

GARDNER PUBLIC SCHOOLS

Bullying Prevention and Intervention Plan

INTRODUCTION

The Gardner Public School District (“District”) is committed to creating and sustaining a safe, caring, respectful learning environment. The District expects that all members of the school community will treat each other in a civil manner with respect for differences. The District is committed to providing all students and staff with an environment that is free from bullying, cyberbullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning, and healthy social development, and to prevent and eliminate all forms of bullying, cyberbullying, and retaliation, which can impede the learning process.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying, cyberbullying, and retaliation. The Plan applies to all students and all school staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals. The Principal in each building, or their designee, is responsible for the implementation and oversight of the Plan.

1. DEFINITIONS

The following definitions are provided by M. G. L. c. 71, § 37O and its implementing regulation at 603 C.M.R. 49.02:

Aggressor - perpetrator of bullying or retaliation as defined in M.G.L. c. 71, §37O.

Bullying - 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyber-bullying - bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile environment - 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 - a student or 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 who engages in bullying or retaliation.

Principal - the administrative leader of a public school, charter school, collaborative school, or approved private day or residential school, or his or her designee for the purposes of implementing the school's bullying prevention and intervention plan.

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

School - an approved private day or residential school, collaborative school, or charter school.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Target – a student victim of bullying or retaliation as defined in M. G. L. c. 71, § 37O.

Victim - a student against whom bullying or retaliation has been perpetrated.

2. LEADERSHIP

Leadership at all levels of the District plays a critical role in developing and implementing the Plan in the context of other whole school and community efforts to promote positive school climates. Leaders have a primary role in teaching students to be civil to one another and promoting understanding and respect for diversity and difference.

1. Plan development:

The District will, develop, adhere to, and biennially update the Plan in consultation with teachers, school staff, professional support personnel, volunteers, administrators, community representatives, law enforcement, students, parents, and guardians. Such consultation will include, but not be limited to, notice and a public comment period.

2. Data Collection

The District will annually report bullying incident data to the Department of Elementary and Secondary Education (“DESE”) in the form and manner established by DESE. Reported data will include: the number of reported allegations of bullying or retaliation, the number and nature of substantiated incidents, the number of students disciplined, and any other information required by DESE. The Principal or designee will be responsible for overseeing the collection, maintenance, and reporting of such data. Additionally, at least once every four years, the District will administer the DESE student survey. The Principal or designee will be responsible for verifying completion of the DESE student survey and will forward completed surveys to the DESE.

3. PROHIBITION AGAINST BULLYING AND RETALIATION

The Gardner Public School District expects that all members of the school community will treat each other in a civil manner and with respect for differences. To this end, bullying and retaliation are prohibited. For the purpose of this Plan, references to bullying shall include cyber-bullying.

1. 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, 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 acts create a hostile environment at school for the target, infringe on the rights of the target at school, or materially and substantially disrupt the education process or the orderly operation of a school.

2. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.
3. Nothing in this Plan requires the District to staff any non-school related activities, functions, or programs.

We understand that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including; race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. Accordingly, in an effort to support vulnerable students and provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment, the Principal or designee will consider whether the following actions are required: (1) if the alleged target or the alleged aggressor is on an IEP or 504 Plan, the Principal or designee will notify the Team leader; (2) if the alleged conduct is on the basis of a protected class (i.e. race, gender, disability, etc.), the Principal or designee will need to follow the District's Discrimination and Harassment Grievance Procedures, as well.

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

1. Reporting bullying or retaliation

- Reports of suspected bullying or retaliation may be made by staff, students, parents or guardians, or others, to the principal or designee, and may be oral or written. Use of a formal Incident Reporting Form is not required as a condition of making of a report. If the allegation involves the principal, or his/her designee, as the alleged aggressor, staff, students, parents/guardians, or others shall report it immediately to the

superintendent. If the allegation involve the superintendent as the alleged aggressor, reports shall immediately be made to the school committee.

