

NORTHEAST METROPOLITAN REGIONAL  
VOCATIONAL SCHOOL DISTRICT  
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# **Bullying Prevention and Intervention Plan**

**Updated: January 2019**

**NORTHEAST METROPOLITAN  
REGIONAL VOCATIONAL SCHOOL**

**BULLYING PREVENTION AND  
INTERVENTION COMMITTEE**

Cathy Bryant	Vocational Dean
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Tracey O'Brien	Administrator of Student Services
Victoria Colaianni	Special Education Administrator
Dina Baratta	School Adjustment/Guidance Counselor
Don Heres	Athletic Director
Barbara Brigante	Academic Teacher
Christie Serino	Health/Physical Education Teacher
Robert MacGregor	Vocational Teacher
Michael Pietrantonio	School Resource Officer
Rose Pisani	Vocational Teacher/Department Head

**NORTHEAST ANTI-BULLYING PLEDGE**

**I AGREE TO:**

- \*Treat Northeast students, teachers and staff respectfully\***
- \*Reach out to students who seem alone or left out\***
- \*Refuse to name call, spread rumors or exclude others\***
- \*Refuse to watch, laugh, or join in when someone is being bullied\***
- \*Help those who are being bullied by telling an adult I trust\***
- \*Look for the best in everyone\***

**BE KIND & SHOW COMPASSION**

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## **I. LEADERSHIP**

THE NORTHEAST METROPOLITAN REGIONAL VOCATIONAL SCHOOL DISTRICT (“Northeast”), LED BY THE DISTRICT SCHOOL COMMITTEE AND THE SCHOOL ADMINISTRATION, IS COMMITTED TO PROMOTING THE UNDERSTANDING OF AND RESPECT FOR DIVERSITY AND DIFFERENCE. WITH THAT PHILOSOPHY IN MIND, THE BULLYING PREVENTION AND INTERVENTION PLAN (“the Plan”) AS REQUIRED BY M. G. L. C. 71, S 370, IS DEVELOPED IN THE CONTEXT OF OTHER SCHOOL-WIDE AND COMMUNITY EFFORTS TO PROMOTE A POSITIVE SCHOOL CLIMATE.

### **A. PUBLIC INVOLVEMENT IN DEVELOPMENT OF THE PLAN**

A Bullying Prevention and Intervention Committee was established by the Deputy Director – Principal (“Principal”) on October 27, 2010 to develop the Plan as required by law. Representatives from the School Administration, the School Faculty, the Special Education Parent Advisory Council, and the Student Council came together to draft the Plan. Once developed, the Plan was presented to the full School Administrative Team, the Community Based Justice Team of the Middlesex District Attorney’s Office, and the local Chief of Police for review and endorsement. Parents/guardians and the public were then notified that the Plan was posted on the school website ([www.northeastmetrotech.com](http://www.northeastmetrotech.com)) for a public comment period, December 2, 2010 through December 8, 2010. The Plan was submitted to the Northeast School Committee for review on December 2, 2010 and was presented to the Policy Subcommittee for approval on December 9, 2010. The full Northeast School Committee endorsed the Plan for submission to the MA Department of Secondary and Elementary Education (DESE) on December 9.

The Plan was updated and amended on March 13, 2014 to incorporate the amendment to M.G.L. c. 71, sec 370 (the Bullying Prevention Law) that extends the protections it affords students to include bullying by school staff. Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The Plan shall apply to students and members of the school staff, including but not limited to educators, administrators, school nurses.

Plan revisions were presented to faculty and staff at 3/13/14 professional development session and to the Northeast School Committee for acceptance at the Committee meeting of 5/15/14.

The Plan was updated and amended in January 2019. Plan revisions were shared with faculty and staff on 01/03/19 and presented to the Northeast School Committee for acceptance at the Committee meeting of 01/11/19.

## **B. ASSESSMENT OF NEEDS AND RESOURCES**

To assess the school needs, the Committee developed a survey on school climate and school safety issues and disseminated it to school faculty members through the Northeast email system (November 3, 2010 - November 10, 2010). A similar survey was presented to all current students via the school website to gather student data (November 12, 2010 - November 18, 2010). The Committee compared current data and past student survey data (2006-2008) in an effort to understand the prevalence and characteristics of bullying in our school. The Committee identified and focused on behavioral patterns and areas of concern while reviewing and proposing resources and policies. The Committee reviewed current policies, procedures, support programs and services to determine adequacy and to recommend revisions and new initiatives.

## **C. PLANNING AND OVERSIGHT**

The Committee members, in conjunction with the School Administration, identified the District leaders responsible for the following tasks:

<b><u>Implementation Tasks</u></b>	<b><u>District Personnel Responsible</u></b>
1.) Receiving Initial Reports on Bullying – Student to Student (Reporting Form)	Guidance Counselors Vocational Deans
2.) Receiving Initial Reports on Bullying – Staff to Student or Staff to Staff	Deputy Director-Principal
3.) Collecting and Analyzing School-Wide Data on Collection of Data - Bullying to Assess the Present Problem and to Measure Improved Outcomes Analysis	Administrator of Student Services  Administrative Team
4.) Creating a Process for Recording and Tracking Incident Reports and for Accessing Information Related to Needs of Targets and Aggressors	Vocational Deans Manager of DL/IT
5.) Planning for the Ongoing Professional Development Required by the Law	Academic Program Cord. Bullying Prevention Committee
6.) Planning Supports that Respond to the Needs of Targets and Aggressors	Administrative Team

