

**GROTON-DUNSTABLE REGIONAL SCHOOL
DISTRICT**

**BULLYING PREVENTION AND
INTERVENTION PLAN**

UPDATED AUGUST, 2013

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Current research has clearly shown that bullying can have a negative, profound effect on a child's ability to progress both academically and socially. The stress and anxiety of being bullied can eventually cause a child to develop a low self-esteem along with fear, depression, anxiety and loneliness.

On May 3, 2010, Governor Patrick signed into law comprehensive legislation to address bullying and cyberbullying in all schools throughout the Commonwealth. This law compels each school district to form a committee of parents, staff, students, community members, law enforcement agencies, school committee members and counselors to write and implement a comprehensive **Prevention and Intervention Plan** that prohibits any type of bullying, cyberbullying or retaliation. In addition to bullying behavior that happens at school, on the bus, at the bus stop, on the way to/from school and at all school related events, schools are now responsible for all forms of electronic bullying that may impact our school culture.

This plan outlines prevention programs/resources and professional development training so that over time we are dealing with fewer bullying incidents. This plan also includes clear guidelines on reporting bullying, cyberbullying or retaliation, parent notification, law enforcement notification, and when needed, counseling strategies and procedures for creating safety plans for those students who have been bullied.

With this in mind, the Groton-Dunstable Regional School District (GDRSD) **will not tolerate** any type of behavior which disrupts the educational process, including any form of bullying, cyberbullying, or retaliation. To enforce this, the Groton-Dunstable Regional School District has developed this comprehensive **Prevention and Intervention Plan**. This plan will help us create an environment where ALL students feel safe and free from any type of bullying, cyberbullying or retaliation.

OUR BELIEFS

- GDRSD leaders are dedicated to creating a safe, positive, and supportive school environment that prepares students for lifelong success in the workplace, in the community, and in inter-personal relationships.
- To further student achievement and foster better human relationships, GDRSD administrators, teachers, and staff are committed to providing all students with a safe learning environment that is free from bullying, cyberbullying and retaliation.
- The GDRSD expects every member of the school community to treat each other, at all times and in all forms of media, in a civil manner with respect for differences.
- The GDRSD expects every member of the extended school community to take all forms of bullying seriously, to work to prevent it, and to report it when it is thought to have occurred.
- In a manner consistent with laws and regulations, GDRSD administrators will investigate all reported incidents of bullying, cyberbullying, and retaliation in a timely, fair and discreet manner while being respectful of individual rights.
- When resolving verified incidents of bullying, cyberbullying, or retaliation, GDRSD administrators will proceed in a manner that stresses education and progresses to formal punishment only as a last resort.

I. DEFINITIONS

The following definitions are copied directly from M.G.L. c. 71, § 37O.

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, 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 or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

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

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

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

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

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

Harassment is using words or actions that are directed at a particular person or group to annoy, insult, demean or torment them. Harassment of another student on the basis of race, religion, color, gender, disability, sexual orientation, national origin or homelessness is against the law.

II. LEADERSHIP

District Bullying and Cyberbullying Statement

Leadership, at all levels of the District, is committed to implementing the Groton-Dunstable Regional School District's (GDRSD) Bullying Prevention and Intervention Plan and in conjunction with community efforts, to promote and ensure a safe and positive teaching and learning environment. District leaders, community leaders, teachers, parents, guardians and student leaders, have a primary role in teaching students to regard one another in a respectful, civil and dignified manner to create an environment that improves and sustains the behavioral health of all students. Towards this end, school leaders will ensure that each student's contributions and differences are regarded, legitimized, and respected. School leaders will promote understanding and respect for diversity and differences in all venues through modeling respectful behavior and promoting and sustaining a commitment to programs that are focused on supporting social-emotional development at all grade levels. The GDRSD will be aggressive in providing age-appropriate anti-bullying educational experiences for all students in the district. As a school district, Groton-Dunstable will enhance student achievement by creating and maintaining an educational environment where all students feel safe and in the unlikely event that a student feels uncomfortable, he or she will not be reluctant to communicate his/her concerns to teachers, staff, administrators, parents or guardians.

A. Public Involvement in Developing the Plan. As required by M.G.L. c. 71, § 37O, the GDRSD Bullying Prevention and Intervention Plan was developed by a committee consisting of administrators, teachers, students, parents, a school psychologist, guidance counselor, representatives from law enforcement, and School Committee members. During the two-year implementation phase, this committee plans to expand its membership to include representatives from additional community organizations, community youth athletic coaches, and other leadership organizations in both Groton and Dunstable. Prior to the presentation of this plan to the School Committee, a final draft of the plan was made available on the GDRSD website for Public Comment. Additionally, an open forum meeting was held for parents to give feedback.

A schedule will be set up to review the Plan by this expanded committee on an annual basis. This will ensure that the plan is always updated and that behavioral health initiatives that support anti-bullying are instituted throughout the district in an effective, deliberate and sustaining manner.

The following table depicts our engagement plan. District leaders will assign an individual to be accountable for the implementation of each strategy of engagement.