- The District expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student as the target to report it to the principal or designee.
- A school staff member is required to report immediately to the principal or designee any instance of suspected bullying or retaliation the staff member becomes aware of or witnesses, including reports by students, parents/guardian, or other staff to them. Oral reports made by or to a staff member shall be recorded in writing by the principal or designee. Staff may use the initial referral form. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.
- Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Any report made anonymously will be thoroughly investigated, however, a student will not be disciplined on the basis of an anonymous report.
- The District will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, mailing and email addresses available on the district website www.gardnerk12.org, a list of telephone numbers (Appendix C).
- At the beginning of each school year, the District will provide the school community, including but not limited to administrators, staff, students, custodians, cafeteria workers, bus drivers, coaches, extracurricular advisors, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation.
- A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school and district website, and information about the Plan that is made available to parents or guardians.
- Nothing in this Plan shall be construed to limit an individual's ability to call 911 where a threat to safety of a student and/or other individuals is present. If there is concern about anyone's immediate safety, please call

911 first, then notify an administrator. Nothing in this Plan prevents an individual from reporting to the police a crime. Nothing in this Plan prohibits an individual from exercising their responsibilities as a mandated reporter under M. G. L. c. 119, sec. 51A and nothing in this Plan shall be used to deter an individual from reporting neglect or abuse to the appropriate state agency.

2. Responding to a report of bullying or retaliation

After receiving a report of bullying, the District may dismiss the allegation of bullying if, after considering all of the allegations as true, the allegations do not constitute bullying under Massachusetts law.

- Safety
 1. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.
 2. Responses to promote safety may include, but not are not limited to:
 - creating a personal safety plan
 - pre-determining seating arrangements for the alleged target and/or the alleged aggressor in the classroom, at lunch, or on the bus
 - identifying a staff member who will act as a “safe person” for the alleged target
 - altering the alleged aggressor’s schedule and access to the alleged target
 - Other steps to promote safety may be taken, as appropriate, if the alleged aggressor is a staff member
 - The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary

3. The principal or designee will implement appropriate strategies, which may include the safety strategies listed above, for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

3. Investigation

- Investigation

1. After making a preliminary determination that the facts as alleged, if true, would meet the statutory definition of bullying or retaliation, the principal or designee will promptly commence an investigation.
 2. The principal or designee will gather evidence, including, if necessary, interviewing students, staff, witnesses, parents or guardians, and/or others.
 3. During any interviews, the principal or designee will inform, the alleged aggressor, alleged target, witnesses, and any other individual involved in the investigation, that retaliation is strictly prohibited and will result in disciplinary action.
 4. The principal or designee will maintain confidentiality during the investigation to the extent practicable, and in accordance with state and federal law regarding the privacy of student records and mandated reporting.
- Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate.
 - Procedures for investigating reports of bullying and retaliation will be consistent with District policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

4. Determinations

- The principal or designee will make a determination as to whether the preponderance of the evidence supports a finding that bullying occurred, and if so, what remedial action is required including any necessary responsive and/or disciplinary action.
- If bullying or retaliation is substantiated, the principal or designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in school activities.
- Depending upon the circumstances, the principal or designee may consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

5. Report of Bullying Substantiated

- Notice to Parent/Guardian
 1. Upon the determination that bullying or retaliation occurred, the principal or designee shall promptly notify the parents or guardians of the victim and the perpetrator. In the event that an allegation of bullying or retaliation by a staff member is substantiated, the principal or designee will promptly notify the staff member. The principal or designee may, but is not required to, contact parents or guardians prior to a determination. Notice shall be in the primary language of the home. Notice shall include the following information: determination and actions taken to prevent further acts of bullying or retaliation.
 2. Notice for the victim's parents/guardians shall include the following information about the Department of Elementary and Secondary Education Program's (DESE's) Problem Resolution System and the process for seeking assistance or filing a PRS claim: *Any parent/guardian wishing to file a claim/concern or seeking assistance*

outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

3. Notices to parents/guardians will comply with federal and state law regarding the confidentiality of student records, and other privacy laws and regulations. To this end, the principal or designee cannot inform the target's parents/guardians about any disciplinary action taken against the aggressor, unless the information is directly related to the victim (e.g., stay away or no contact order).
- Response
 1. Upon the principal or designee determining that bullying or retaliation has occurred, the school will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the victim's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
 2. Teaching Appropriate Behavior Through Skill-Building
 - Skill- building strategies, and other individualized interventions that the principal or designee may consider to remediate or prevent further bullying and retaliation may include:
 - Offering individualized skill-building sessions based on the school's/district's anti- bullying curricula.
 - Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel.

- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills;
- Making a referral to an appropriate related service provider; and/or
- Providing counseling or referral to appropriate services for aggressors and targets, and for appropriate family members of said students, regardless of their status under the law.

3. Taking Disciplinary Action

- If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on the facts and findings of the investigation, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and the District's code of conduct.
- Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in conjunction with state laws and statutes regarding student discipline.
- Discipline procedures for staff members will be referred to the Human Resources Department consistent with applicable policies and procedures.

