JUSTICE RESOURCE INSTITUTE
LITTLETON ACADEMY

2017-2018

BULLYING PREVENTION AND INTERVENTION PLAN

PURPOSE:

To outline the Littleton Academy Plan for Bullying Prevention and Interventions.

Littleton Academy expects that all members of the school community will treat each other in a civil manner and with respect for differences. Littleton Academy is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. We understand that members of certain student groups may be more vulnerable to becoming a target of bulling or harassment based on actual or perceived differentiation characteristics including race, religion, ancestry, color, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a student who had or is perceived to have one or more of these characteristics. Littleton Academy will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, teasing or meanness. We 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 in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber bullying, and Littleton Academy is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. We have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The Program Director is responsible for the implementation and oversight of the Plan.

PROGRAM DESCRIPTION:

Littleton Academy serves latency age youth between the ages of 5 and 12 who are struggling with significant past trauma and mental illness. These students struggle with ongoing symptoms related to their trauma and/or mental illness that include significant self injury, suicidal behaviors, aggressive behaviors, assaultive behaviors, and significant at risk behaviors. In addition, many of the students struggle with other related issues including developmental delays, cognitive issues, health/medical issues, and significant physical impairments. Littleton Academy provides an academic and clinical program model to help these students achieve academic success as well as find treatment. All components of education, support, and intervention are modified to address the specific needs of our population as well as their treatment needs. In this light, our bullying plan has been modified to ensure all students are safe and supported, and are held accountable in a way that connects to our treatment model.

PROCEDURES:

I. LEADERSHIP

Littleton Academy leadership at all levels will play a critical role in developing and implementing the Bullying Prevention and Intervention Plan. This will be completed as part of a greater effort to promote a positive school climate. Leadership has a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership is defined as the Meadowridge Schools Superintendent, Littleton Academy Program Director, and the Academy's Administrative Team, including but not limited to the Education Director, the Clinical Director, the Residential Director, and the Program Nurse. Littleton Academy Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively

respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public Involvement in Developing the Plan: As required by M.G.L. c. 71, §370, this plan was developed and implemented in consultation with teachers, school staff, professional support staff, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.
    1. Littleton Academy posts the plan on the JRI website. Littleton Academy sends notice of this posting to families, guardians, and community representatives. Feedback provided is discussed.
    2. Littleton Academy will review the plan in Special Education PAC meetings with families and guardians, and integrates feedback into plan reviews.
    3. Littleton Academy reviews the plan with all students in community meetings, and feedback is discussed. Students are invited to individually meet with members of Littleton Academy leadership if they wish.
    4. Littleton Academy reviews the plan with all current staff in staff meetings, and feedback is discussed. Staff are invited to provide feedback at this time or individually to school leadership over the following weeks. All feedback is considered and the plan is revised as needed.
    5. Littleton Academy consults with local law enforcement regarding the plan and reviews plans for ongoing consultation regarding bullying prevention and intervention.
    6. Feedback provided from all groups will be implemented into this plan.

B. Assessing needs and resources: This Plan is Littleton Academy's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives.
    1. Littleton Academy conducted an initial assessment for adequacy, and continues to conduct these assessments periodically. This review is led by the Administrative Team in administrative meetings. The Administrative Team provides the results of this assessment to the Program Director and the Meadowridge Schools Superintendent.
    2. Littleton Academy conducted an initial review of current policies and procedures and reviews annually moving forward. This review is conducted by the Meadowridge Schools Superintendent in collaboration with the Program Director.
    3. Littleton Academy conducted an initial review of available data on bullying and behavioral incidents and collects data for review moving forward.
    4. Littleton Academy assessed available resources including curricula, training programs, and behavioral health services, and assesses periodically moving forward. The initial review of available data was conducted by Meadowridge Schools Education Directors and Clinical Directors. This review will be submitted to the Meadowridge Schools Superintendent.
    5. Littleton Academy involves families and staff in this review process and invites their feedback. Families and staff receive a written copy of the plan, and they are asked for feedback. The plan is then reviewed to reflect all feedback.
    6. Through this review, Littleton Academy identifies resource gaps, patterns of behavior, and most significant areas of need based on initial assessment, and following future periodic assessments.
    7. Littleton Academy uses the collected information to develop prevention strategies including but not limited to adult supervision needs, professional development needs, age appropriate curricula needs, and in school support service needs.
    8. Littleton Academy continues to assess this information, and with the feedback from DESE and the parents/guardians, will continue to update and modify the strategies as needed.