- |   |   |
|---|---|
| 7.) Provision of Instruction on Safe and Healthy Relationships with focus on Prevention of Sexual and Domestic Violence | Guidance Counselors<br>Health Instructors                                 |
| 8.) Choosing and Implementing the Curricula that the School District will use   | Administrative Team<br>Department Heads                                   |
| 9.) Developing New or Revising Current Policies and Protocols under the Plan, Including Internet Safety Policy          | Vocational Deans<br>Administrator of Student Services<br>Manager of DL/IT |
| 10.) Amending Student and Staff Handbooks and Codes of Conduct  | Deputy Director-Principal<br>Vocational Deans                             |
| 11.) Leading the Parent or Family Engagement Efforts and Drafting Parent Information Materials                          | Administrator of Student Services<br>Special Education Administrator      |
| 12.) Reviewing and Updating the Plan each year or more frequently   | Administrative Team<br>Bullying Prevention Subcommittee                   |

#### **D. DEVELOPING PRIORITY STATEMENTS**

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying. The Northeast Metropolitan Regional School District is committed to working with students, faculty members, staff, families, law enforcement agencies, and the communities that we serve to prevent issues of violence. In consultation with these constituencies we have established the Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Deputy Director – Principal is responsible for the implementation and oversight of the Plan.

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

The Administration of the Northeast Metropolitan Regional School District is committed to providing ongoing professional development regarding the Plan to all administrators, educators, counselors, school nurses, athletic coaches, advisors to extracurricular activities, paraprofessionals, secretaries, custodians, cafeteria workers, and bus drivers. The goal of the professional development will be to establish a common understanding of the tools required to create a positive school climate promoting safety, civil communication, and respect for differences.

#### **A. ANNUAL STAFF TRAINING ON THE PLAN**

Annual training for all school staff on the Plan will include: (a) staff duties under the Plan, (b) an overview of the steps that the Principal and Vocational Deans will follow upon receipt of a report of bullying or retaliation, and (c) an overview of the bullying

prevention programs and services to be offered at all grade levels. Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired.

## **B. ONGOING PROFESSIONAL DEVELOPMENT**

The Northeast Administration will provide professional development that will build and expand the skills of faculty and staff members in regards to the prevention, identification, and response to bullying. As required by M.G.L. c.71, 370, the content of district wide professional development will be informed by research and will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) the specific skills and proficiencies needed to avoid or respond to bullying, harassment, and teasing including but not limited to self-awareness, self-management, social awareness, relationship skills, and responsible decision-making,
- (vi) information on the incidence and nature of cyberbullying;
- (vii) internet safety issues as they relate to cyberbullying; and
- (viii) teen dating violence.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing Individualized Education Programs (IEPs) for students. This will include a particular focus on the needs of students on the autism spectrum, students whose disability affects social skills development, and students whose disability may result in a vulnerability to bullying, harassment, or teasing.

Additional areas identified by the Northeast Metropolitan Regional School District 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 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.

### **C. WRITTEN NOTICE TO STAFF**

The Northeast Administration will provide all faculty and staff members with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the district Employee Handbook, the Student Handbook which includes the code of conduct, and by posting it on the Northeast website.

## **III. ACCESS TO RESOURCES AND SERVICES**

All students at Northeast are entitled to courteous and respectful treatment by fellow students and by school faculty and staff members. The Northeast Administration has a duty to ensure that students are provided with a safe learning environment.

### **A. IDENTIFYING RESOURCES**

Committee members reviewed the school's capacity to provide counseling and other support services for targets, aggressors and their families by reviewing current professional staffing and programming that is in place to support the development and maintenance of a positive school environment.

#### **Current Positive Support Programs / Intervention Strategies**

**Break Free From Depression** training – Grade 9

Non-Traditional Support Activities – Grades 9-12

Northeast Mentoring Program which includes Bullying Prevention Curriculum – (Grade 11 and 12 students mentoring Grade 9 students)

Health Class Curriculum Including Units on Bullying – Grades 9 and 12

Current Bullying Policy in Student Handbook

Healthy Relationships Groups by Counselors - Grade 10

Cameras on Buses and School Grounds

Gay Straight Alliance (**Equity Club**)

Students Against Destructive Decisions (SADD)

Student Council

Freshman Academy – Academic Groupings Creating Small Learning Environments

Behavior Intervention Plans



Added goals to IEPs/504 specific to those students at risk for bullying  
Guidance Passes/Nurses Passes  
Gender Equity Training – Grade 9  
SST (Student Study Team)  
Attendance meetings after 10 Days of absence (Deans/Counselors)  
School Resource Officer  
Community-Based Justice Meetings  
Crisis Prevention Training for Faculty  
Safety Plans  
Outside Agency supports

## **B. COUNSELING AND OTHER RESOURCES**

Listed below are the specific existing Northeast faculty positions involved with the provision of counseling, student support, safety plan development, educational services and anti-bullying initiatives:

Vocational Deans – 3 Administrative positions  
Administrator of Student Services – 1 Administrative position  
Special Education Administrator – 1 Administrative position  
School Psychologist – 1 Faculty position  
School Adjustment / Guidance Counselors – 4 Faculty positions  
Bilingual School Adjustment Counselor – 1 Faculty position  
Career Counselor – 1 Faculty position  
**Intervention and Prevention Coordinator – 1 Faculty position**  
School Nurse (RN) - 2 Faculty positions  
Health/Physical Education Teachers – 4 Faculty positions  
Special Education Teachers/Liaisons – 12 Faculty positions  
Teacher Assistants – 6 Staff positions (2-Bilingual)  
**Vocational Assistant - 4 Staff position**  
**Athletic Director – 1 Faculty position**  
Coaches and Extracurricular Advisors

The Counseling staff at Northeast consists of 6 certified School Adjustment Counselors (including MA licensed Social Workers) and 1 certified School Psychologist. Each professional counselor is well trained to support students in both personal and career counseling matters. The Administrative and Guidance Teams were trained in 2008 by Elizabeth Englander of the Massachusetts Aggression Reduction Center (MARC) of Bridgewater State College. Over the summer of 2010, the Superintendent-Director, the Principal, the Administrator of Student Services, the Special Education Administrator, the Deans, and the Mediation Coordinator attended training on the new bullying legislation and Plan requirements. In October, 2010, Northeast served as a host site for MARC's regional Bullying & Cyberbullying Prevention training and five Northeast faculty members completed training. In 2008, counselors were trained on the Aggressors,

Victims, and Bystanders curriculum of the Education Development Center, Inc. and have implemented portions of the curriculum in work with Grade 9 students.