		Constituencies										
		<i>Community Organizations</i>	<i>Town Government</i>	<i>Local Law Enforcement</i>	<i>School Volunteers</i>	<i>Students</i>	<i>Parents/Guardians</i>	<i>Administrators</i>	<i>Professional Support Staff</i>	<i>Teachers</i>	<i>Bus Drivers</i>	
Strategy for Engagement	Letter	X	X	X	X	X	X	X	X	X	X	X
	Web Page	X	X	X	X	X	X	X	X	X	X	X
	Meetings	X	X	X								
	Education Opportunities				X		X	X	X			
	Surveys				X	X	X	X	X	X	X	X
	Local Cable Channel				X	X	X					
	Local Newspapers				X	X	X					
	Classroom Instruction					X		X				
	Student Handbooks					X	X	X				
	Clear & Efficient Procedures for Dealing with Bullying Incidents								X	X	X	X
	Consistent, Firm & Timely Investigations and Disposition of Allegations					X	X	X	X			
	Professional Development Opportunities								X		X	
	Appropriate Curricula					X		X		X		

B. Assessing needs and resources. The GDRSD Plan will produce a roadmap that leads to responding to reports of bullying, in all its forms, within the context of other behavioral health initiatives and in compliance with the law. This assessment will include scrutinizing the present infrastructure in place for reporting incidents of bullying, cyberbullying, or retaliation in PreK-12. Leadership will require immediacy and consistency in reporting, including the use of incident referral forms that meet the expectations of the Department of Elementary and Secondary Schools.

Administrators will be responsible for assigning specific personnel for collecting the information in a timely manner that allows for immediate access to incidents specific to bullying, cyberbullying, or retaliation. Our present information systems will be expanded to include data collection and analysis of bullying incidents for the purpose of identifying trends and evaluating the effectiveness of programs. This information will be used to support current programs and new initiatives. The GDRSD will also evaluate some of our present initiatives that support positive school environments and promote healthy development of all students. The present Pre K- 12 Developmental Guidance and P.E./Wellness Curricula will be assessed with special attention to the Massachusetts School Counselors Association (MASCA) Model and the American School Counselors Association (ASCA) Model. Both prevention models use proactive measures to address social emotional skills development.

Consistent with applicable laws and regulations, Principals will complete the following assessments within a 90 day period with the support of the Superintendent:

- Assess financial needs for our Bullying Prevention and Intervention Plan
- Assess the adequacy of current Bullying Prevention Plans and Programs
- Assess the adequacy of current anti-bullying curricula; at least annually thereafter
- Survey parents and guardians on school climate and school safety issues
- Survey teachers and staff on school climate and school safety issues
- Survey students on school climate and school safety issues
- Assess the adequacy of current anti-bullying training and professional development for current and new teachers
- Collect and analyze building-specific data on the prevalence and characteristics of bullying incidents

The Superintendent of Schools with the support of his Principals will complete the following assessment:

- Review and assess current school district bullying and behavioral regulations for adequacy and compliance

The Principals with the support of Guidance Counselors, Nurses and Mental Health Professionals will complete the following assessment:

- Assess the adequacy of District provided behavioral health services

The Principals with the support of the Superintendent and the Information Technology Manager will complete the following assessment:

- Assess information technology needs to implement and manage the Bullying Prevention

and Intervention Plan

The School Committee Chair with support by the Policy Sub-Committee and full school committee will complete the following assessment:

- Review and assess current School Committee policies on bullying and all related topics for adequacy and compliance

The Bullying and Intervention Committee will complete the following assessment:

- Review and recommend Evidence-Based Programs appropriate according to age/grade level (January 2011-January 2012)

The Principals with the support of the Superintendent will complete the following assessment:

- Provide Professional Development Training for all staff throughout the 2011-2012 school year

C. Planning and oversight. The Superintendent of Schools, in conjunction with school Principals, will assign a chairperson to lead a committee of constituents in implementing and periodically reviewing the Bullying Prevention and Intervention Plan. The Superintendent and Principals will be responsible for setting priorities and for staying up-to-date with current research on ways to effectively respond and intervene to verified cases of bullying. The administration will also be responsible for facilitating the implementation of a research-based pro-social model at each grade level which reinforces essential skills necessary for healthy interactions between and among fellow students and adults. District leadership will ensure that integrated behavioral health and educational support to promote the healthy development of all students is included in the District's curricula. The Principal at each school, working collaboratively with designated staff, will be responsible for implementing this plan in his or her respective school.

Consistent with applicable laws and regulations, all Principals will be implementing (with the support of the Superintendent and/or the School Committee), the following documents/ action plans no later than 120 days after this plan has been approved by The Department of Elementary and Secondary Schools:

- Create narrative and graphic documents showing end-to-end process and procedures for all types of bullying/cyberbullying incidents
- Receive and investigate reports on Bullying
- Plan intervention support strategies that meet the needs of the targets, aggressors and retaliators involved in the reported incidents
- Choose and implement a Bully Prevention Curricula that each school will use
- Review, and where necessary, update District policies, regulations, student and staff handbooks, and code of conduct
- Review and update the District's Bullying Prevention and Intervention Plan
- Lead parent, guardian and family engagement efforts by providing appropriate informational materials for this group
- Collect and analyze building and district wide data on past bullying incidents to understand trends and patterns, define the present problem, and create a baseline from

- which to measure improved outcomes
- Create a Records Retention Plan for incidents

III. TRAINING AND PROFESSIONAL DEVELOPMENT

Groton-Dunstable Regional School District's professional development plan reflects the requirements under M.G.L. c. 71, § 370 to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals as well as providing opportunities for parent, guardians, and community members to participate in this anti-bullying/ cyber-bullying initiative.

All stakeholders in the Groton-Dunstable Regional School District must be made aware of the new state anti-bullying law and how it changes the definitions, reporting, investigation and punishment of bullying incidents. Our School Committee, administrators, and faculty will be responsible for disseminating this information and for projecting how these changes will reflect on cultural changes in our schools as the implementation of M.G.L. c. 71, § 370 moves forward.