C. Planning and Oversight
    1. The Littleton Academy Program Director collects reports on all incidents of potential bullying
    2. The Littleton Academy Program Director submits all reports of incidents of potential bullying to the Meadowridge Schools Superintendent for review
    3. The Littleton Academy Program Director collects all data and analyzes it as part of the quarterly review of risk management data with the Littleton Academy Administrative Team
    4. The Littleton Academy Program Director submits data quarterly to the Meadowridge Schools

Superintendent who will review all of the collected data

5. Littleton Academy Program Directors utilize current incident report recording and tracking procedures to collect this data
6. The Littleton Academy Program Director in collaboration with the Meadowridge Schools Superintendent ensures administrators and staff from attend annual professional development topics on bullying prevention and intervention as required by law
7. The Littleton Academy Program Director in collaboration with the Meadowridge Schools Superintendent ensures that systems are put into place to support the needs of the targets and the aggressors
8. The Littleton Academy Program Director in collaboration with the Meadowridge Schools Superintendent chooses and implements age appropriate evidence based curricula to be used by Littleton Academy on bullying prevention and intervention following the assessment of current available resources and need
9. The Meadowridge Schools Superintendent develops and implements systems on bullying prevention and intervention, including internet safety. The Superintendent works with the Program Director and Education Director to implement these policies
10. The Meadowridge Schools Superintendent, in collaboration with the Program Director, ensures that student and staff handbooks and codes of conduct are modified to reflect these changes
    The Littleton Academy Program Director works in collaboration with the Meadowridge Schools Superintendent to involve parents in this plan, and to draft and implement parent information materials
11. The Meadowridge Schools Superintendent reviews and updates this plan annually, or more frequently as needed.

D. Developing prioritystatements
   1. Priority statements are used to communicate the specifics of the vision of the Littleton Academy Bullying Prevention and Intervention Plan
   2. Priority statements are developed and issued by the Meadowridge Schools Superintendent, following the results of the needs outcome and as needed to convey the overall vision that all members of the school community will treat each other in a civil manner and with respect for differences.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan
   1. Annual training for Littleton Academy staff includes staff duties under the Plan, a review of a staff member's responsibilities according to this plan, an overview of the steps that the Program Director or designee will follow upon receipt of a report of bullying or retaliation, steps for encouraging social skill development and student safety, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. In addition, training includes specifics related to the outcome of the initial review of current systems and needs, and education on prevention and intervention of bullying.
   2. All Littleton Academy staff receive this annual training. All newly hired staff members are required to participate in bullying prevention and intervention training as part of orientation.

B. Developing priority statements
   1. Priority statements are used to communicate the specifics of the vision of Littleton Academy Bullying Prevention and Intervention Plan
   2. Priority statements are developed and issued by the Meadowridge Schools Superintendent, following the results of the needs outcome and as needed to convey the overall vision that all members of the school community will treat each other in a civil manner and with respect for differences.

C. Ongoing professional development
   1. Professional development occurs as a way 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 builds 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 district wide professional development is informed by research and includes 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 an aggressor, target, 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.
- strategies to prevent bullying incidents
- strategies to for interventions to stop incidents
- support for students when they transition to new environments after their time in our setting

Professional development also addresses ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This includes a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by Littleton Academy 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 behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

2. The Meadowridge Schools Superintendent in collaboration with Littleton Academy Program Director researches current professional development trainings. This research is based on the results of the current review of current practices, procedures, and needs of the current program. The team ensures that the trainer providing the professional development has legitimate expertise in the topic, has necessary affiliations and credentials, and is an experienced trainer.

3. The Meadowridge Schools Superintendent in collaboration with the Littleton Academy Program Director ensures that necessary person(s) responsible for staff training receive ongoing professional development in these areas in order to develop the professional development training for all staff. The person(s) responsible for staff training at each site are trained individuals certified as a trainer in this subject. This trained trainer provides annual training to all staff on ways to prevent and respond to bullying or retaliation for students.
    a. Littleton Academy identifies professional development opportunities that meet all of the criteria listed above and ensure highly trained members of Littleton Academy staff are trained as trainers. These trainers provide the training for all staff on site.
    b. These trainings repeat annually for all staff.
    c. The Littleton Academy trained trainers, in collaboration with the Program Director and the Superintendent, continue to assess the training curriculum for staff to ensure up to date, accurate, and effective. All trainings for staff are documented and recorded in the personnel files.