The Counseling staff at Northeast is committed to promoting a positive school climate and relieving student stress caused by bullying, cyberbullying, or retaliation through individual or group counseling interventions. Parental communication is a priority for the counseling staff and collaboration with teachers and administrators is essential in solving student conflict.

The MA District Attorney's Office provided a full faculty/staff training (3/13/14) on the amendments of 2013 to G.L. Chapter 71, Section 37 O (the Bullying Prevention Law). On the same date, the Northeast Bullying Prevention and Intervention Committee updated the staff on changes to the Bullying Prevention and Intervention Plan (of 2014, previously, 2010).

The Counseling staff works closely with parents/guardians throughout the year. Telephone contact/parent meetings occur regularly regarding attendance, grades, and or discipline concerns. Parent approval is sought regarding career planning, course selection, course changes, and special group presentations. The assignment of counselors by Career Technical areas for Grades 10, 11, and 12 promotes familiarity with parents, students, and counselors over the three year period. The Bilingual School Adjustment Counselor is assigned to students for all four years. The Freshmen Counselor focuses on a smooth transition to Northeast as we learn about the strengths, weaknesses, and needs of our new students each year. A Career Counselor provides developmentally appropriate Career Development services to all students through their four years of enrollment. Each counselor is available after school one evening per week for student support, meetings, consultation, and individual career/college guidance.

The Administrator of Student Services convenes a weekly Student Study Team meeting to review difficult student cases with administrative and support staff to develop intervention plans for school success. Meeting attendees include the Special Education Administrator, Vocational Dean(s), School Adjustment/Guidance Counselors, School Nurse, and School Psychologist. The Principal or referring teachers may attend as appropriate.

The Guidance Department conducts depression screening and healthy relationships workshops, and provides brief individual counseling, crisis intervention, and support services to students. When it is determined that a student needs long term counseling assistance, acute emergency care, or further services, the counselors make outside referrals to service providers that cover our district communities. The counselor, once the connection with outside agency is made, will request a release of information so that communication may occur.

Translation and interpreter service needs are identified through the home language surveys requested during the application process and through school records from District middle schools.

The current Northeast curriculum includes Health classes at the 9th and 12th grade levels. The Health Teachers will provide age-appropriate lessons in bullying prevention and intervention to their Grade 9 and Grade 12 Health students.

The Special Education Liaisons, the paraprofessionals, the School Nurses, the coaches and the extracurricular advisors all play important roles in identifying victims of aggression, reporting incidents, and in monitoring students in need of extra support.

### **C. STUDENTS WITH DISABILITIES**

As required by M.G.L. c. 71B, S3, as amended by Chapter 92 of the Acts of 2010, when an IEP Team determines that a student has a disability on the autism spectrum, that affects social skills development or that may result in a vulnerability to bullying, harassment, or teasing, the Team should carefully consider the supports needed to build each student's social skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Some possible interventions may include:

- Social skills instruction (classroom, small group or individual);
- Goals and objectives for self- management, self advocacy, self esteem and/or appropriate peer relations;
- Social awareness strategies;
- Relationship skills;
- Responsible decision-making;
- Functional Behavioral Assessments and positive behavior plans; or
- Modified discipline codes

### **D. OTHER VULNERABLE STUDENTS**

The Northeast Metro Tech High School Bullying Prevention and Intervention Plan is designed to protect and support all Northeast students. There is recognition, however, that students may be more vulnerable to bullying based on actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, sexual orientation, mental, physical, developmental or sensory disability or by association with other people who may have one or more of these characteristics. All such students, as needed, will have access to interventions needed to obtain the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

## **E. REFERRAL TO OUTSIDE SERVICES**

When a student or family is identified to be in need of outside counseling services by the school adjustment counselor or other staff member, the adjustment counselor will make the recommendation to the parent/guardian and offer assistance to facilitate the referral. In a crisis situation, the counselor will contact the school crisis team (Eliot Community Human Services, Inc.) and the family to facilitate emergency mental health screening. Once the connection with an outside provider is made, the counselor will request a release of information so that collaboration regarding student support may occur. (See Appendix B for outside counseling or crisis intervention resources.)

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

### **A. SPECIFIC BULLYING PREVENTION APPROACHES**

There are four common programming approaches used to address bullying behavior: (1) curriculum connections, (2) overall climate development in the school, (3) co-curricula activities and (4) clearly written policies and consequences.

Bullying prevention curricula will be centered on the following age/grade specific activities:

#### **GRADE 9**

- Freshmen start school one day earlier than the upper class students. They are greeted by the 11th and 12th grade Northeast Mentors. The Mentors guide the freshmen through orientation activities all day, working to foster relationships between the freshmen and the existing community of students. The Mentoring Program and the Student Council sponsor a school-wide Anti-Bullying Pledge that is posted in the Cafeteria.
- The Counseling staff conducts a depression screening program annually, meeting with freshmen in small groups. The freshmen identify in school and out of school adults who they could go to in times of need. In this program, bullying issues (past and present) are often identified.
- Ninth graders also have a semester long Health class in which bullying prevention/intervention is addressed.
- The Career Counselor meets with each freshman to check in on how they are doing, to work on goal-setting, and to guide them in the shop selection process.
- When ninth graders are placed in a career technical area, the counselors conduct a specific “getting to know you activity” to help the new group come together and develop respect for each individual in the group.
- SKILLSUSA is promoted to all students for the development of technical pride and good school citizenship. SKILLSUSA members are positive school leaders for all students in grades 9-12.