Through training and professional development, the GDRSD will seek to raise the overall level of mental health services in our district schools to decrease the number of bullying incidents that may take place. The district will focus on training and development programs that give staff the skills and understanding to create safer schools, not only to respond to the state mandate under M.G.L. c. 71, § 370, but also to benefit our children and our community.

- A. **Annual staff training on the Bullying Prevention and Intervention Plan.** School- based annual training for all school staff by the building Principal or designee will include:
- Staff responsibilities under the new law
 - An overview of the steps that the Principal or his/her designee will follow upon receipt of a report of bullying, cyberbullying or retaliation
 - An overview of the bullying prevention curricula to be offered at all grade levels throughout the district.

Staff members hired after the start of the school year will be required to participate in this school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

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

- Effective and 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 bullying;

- Current 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;
- Current information on the incidence and nature of cyberbullying; and
- Internet safety curriculum with reference to cyberbullying as “unacceptable” behavior.

Professional development will also continue to address 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 will include a particular focus on the needs of students with autism or students whose disability affects their social skills development.

Additional areas identified by the Groton-Dunstable Regional School District for professional development will include:

- Increasing the overall level of mental health services in our schools so that all students will experience kindness and compassion
- Making sure our classrooms and schools are psychologically safe for all students and staff
- Promoting a deeper understanding of respect so that our language and behavior reflects respect for everyone (modeling)
- Teaching tolerance and respect for the diversity and differences that exists in people
- Building rapport with the families of our community so that we all see the value of safe schools and are willing to support this new anti-bullying initiative
- Managing classroom behaviors so that we can break the cycle of nonproductive behavior
- Using intervention strategies which will allow all participants to refrain from aggressive behavior and see the real benefits of tolerance and respect
- Proactively teaching our students that actions come from the contents of our thoughts and that a big part of growing up is learning that we don’t have to act on all of our thoughts

C. **Written notice to staff.** The school district will provide all staff with an annual written notice of the Bullying Prevention and Intervention Plan. Sections related to staff responsibilities will be included in the district employee handbook.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting a positive school climate is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. Below is a summary of strategies aimed to provide supports and services necessary to meet these needs. In order to enhance the district’s capacity to prevent, intervene early, and respond effectively to bullying, cyberbullying and retaliation, these services will be available to reflect an understanding of the dynamics of bullying and to provide approaches to address the needs of targets and aggressors. School-based counselors are available to all students for counseling. The Guidance Department regularly updates a list of mental health resources available in the community. Counselors collaborate with school administrators, staff, and parents in referring students and families to appropriate services.

- A. Identifying resources. GDRSD will annually review its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that foster positive school culture as well as identifying any gaps in services and resources that need to be addressed. Principals will respond to the needs of their individual schools in order to assess existing and needed resources. As of the 2010-2011 school year, the following programs/initiatives are in place:

District-wide:

- Every school is staffed with at least one school guidance counselor
- There are two district-wide school psychologists
- Law enforcement consultation and support is available
- Training and law updates are provided by the Office of the District Attorney

Elementary Schools:

- Open Circle (classroom meetings) – social-emotional learning program that fosters the development of relationships that support safe, caring and respectful learning communities including classroom-based behavior expectations
- Monthly classroom lessons by the school counselor to address social/emotional issues, including bullying
- Common language used across grades levels, including playground and bus rules, to identify and address any bullying issues
- The School Behavior Plan outlines clear expectations and consequences. Students and parents sign a pledge of understanding and consequences
- Pro-Social Intervention Team meets weekly, consisting of school administrators, guidance staff, and the school nurse to discuss potential students at risk
- Tracking of bullying incidents in school register to identify patterns of behavior
- Pro-Social bulletin boards done by guidance and students
- School-wide assemblies, grant-funded: Bully Free, The Choice for Me! and Bully No More!
- Anti-bullying lessons in the 4th grade, taught by school counselors, using the book, “The Bully-Free Classroom” and viewings of Sunburst videos about teasing, bullying, and cliques
- Duso and Kelso – kindergarten programs that teach teamwork, cooperation, and how to solve small conflicts
- Integration into literature such as the Fourth grade core novel “The Hundred Dresses”
- Lessons on Internet Safety taught to all grades by computer specialist
- “Brain Pop” internet program to raise awareness of cyberbullying with grades 3 and 4
- Referral to behavioral consultant as needed

Middle School:

- School-wide assemblies for students (“Balance of Power,” “Dare to Move,” Massachusetts Aggression Reduction Center speaker and Urban Improv Theatre Group)
- Bullying/cyber bullying prevention informational workshop for parents (Urban Improv)
- Posters and bulletin boards throughout the buildings that support an anti-bullying message
- Rachel’s Challenge and the Friends of Rachel After School Club
- Guidance Department offers individual and group counseling and social skills groups
- Bi-monthly guidance/administration meetings to discuss the social/emotional needs of identified students
- Student Handbook defines bullying, cyberbullying, and retaliation, and describes reporting procedures
- Students and parents sign Anti-bullying / Cyberbullying Pledge each year

High School:

- Support provided by school counselors – individual (as needed)
- Weekly guidance/administration multidisciplinary meetings to discuss students of concern
- Dating and Domestic Violence and Bullying Awareness Week. Local agencies share their materials with students
- Student Handbook defines bullying, harassment, and reporting responsibilities
- Student Handbook describes students’ Standards for Behavior to ensure a safe and orderly environment for everyone

B. Counseling and other services. GDRSD currently has guidance counselors at each of its schools and a licensed mental health clinician at the High School. These counselors assist in developing safety plans for students who have been targets of bullying or retaliation, in addition to providing social skills programs to help prevent bullying. They also have information on intervention services for students exhibiting bullying behaviors. When necessary, culturally and linguistically appropriate resources are made available. GDRSD may refer MassHealth-eligible families to the Children’s Behavioral Health Initiative (CBHI, website: www.mass.gov/masshealth/childbehavioralhealth) for appropriate services.