4. Follow-up with Target

- The Principal or designee will contact the target within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, to determine whether there has been a recurrence of the prohibited conduct

and whether additional supportive measures are needed. If there is evidence to support a recurrence, supportive measures will be implemented immediately.

6. Report of Bullying Unsubstantiated

1. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student shall be subject to disciplinary action.
- Promoting Safety for the Target and Others
 1. The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
 2. Within a reasonable period of time following the 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 reoccurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

7. Notice

- Notice to Other Schools or District
 1. 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 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

1. Prior to the first day of school, the Superintendent or designee shall communication with the police chief or designee regarding notices of bullying.
 2. If after receipt of a report of bullying or retaliation the Principal has a reasonable basis to believe that criminal charges may be pursued, the Principal shall immediately notify law enforcement and document her/his reasons. Notice shall be compliant with any established agreements between the District and law enforcement and consistent with DESE regulations, including that a Principal may disclose a determination of bullying or retaliation to law enforcement without consent of a student or their parent. The Principal shall communicate with law enforcement in a manner that protects the privacy of the victim, the aggressor, and any student witnesses to the extent practicable under the circumstances.
 3. The Principal is not required to report allegations or determinations of bullying or retaliation to law enforcement if such situations can be handled appropriately within the school.
 4. In deciding whether to notify law enforcement, the Principal may consult with the school's resource officer and any other individual deemed appropriate by the Principal.
 5. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall immediately contact the local law enforcement agency if the Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.
- Notice to Other Parties Regarding Health and Safety of Student
 1. The Principal may disclose student record information about a target or aggressor to appropriate parties, including law enforcement, if knowledge of the information is necessary to protect the health or safety of the student or other individual. This is limited to instances in which the Principal has determined that there is an immediate and significant threat to the health or safety

of the student or other individual(s), and is limited to the period of the emergency. Any of these disclosures must be documented by the Principal, including the reasons that the Principal determined that a health or safety emergency existed.

5. TRAINING AND PROFESSIONAL DEVELOPMENT

1. Annual staff training on the Plan:

Each year staff members, including but not limited to educators, administrators, nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extra-curricular activities and paraprofessionals will receive professional development to build their skills to prevent, identify, and respond to bullying. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences.

The content of professional development will include information on:

- developmentally (or age) appropriate strategies to prevent bullying incidents
- developmentally (or age) appropriate strategies for immediate, effective interventions to stop bullying incidents
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
- research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment
- information on the incidence and nature of cyberbullying
- internet safety issues as they relate to cyberbullying

2. Written notice to staff:

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including relevant sections for staff , in the District employee handbook and the code of conduct. The Plan and Policy will be available on the District's website.

6. ACCESS TO RESOURCES AND SERVICES

1. Identifying resources:

Current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services:

Staff
Building Administrators
Instructional Staff
Non-Instructional Staff
School Counselors
School Nurses
School Adjustment Counselors (SAC)
School Psychologists
Care-Coordiators
Speech and Language Pathologists (SLP)
Early Childhood Coordinator
Board Certified Behavior Analysts (BCBA)
Family Engagement/Translation Coordinator
Programs/ Activities
Building based PBIS programs, Check in/Check out (CiCo), Brief Intervention for School Clinicians (BRISC
District School Counselor Curriculum for all students addresses bullying needs
Responsive Classroom
First Six Weeks

Restorative Justice Practices
Paths Curriculum
Life Skills Curriculum
Zones of Regulation
Social Thinking
Character Strong (GMS/GHS)
Trails to Wellness (GHS)
Best Buddies
Student Advisories
Social Skills/SEL groups by counselors, SACs, psychologists, SLPS, BCBA
Building Based Student Support Teams (SST)
High School Links Program
High School Health Classes
District-Wide BESS (Tier 1 behavior/emotional screener) to identify student needs

2. Counseling and other services:

Each school in the district has access to counseling services by school counselors, adjustment counselors, and psychologists. Counseling opportunities are available to all students. Each school has a student support team knowledgeable on bullying prevention, including recognizing and understanding characteristics of students at risk

- Availability of culturally and linguistically appropriate resources outside the district. The role of the district Family Engagement and Translations Coordinator is to assist families with appropriate services. The district maintains a list of translation services and interpreter services for building administrators to access. (see Appendix A)
- Linkages with community-based organizations: There is a protocol for referral to outside services for all targets, aggressors, and appropriate family members of the involved students.