D. Written notice to staff
    1. Littleton Academy provides all staff with an annual written notice of the Plan.

III. ACCESS TO RESOURCES AND SERVICES

A. Identified resources.

1. Littleton Academy maintains a student to staff ratio of 3:1 to monitor student interactions, and increased monitoring is assessed regularly for students at risk. Littleton Academy has professional clinical staff that meets regularly with students providing intensive therapy, family therapy, and early interventions. Clinicians run clinical groups twice per week, and cycle through curricula. One of the topics addressed yearly is Anti-Bullying-Social Skills. Due to the high level of current clinical and residential staff, Littleton Academy is able to provide counseling and other services for targets, aggressors, and their families on site.
2. Littleton Academy utilizes resources across campuses if any campus is in need of more services than the site can provide.
3. Littleton Academy continues to assess capacity for providing counseling and services to targets, aggressors, and their families and contacts the other Meadowridge Schools Program Directors if more support is needed.
4. Littleton Academy is ready to respond to the needs of the other Meadowridge Schools campuses if needed.

B. Counseling and other services:

1. Littleton Academy assesses clinical and counseling staff for cultural and linguistic resources across other campuses. Littleton Academy maintains this list and all campuses will access as necessary to provide necessary counseling services to each student
2. Littleton Academy also works closely with other agency programs, including the JRI CSA, the Trauma Center, and the Metrowest Behavioral Health Clinic to access additional counseling services as needed.
3. The Clinical Director at Littleton Academy oversees the development of safety plans for students who have been targets of bullying or retaliation, the provision of social skills programs to prevent bullying, and the provision of education and/or intervention services for students exhibiting bullying behaviors. This may include behavioral intervention plans, social skills groups, and individual plans for students.

C. Students with disabilities.

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

D. Referral to Outside Services:

1. Littleton Academy follows current Meadowridge Schools policy and procedures for outside referrals if the necessary services cannot be provided within the agency.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Littleton Academy reviews evidence based curricula on bullying prevention and intervention. These curricula address the following approaches deemed priorities for the needs of the students of Littleton Academy:
Specific bullying prevention approaches.

1. Bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:
    - using scripts and role plays to develop skills;
    - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
    - helping students understand the dynamics of bullying and cyber bullying,

including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful 1communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

A. Initiatives teach students about the student-related sections of the Bullying Prevention and Intervention Plan. Littleton Academy will review the Plan with students annually during the annual group Anti-bullying-social skills curricula. See Appendix A for a copy of the current curricula
B. General teaching approaches that support bullying prevention efforts.
    1. The following approaches are integral to the current plan for establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
        - setting clear expectations for students and establishing school and classroom routines;
        - creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
        - using appropriate and positive responses and reinforcement, even when students require discipline;
        - using positive behavioral supports;
        - encouraging adults to develop positive relationships with students;
        - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
        - using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
        - using the Internet safely
        - supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

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

A. Reporting bullying or retaliation.
    1. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. All Littleton Academy staff are required to report immediately to the Program Director or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals may be made anonymously.
    2. Littleton Academy has developed an incident reporting form for such reports. Littleton Academy ensures this form is available in the student handbook and throughout designated areas of the campus, including the main office, the nursing office, the education director's office, and the living areas. Littleton Academy ensures all parents and school community members know the contact information for the Program Director and for members of the Administrative team so that they can make reports by phone, email, fax, or mail. The form will be available in most prevalent languages of the origin of students and parents/guardians, as needed.
    3. Littleton Academy provides the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. As staff, students, families, and guardians come to the program, and then annually moving forward, they receive a copy of these policies. A description of the reporting procedures and resources, including the name and contact information of the Program Director or designee, is

incorporated in student and staff handbooks, on the agency website, and in information about the Plan that is made available to parents or guardians.

4. Reporting by Staff
    - All staff members are instructed to report immediately to the Program Director or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Program Director or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Littleton Academy policies and procedures for behavior management and discipline.
5. Reporting by Students, Parents or Guardians, and Others
    - Littleton Academy expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Program Director or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Program Director or designee.