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that a student has a disability that may affect his/her social skills development or that he/she may be vulnerable to bullying or harassment because of his/her disability, the Team will consider what should be included in his/her IEP to develop his/her skills and proficiencies to avoid and respond to bullying or harassment. IEP goals may include, but are not limited to, social skills training, conversational skills, teaching the “hidden” curriculum, and friendship making. Additional supports that may be put in place include the monitoring of the student in low structure areas, providing access to a safe room, working with peers through a friendship club or having a “buddy.”

D. Referral to outside services. Prior to any referral for outside services, a teacher or staff

member must identify the target/aggressor situation. If the situation cannot be resolved, a referral is made to the Assistant Principal for further investigation. The next step will be the Principal (arbitrator) to investigate the situation. If a bullying investigation verifies that bullying has occurred, counseling may be recommended, which can be provided by school-based counselors or outside agencies such as Restorative Justice. If it is determined that the student and family needs a referral for outside services, school counselors will assist in making this referral. Parents will be asked to sign a release of information form prior to any communication between a school counselor and an outside counselor. This referral process will allow for collaboration between school personnel, parents and outside professionals and provide families access to appropriate assistance and services. See attached list in Appendix for suggested resources.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

GDRSD seeks to create its own “environmental protection agency” (Wright, Stein & Pelcher, 2006) which will ensure a safe, respectful and caring school and classroom environment for all students regardless of their race, color, national origin, creed, religion, gender or gender identity, sex or sexual orientation, age, physical appearance, socioeconomic status, family situation or disability. GDRSD will lay the foundation for a positive school climate in pre-school and will continue to teach, nurture, and positively reinforce pro-social behavior throughout students’ academic experiences. Each grade level will provide developmentally appropriate and evidenced-based curriculum and instruction to teach pro-social skills such as conflict resolution, cooperation, assertiveness, communication, expressing feelings, problem solving, cyber safety, and appreciation for diversity. The entire school community (e.g. students, teachers, parents, bus drivers, lunchroom staff, janitorial staff, etc.) will work collaboratively to promote a caring and supportive school environment among all of its staff and students.

A. Non-Academic Bullying Prevention Efforts

- Administration will review student behavioral expectations during grade level assemblies during the first week of school. The definition of bullying, cyberbullying and retaliation and the protocol for handling incidents of bullying will be emphasized.
- Staff presence will be increased in areas where bullying is most likely to occur; (i.e.) bus arrival and departure locations, hallways, lunchrooms, recess, and near restrooms.
- A variety of evidence - based prevention programs to promote diversity awareness and respect for self and others will be explored and offered. The district is presently exploring evidence-based bullying prevention or character education programs such as OWLEUS, Don’t Laugh at Me, Steps to Respect and Positive Action.
- Visual reminders of these lessons and pro-social skills will be displayed throughout the schools, with a concentration of visuals in areas where bullying is most likely to occur.
- Pro-social behavior (i.e. student of the month, student hall of fame recognizing

caring and compassionate acts of students, extra recess for reduction in disciplinary infractions) will be rewarded and publicized.

- Schools will collaborate and partner with local agencies such as police, Drug Abuse Resistance Education (D.A.R.E.) and Groton-Dunstable Alliance for Youth (GDAY) to plan and promote prevention activities.
- Schools will encourage student involvement in school events and extra-curricular activities to reduce isolation and the likelihood of becoming a target of bullying (i.e. Student Council)

B. Academic Bullying Prevention Efforts.

- Meaningful relationships between staff and students will be fostered so that every student will have at least one supportive adult to share concerns with, enhancing their feeling of safety in the school. Groton-Dunstable Regional High School has a student advisory time, which supports this effort. The middle school is also exploring Advisories through Turning Points 2000.
- Educating students on the dynamics of bullying and cyberbullying, anger management, conflict resolution, perspective taking, active listening, using “I” messages, hate crimes, prejudice, racism, sexual harassment and the role of bystanders. Our elementary schools currently use Open Circle, Responsive Classroom, and Kelso to teach some of these skills. The middle and high school will incorporate character education curriculum into their physical and behavioral health/wellness classes.
- Infusing reflection of pro-social skills across all subject areas: history, politics, literature, health, art.
- Modeling pro-social behavior by seeking student input, demonstrate openness to multiple viewpoints, being fair and consistent, collaborating with students to develop classroom expectations, and holding class meetings to problem solve collaboratively.
- Sharing pro-social lesson concepts with parents so they may reiterate concepts at home, thus enabling students to generalize them.

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

GDRSD will investigate bullying, cyberbullying and retaliation incidents in a fair, timely, and thorough manner while being mindful of personal privacy rights and the stigma that a student may incur from being labeled in some way or another. Verified incidents of bullying, in all its forms, will be dealt with firmly. Dispositions will begin with education and, when deemed necessary, will move to progressively sterner measures.