- Teacher selection of academic “Academy Awards” to identify students who are outstanding school citizens.

### **GRADE 10**

- The Career Technical Counselors present a program entitling “Healthy Relationships” focusing on presenting models of successful relationships and defining destructive ones.
- Mentors are chosen from among the tenth graders in the spring of each year. These students are trained to help the incoming freshmen adjust to the school building and community.
- SKILLSUSA continues to be a positive program that promotes the development of school pride, technical pride and good school citizenship. SKILLSUSA members are positive school leaders for all students in grades 9-12.

### **GRADE 11**

- The 11th grade Mentors are trained throughout the year to be leaders and strong positive role models for our freshmen class. They are trained to deal with confrontational situations in the classroom and present anti-bullying strategies/curriculum as incorporated into the program. As junior leaders, the mentors work to support the grade 9 exploratory program by assisting students with hands-on projects, presenting information, and assisting instructors with projects.
- National Honor Society and Student Council members (Vocational and Academic) provide community service opportunities to the student body and serve as positive student role models through their involvement in school activities and their leadership in their career technical areas.
- SKILLSUSA continues to be a positive program that promotes the development of school pride, technical pride and good school citizenship. SKILLSUSA members are positive school leaders for all students in grades 9-12.

### **GRADE 12**

- Mentors are chosen to be senior mentoring leaders and continue working in the Mentoring Program with both the incoming freshmen and the entire school community.
- Students have a Health class for one semester in which anti-bullying strategies, teen dating violence and leadership skills are among the topics developed.
- National Honor Society and Student Council members (Vocational and Academic) provide community service opportunities to the student body and serve as positive student role models through their involvement in school activities and their leadership in their career technical areas.
- SKILLSUSA continues to be a positive program that promotes the development of school pride, technical pride and good school citizenship. SKILLSUSA members are positive school leaders for all students in grades 9-12.

## **B. GENERAL TEACHING APPROACHES THAT SUPPORT BULLYING PREVENTION EFFORTS**

The following approaches are integral to establishing a safe and supportive school environment. The following actions will support the implementation of the Plan:

- Reviewing the Plan with each student, parent and faculty member in meetings, through the Student Handbook and via posting on the Northeast website.
- Having all students and guardians sign off on the Internet Acceptable Use Policy and the Student Handbook.
- Surveying faculty and students periodically to assess school climate.
- Surveying every freshman in the school each year to make sure that each student has at least one in-school and out of school adult support person with whom they feel comfortable.
- Providing a specific focus on at-risk minority populations. Examples may include, but are not limited to: low-income, English language learners, special education students, gay, lesbian, bisexual, or transgender students, pregnant and parenting teens or handicapped students. Faculty training regarding vulnerable populations will be provided.
- Setting clear school-wide expectations for students by having each shop and academic teacher have classroom guidelines posted on the wall which will specifically address respect for all students, faculty, and staff.
- Maintaining our current Gay-Straight Alliance (Equity Club) after school club which initiates a program each year against violence and bullying.
- Establishing a “Student of the Month” program in which students will be acknowledged for positive behaviors. This will be done to move the focus from the negativity of discipline to a positive rewarding of good school citizenship and healthy social behaviors.

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

Bullying and Harassment are serious offenses and will not be tolerated. The Northeast Metropolitan Regional School District is committed to providing an environment free from recognized behaviors and actions that inhibit the learning process and jeopardize student safety. The Northeast Administration has implemented protocols to address reports of bullying.

At the beginning of each school year, the Northeast Administration will provide the school community, including administrators, faculty, staff, students, and parents/guardians with written notice of the school policies for reporting acts of bullying or retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal, Deans of Students, or designees, will be incorporated into student and staff handbooks, will be identified on the school website and in all written materials for students and parents regarding this Plan.

All reports, oral, written, or anonymous will be documented using the Northeast Bullying and Harassment Reporting Form (Appendix A) and by attaching any communication or documentation provided. The Reporting Form will be located in the Bullying Prevention and Intervention Plan located on the school website. Students may also request a hardcopy of the Plan/form as part of the Student Handbook sign-off process. The Reporting Form will be made available in the most prevalent language(s) of origin of students, parents, and guardians.

**A. REPORTING BULLYING OR RETALIATION**

Northeast Metropolitan Regional Vocational High School believes communication is paramount to effectively address bullying. To that end, numerous mediums to accommodate all stakeholders in reporting acts of bullying are available. Reports can be made by students, parents or guardians, building faculty and staff or non-employees of Northeast. The reporting vehicles will include but not be limited to oral, written, online and anonymous reports. The reporting form will be located in the Bullying Prevention and Intervention Plan located on the school website. Students may also request a hard copy of the Plan / form at any time and as part of the Student handbook sign-off process.

The following matrix outlines the specific telephone number and school website for reporting.

<u>Method</u>	<u>Destination</u>
Reporting Form	Vocational Deans Counselor School Resource Officer
Telephone Reporting (24 hours)	781-246-0810 x1630
Electronically (Email)	northeastmetrotech.com (follow Bullying Prevention quick link)
Verbal	Northeast Faculty and Staff School Resource Officer

**1. REPORTING BY STAFF**

Students may report complaints of bullying to any school employee. All employees of Northeast are required to report immediately to a Vocational Dean any instance of bullying that they observe or become aware of. Oral reports made to a staff member must be recorded electronically on the X2 data system as a referral, or sent to a Vocational Dean as an email or in writing. The requirement to report to the Principal, Vocational

Dean or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management.

