

*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, Rowley, 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 defines success through the mental and emotional health of our students, as well as college readiness and test scores. 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

| | |
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| Amy Hendl | School Nurse, Lowell Middlesex Academy Charter School |
| Jill Pedersen | Special Ed. Faculty, Lowell Middlesex Academy Charter School |
| Anne Monoxelos | Social Worker, Lowell Middlesex Academy Charter School |
| Ken Bello | Facilities Manager, Lowell Middlesex Academy Charter School |
| Ryan Demmons | Student, Lowell Middlesex Academy Charter School |
| Rachel Makiej | Student, Lowell Middlesex Academy Charter School |
| Stephanie Lamarche | Student, Lowell Middlesex Academy Charter School |
| Glenn Goldman | Parent, Lowell Middlesex Academy Charter School |
| Daniel Martin | Director of Public Security, Middlesex Community College |
| Kenneth Tashjy | General Counsel, Massachusetts Community College System |

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. Leaders will involve representatives from the greater school and local community in developing and implementing the Plan.

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 needs assessment included the following: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying as outlined in the model plan. As a result of the needs assessment, LMACS was able to identify vulnerable populations and “hot spots” in and around the school. This information also helped LMACS to identify patterns of behaviors and areas of concern, and has been critical in developing prevention strategies to determine where additional adult supervision is needed in order to promote a safe environment for everyone. Professional development programs, age-appropriate curricula for high school students, and in-school support services will all be a crucial part of the process.

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. As part of the ongoing process, school leaders, with the input from students and community members, will utilize data obtained from students, staff and parent surveys. Initial Needs Assessment Surveys of staff, students, and parents were conducted in November 2010 and December 2010 and will be conducted periodically for future revisions of the plan. The outline for the surveys was written by the Massachusetts Aggression Reduction Center and implemented within our school resources in order to gather data on school climate, school culture and incidents of bullying.

Student surveys were administered to all phases of the student body. In all three phases, there is a need for education regarding bullying and cyber bullying. Despite the results indicating that 90% of the LMACS students feel safe on school grounds, 26% of the students responded that they have witnessed bullying within the past year. Data collected

from all student surveys confirm the need for continuing education and support in this area (See Appendix A). 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 will respond to this in the 2010-2011 school year, 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 the Middlesex Community College student theater group, Matter of Fact.

Data obtained from the recently administered staff survey reveals the need for ongoing professional development and training, particularly in incidents of bullying that are less obvious. For example, 68% of staff members answered that they would intervene if they witnessed an incident of teasing, while 87% responded that they felt prepared to intervene if the incident were physical in nature. Furthermore, only 43% of the staff responded that they considered the school faculty to be “very well trained.” Additionally, 68% of the faculty responded that it would be “very helpful” to seek more information about bullying and cyber bullying. Results such as this identify the need for continued professional development to ensure that all staff members feel confident to support students through such conflicts and to develop a school community that encourages dialogue in identifying bullying verses teasing. Cell phone use and “psychological bullying” were identified as the top two behaviors that need to be addressed when considering preventative bullying measures. These two results point to an elevated awareness of staff members about the less obvious forms of bullying and the importance of addressing the behaviors in terms of supporting a positive school culture. Again, it also highlights the need for staff to identify and respond to the subtler aspects of bullying (See Appendix B). As a result of staff surveys, LMACS will continue to maintain strict policies regarding cell phone use within the building during school hours. In addition, professional development workshops will address these issues noted in the surveys as potential problems. During the Fall 2010, the Assistant Director and Social Worker attended three trainings on bullying and cyber bullying titled, “Ryan’s Story,” “Girls and Cyber Bullying,” and “Bullying and Cyber Bullying – Train the Trainer.” A Professional Development workshop is scheduled for January 2011 and further trainings will be offered as needed.

