrators, faculty, and parents or guardians, and designated adult, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including all needed contact information will be incorporated in student and staff handbooks, on the school website, and in information about the Lowell Middlesex Academy Charter School Bullying Prevention Plan.

### **B. Reporting by Staff**

A staff member will report immediately to the Director or Assistant Director when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Director or Assistant Director does not limit the authority of the faculty member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management discipline.

### **C. Reporting by Students, Parents or Guardians, and Others**

Lowell Middlesex Charter School expects students, parents or designated adults, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Director or Assistant Director. 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 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 Director or Assistant Director.

According to FERPA regulations, a school official cannot disclose the following:

- Specific disciplinary procedures instituted against any child other than your own
- Any actions taken the school is taking that specifically affect a child other than your own (e.g. moving another child to a different classroom)
- The content of any communications with another child’s parents or guardians
- Any contract agreement with a child who is not your own, or with the parents of that child
- The names or identification of other children involved in previous incident(s) in which your child had some involvement, for which there is a record
- Measures other parents are taking to help their child

According to FERPA, a school official can reveal the following information:

- Specific disciplinary procedures that are defined in school policy or administrative procedures, whether or not they intend to follow that policy in this case.
- Any actions the school is taking that affect your child (e.g. moving your child to another classroom)
- The fact that they have been in communication with the parents/designated adults of other children
- Any actions the school is taking which affect the children generally but which may impact the incident(s) in question (e.g. increased faculty supervision)
- Previous incident (s) in which your child had some involvement, without naming other children
- Measures a parent might use to help their child (e.g. daily check ins, role modeling)
- Any reports or referrals made to law enforcement regarding the incident(s) in question.

### **D. Responding to a report of bullying or retaliation**

**1. Safety:** Before fully investigating the allegations of bullying or retaliation, the Director or Assistant Director will take steps to assess the need to restore a sense of safety to the alleged victim and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Director or Assistant Director contacts parents or designated adults prior to any investigation. Notice will be consistent with state regulations at 603CMR 49.00. Responses to promote safety may include, but not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or aggressor in the classroom; identifying a faculty member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Director or Assistant Director will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Director or Assistant Director 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 reliable information about a reported alleged acts 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 Designated Adults. Upon determining that bullying or retaliation has occurred, the Director or Assistant Director will promptly notify the parents or designated adults of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Director or Assistant Director 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. 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 Director or Assistant Director 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 communication will be in accordance with state and federal privacy laws and regulations, and 603 CMMR 40.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Director or Assistant Director has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Director will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with 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 Director or Assistant Director shall contact the local law enforcement agency if he/she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

## **E. Investigation:**

The Director or Assistant Director 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 Director or Assistant Director will, among other things, interview students, staff, witnesses, parents or designated adults, and others as necessary. (See Appendix E) The Director or Assistant Director will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in an Ethical Review.

Interviews may be conducted by the Director, Assistant Director, or other faculty members as determined by the Director, and in consultation with the school social worker as appropriate. To the extent practical, and given his/her obligation to investigate and address the matter, the Director or Assistant Director will maintain confidentiality during the investigative process. The Director or Assistant Director will maintain a written record of the investigation. Incidents of bullying are also reported to the Department of Education through the "School Safety and Discipline Report."

Procedures for investigating reports of bullying and retaliation will be consistent with school policies and procedures for investigations. If necessary, the Director or Assistant Director will consult with Middlesex Community College regarding consultation with legal counsel pertaining to the investigation of the alleged report. The Lowell Middlesex Academy Charter School Board of Trustees will be informed of any investigations into bullying that take place.

#### **F. Determination:**

The Director or Assistant Director will make a determination based upon all of the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the Director or Assistant Director will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefiting from school activities. The Director or Assistant Director will determine what remedial action is required, if any, and determine what responsive actions and/or disciplinary action are necessary.

Depending upon the circumstances, the Director or Assistant Director may choose to consult with the student's teacher's and/or school social worker, and both the target's parents and the aggressor's parents or designated adult 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 Director or Assistant Director will promptly notify the parents or designated adult 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 Director or Assistant Director cannot report specific information to the target's parent or designated adult 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.

#### **G. Response to Bullying:**

Lowell Middlesex Academy Charter School has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidents of bullying and/or retaliation.