A. Reporting Bullying, Cyberbullying or Retaliation

During the first week of school, grade- level assemblies will be held by the Administration to give an overview of the school's bullying/cyberbullying policy with specific information on how students may report an act of bullying/cyberbullying. Teachers will follow- up with their individual classes to ensure that students sufficiently understand these expectations as well as how to access help if they are in need of it.

Bullying incident referral forms will be made available for students, teachers, parents or guardians in the main offices as well as on the district website. Reports of bullying, cyberbullying 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. A school or district staff member must immediately report to the Principal or his/her designee any instance of bullying, cyberbullying or retaliation he/she becomes aware of or witnesses. All bullying referrals will then be evaluated and/or investigated. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously without disclosing the aggressor. The District will explore various software programs which will allow anonymous online reporting. Each school will have an assessment team to determine the validity of the report through an initial investigation. Each school will make a variety of reporting resources available to the school community.

1. Reporting by Staff

As staff members become aware of or witness conduct that may be regarded as bullying or retaliation, he/she shall respond to the incident and report it to the designated school personnel per district policies, then follow up with an Incident Referral Form.

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

In an effort to keep its students safe, the GDRSD believes it is the responsibility of 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 designated school personnel as soon as possible. Reports that are made anonymously will be investigated before any contact is made with the aggressor or the target.

B. Responding to a Report of Bullying, Cyberbullying or Retaliation

1. Safety

Once an initial report of bullying or retaliation has been brought to the attention of school personnel, the designated school personnel will take appropriate action(s) to maintain a sense of safety for all parties involved in the report, including the target, the aggressor and the reporting party (if it is a student). Once designated school personnel have made a determination regarding the validity of the report, additional steps and modifications will be made to keep students safe. In creating a safety plan, appropriate accommodations may be indicated to limit the interaction between the target and the aggressor throughout the course of the school day. This would include but is not limited to, the classroom setting, the cafeteria, recess and school bus seating assignment.

The Principal or his/her designee will implement safeguards to ensure that all students involved in the incident are protected during the course of the investigation process. All students will be reminded by the Principal or his/her designee that retaliation is strictly prohibited and will result in disciplinary action.

2. Obligations to Notify Others

- Notice to Parents or Guardians. Once an assessment of bullying, cyberbullying or retaliation has been made and been deemed valid, the Principal or his/her designee will immediately inform the parent(s) or guardian of the target and the aggressor of the incident. At this time, parents/guardians will also be informed of the investigation and disciplinary procedures that may follow. There may be incidents where parents are notified prior to the 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 Principal or his/her 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 and/or investigating a report of bullying, cyberbullying or retaliation, if the Principal or his/her designee has determined that the incident has elevated to a level that is believed to be criminal in nature, charges may be pursued against the aggressor. The Principal will notify the local law enforcement agency of said incident. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or his/her designee will contact the local law enforcement agency if he or she has reasonable evidence to believe that criminal charges may be pursued against the aggressor. In making this

determination, the Principal will, (consistent with the Plan and with applicable school or district policies and procedures), consult with the School Resource officer, or other individuals he/she deems appropriate.

C. Investigation

The Principal or his/her designee will promptly investigate all reports of bullying, cyberbullying 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.

- At this time, the Principal or his/her designee will determine if police interaction is deemed necessary.
- During the investigation, the Principal or his/her designee will interview students, staff, witnesses and parents or guardians.
- The Principal or his/her designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and may result in disciplinary action.
- Interviews will be conducted by the Principal or his/her designee, in consultation with the school counselor.
- To the extent practicable, the Principal or his/her designee will maintain confidentiality throughout the investigative process and will maintain a written record of the investigation.

Procedures for investigating reports of bullying, cyberbullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal or his/her designee will consult with legal counsel about the investigation.

D. Determinations

If the incident is verified to be bullying, cyberbullying or retaliation, an immediate meeting will be arranged by the school official with the aggressor and the aggressor's parents or guardians. In the meeting, it will be made clear to both the aggressor and the aggressor's parents or guardians that bullying, cyberbullying and/or retaliation will not be tolerated in the Groton-Dunstable Regional School District. A meeting may also take place with the target and target's parents or guardians.

Depending on the level of the incident, local authorities may be informed of such incident(s) and the school will follow the recommendation from local authorities in resolving the continued behavior of the aggressor.

E. Responses to Bullying

Bullying behavior can take many forms and can vary dramatically in its level of seriousness and what impact it has on the target and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying," as defined in this Bullying Prevention and Intervention Plan, will generally warrant disciplinary action against the aggressor, whether and to what extent disciplinary actions are imposed (e.g., detention, suspension, etc.) is a matter for the professional discretion of the building Principal or his/her designee. No disciplinary action will be taken solely on the basis of an anonymous

complaint. District administrators will integrate a range of responses that balance the need for accountability with the need to teach appropriate behavior. The needs and safety of the target will also be considered as part of restoring resolution to the bullying matter.

Verified acts of bullying shall result in intervention by the building Principal or his/her designee and will address the acts of the aggressor and the needs of the target, and assure the sanction against bullying behavior is enforced with the goal that the bullying behavior will cease and desist. The expectations and consequences for non-compliance will be documented in a Bullying/Cyberbullying Contract Agreement for the aggressor, and must be signed by the aggressor and his/her parents or guardians.

The aggressor may be required to meet with a school counselor in an effort to learn about the dangers and life consequences of bullying and how it may affect the aggressor, bystanders and the target. During these sessions, the aggressor will work on his/her social skills development and be taught how to promote self-control and empathy. The Principal or his/her designee will also meet with the target and the target's parents/guardians, to go over a Safety Plan which documents actions to ensure safety for the target.