The Parent Survey was distributed by mail to all students enrolled in Lowell Middlesex Academy Charter School in December 2010. We received a low number of responses and therefore can not conclude statistically significant results (See Appendix C). Of the four surveys we received to date, there are no reported incidents of bullying. We continue to gather more data with the plan to distribute surveys at the Parent/Designated Adult and Parent Advisory Committee meeting in January 2011. LMACS will continue to gather information from parents and designated adults and will have the results in Spring 2011.

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 the spring 2011 to evaluate and compare responses at the end of the school year. The process of drafting this Plan has encouraged collaboration across a wide range of community stakeholders. 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 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, Healthy Lifestyles, Technology, Man in Society, and Woman in Society which all address healthy relationships and skills for non-violent conflict resolution. 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, Student Council, 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 H.

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 Charter School Health and Advising curricula are evidenced-based curricula and solid instructional approaches that support and sustain positive school culture conducive to academic success. 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, Man in Society, Woman in Society, Technology 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: Bob Gregoire, Ryan’s Story, Matter of Fact, and Peace Builders;
- New Student Orientation Presentation on Bullying Prevention. Student Handbook is distributed to all students. (See Appendix E)
- 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
- Communication Skills
- 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
- Journal writing to promote healthy relationships
- 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.

The Massachusetts Aggression Reduction Center website offers numerous resources for students and their families. In order to assist school administrators in handling a situation regarding bullying or retaliation, guidance and practical tips are offered that will be helpful in reporting and collaborating with Lowell Middlesex Academy Charter School. The guide provides information in three areas: practical strategies, helping a child cope, and working effectively with a child's school. The more specific the information a parent or guardian can get, the better the school will be able to help end the situation. The following is information provided by the Massachusetts Aggression Reduction Center website, "Why Is It Confidential?" (Copyright 2006, Elizabeth K. Englander) Educators in the United States must obey the Family Education Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor students. One effect of this act is to make school records (including discipline) a private matter. That means that a school is prohibited from sharing any information in a student's record – including disciplinary information – to third parties without parental consent.

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 G) 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.

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, an Ethical Review will be scheduled with the faculty, student and his/her parent or designated adult.

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, that student may be subject to an Ethical Review, which is an expulsion hearing. All decisions will be consistent with the LMACS's code of conduct outlined in the student handbook.

- iii. **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.
- 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 Student Council, 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.
- viii. Each year Lowell Middlesex Academy Charter School will inform parents and designated adults 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 school will send parents or designated adult written notice about the student related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or designated adult will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or designated adult.

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 Survey - RESULTS

_29__Female _31__Male

- 1. Have you ever been a target of bullying? 46.6% Yes 53.3% No
If yes, at what age? 26.6% 9-11 25% 12-14 13.3% 15-17 1.6% 18-20

- 2. Do you know the difference between bullying and cyber bullying?
 93% Yes 7% No

- 3. How safe do you feel at LMACS?
 90% Very safe 6.6% Sometimes safe 3.3% Not safe at all

- 4. Check which areas of LMACS grounds do not feel safe:
 1.6% Girls Bathroom 3.3% Hallways
 1.6% Boys Bathroom 8.3% MCC Cafeteria
 5% Park 5% Classrooms

- 5. Do you believe there is enough faculty supervision around the school?
 96.6% Yes 3.3% No (If no, where? _____)

- 6. If you or a friend is a target of bullying, would you know where to get help at school?
 95% Yes 5% NO

- 7. How many incidents of bullying and/or cyber bullying have you witnessed against another student at LMACS in the past year?
 68.3% 0 26.6% 1-4 1.6% 5-9 3.3% 10+

Compiled November 16, 2010

LMACS

Appendix B

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL
Faculty Survey: Bullying & Cyber bullying – Results

Thank you for taking a few minutes to fill out this form. The information will help LMACS adopt policies and programs which can address the concerns that you help identify.