- i. Teaching Appropriate Behavior Through Skills-Building.** Upon the Director or Assistant Director's determination that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c.71 370 (d) (v). Skill building approaches that the Director or Assistant Director may consider include:
  - a.** Offering individualized skill building sessions with the Social Worker based on the school's anti-bullying curricula.
  - b.** Providing relevant educational activities for individual students or groups of students, in consultation with Assistant Director, Social Worker, and other appropriate school personnel.
  - c.** Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals.
  - d.** Meeting with parents or designated adults to engage parental support and to reinforce the anti-bullying curricula with social skill building activities at home.

- e. Adopting behavioral plans to include a focus on developing specific social skills.
- ii. **Taking Disciplinary Action.** If the Director or Assistant Director decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Director or Assistant Director, 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 Lowell Middlesex Academy Charter School's Bullying Prevention and Intervention Plan and with the school's code of conduct. If the Director or Assistant Director determine that bullying or retaliation has occurred, the Designated Adults of all parties will be notified.
- iii. Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which should read in cooperation with state laws regarding student discipline.

If the Director or Assistant Director determines that a student knowingly made a false accusation of bullying or retaliation, the reporting student will be referred to a Social Worker. All decisions will be consistent with the LMACS's code of conduct outlined in the student handbook.

- iv. **Promoting Safety for the Target and Others.** The Director or Assistant Director will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of other's as well. One strategy that the Director or Assistant Director may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred.

Within a reasonable period of time following determination and the ordering of remedial and/or disciplinary action, the Director or Assistant Director 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 Director or Assistant Director will work with appropriate school staff to implement them immediately.

## **VI. Collaboration with Families**

The Lowell Middlesex Academy Charter School's Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of our school to prevent and respond to bullying. Resources for families, as well as open communication are essential aspects of effective collaboration.

Provisions for informing and enlisting parent/designated adult support as partners in the school's efforts to eradicate bullying include:

- i. Strategies for parents and designated adults to reinforce the curricula at home and support the school plan
- ii. Education and information on the dynamics of bullying, online safety, and cyber bullying. Lowell Middlesex Academy Charter School has information on the website dedicated to educating parents

and designated adults and outreach for parents, faculty, and student. The newsletters will be updated periodically to maintain current information and best practices regarding bullying. This website can be found at [www.lmacs.org](http://www.lmacs.org) .

- iii. Encouraging open communication between parents and designated adults and faculty through phone calls made by student's Advisors one to three times a month as needed. Updated information, events, concerns, and other information are communicated and documented with these frequent phone calls.
- iv. Notify parents and designated adults each year about student related sections of the Lowell Middlesex Academy Charter School Bullying and Intervention Plan.
- v. Each trimester a Parent/Designated Adult and Parent Advisory Committee meeting is held to build the collaboration with involved systems.
- vi. An agreement is made with each student, parent or designated adult, and the school representing a mutual commitment to support a student's behavior and achievement of success.
- vii. To ensure ongoing communication and collaboration, administration will utilize established groups such as Ethical Value Committee, Parent Advisory Committee, Lowell Middlesex Academy Charter School Board of Trustees, Lowell Police Department, and the Massachusetts Aggression Reduction Center to create parent resource and information networks. LMACS will join efforts with these groups to identify and offer appropriate educational programs for parents and designated adults that are used on the parental component of anti-bullying curricula and any social competency curricula used by the school.



## **VII. PROHIBITION AGAINST BULLYING AND RETALIATION**

Lowell Middlesex Academy Charter School will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or on school related activities. The school administration 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. LMACS will support this commitment in all aspects of our school community, including curricula, instructional programs, faculty professional development, extracurricular activities, and parent or designated adult involvement. *(See paragraph (d) of the M.G.L. c.71, Chapter 370, An Act Relative to Bullying in Schools)*

Acts of bullying, which include cyber bullying, are prohibited:

- on LMACS and Middlesex Community College grounds
- on property immediately adjacent to school grounds, including the park across Middle Street,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- on a school or other vehicle owned, leased, or used by a school district or school
- through the use of technology or an electronic device that is owned, leased, or used by the school (for example, on a school computer or over the internet using 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 victim, infringes on the rights of the victim 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 also prohibited. As stated in the M.G.L. c. 71, & 370, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

## VIII. DEFINITIONS

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

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

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

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

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

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

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

Staff includes, but is not limited to, educators, administrators, social worker, school nurse, cafeteria workers, custodians, advisors to extracurricular activities, support staff, , MCC support staff, interns, or paraprofessionals.