## **2. REPORTING BY STUDENTS, PARENTS/GUARDIANS AND OTHERS**

Northeast Metropolitan Regional Vocational School expects students, parents or guardians, and others who witness or become aware of an instance of bullying involving a Northeast student to report it immediately. Reports may be made anonymously; however, disciplinary action will not 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 ways to report and discuss an incident of bullying with a counselor, teacher, staff member, or Vocational Dean or other Administrator. Whichever method of communication is utilized, an investigation will be initiated and the summary forwarded to the Principal within two school days. Reports received alleging inappropriate behavior by any faculty or staff member, or any contractor of the District, will be immediately forwarded to the Principal who will initiate and oversee an investigation.

### **B. RESPONDING TO A REPORT OF BULLYING OR RETALIATION**

#### **1. SAFETY**

The primary concern of the Northeast Metropolitan Regional School Administration with respect to reports of bullying is student safety. An assessment will be initiated and subsequent response commensurate with the threat level will be taken to ensure the safety of all parties. Northeast administrators may utilize different pathways including but not limited to, an informal approach through the Guidance Department or a formal approach including the creation of Personal Safety Plans. Whichever approach is utilized, emphasis will be placed on prevention of retaliation to ensure that a student who has reported bullying, witnessed bullying, provided information during an investigation, or has reliable information about a reported act of bullying, will be safe. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to confidentiality. A Personal Safety Plan may include predetermining arrangements to minimize and reduce target and/or aggressor interaction throughout the building and after school.

#### **2. OBLIGATIONS TO NOTIFY OTHERS**

- a. Notice to Parents or Guardians: When an investigation reveals that an act of bullying has occurred, the Vocational Dean will promptly notify



the parents or guardians of the target and aggressor and will specify the procedures for response. There may be circumstances in which the Dean contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

- b. **Notice to Another School or District:** As a regional school with twelve feeder communities, Northeast Metropolitan Regional Vocational School recognizes the unique challenges presented with a geographically diverse student body. 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, and Northeast is the first to be informed of the bullying incident, then the Vocational Dean or Principal will promptly notify 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.
- c. **Notice to Law Enforcement:** At any point after receiving a report of bullying, including at any point throughout the investigation, if the Principal or Vocational Dean has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or Vocational Dean will notify the applicable local law enforcement agency. Also, if an incident occurs on school property and involves a former student under the age of twenty-one who is no longer enrolled in school, the Principal or designee 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. In making this determination, the Principal or Dean will consult with school personnel or others that he/she deems appropriate.

### **C. INVESTIGATION**

The Vocational Dean will actively investigate a formal complaint within two school days and the summary will be forwarded to the Principal within two school days. In addition, informal complaints will be directed to the appropriate staff for process. All applicable and relevant information will be collected to determine the actions undertaken by individuals involved in the event. The investigation may consist of the following: review of electronic surveillance, interviews of students, faculty or staff members, witnesses, parents or guardians, and others as necessary. Throughout this process, emphasis will be made to the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in severe disciplinary action. Interviews may be conducted by the Vocational Dean or designee, other staff members and in consultation with the school counselor, as appropriate.

As set forth in Part V.A.2 of this Plan, in a case where the alleged aggressor is a member of the faculty or staff, the Principal shall be responsible for the investigation, not the Vocational Dean. In such a case, the District shall apply the same process it does in any case of alleged employee misconduct and shall observe the same protections afforded in such cases, including but not limited to, the right to have a union representative present at any interview which could result in discipline and the rights set forth in G.L. Chapter 71, Sections 42 and 42D, if applicable. Further, Article XVII, Section F of the collective bargaining agreement requiring just cause for discipline of employees remains in full force and effect, notwithstanding any part of this Policy.

As set forth in Part V.A.2 above, an anonymous report of bullying shall not be the basis for discipline of an employee.

Northeast reserves the practice of maintaining confidentiality during the investigative process and will maintain a written record of the investigative process by utilizing the Bullying and Harassment Reporting Form (Appendix B). If necessary, the Principal or Vocational Dean will consult with school legal counsel about the investigation.

#### **D. DETERMINATIONS**

The Northeast Vocational Dean will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Vocational Dean 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 Vocational Dean will determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, consultation with the students' teachers, school counselor and/or parents/guardians may be initiated to determine the root cause and identification of any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional counseling or social skills development.

To that end, the Vocational Dean or designee will promptly notify the parents/guardians of the target and the aggressor about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation.

The Northeast Administration will make every effort to be transparent throughout the process, however the school is bound by legal requirements regarding the confidentiality of student records. The Vocational Dean 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.

At minimum, Northeast will retain a report of the complaint, containing the name of the complainant, the date of the complaint with a description of the nature of the complaint, the outcome of the investigation, and the action taken.

## **E. DATA COLLECTION**

The Northeast Vocational Dean(s) will establish and maintain procedures for collecting, maintaining and reporting bullying incident data. At minimum, reports are submitted to the Principal-Deputy Director as identified in this Plan.

## **F. RESPONSES TO BULLYING**

The Northeast Administration will employ techniques and intervention methods to facilitate an understanding and comprehension of expectations such as:

### **1. Teaching Appropriate Behavior Through Skills-Building:**

Upon the Vocational Dean's determination that any form of bullying has occurred, the law requires that a response includes the need for accountability combined with the need to teach appropriate behavior. M.G.L. c.71, §37O (d)(v). Skill-Building approaches that the Principal, the Dean or designee may consider include:

- a) offering individualized skill-building sessions based on the school's bullying prevention and intervention plan;
- b) provide instruction for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- c) implementing a range of academic and nonacademic positive behavioral avenues to help students understand appropriate ways to achieve their goals;
- d) meeting with parents and guardians to engage parental support and to reinforce the bullying prevention plan and social skills building activities at home;
- e) adopting behavioral plans to include a focus on developing specific social skills;
- f) and making a referral for evaluation.

### **2. Taking Disciplinary Action:**

If the determination is made that disciplinary action is warranted, the action will be determined on the basis of facts found by the Vocational Dean, including the description of the conduct as defined on the reporting form in Appendix A. Discipline will be consistent with the Student Handbook and this Bullying Prevention and Intervention Plan.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Act (IDEA), which should be considered in cooperation with state laws regarding student discipline.