Please identify your position in the school:

- _68%_Teacher
- _6%_School Nurse
- _12%_Office Staff
- _6%_Special Education Educator
- _6%_Social Worker/Psychological Staff
- _Paraprofessional
- _6%_Maintenance

Have you been told to report bullying to a particular individual in your school?

- _25%_No, I have not been told to report to a specific person
- _50%_Yes, I am supposed to report to the Director
- _50%_Yes, I am supposed to report to the Assistant Director
- _18%_Other _____

How frequently, on average, do you feel that you report bullying incidents?

- _once a day
- _once a week on average
- _once every other week
- _6%_once every few months'
- _68%_once a year or less often
- _a few times a week
- _a few times a month
- _once a month
- _25%_2-3 times a year

Circle most applicable response

How responsive do you feel your school administration is, to your reports?

Not responsive 1 2 3 4 (6%) 5 (75%) Very responsive

How effective do you feel your school administration is in their response to bullying incidents?

Not effective 1 2 3 4 (12%) 5 (87%) Very effective

How well does your school administration support the actions YOU take to resolve bullying situations?

They are very supportive 1 (72%) 2 (6%) 3 4 5 they are not supportive

How confident do you feel about your own ability to respond to bullying incidents?

Not confident 1 2 3 (18%) 4 (44%) 5 (37%) Very confident

Imagine that you see a student in the hallway and a group of girls are laughing at her, and then they turn and walk away, leaving her standing there. Would you intervene?

Not likely 1 2 3 4 (31%) 5 (68%) Definitely

Imagine that you see one boy pushing another boy. Would you intervene?

Not likely 1 2 3 4 (12%) 5 (68%) Definitely

Which type of problem would you consider the MOST COMMON problem in your school?

Choose the #1 problem in your view

physical bullying _18%_ psychological bullying
6% bullying via cell phone _12%_ online bullying from the night before that
"creeps" into school
56% general problems with cell phones as a distraction
6% group bullying between cliques sexual harassment

Which type of problem would you consider the SECOND MOST COMMON problem in your school?

6% physical bullying _31%_ psychological bullying
 bullying via cell phone _37%_ online bullying from the night
before that "creeps" into school
6% general problems with cell phones as a distraction
18% group bullying between cliques sexual harassment

In general, how well trained in bullying intervention and prevention do you consider your school's faculty and administration to be?

Not trained at all 1 (6%) 2 (6%) 3 (44%) 4 (18%) 5 (25%) Very well trained

How helpful would it be for you to seek information about bullying and cyber bullying prevention from your school's administration?

Not very helpful 1 2 3 (12%) 4 (6%) 5 (68%) Very helpful

Check off the following procedures which your school follows:

62% A designated reporter, to take all bullying reports
31% A procedure for handling off-campus bullying and cyber bullying
18% A report form for bullying incidents
50% An easy method for reporting suspected bullying
6% A clear set of procedures, listed in the student handbook, that are taken in all reports
18% A policy of always following up with reporters
12% My school does not have any of these procedures, or I am unaware of them

Appendix C

LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL

Parent Survey: Bullying & Cyber bullying – 12/10

We are all making progress today in being more responsive to bullying and cyber bullying. In an effort to make sure that we're addressing everyone's needs, we'd like to hear about your concerns as a parent or designated adult in this community. Thank you for taking the few minutes needed to let us know your thoughts.

This survey asks questions about bullying and cyber bullying behaviors. BULLYING refers to repeated behaviors which are intended to intimidate, humiliate, or frighten someone. Bullying is not a one-time event and it's not the more mild issues, like being annoyed. The following questions are adapted from the Massachusetts Aggression Reduction Center's survey with their consent.

Do you have one or more children in Lowell Middlesex Academy Charter School (LMACS)?

- Yes
- No

Have any of your children who attend LMACS been bullied during the current academic year?