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

## **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Lowell Middlesex Academy Charter School, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Lowell Middlesex Academy Charter School's Bullying Prevention and Intervention Plan prevents the school 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 policies.

In addition, nothing in the Lowell Middlesex Academy Charter School Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71 §§ 37H or 37H1/2, other applicable laws, or local school policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

## Appendix A

### Lowell Middlesex Academy Charter School Student Handbook Supplement

In accordance with the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying in Schools, LMACS is committed to promoting a safe environment to enable all students to achieve their personal and academic potential and become successful citizens. All forms of harmful and disruptive behavior, bullying, cyber bullying, and retaliation are not tolerated.

Definitions of Bullying - Cyber Safety - Retaliation:

“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 of 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 purposes 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, 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 (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 clauses (i) to (v), inclusive, of 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 clauses (i) to (v), inclusive, of the definition of bullying.

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.

“Victim”, a student against whom bullying or retaliation has been perpetrated.

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

**Prohibition Against Bullying** *(See paragraph (d) of the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying in Schools)*

Bullying is prohibited:

- on LMACS and Middlesex Community College grounds

- on property immediately adjacent to school grounds, including the park across Middle Street,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- on a school or other vehicle owned, leased, or used by a school district or school
- through the use of technology or an electronic device that is owned, leased, or used by a school district or school (for example, on a school computer or over the internet using 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 victim, infringes on the rights of the victim at school, or materially, and substantially disrupts the education process or the orderly operation of a school.

### **Reporting Bullying**

LMACS expects students, parents, designated adults, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to any member of the faculty. Reports can be made in writing or orally to the Director, Assistant Director or another staff member. A member of the school staff is required to report immediately to the Director or Assistant Director any instance of bullying or retaliation the staff member has witnessed or become aware of (*See paragraph (e)(2) of the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying in Schools*). An incident report will be completed by the faculty member with the student. Reports may be made anonymously, but no disciplinary action will be taken against an alleged perpetrator solely on the basis of an anonymous report. Staff members include, but are not limited to educators, administrators, school nurse, custodians, advisors, social worker, advisors to an extracurricular activity, or paraprofessionals. 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 Director or Assistant Director.

When the school Director or Assistant Director receives a report, he or she shall promptly conduct an investigation. If the Director or Assistant Director determines that bullying or retaliation has occurred, he or she shall:

- Notify the parents or guardians of the victim, 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;
- Notify the parents or guardians of the perpetrator;
- Take appropriate disciplinary action;
- Notify the Lowell Police Department if the Director or Assistant Director believes that criminal charges may be pursued against the perpetrator;
- All actions taken will be documented and filed in the student records.

All communication and notifications will be in accordance with state and federal privacy laws and regulations, and consistent with state regulations at 603 CMR 49.00

### **Student Resources**

LMACS will provide ongoing developmentally appropriate information on anti-bullying that will be presented in larger student body meetings and then reinforced in classrooms, such as Advising, using a variety of media. The education campaign will also build bystanders' skills for responding to bullying.

## Appendix B

### Lowell Middlesex Academy Charter School Student Handbook Supplement

In accordance with the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying in Schools, LMACS is committed to promoting a safe environment to enable all students to achieve their personal and academic potential and become successful citizens. All forms of harmful and disruptive behavior, bullying, cyber bullying, and retaliation are not tolerated.

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“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, 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 (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 clauses (i) to (v), inclusive, of 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 clauses (i) to (v), inclusive, of the definition of bullying.

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.

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- on a school or other vehicle owned, leased, or used by a school district or school
- through the use of technology or an electronic device that is owned, leased, or used by a school district or school (for example, on a school computer or over the internet using 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 victim, infringes on the rights of the victim at school, or materially, and substantially disrupts the education process or the orderly operation of a school.

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LMACS expects students, parents, designated adults, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to any member of the faculty. Reports can be made in writing or orally to the Director, Assistant Director or another staff member. A member of the school staff is required to report immediately to the Director or Assistant Director any instance of bullying or retaliation the staff member has witnessed or become aware of (*See paragraph (e)(2) of the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying in Schools*). An incident report will be completed by the faculty member with the student. Reports may be made anonymously, but no disciplinary action will be taken against an alleged perpetrator solely on the basis of an anonymous report. Staff members include, but are not limited to educators, administrators, school nurse, custodians, advisors, social worker, advisors to an extracurricular activity, or paraprofessionals. 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 Director or Assistant Director.