If the Principal, Vocational Dean, or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action as related to lying to staff and insubordination.

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

Northeast Metropolitan Regional Vocational School will employ a robust plan of student education and appropriate discipline to illustrate the gravity of consequences to elevate student awareness levels regarding bullying. Open communication between the Principal, the Vocational Deans and faculty members/staff will enable follow through support for targets and others impacted by bullying building-wide.

The Principal will consider what adjustments, if any, are needed in the school environment to enhance the safety of all students. Within a reasonable period of time following a determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether any additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

## **VI. COLLABORATION WITH FAMILIES**

### **A. PARENT EDUCATION AND RESOURCES**

Northeast Metropolitan Regional Vocational School will offer education programs for parents/guardians that are focused on the parental components of the anti-bullying curricula used by the district. The programs will be offered in collaboration with the School Council, the Special Education Advisory Council, PTO or similar organizations. The following is a list of resources that parents may access:

Massachusetts Aggression Reduction Center at Bridgewater State College ([www.MARCCenter.org](http://www.MARCCenter.org)) publishes research on bullying and cyberbullying, resources on bullying prevention for parents, and resources for educators and professionals. The following link to resources on bullying prevention for parents is being posted in collaboration with the Massachusetts Aggression Reduction Center at Bridgewater State College: <https://www.marccenter.org/parents>

In addition, a comprehensive list of resources for parents will be listed on the Northeast website and appears in Appendix B of this Plan.

## **B. NOTIFICATION REQUIREMENTS**

Northeast shall provide parents with informational website links to several relevant topics to include online safety, cyberbullying and teen dating violence. The school district will incorporate the student related sections of the Plan into the student handbook that is made available at the beginning of each school year. The Principal will highlight this information and the school district's Internet Acceptable Usage Policy in an accompanying letter referencing the school handbook. Parents/Guardians will be asked to sign receipt of both of these policies. The School District will also post the Plan and related information on the school website: [northeastmetrotech.com](http://northeastmetrotech.com). All notices and information made available to parents or guardians will be in electronic format and in hard copy upon request, and will be available in the language(s) most prevalent among parents or guardians.

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

Acts of bullying, which include cyberbullying, are prohibited at Northeast Metropolitan Regional Vocational School:

- a.) on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions, or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased, or used by the school district, or through the use of technology or an electronic device that is owned, leased, or used by the school district, and
- b.) at a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the act creates a hostile environment at school for the target or witnesses, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

## **VIII. DEFINITIONS**

Bullying is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, counselor, administrator, school nurse, cafeteria

worker, custodian, bus driver, support staff, athletic coach, advisor to an extracurricular activity or paraprofessional 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/herself or of damage to his/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. For the purposes of this section, bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any 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.

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.

Perpetrator is a student or a member of a school staff including, but not limited to, an educator, counselor, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, support staff, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

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

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

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

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

The Northeast Metropolitan Regional Vocational School District strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its school. The Northeast Metropolitan Regional Vocational School District prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and course of study.

**Nothing in the Plan prevents the School 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 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 SS 37H or 37H1/2, 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.**

# APPENDIX A



## NORTHEAST BULLYING AND HARASSMENT REPORTING FORM

Directions: Bullying and Harassment are serious and will not be tolerated. This is a form to report alleged bullying and/or harassment incidents that involve Northeast Metropolitan Regional Vocational High School Students. Although this form can be completed multiple ways such as through building faculty/ staff, guidance department, anonymously or online, it must ultimately be submitted to the Dean's Office and be signed off on as received to facilitate process and investigation. Contact the Dean's Office for additional information or assistance at any time.

Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Date(s) of alleged incident: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year Month Day Year

1. Name of student target(s): \_\_\_\_\_ Grade: \_\_\_\_\_ Shop: \_\_\_\_\_  
(Please print)

2. Name(s) of alleged aggressors (If known): (Please print)	Grade	Shop	Physically present?
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. Where did the incident happen (choose all that apply)?

- On school property       At a school-sponsored activity or event off school property       Electronically (text, telephone, etc)  
 On a school bus       On the way to/from school       Cyberspace (social networking forums, email, computer)

4. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- Physical Violence  
 Cyberbullying  
 Teasing, name-calling, making critical remarks, or threatening, in person or by other means  
 Public Humiliation  
 Making rude and/or threatening gestures  
 Excluding or rejecting the student  
 Stalking  
 Spreading harmful rumors or gossip  
 Other (specify) \_\_\_\_\_

5. What did the alleged aggressor(s) say or do?

\_\_\_\_\_  
\_\_\_\_\_

(Attach a separate sheet if necessary)

6. Please list any persons that witnessed the event:

\_\_\_\_\_

7. Did a physical injury result from this incident? Place an X next to one of the following:

- No       Yes, but it did not require medical attention       Yes, and it required medical attention

8. Was the student target absent from school as a result of the incident?  Yes  No

If yes, how many days was the student victim absent from school as a result of the incident? \_\_\_\_\_

9. Is there any additional information you would like to provide? \_\_\_\_\_

(Attach a separate sheet if necessary)

PERSON REPORTING INCIDENT (IF STUDENT, NAME AND SHOP ONLY) Name: \_\_\_\_\_ Gr: \_\_\_\_\_ Sh: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Place an X in the appropriate box:  Student  Parent/guardian  Anonymous  School Staff  Friend  Other

**OFFICIAL USE ONLY**

Reported via:

- Online/Email
- X2
- Telephone call
- Hand Delivered
- In Person
- Other (specify): \_\_\_\_\_

Received by Dean: \_\_\_\_\_ Date: \_\_\_\_\_

**INVESTIGATION DESCRIPTION** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONCLUSIONS FROM THE INVESTIGATION:**

1. Findings of Bullying or retaliation:  YES  NO  Other Misconduct

2. Contacted: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Action Taken: \_\_\_\_\_  
\_\_\_\_\_

4. Report forwarded to Principal on date: \_\_\_\_\_

## **APPENDIX B**

**NORTHEAST METRO TECH HIGH SCHOOL  
PARENT RESOURCE GUIDE**

**Canton Public Library. (2008) Keeping Kids Kool.**

<http://www.cantonpl.org/specialc/bullying.html>;

Educators and parents looking for resources to help kids resolve conflicts can find books listed in this annotated bibliography from the Canton (Michigan) Public Library Internet Branch. Because this is an Internet library, resource entries include only the resource name and a brief description. For more information (author, publisher), click on the resource.