The following are possible interventions for bullying incidents:

Non-disciplinary Interventions

- Meeting with parents/guardians to engage parental support
- Counseling
- Increased supervision and monitoring of student to observe and intervene in bullying situations
- Peer Mentoring
- Life Skills Groups
- Role Playing Activities
- Research Projects
- Skill-building lessons in courtesy, tolerance, assertiveness, and conflict management

Disciplinary Interventions

- Detention
- In school suspension
- Out of School Suspension
- Community Service
- Judiciary Committee

A student who knowingly makes a false allegation of bullying, cyberbullying or retaliation will be subject to disciplinary action as determined by the Principal or his/her designee.

The Principal or his/her designee will make determinations regarding how to integrate the target back into the school environment and whether or not adjustments need to be made to ensure his/her safety (i.e., increased staff supervision, classroom seating changes, bus changes, etc.).

Following a verified incident of bullying, the Principal or his/her designee will meet with the target to ensure that he/she is safe and to determine whether there has been a recurrence of the prohibited conduct. If so, the Principal or his/her designee will work with appropriate school staff to implement additional supportive measures immediately.

VII. COLLABORATION WITH FAMILIES

GDRSD recognizes the importance of collaboration with families in order to optimize the schools' ability to prevent and respond to bullying. Our goal is to provide useful information and resources to parents/guardians of students, and to ensure sufficient channels of communication between the families and schools.

A. Parent education and resources

GDRSD will offer educational programs through *The Parent Academy* that are based on current relevant research. The focus of these programs will include understanding the causes for bullying, identifying signs that a child may be either a bullying target or aggressor, and what parents/guardians can do at home to prevent or identify potential cases of bullying. Workshops or information specific to internet safety and prevention of cyberbullying will also be provided. Information and a Parent Resource List will be made available on the district website. These programs will be offered in conjunction with the PTO, School Councils, Special Education Parent Advisory Council, and Groton Dunstable Alliance for Youth (GDAY), or other appropriate organizations.

B. Notification requirements

At the beginning of each school year, GDRSD will inform parents/guardians of enrolled students of the policies and procedures for prevention and intervention of bullying, cyberbullying and retaliation in its annual publication of the Student/Parent Handbook. A Behavioral Contract and an Internet Use Contract (located in the Student/Parent Handbook) will be reviewed and signed by both student and parents/guardians. Copies of these documents will be provided on the District web-site and translated as needed. In addition, each school will inform parents and guardians about the anti-bullying curricula being used. In order to continually gain feedback from parents/guardians, a survey will be administered on an annual basis. This information will be very important to us as we continue to assess the effectiveness of our bullying policies/procedures.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The following is a statement prohibiting bullying, cyberbullying, and retaliation. It is incorporated directly from M.G.L. c. 71, § 37O (b), and describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyberbullying, are prohibited:

- On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school--related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- At a location, activity, function, or program that is not school--related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

IX. 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, §§ 37H or 37H½, 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.

CREDITS

The Groton-Dunstable Regional School District **Bullying Prevention and Intervention Plan** was a combined effort of administration, staff, parents, students, law and enforcement officials, School Committee representatives and various support staff. This committee met from October 2010-December 2010 and divided up into seven task-force focus groups to work on specific parts of the plan. In addition to posting the draft of the plan on our website for public comment, the committee held an open forum evening for parents, staff and community members to present the plan.

Our committee consisted of twenty (20) members. They are to be commended for their hard work in completing this important document. The members of the committee are:

Steven M. Silverman, Principal
Debra G. Diggins, Assistant Principal
Berta Erickson, School Committee
John Giger, School Committee
Roberta Giordano, School Psychologist
Dorothy Dwyer, Teacher
Karen Lofgren, Paraprofessional/Parent
Cam Huston, Pupil Personnel Services Director
Ellen Potter, Teacher
Gail Okerman, Guidance Counselor
Dianna Fulreader, Parent
Mark Salwasser, Parent
Kathy Henry, Parent & PTA member
Dan Martin, Parent
Marc Bellerose, Parent
Janet Tupua, Parent
Robert Breault, Law Enforcement Liaison
Katherine Nguyen, Student
Ryan Keough, Student
Ben Icenogle, Student

APPENDIX

- Incident Report Form – Staff Members, Parents, Students in Gr. 5-12
- Incident Report Form – Elementary Students
- Bullying/Cyberbullying Investigation Form
- Bullying/Cyberbullying Contract Agreement for Aggressor
- Safety Plan for the Target
- Self-Reporting Form
- School Resources for Bullying/Cyberbullying Prevention Programs
- Counseling Services/Agencies
- Reporting Procedural Flow Chart



GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

Bullying, Cyberbullying and Retaliation Incident Referral Form

Thank you for taking a few minutes to fill out this form. Our intent is to take all bullying reporting incidents seriously and to investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an anonymous report, however, please be advised that making a knowingly false report may result in disciplinary consequences.