When the school Director or Assistant Director receives a report, he or she shall promptly conduct an investigation. If the Director or Assistant Director determines that bullying or retaliation has occurred, he or she shall:

- Notify the parents or guardians of the victim, 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;
- Notify the parents or guardians of the perpetrator;
- Take appropriate disciplinary action;
- Notify the Lowell Police Department if the Director or Assistant Director believes that criminal charges may be pursued against the perpetrator;
- All actions taken will be documented and filed in the student records.

All communication and notifications will be in accordance with state and federal privacy laws and regulations, and consistent with state regulations at 603 CMR 49.00

### **Student Resources**

LMACS will provide ongoing developmentally appropriate information on anti-bullying that will be presented in larger student body meetings and then reinforced in classrooms, such as Advising, using a variety of media. The education campaign will also build bystanders' skills for responding to bullying.

## Appendix C

### Lowell Middlesex Academy Charter School Staff Handbook

In accordance with the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying in Schools, LMACS is committed to promoting a safe environment to enable all students to achieve their personal and academic potential and become successful citizens. All forms of harmful and disruptive behavior, bullying, cyber bullying, and retaliation are not tolerated.

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

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- on property immediately adjacent to school grounds, including the park across Middle Street,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,



- on a school or other vehicle owned, leased, or used by a school district or school
- through the use of technology or an electronic device that is owned, leased, or used by a school district or school (for example, on a school computer or over the internet using 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 victim, infringes on the rights of the victim at school, or materially, and substantially disrupts the education process or the orderly operation of a school.

### **Reporting Bullying**

A member of the school staff is required to report immediately to the Director or Assistant Director any instance of bullying or retaliation the staff member has witnessed or become aware of (*See paragraph (e)(2) of the M.G.L. c. 71, Chapter 370, An Act Relative to Bullying*). Reports of bullying or retaliation may be made by staff, students, parents or guardians, designated adults, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing in the form of an Incident Report. If a student reports bullying to a faculty member, an incident report must be completed by the staff member with the student making the report and immediately forwarded to the Director or Assistant Director. Staff members include, but are not limited to educators, administrators, school nurse, custodians, advisors, social worker, advisors to an extracurricular activity, or paraprofessionals.

When the school Director or Assistant Director receives a report, he or she shall promptly conduct an investigation along with members of the task force committee. If the Director or Assistant Director determines that bullying or retaliation has occurred, he or she shall:

- Notify the parents or guardians of the victim, 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;
- Notify the parents or guardians of the “perpetrator”;
- Take appropriate disciplinary action;
- Notify the Lowell Police Department if the Director or Assistant Director believes that criminal charges may be pursued against the “perpetrator”.
- All actions taken will be documented and filed in the student records.

All communication and notifications will be in accordance with state and federal privacy laws and regulations, and consistent with state regulations at 603 CMR 49.00

### **Professional Development**

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

The content of the professional development is to include, but not limited to:

- developmentally appropriate strategies to prevent bullying incidents;
- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying;
- Internet safety issues as they relate to cyber bullying.

**Appendix D**

**LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL  
Bullying/Retaliation Incident Report Form**

Date:

Time:

Type of incident being reported (check all that applies)

Bullying \_\_\_\_\_

Cyber bullying \_\_\_\_\_

Retaliation \_\_\_\_\_

Name of Person Reporting Incident: \_\_\_\_\_

If you are not a student, which best describes your role (circle one):

Teacher    Parent    Advisor    School Nurse    Social Worker

Secretary or other support staff                  Other (describe)

Name of Student/Victim (if different from above): \_\_\_\_\_

Advisor:

Phase:

Other Student(s) Affected: \_\_\_\_\_

Advisor:

Phase:

Alleged Perpetrator(s) of Bullying/Retaliation: \_\_\_\_\_

Advisor:

Phase:

Describe the incident including behaviors that were reported or witnessed:

Witnesses present:

Physical evidence, if any:

Physical evidence shown at time of report: Yes \_\_\_\_\_ No \_\_\_\_\_

Signature and contact information of individual completing this report:

\_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Date received by Director: \_\_\_\_\_