No, he or she has never been bullied

Yes, my child has been repeatedly targeted by another student or group of children, either in

school, or on the internet

There was a one-time incident where my child was annoyed, humiliated, embarrassed, or frightened by another child

What phase is your child in?

- Phase 1
- Phase 2
- Phase 3

What was the nature of the bullying that your child endured?

Choose all that apply

physical bullying – pushing, shoving, tripping, harming physically

my child was humiliated or embarrassed regularly

my child was made to feel very frightened about going to school

my child was excluded, rejected, isolated, left out

other students “ganged up” on my child

someone posted or sent something cruel or humiliating about my child

Other : _____

Did you report the bullying or cyber bullying to someone at school?

- Yes, I told the Director
- Yes, I told the Assistant Director
- Yes, I told my child's teacher
- Yes, I told the social worker or the school nurse
- Yes, I told someone but I don't remember who
- I did not report personally, but my child did
- No, I never told anyone at the school

How satisfied do you feel with the school's response to this report?

I was completely dissatisfied 1 2 3 4 5 I was completely satisfied

Was there one person at the school who was your main contact in this matter?

- Yes
- No

Did the school do a good job at communicating and "checking in" with you?

They did a poor job. 1 2 3 4 5 They did a wonderful job.

Did the school make your child feel better and safer about attending school?

No, not at all 1 2 3 4 5 Yes, very much so

Did the situation ultimately resolve?

- Yes, definitely
- Somewhat, but not entirely
- A little bit, but not really
- No, not at all

If your high schooler were to be bullied in the future, would you know who to report this to?

- Yes
- No, I'm not sure who to report it to

Does your high schooler have a cell phone, and if so, when did he or she first get a cell phone?

- before high school
- in 9th grade
- in 10th grade
- in 11th grade
- in 12th grade
- No, my high school student does not have a cell phone

Has your child's high school conducted any bullying or cyber bullying education this year?

- Yes
- No
- I don't know

Does your child ever use the Internet?

Check all that apply

- Yes, to play games.
- Yes, to do social networking (like Facebook or Myspace).
- Yes to send texts or emails.
- Yes, to do homework.
- No, we either don't have internet access at home, or we don't allow our child to use the computer.

Thank you for taking for your time! The information will help LMACS adopt policies and programs which can address the concerns that you help identify.

Appendix D

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 E

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.

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

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 an 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 F

**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 Maintenance
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 behaviors that were reported or witnessed:

Describe the incident:

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 G

**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: _____
Follow-up with Target: scheduled for _____ Initial & date when completed _____
Follow-up with Aggressor: scheduled for _____ Initial & date when completed _____
Date report forwarded to Clerk, LMACS Board of Trustees _____

Signature & Title _____ Date: _____

Appendix H

Resources and Support Services

Note: Lowell Middlesex Academy Charter School does not endorse any of the practices listed below. It is up to the individual parent/guardian to select an appropriate service provider. This is an incomplete list of local service providers, which will be periodically updated.

Counseling Centers

North Star Guidance Center, Chelmsford
978-256-0667
www.northstarguidance.com

Stony Brook Counseling Center, Chelmsford
978-275-9444
Barbara Crème, M.A., M.S., LMHC (children and teens, mood disorders, anger, depression, NVLD, Asperger's and ADHD)

Meetinghouse Psychological Associates, Chelmsford
(Adolescents and children)
978-256-1288

Chelmsford Family Counseling Center
978-251-7806
Leela Balch, LICSW. (children and adolescents)

Greater Lowell Psychiatric Associates, Chelmsford
978-256-1943
www.glpsonline.com

Arbour Counseling, Lowell
978-453-5736
Rich Gallagher (adolescent boys)

Linda Price & Associates, LLC, Chelmsford
lindaroseprice@comcast.net (Social Skills)
603-943-2124

Pathways Counseling Associates, Lowell
978-937-2696
Susan and Allan Anderson, LICSW. (adolescent and families)