B. Responding to a report of bullying or retaliation.

1. Safety
    - Before fully investigating the allegations of bullying or retaliation, the Program Director or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or in groups; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Program Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.
    - The Program Director or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others
    - Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Program Director or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Program Director or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
    - Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Program Director or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
    - Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Program Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Meadowridge Schools Superintendent or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established

agreements with the local law enforcement agency. Also, if the incident occurs on school grounds and involves a former student under the age of21 who is no longer enrolled in the school, the Program Director or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the Superintendent will work with the Program Director and will, consistent with applicable Meadowridge School policies and procedures, consult with the Human Rights Officer and other individuals the Program Director or designee deems appropriate.

C. Investigation.
   1. Littleton Academy Program Director or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
   2. During the investigation the Program Director or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Program Director or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the Program Director or designee, other staff members as determined by the Program Director or designee, and in consultation with the clinician, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Program Director or designee will maintain confidentiality during the investigative process.
   3. The Program Director or designee will maintain a written record of the investigation.
   4. Procedures for investigating reports of bullying and retaliation will be consistent with Littleton Academy policies and procedures for investigations. If necessary, the Program Director or designee will consult with legal counsel about the investigation.

D. Determinations.
   1. The Program Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Program Director or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Program Director or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.
   2. Depending upon the circumstances, the Program Director or designee may choose to consult with the students' teacher(s) and clinician, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.
   3. The Program Director or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.
   1. Teaching Appropriate Behavior Through Skill building
      - Upon the Program Director or designee determining that bullying or retaliation has occurred, the law requires that Littleton Academy 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 Program Director or designee may consider include:
      - offering individualized skill-building sessions based on the Meadowridge school's anti-bullying curricula
      - providing relevant educational activities for students or groups of students in consultation with the clinical and administrative teams
      - implementing a range of academic and nonacademic positive behavioral supports to

help students understand the prosocial ways to achieve their goals
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation

2. TakingDisciplinary Action
   - If Littleton Academy Program Director decides that disciplinary action is appropriate, the disciplinary action will be determined based on the facts found by the Program Director or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with Littleton Academy' behavior management system.
   - 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 Program Director or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.
3. Promoting Safety for the Target and Others
   - Littleton Academy Program Director or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use it so increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
   - Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Program Director or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Campus Designee will work with appropriate school staff it implement them immediately.

VI. COLLABORATION WITH FAMILIES

A. Parent education and resources.
   1. Littleton Academy offers education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by Littleton Academy. These programs are designed to support parents, including the provision of support around ways to reinforce the curriculum at home and ways to ensure online safety and protection from cyberbullying. The programs are offered in collaboration with the Special Education Parent Advisory Council. Parents are also provided with information on the Parent Advocacy League (PAL) as a parent resource and information network.

B. Notification requirements.
   1. Each year Littleton Academy informs parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice includes information about the dynamics of bullying, including cyber bullying and online safety. Littleton Academy sends parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians are in hard copy and electronic formats, and are available in the language(s) most prevalent among parents or guardians. Littleton Academy also has information available on site for parents and guardians, located in the main office, and will post this plan on the agency website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

A. Acts of bullying, which include cyber bullying, are prohibited:
   1. on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, in vehicles owned, leased, or used by Littleton Academy; or through the use of technology or an electronic device owned, leased, or used by Littleton Academy and
   2. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a Meadowridge Schools, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of Littleton Academy.

B. 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.

C. As stated in M.G.L. c. 71, § 370 , nothing in this Plan requires Littleton Academy to staff any non-school related activities, functions, or programs.

VIII. Problem Resolution System

Chapter 86 of the Acts of2014 amended Section 370 of Chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolutions system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats. This information is available regardless of the outcome of any bullying determination.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at:

http://www.doe.mass.ed u/pga

Emails can be sent to compliance@doe.mass.edu.
Additionally, individuals can call 781-338-3700.Hard copies of this information are available at reception at our school.

IX. DEFINITIONS

Several of the following definitions are copied directly from MG.L. c. 71, § 370, as noted below.

- Aggressor is a student who engages in bullying, cyber bullying, or retaliation.
- Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of the school staff, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
  - causes physical or emotional harm to the target or damage to the target's property;
  - places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
  - creates a hostile environment at school for the target;
  - infringes on the rights of the target at school, or
  - materially and substantially disrupts the education process or the orderly operation of a school.
- Cyber bullying, 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, § 370 for the legal definition of cyber bullying.
- Hostile environment, as defined in M.G.L. c. 71, § 370, 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, clinicians, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
- Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c 71, § 37 H or 37H ½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Program Director, Littleton Academy

November 10, 2017
Revision Date