**Appendix E**

**Lowell Middlesex Academy Charter School  
For Administrative Use Only**

**INVESTIGATION**

1. Investigator(s): \_\_\_\_\_ Position(S): \_\_\_\_\_

2. Interviews:

\_\_\_ Interviewed Aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_ Interviewed Target Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_ Interviewed Witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

4. Summary of the investigation: (Include type of Bullying)

(Please use additional paper and attach to this document)

---

**CONCLUSIONS FROM THE INVESTIGATION**

1. Finding of bullying or retaliation:

\_\_\_ Yes \_\_\_ No  
\_\_\_ Bullying \_\_\_ Incident documented as \_\_\_\_\_  
\_\_\_ Retaliation \_\_\_ Discipline referral only \_\_\_\_\_

2. Contacts:

\_\_\_ Target's parent/designated adult Date: \_\_\_\_\_  
\_\_\_ Aggressor's parent/guardian Date: \_\_\_\_\_  
\_\_\_ Law Enforcement Date: \_\_\_\_\_

3. Action Taken:

4. Describe Safety Planning: \_\_\_\_\_

Referral to Social Worker. \_\_\_ Yes. \_\_\_ No  
Interventions:

Signature & Title \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix F

### Lowell Middlesex Academy Charter School Medical/Mental Health Resources

#### **Arbour Counseling**

10 Bridge Street Lowell, MA  
Phone: 1-800-22-ACCES; (978)453-5736  
Individual and family services  
<http://arbourhealth.com>

Autism Support Center  
6 Southside Road  
Danvers 978 779-9135, ext. 2304  
Ne-arc.org

#### **Bridgewell Counseling Services**

7Summer Street Building #19 Chelmsford, MA  
Peabody MA 01960 Phone 978-256-1444  
Fax: 978-441-1773  
Individuals with disabilities and other life challenges  
Click on link below:  
<http://www.bridgewell.org/what-we-do/behavioral-health-services>

#### **Center for Family Development (CFD)**

81 Bridge St, Suite 215 Lowell, MA 01852  
Phone 978-459-2306 Fax: 978-453-9394  
Individual and family counseling, evaluations are done in office (parent has to be present)  
<http://www.cosicounseling.com/lowell.html>

#### **Center for Hope and Healing Trauma**

21 George Street, Suite 400 Lowell, MA 01852  
Phone: (978)451-7721  
Counseling, advocacy, training, sexual and domestic violence,  
programs offered 12+: Youth leadership - trained in violence  
<http://www.centerforhopehealing.org>

#### **Child Trauma Training Center UMass Medical School**

55 Lake Avenue North Worcester, MA  
Phone 774-455-4127  
Centralized referral system to link children between 0-18 with providers trained in attachment, self-regulation and competency, trauma focused cognitive behavioral therapy and child parent psychotherapy  
<http://www.umassmed.edu/cttc>

**Department of Transitional Assistance**

Davidson Street Lowell, MA

Phone: 978-446-2400

**Edinburg Center**

Main Office

205 Burlington Road Bedford, MA 01730

Phone: (781) 862-3600

TTY: (781) 275-7209

Fax: (781) 275-7205

Individuals with mental health conditions, co-occurring substance use conditions and/or developmental disabilities. In home therapy, family partner, in home behavioral services ages 0-21

<http://www.edinburgcenter.org>

**Family Associates of Merrimack Valley**

201 Chelmsford Street Chelmsford MA

Phone 978 256 1467

Individuals, couples, families, and group therapy

<http://www.familyassociates.org/index.html>

**Family Continuity**

360 Merrimack Street, Bldg. 9, 3rd Floor Lawrence, MA 01843

Home-Based Services and Outpatient Mental Health Clinics accessible to anyone directly and do not require referral through a state agency

<http://www.familycontinuity.org/index.php>

**Greater Lowell DCF Offices**

2 Omni Way Chelmsford, MA 01824

Phone: (978)275-6800

**Greater Lowell Health Alliance (GLHA)**

55 Technology Drive Lowell, MA 01851

Phone 978-934-8531

The Greater Lowell Health Alliance brings together healthcare providers, business leaders, educators, and civic and community leaders with a common goal to improve the overall health of our communities