Southbay Mental Health, Lowell
978-453-6800
Hallowell Center, Sudbury (mental health practice specializing in ADHD)
978-287-0810

Family Associates of Merrimack Valley, Chelmsford
www.familyassociates.org

[Lowell Treatment Center](#)

Adolescent Partial Hospitalization Program
391 Varnum Avenue, Lowell, MA 01854
978-322-5160

[\(Lowell Community Health Center\) Lowell Community Health Center](#)

Primary health care services for adults
585 Merrimack Street, Lowell, MA 01854
978-937-9700

[Lowell Treatment Center](#)

Adult Partial Hospitalization
391 Varnum Avenue, Lowell, MA 01854
978-322-5160

[\(Lowell Community Health Center\) Lowell Community Health Center](#)

Inpatient detoxification program
365 East Street, Tewksbury Hospital, Tewksbury, MA 01876
978-858-0533

[\(Lowell Community Health Center\) Lowell Community Health Center](#)

Mental Health Counseling and Substance Abuse Treatment
17 Warren Street, 135 Jackson Street and 585 Merrimack Street, Lowell, MA 01852
978-937-9448

[\(BTR\) St. Ann's Home, Inc.](#)

Residential Care for Children and Adolescents
100A Haverhill Street, Methuen, MA 01844
978-682-5276

[Bridgewell Counseling Services](#)

Provides outpatient mental health services
35 Market Street, Lowell, MA 01852
978-459-0389

[Light of Cambodian Children, Inc.](#)

Preserving Cambodian Folktale
40 French Street, 3rd Floor, Lowell, MA 01852
978-275-1822

[Center For Family Development of Lowell](#)

Outpatient mental health clinic
45 Merrimack Street, Suite 200, Lowell, MA 01852
978-459-2306

[\(Formerly, Community Counseling Center\) Mental Health Association of Greater Lowell, Inc.](#)

Provide a range of outpatient counseling services

99 Church Street, Lowell, MA 01852
978-458-6282

[\(CBAT\) St. Ann's Home, Inc.](#)

Hospital Diversion Program
100A Haverhill Street, Methuen, MA 01844
978-682-5276

[\(Mental Health Association of Greater Lowell\) Mental Health Association of Greater Lowell, Inc.](#)

Provides residential services to adults with mental illness
99 Church Street, Lowell, MA 01852
978-250-6725

[\(Lowell Community Health Center\) Lowell Community Health Center](#)

Outreach on health center services and health topics
17 Warren St., 1st Floor, Lowell, MA 01852
978-322-8518

[\(CSP\) Family Continuity Programs, Inc.](#)

Case mgmt. services to those at risk within the community
360 Merrimack Street, Building 9, 3rd floor, Lawrence, MA 01843
978-687-1617

[North Star Guidance Center, Inc.](#)

Counseling
21 Glen Ave, Chelmsford, MA 01824
978-256-0667

[The Psychological Center](#)

30 Day Emergency Wet Shelter
19 Winter Street, Lawrence, MA 01841
978-975-4547

[\(Finding Options for Change Understanding & Safety\) Mental Health Association of Greater Lowell, Inc.](#)

Free services for victims of violent crime and drunk driving
99 Church Street, Lowell, MA 01852
978-458-6282

[Mass Society for the Prevention of Cruelty to Children](#)

Provides mental health counseling
439 South Union Street, 126 Phoenix Ave (Lowell), Lawrence, MA 01843
978-682-9222

[\(FST\) Family Continuity Programs, Inc.](#)

Intensive clinical services
360 Merrimack Street, Building 9, 3rd floor, Lawrence, MA 01843
978-687-1617

[Lowell Treatment Center](#)

Family Stabilization Team
391 Varnum Avenue, Lowell, MA 01854
978-322-5160

[South Bay Mental Health Center](#)

Provides individual, couples, family and group therapy
77 East Merrimack Street, Lowell, MA 01852
978-453-6800