**Justice Institute of British Columbia Library. (2008) Bullying: A Listing of Materials Available at the Justice Institute Library.**

[http://www.jibc.bc.ca/library/Bibliographies/Bullying\\_-\\_JIBC\\_Library.pdf](http://www.jibc.bc.ca/library/Bibliographies/Bullying_-_JIBC_Library.pdf)

In addition to written and video resources for educators and parents, this listing includes resources on workplace and adult-on-adult bullying.

**Maternal and Child Health Library (MCHLibrary). (2008) Bullying: Bibliography of Materials from MCHLine.**

<http://www.mchlibrary.info/guides.html>

This annotated bibliography from the MCH Library at Georgetown University includes model anti-bullying policies, gender-orientation bullying, and many free training aids.

**Michaelson, Tessa. (2008) Thick-skinned, Thin-skinned, the Skin I'm in: Books about Bullying, Teasing, Relational Aggression and School Violence.**

<http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=309>

Michaelson's bibliography, published by the University of Wisconsin, focuses on children's fiction. Titles are grouped by grade level and viewpoint (target, bully, or observer).

**National Child Protection Clearinghouse. (2007) Bullying Bibliography.**

<http://www.aifs.gov.au/nch/bib/bully.html>

The National Child Protection Clearinghouse is funded by the Australian Government, but the concerns are cross-national: Disabilities, sexual coercion, contributing family and school variables, race, and bystander behavior. Many of the studies and books in this annotated bibliography are available via the Internet.

**Ontario Secondary School Teachers' Federation Library. (2005) Bullying: Bibliography.**

<http://www.osstf.on.ca/adx/asp/adxGetMedia.aspx?DocID=1285>,

This listing of books, articles, and videos is geared toward educators in North America.

Ralston, Jennifer. (2005) Bullies and Bullying.

<http://www.schoollibraryjournal.com/article/ca529710.html>

Published by the School Library Journal, this annotated booklist reviews relevant fiction and nonfiction by grade level. There also are videos, workbooks and suggestions for teachers.

University of Michigan Library: Social Work Library. (2008) Selected Bibliography of School Violence Resources.

<http://www.lib.umich.edu/socwork/schoolviolence.html>

Educators looking for books, journals, websites and databases will find a wealth of how-to and statistical resources in this annotated bibliography.

### Websites

A Google search of the word "bullying" brings up more than 14 million hits. Not all information of the Internet is valid, so look at the "About Us" tab on a website to find out who publishes it. Website address endings can also give you an idea of who the publisher is. For example, site addresses ending with .gov are published by a government agency. Sites ending with .org are published by non-profit organizations. The websites listed below are good general resources. Additional websites can be found in the online bibliographies listed in the above Bibliographies section.

American Academy of Child & Adolescent Psychiatry Facts for Families

[http://www.aacap.org/cs/root/facts\\_for\\_families/facts\\_for\\_families\\_keyword\\_alphabetical](http://www.aacap.org/cs/root/facts_for_families/facts_for_families_keyword_alphabetical)

Short general articles on many bullying/abuse-related topics can be found here. Links at the end of each article take readers to similar subjects.

Bullying: A Webring & External Bibliography with Links

<http://www.newfoundations.com/PathFinder/Bullying.html>

This site has links to the anti-bullying websites from school and community organizations around the world.

Bullying-National Crime Prevention Council

[www.ncpc.org/topics/bullying](http://www.ncpc.org/topics/bullying)

This information-packed site has strategies for kids, parents, and educators; a blog; a club kids can join; training; and reproducible publications.

Bullying-National Youth Violence Prevention Center

<http://www.safeyouth.org/scripts/topics/bullying.asp>

In addition to articles and statistics, this website links users to high-quality information and strategies on dozens of bullying-related websites.

MedlinePlus: Bullying

<http://www.nlm.nih.gov/medlineplus/bullying.html#cat29>

This site from the U.S. National Library of Medicine, part of the National Institutes of Health, has articles, laws, research, and games. It also has information on trends in bullying, such as cyberbullying and the changing ways that girls bully.

**National Center for Mental Health Promotion and Youth Violence Prevention**

<http://library.promoteprevent.org/browse.php?catid=116400>

The National Center for Mental Health Promotion and Youth Violence Prevention provides technical assistance and training to school districts and communities that receive grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services. This website provides links to bullying/violence prevention websites and publications for educators.

**Stop Bullying Now**

<http://stopbullyingnow.hrsa.gov/index.asp>

This kid-oriented site has games, letters from other kids, and cartoon webisodes that can be shown to individuals or classes. It is created and maintained by the Health Resources and Services Administration of the U.S. Department of Health and Human Services.

**U.S. Department of Justice**

<http://www.usdoj.gov/>

The U.S. Department of Justice site includes information and handouts from Federal law enforcement sites. A May 2008 search for the word "bully" brought up more than 150 relevant results, including **Bullying in Schools**. **Bullying in Schools** is one of the U.S. Department of Justice's Problem-oriented Guides for Police Problem-specific Guides. Within its 66 pages, is a wealth of background and statistical information, reviews of the literature on bullying, ways to analyze a school's problem, possible educator responses to bullying, and ways to measure response effectiveness.