<https://www.greaterlowellhealthalliance.org/who-we-are/our-impact>

**Greater Lowell Pediatrics**

33 Bartlett Street #305 Lowell, MA

Phone 978-452-2200

Medical Home Care Program with complex medical and psychosocial needs and Behavioral Health Intervention-In partnerships with Arbor Counseling for outreach  
<http://www.greaterlowellpediatrics.com>

**Greater Lowell Psychiatric Associates**

73 Princeton Street, Suite 203 North Chelmsford, MA  
Phone 978 256 6579

Psychotherapy for Adults, Adolescents, Children, Individuals, Couples, Family and Groups.  
Many types of testing services available  
<http://www.greaterlowellpsychassoc.com>

**Institute for Health & Recovery (IHR) Lowell**

97 Central Street, Suite 207 Lowell, MA 01852  
Phone 617-661-3991

Services include: IHR's programs facilitate access to a range of services for Massachusetts youth with substance use issues, including residential and outpatient treatment. Access Coordinators orient parents/professionals to care services, conduct phone assessments, make referrals to residential or outpatient treatment, work closely with referral sources, and provide support to youth and their families throughout the process  
<http://www.healthrecovery.org>

**Lahey Behavioral Health Mobile Crisis Team**

391 Varnum Ave Lowell, MA  
Phone (800)830-5177

Services include: The 24/7 Mobile Crisis Team works with youth and their families with serious emotional disturbances, plus up to seven days of ongoing crisis counseling, support and stabilization. Crisis Evaluation and short term follow up care  
<http://www.nebhealth.org>

**Lowell Community Health Center**

161 Jackson Street Lowell, MA 978-441-1700

Services include: Health/trauma assessments, child psychiatrist  
<http://www.lchealth.org>

**Lowell Health Department**

341 Pine St Lowell, MA 01852  
Phone 978-674-4010

Services include: The mission of the Health Department is to preserve, maintain and advance the City's public health standards. The Health Department strives to promote and protect the health and wellness of the people within Lowell. This is done through a wide range of public health programs and outreach health education in a variety of areas.  
<https://www.lowellma.gov/275/Health>

**Lowell House, Inc. – Addiction & Recovery Services**

555 Merrimack Street Lowell, MA 01854

Phone 978-459-8656 John Dunn, Supportive Case Manager

Services include: Substance Abuse & Addiction related services, Adolescent (12-17)

<http://lowellhouseinc.org>

**Massachusetts Aggression Reduction Center**

**Multi-Service Eating Disorders Association**

288 Walnut Street Newton, MA

Phone: (617)458-1881

MEDA offers a variety of clinical services to help navigate the treatment process and receive supplementary support. MEDA’s clinicians specialize in eating disorder treatment and are dedicated to supporting the recovery process no matter what phase of recovery.

[medainc.org](http://medainc.org)

**Megan’s House**

W. Longmeadow Street Lowell, MA

(978)455-6973

Services: Megan’s House is a long-term residential substance abuse treatment and recovery home for women between the ages of 18 and 26

[themeganhouse.org](http://themeganhouse.org)

**Mental Health Associates of Greater Lowell Community & Family Counseling Services**

99 Church Street

Lowell, MA

Phone 978-458-6282

Services include: Community & family counseling services

<http://mhalowell.org>

**Merrimack Valley Trauma Services**

267 Boston Road, Suite# 26

North Billerica, MA

Phone 978-362-1695

Services include: Mental health services, consultations, evaluations, and trainings

Children, adolescents, adults, and families

<http://mvtraumaservices.com>

**Metta Health Center**

135 Jackson Street Lowell MA

Phone 978-322-8891

Services include: primary medical care for all ages, chronic disease management, nutrition counseling, mental health services, traditional healing advice, acupuncture, massage therapy, social



services, meditation, health education and referrals. A focus on Lowell's Southeast Asian and other refugee populations  
<http://www.lchealth.org/patients/connect-services/metta-health-center>

**Middlesex Community College Adult Learning Program**

Carol Cowan Building Room 117, Lowell, MA  
Phone. 978-656-3104

Assists students in improving basic academic skills, attaining English proficiency, and preparing for the High School Equivalency and/or College Placement Tests

Provides instruction in reading, writing, mathematics, science, social studies, and basic computing/digital literacy

**New England Neurological Associates, P.C. Main Office: RIVERWALK**

10 Georges Street Lawrence, MA 01843  
Phone 978-687-2321 Fax: 978-722-7287  
Services include: Wide variety of programs in neuroscience disciplines  
<http://www.neneuro.com>