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

1. Name of Reporter/Person Filing this Report (Please Print)

- I would like to remain anonymous
2. Date of Filing This Report _____
3. Date of Incident _____
4. Please tell us who you are:
 - Staff Member (School)
 - Parent (School)
 - Student (School)
 - Other
5. Where did the incident take place?
 - On school property
 - On a school bus
 - On the way to/from school
 - At a bus stop
 - At a school sponsored activity/event
 - Other
6. To the best of your knowledge, did a physical injury result from this incident?
 - Yes
 - No
 - Not Sure
7. Information about the incident:
 - Name of the target (the student who was bullied) _____
 - Name of the aggressor (the student who is bullying) _____
 - Name of any witnesses _____
8. What type of incident was this?
 - Bullying
 - Cyberbullying
 - Online (texting/cell phone)
9. Describe what you know about this incident on the back side of this form. (Please be as specific as possible). **After you have completed this form, please submit it to a school administrator.**



GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

Bullying, Cyberbullying and Retaliation Incident Referral Form (Elementary School Students)

If you believe that someone is being bullied, please take a few minutes to fill out this form. We take all bullying reporting incidents seriously and investigate them immediately. No disciplinary action will be taken against a student solely on the basis of an anonymous report, however, please be advised that making a knowingly false report may result in disciplinary consequences. Thank you for taking a few minutes to fill out this form.

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g.

1. Print your name here _____
 - I would like to remain anonymous
2. Today's Date _____ Date of Incident _____
3. Where did the incident take place?
 - On school property
 - On a school bus
 - On the way to/from school
 - At a bus stop
 - At a school sponsored activity/event
 - Other
4. To the best of your knowledge, did a physical injury result from this incident?
 - Yes
 - No
 - Not Sure
5. Information about the incident:
 - Name of the target (the student who was bullied) _____
 - Name of the aggressor (the student who is bullying) _____
 - Name of any witnesses _____
6. What type of incident was this?
 - Bullying
 - Cyberbullying
 - Online (texting/cell phone)
7. Describe what you know about this incident on the back side of this form. (Please be as specific as possible).
After you have completed this form, please submit it to a school administrator.



GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

Bullying/Cyberbullying Investigation Form completed by an Administrator

Investigation Start Date: _____ Date of Incident _____

Name of Target: _____ Grade _____

Name of alleged Aggressor (if known) _____ Grade _____

Investigation Protocol

____ Attached Bullying Incident Referral Form

____ Attached Documentation Form

____ Reviewed students' discipline file

____ Interviewed the target

____ Interviewed the aggressor Check if there has been prior documented incidents by the aggressor _____

____ Interviewed witness(es), if necessary

Preliminary Determination of Investigation

____ Bullying is defined in M.G.L. c. 71, 37O as “the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: **(must include at least one of the following)** Please check all that apply:

- 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 damage to his/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

➤ Documentation of Bullying/Cyberbullying/Retaliation Findings: (State your findings)

Final Determination

- Incident did not meet the criteria for bullying
State Reason: _____
- Bullying has occurred and will be dealt with in-house
Contacted Target's parent/guardian _____
Contacted Aggressor's parent /guardian _____
Criminal bullying may have occurred and the police will be contacted for possible criminal charges _____

Summary of Investigation

Action Response Plan

Action(s) taken:

_____ Safety Plan for the Target Attached

_____ Bullying/Cyberbullying Contract Agreement for the Aggressor Attached

Final Notification

- _____ Parent/Guardian of the target has been notified
- _____ Parent/Guardian of the aggressor has been notified
- _____ Counselor of target has been notified
- _____ Counselor of aggressor has been notified
- _____ Police have been notified
- _____ Team of teachers have been notified

A follow up meeting with both the Target and the Aggressor has been scheduled for_____.

Administrator's Signature_____ Date_____



GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

Bullying/Cyberbullying Contract Agreement for the Aggressor

Name of Student _____ Grade _____ Date _____

Reason for bullying/cyberbullying contract:

I agree to the following terms to change my behavior (Intervention):

-
-
-

I will need the following support(s) to assist me in meeting the obligations of this contract:

-
-
-

Violation of this contract will result in the following consequences:

-

Student's Signature _____ Date _____

Parent/Guardian's Signature _____ Date _____

Administrator's Signature _____ Date _____



GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

Safety Plan for the Target

Name of Student _____ Grade _____ Date _____

The follow safety measures will be instituted to ensure that the Target feels safe at school, on the bus, at the bus stop, on the way to/from school and at school- related functions.

- Classroom seating
- Schedule Change
- Change in lunch location (cafeteria)
- Daily Check-In with _____
- Weekly Check-In with _____
- Other

I understand that I have the right to feel safe at school, free from any type of bullying or retaliation. If I am bullied or retaliated against by any student(s) at school, on the bus, at the bus stop, on the way to/from school or at school-related functions, I will immediately report it to an adult in the building.

Student's Signature _____ Date _____

Parent's Signature _____ Date _____

Administrator's Signature _____ Date _____



GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

Form for a Student to Fill out if he/she is being Bullied

Today's Date _____ Date of Incident _____

My name is _____. I am in grade ____ at the _____ school. I would like to speak to an administrator because I am being bullied by another student(s).

Please indicate **what** is happening, **when** it is happening and **where** it is happening.

What:

When:

Where:

I would like to meet with someone as soon as possible. _____

After you have completed this form, please submit it to a school administrator.

List of Potential Resources for Bullying/Cyberbullying Prevention Programs

The following programs come highly recommended. Over the next few months, we will speak to representatives from each of these organizations to learn more about their program and how it may be used in our schools to deal with bullying behaviors. Our goal is to implement one or more (depending on grade level) of these programs into our school district. Staff training will be required.