[http://www.cops.usdoj.gov/html/cd\\_rom/school\\_safety/pubs/COPS02.pdf](http://www.cops.usdoj.gov/html/cd_rom/school_safety/pubs/COPS02.pdf)

## NORTHEAST METRO TECH HIGH SCHOOL CURRICULUM RESOURCES

### Bullying, Cyberbullying, and LGBT Resources

1. Olweus Bullying Prevention

[www.olweus.org/public/index.page](http://www.olweus.org/public/index.page)

2. Cyberbullying Research Center

[www.cyberbullying.us/index.php](http://www.cyberbullying.us/index.php)

3. Massachusetts Aggression Reduction Center (M.A.R.C.).

[www.bridgew.edu/marc/marc%20template%20K-12%20program.cfm](http://www.bridgew.edu/marc/marc%20template%20K-12%20program.cfm)

4. Stop Bullying Now – U.S. Department of Health and Human Resources

[www.stopbullyingnow.hrsa.gov/kids](http://www.stopbullyingnow.hrsa.gov/kids)

5. Stop Bullying Now

[www.stopbullyingnow.com/](http://www.stopbullyingnow.com/)

6. John Halligan

[www.ryanpatrickhalligan.com/](http://www.ryanpatrickhalligan.com/)

7. Bystander: A Portrait in Apathy (Bullying Prevention Assembly Program)

[www.bystander.us/](http://www.bystander.us/)

8. Thank You for Flushing my Head in the Toilet (a play about bullying)

<http://thankyouforflushing.com/>

9. Camfel Productions

[www.camfel.com/pages/about.htm](http://www.camfel.com/pages/about.htm), [www.characteredtools.com/](http://www.characteredtools.com/)

10. GroundSpark Films - Let's Get Real/Straightlaced/It's Elementary

<http://groundspark.org/>

11. Bullied: A Student, A School, and a Case that Made History (documentary)

[www.tolerance.org/bullied](http://www.tolerance.org/bullied)

12. ABC News Primetime: Cyberbullying

[www.amazon.com/ABC-News-Primetime-Cyber-Bullying/dp/B000YQRAGM](http://www.amazon.com/ABC-News-Primetime-Cyber-Bullying/dp/B000YQRAGM)

13. 20/20 High School Football Hero: Corey Johnson – documentary (17 mins.)

[ABCNewsstore.com](http://ABCNewsstore.com)

14. Out in the Silence – documentary (56 mins.)  
<http://wpsu.org/outinthesilence>

15. Anyone and Everyone – documentary (57 mins.)  
[www.anyoneandeveryone.com/](http://www.anyoneandeveryone.com/)

16. It Gets Better Project  
[www.itgetsbetterproject.com/](http://www.itgetsbetterproject.com/)

17. Committee for Children  
[www.cfchildren.org/programs/ssp/overview/](http://www.cfchildren.org/programs/ssp/overview/)  
Second Step: A Violence Prevention Curriculum  
Steps to Respect: A Bullying Prevention Program

18. PBIS - Positive Behavioral Intervention & Supports  
[www.pbis.org/](http://www.pbis.org/)

19. Open Circle - K-5 Social and Emotional Learning Program  
[www.open-circle.org/](http://www.open-circle.org/)

20. If You Really Knew Me - MTV show  
[www.mtv.com/shows/if\\_you\\_really\\_knew\\_me/series.jhtml](http://www.mtv.com/shows/if_you_really_knew_me/series.jhtml)

21. GetParentalControls.org The Independent Guide to Online Safety Technology  
<http://getparentalcontrols.org/>

22. Welcoming Schools - an LGBT-inclusive approach to addressing family diversity, gender stereotyping and name-calling in K-5 learning environments.  
[www.welcomingschools.org/](http://www.welcomingschools.org/)

23. Gay, Lesbian, and Straight Education Network (GLSEN)  
[www.glsen.org/](http://www.glsen.org/)

24. Greater Boston PFLAG (Parents, Families and Friends of Lesbians and Gays)  
[www.gbpf.org/](http://www.gbpf.org/)

25. GSA Network  
<http://gsanetwork.org/>

26. Massachusetts Department of Elementary and Secondary Education –  
Bullying Prevention and Intervention Resources  
[www.doe.mass.edu/ssce/bullying/](http://www.doe.mass.edu/ssce/bullying/)  
Office for Career/Vocational Technical Education – Equity Team  
[www.doe.mass.edu/cte/ntbg/](http://www.doe.mass.edu/cte/ntbg/)

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**NORTHEAST METROPOLITAN REGIONAL VOCATIONAL SCHOOL  
COUNSELING REFERRAL RESOURCES**

North Suffolk Mental Health Psychological Associates  
301 Boradway 6 Enfield Drive  
Chelsea, MA 02150 Andover, MA 01810  
617-889-4860 978-475-5917

North Suffolk Mental Health Tri City Mental Health  
305 Beach Street 173 Chelsea Street  
Revere, MA 02151 Everett, MA 02149  
781-289-9331 781-324-2220

Riverside Outpatient Center  
338 Main Street, #304  
Wakefield, MA 01880-5043  
781-246-2010

HRI Clinics Arbour Counseling Services  
Recovery Network  
6 Pleasant Street  
Malden, MA 02148  
781-322-1503

Arbour Counseling Center  
500 W. Cummings Park, #3900  
Woburn, MA 01801-6500  
781-932-8114

MGH Chelsea  
151 Everett Avenue  
Chelsea, MA 02150  
617-884-8300

MGH Revere Health Care Center  
300 Ocean Avenue  
Revere, MA 02151  
781-485-6000

Park Place Counseling  
352 Park Street  
West Building, Suite 208  
North Reading, MA 01864