**NFI Lowell Family Resource Center**

27 Prescott Street Lowell, MA 01852  
Phone: (978)455-0701

The Lowell FRC operates as an access hub to a comprehensive network of affiliated human service providers and community agencies for families. FRC services all family members, and offers specialized services for youth who present with Child Requiring Assistance (CRA)-related issues

**Northeast Arc's Autism Support Center**

Phone: Massachusetts only: 1-800-7-AUTISM (1-800-728-8476)  
Danvers, MA

Since 1991, Northeast Arc's Autism Support Center has been empowering families who have a member with autism or a related disorder by providing current, accurate, and unbiased information about autism, services, referrals, resources, and research trends.

[Ne-arc.org](http://Ne-arc.org)

**Project C.A.R.E**

Services include: Provide Rapid Response Intervention for Children Who Experience Opioid-Related Trauma Paramedics who respond to the scene where a child is present, notify the on-call clinical supervisor at the Mental Health Association of Greater Lowell  
<http://mhalowell.org>

**South Bay Mental Health**

22 Old Canal Drive Chelmsford, MA

Phone 978-453-6800 Fax: 978-453-6767

Services include: Neuro-psych consults and administer meds to youth ages 6-13, then refers to PCP  
<http://www.southbaycommunityservices.com>

### **Stoney Brook Counseling Center**

2 Courthouse Lane, Suite #3 Chelmsford, MA 01824

Phone 978-275-9444

Services include: Children, Adolescents, Adults and Elders

Diagnostic Evaluations, Individual Therapy, Family Therapy, Couples Therapy and more

<http://www.cosicounseling.com/chelmsford.html>

### **Trauma & Family Integration Mental Health Clinic**

144 Merrimack Street, Suite 302 Lowell, MA

Phone (978)677-7823

Tfilowell.com


### **Wayside Youth & Family Support Network**

73 E. Merrimack Street Lowell, MA 01852

General Info: 978\_221-6923 Referral Line: 978-460-8712 Fax: 978\_221-6924

### ***Additional Resources:***

#### **Massachusetts Department of Elementary and Secondary Education**

- [Keeping Students with Disabilities Safe from Bullying](#) The Office of Special Education and Rehabilitative Services (OSERS) issued guidance to educators and stakeholders on the matter of bullying of students with disabilities. This guidance provides an overview of school districts' responsibilities to ensure that students with disabilities who are subject to bullying continue to receive free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA).
- [Anti-Defamation League: A World of Difference Institute, A Classroom of Difference](#) addresses diversity issues in pre-kindergarten through 12th grade school communities
- Center for Disease Control [Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools](#) 
- [Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)
- The [Cyberbullying Research Center](#) is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents.
- [CyberSmart! Cyberbullying Package](#), under partnership with National School Board Association's Technology Leadership Network
- [Federation of Children with Special Needs, article Vulnerable Targets: Students with Disabilities and Bullying](#)

- The [Federal Partners in Bullying Prevention Steering Committee](#) have developed a site to share information the federal government has prepared to help prevent and address bullying in communities.
- [Gay, Lesbian and Straight Education Network: Anti-Bullying Resources](#)
- [Jane Doe Inc. Voices for Change](#): The Massachusetts Coalition Against Sexual Assault and Domestic Violence - Seek Support and Safety
- Massachusetts Advocates for Children works to ensure that children affected by family violence succeed in school. The [Trauma and Learning Policy Initiative \(TLPI\)](#) activities include outreach to parents and professionals, coalition building, policy analysis and report writing, case advocacy, and legislative and administrative advocacy
- [Medline Plus: Bullying](#), a service of the National Library of Medicine and the National Institutes of Health
- [Mental Health America's Factsheet: Bullying and Gay Youth](#)
- [National Criminal Justice Reference Service, U.S. Department of Justice, Internet Safety Information](#)
- [National School Safety Center](#)
- [Pacer Center, National Center for Bullying Prevention](#)
- [Resources on discrimination and harassment](#)
- [STRYVE: Striving to Reduce Youth Violence Everywhere](#)
- U.S. Department of Education [Safe and Supportive Schools Technical Assistance Center](#)
- U.S. Department of Health and Human Services [Stop Bullying Now Campaign](#)

[Direct from the Field: A Guide to Bullying Prevention](#) 

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