Olweus Bullying Prevention Program (Grades 1-12)

The Olweus Program is a comprehensive, school-wide program designed and evaluated for use in elementary, middle, or (less often) high schools. The program's goals are to reduce and prevent bullying problems among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. Core components of the program are implemented at the school, classroom and individual levels. *School-wide components* include the administration of an anonymous questionnaire, a school conference day, formation of a Bullying Prevention coordinating Committee, and increased supervision of students at "hot spots" for bullying. *Classroom components* include the establishment and enforcement of class rules against bullying, and holding regular class meetings with students. *Individual components* include interventions with children identified as bullies and victims, and discussions with parents of involved students.

Restorative Justice (Practices)

School systems around the country are employing a range of restorative practices intended to improve school climate generally (proactive measures) and to provide a more effective means of responding to wrongdoing (reactive measures). These approaches focus not just on behavior but on the ripple effects of that behavior; recently, they have been used in response to bullying. The range of practice begins with classroom circles intended to build community (e.g., a "check in" circle at the start of a class), and can escalate to more formal "restorative conferences" intended to address harmful behavior. For behaviors that might otherwise prompt a suspension from school, restorative conferences afford a degree of confidentiality and participants might include the student(s) referred, the student(s) or personnel affected, and a trained facilitator. Parents and a police officer might be included as well. The restorative conference often results in a documented plan of repair, developed by consensus and signed by all participants, that details how the harm will be repaired, by whom, and in a specific time frame. In all instances - and especially in bullying cases - great care must be extended to the person harmed to ensure safety throughout the process.

Second Step (Grades K-9)

Second Step is a universal intervention designed for use with all students in a school. Second Step teaches students how to effectively manage their emotions and demonstrate self-control. Research indicates that children who learn and use these skills do better in school academically. Direct observation of student behavior in various settings (i.e., classroom, cafeteria, and playground) during different stages of the intervention (i.e., baseline, two weeks after completion, and 6 months after completion) revealed decreases in physical aggression and increases in neutral and pro-social behavior.

Steps to Respect (Grades 3-6)

The research-based STEPS TO RESPECTS program teaches elementary students to recognize, refuse, and report bullying, be assertive, and build friendships. In fact, a recent study found that the program led to a 31 percent decline in bullying and a 70 percent cut in destructive bystander behavior. The program supports staff with school-wide policies and training.

Aggressors, Victims, and Bystanders (Grades 6-9)

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence (AVB) is a 12 session curriculum designed for use with youth in grades 6-9. AVB attempts to prevent or reduce violence by altering patterns of thought and action that lead individuals to become involved in violence as either aggressors, victims, or bystanders. AVB integrates a public health approach to primary prevention with behavioral science research on social-cognitive foundations of violence. The program's overarching goal is to encourage your people to examine their roles as aggressors, victims, and bystanders and help them develop problem-solving skills and new ways of thinking about how they might respond to conflict in each of these roles. The foundation of the curriculum is the think-first model that teaches youth to deal with stressful situations by first taking a moment to deliberately remain calm, consider the situation in order to ensure they are accurately interpreting it, and decide on a way to respond to the situation that non-aggressive.

PATHS (Promoting Positive Thinking Strategies) (Grades K-7)

PATHS is a research-based and proven-effective PATHS program, a violence-prevention curriculum that promotes social and emotional learning (SEL), character development, and bullying prevention. It builds the problem-solving abilities and other life skills required for positive relationships throughout students' lives. The curriculum consists of an Instructional Manual, six volumes of lessons, pictures and photographs, and additional materials. A research book is also available. There have been three controlled studies with randomized control groups: 1 with regular children, 1 with special education-classified children and 1 with deaf/hearing-impaired children.

COUNSELING RESOURCES

(Partial list. See school counselor for additional resources)

COUNSELORS

Chandler Creedon
Worcester Ma
508 769 0618
Specializes in working with Children,
adolescents and the families of special
needs students

Dr James Graves
6 Lyberty Way
Westford, MA
(978) 496-2050

Marsha Melanson
Main Street
Groton, MA 01450
978 448 0009

Dr. William Mitchell
Pepperell, MA
978-433-8947

Dr. Dan Rosa
Chelmsford, MA
978-251-7887

Molly Salans
Littleton, MA
978 773 8522

Margo Vangeli, MSW (adolescent girls)
Frank Vangeli, MSW (adolescent boys)
Groton, MA
978 448 2872

RESOURCES/MENTAL HEALTH AGENCIES

Applied Behavioral Associates
661 Franklin St.,
Framingham, MA 01702
508 879 4161

Aspergers Society of New England
85 Main St.
Watertown, MA 02472
617-393-3824

Boundaries
Acton, MA
800 773 8522

Broad Street Counseling
16 Broad ST
Nashua, NH
(603) 889-8781

Crossroads Counseling
249 Ayer Road
Harvard, MA 01451
(978) 772-6100
Nancy Lax
Kathleen Reardon
Elizabeth Stockey

Life Management
Harvard, MA
978 772 4457

Littleton Counseling Associates
442 King St., Littleton, MA 01460
(978) 952-0150

New England Center for Mental Health
119 Russell ST Suite 30
Littleton, MA, 01460
(978) 679-1200
Accepts most insurances

Peter Pan Center
280 Ayer Road
Harvard, MA
(978) 772-1255
Dshea.peterpancenter@yahoo.com
Private Pay only-no insurance billing

South Bay Mental Health Center
77 E Merrimack ST
Lowell, 01852
(978) 453-6800
May encounter a 6 week wait. Most insurance
accepted

South Bay Mental Health Center
340 Main Street
Worcester, MA
508-427-5362 Intake
Melissa Barsano
508-791-4976 X 314

Transitions Counseling Center
531 King St
Littleton, MA 01460
978-952-6336