[Mass Society for the Prevention of Cruelty to Children](#)

Provides home visiting services to 1st time teen parents
126 Phoenix Ave, 3rd Floor, Lowell, MA 01852
978-937-3087

[Lowell Transitional Living Center, Inc.](#)

Multi Service Men & Women's homeless shelter
205-209 Middlesex Street, Lowell, MA 01852
978-458-9888

[Lowell Treatment Center](#)

Inpatient Treatment for Children and Adolescents
391 Varnum Avenue, Lowell, MA 01854
978-322-5160

[Cambodian Mutual Assistance Association of Greater Lowell](#)

CMAA Interpretation Service
120 Cross Street, Lowell, MA 01854
978-454-6200

[\(Lowell Community Health Center\) Lowell Community Health Center](#)

Primary Care for students at Lowell High & Stoklosa School
Stoklosa School, 560 Broadway Street, Lowell, MA 01854, Lowell High School (Rm 22), 50 Father
Morissette Blvd., Lowell, MA 01852
978-322-8530

[\(Lowell Community Health Center\) Lowell Community Health Center](#)

Combines Eastern traditional medicine with Western medicine
135 Jackson Street, Lowell, MA 01852
978-441-1700

[St. Ann's Home, Inc.](#)

Outpatient/Outreach program for mental health
100A Haverhill Street, Methuen, MA 01844
978-682-5276

[\(Robert Brownson, MS\) Rehabilitation Options, PC](#)

Forensic Mental Health and Psychotherapy Practice
564 Dutton Street, 2nd Floor, Lowell, MA 01854
978-479-2923

[RLC \(The Northeast Recovery Learning Community\) Northeast Independent Living Program, Inc.](#)

Support, educate & empower mental health consumers
20 Ballard Road, Lawrence, MA 01843
978-687-4288

[\(SEARCH Program Lowell Community Health Center\) Lowell Community Health Center](#)

Focus on cardiovascular health and diabetes & education
17 Warren Street, 1st Floor, Lowell, MA 01854
978-322-8539

[Transformations](#)

Psychotherapy/ counseling
Merrimack St., Lowell, MA 01852
781-333-4696

[\(People Care Outpatient Clinic\) Vinfen](#)

Outpatient Psychiatric Clinic
599 Canal Street, 6th Floor, East Side, Lawrence, MA 01840
978-681-9652

[United Teen Equality Center](#)

Youth Counseling Services
34 Hurd St, Lowell, MA 01852
978-856-3916

Private Therapists

Michael Miles, MSW. Chelmsford (alcohol and drug counselor, court-related issues)
978-459-4884

Amy Doolin, LICSW – Chelmsford- (children & adolescents, grief, loss, depression)
978-835-6622

Rosemary Duffy, Psy, D. (adolescents and eating disorders)
978-251-3380

Dan Rosa, Steve Liljegren (adolescent boys and girls)
978-251-7887

Gary Rose, PhD., Chelmsford (substance abuse)
978-250-8400

Jim Graves, (adolescents, sports psychology)
978-251-7447

David Favreau, Lowell (anger management)
978-957-5811

Deborah Curtiss, M.ED., Chelmsford
978-250-1188

Adam Glick, LIVCSW. Brookline (sexual identity)
617-482-2166

Linda Price, Med, CAGS – Chelmsford 603-943-2124-social skills groups,

www.lindaroseprice.com/misc/index.php

Other Resources

Project Interface

<http://www.projectinterface.org/>

Asperger's Association of New England-617-393-3824

www.AANF.org

Autism Support Center, Danvers

978-779-9135, ext. 2304

Boston University Center for Anxiety and Related Disorders

www.bu.edu/card

Lowell Youth Treatment Center

978-322-5160

Social Worker Finder – Use this site to find a local therapist with desired specialty that can take your insurance. www.helppro.com/nasw/basicsearch.aspx