1. District Mental Health Staff work closely with the District Care Coordinator to refer students and families to outside resources as needed. Referrals are compliant with state laws and policies.
 2. Contract with Care Solace: mental health coordination/wrap-around services for students/families/staff
 3. Partnership with Heywood Healthcare for school-based services and community services.
 4. Building-based Community Health Worker (GMS/GHS/GA)
 5. Building-based Youth Mentor (GHS/GA)
 6. Counseling (GMS/GHS/GA)
 7. Partnership with other agencies, Seven Hills, LUK, Inc, Community Health Connections, New England Counseling, South Bay, and local private counselors.
- In-school staff and service providers:
 1. Social skills programs to prevent bullying:
 - Classroom Teachers
 - School Counselors
 - School Adjustment Counselors
 - School Psychologists
 - Speech and Language Pathologists
 - Board Certified Behavior Analysts
 2. Intervention services for students exhibiting bullying behaviors:
 - School Counselors
 - School Adjustment Counselors
 - School Psychologists
 3. Behavioral intervention plans, social skills groups, and individually focused curricula:
 - School Counselors
 - School Adjustment Counselors
 - School Psychologists
 - Speech and Language Pathologists

- Board Certified Behavior Analysts

3. Referral to outside services

Referral protocol for referring students and families to outside services is carried out by contacting the school counselor. Referrals will comply with relevant laws and policies. In addition, outside resources will be identified for families and others through the Care Coordinator and links on the district website.

7. ACADEMIC AND NON-ACADEMIC ACTIVITIES

1. Specific bullying prevention approaches

- Age-appropriate bullying prevention curricula for each grade will be evidence-based and include the following approaches:
 1. using scripts and role plays to develop skills;
 2. empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 3. helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 4. emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
 5. enhancing students' skills for engaging in healthy relationships and respectful communications; and
 6. engaging students in a safe, supportive school environment that is respectful of diversity and difference
- Initiatives will also teach students about the student-related sections of the Plan via class meetings, classroom instruction, and the student handbook in an age-appropriate manner.

2. General teaching approaches that support bullying prevention efforts:

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

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students who may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including; race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

8. COLLABORATION WITH FAMILIES

1. Parent education and resources

- The district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school.
- The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

2. Notification requirements

- Each year the school or district will inform parents and guardians of enrolled students about the anti-bullying curricula that are being used.
- This notice will include information about the dynamics of bullying, including cyberbullying and online safety, and how parents and guardians can reinforce the curriculum at home and support the district and the Plan
- The school will send parents/guardians and students written notice each year of the student-related sections of the Plan and the school's or district's Internet safety policy.
- All notices and information made available to parents/guardians and students will be in hard copy and electronic formats. Further, written notice will be age-appropriate, and available in the language(s) most prevalent within the District.
- The school or district will post the Plan and related information on its website.

9. RELATIONSHIP TO OTHER LAWS

1. Consistent with state and federal laws, and the policies of the Gardner Public Schools, the Gardner Public Schools does not discriminate or harass, or tolerate discrimination against or harassment of, students, parents, employees, or the general public on the basis of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, age, immigration status, ethnic background, ancestry, academic status, pregnancy or parenting status, genetic information, gender identity or expression, physical appearance, sexual orientation, or disability, or by any category protected by state or federal law, or

by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the 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. If the alleged conduct is on the basis of a protected class (i.e., race, gender, disability, etc.), the alleged conduct should be addressed in a manner consistent with the District's Discrimination and Harassment Grievance Procedures.

2. In addition, nothing in the Plan is designed or intended to limit the authority of the District to take disciplinary action or other action under M.G.L. c. 71, §§ 37H, 37H 1/2, or 37H 3/4, other applicable laws, or school or district policies.

APPENDIX A

TRANSLATION SERVICES CONTACT LIST

Erica Corral/Family Engagement/Translation Coordinator- Gardner Public Schools

Spanish Translation

978-632-1000

corraler@gardnerk12.org

Lionbridge Interpreter Services

800-444-6627

PIN: 3995-1453

Baystate Interpreters

55 Lake Street, Gardner, MA

888-663-8000 www.BaystateInterpreters.com

Henry Heywood Memorial Hospital Multicultural Services

Center 242 Green Street Gardner, MA

978-630-6166

Fax: 978-669-5604

DESE – Office of Language Acquisition and Academic

Achievement Paul Aquiar

Tel. 781 338-3538

Fax. 781 338-3318

Language School Int., Inc.

179 Great Road Acton, MA

Tel. 978 263-0328

Fax 978 264-9552

Translation Center, University of Massachusetts at Amherst

Offers translation and interpretation services in more than 60 languages. Many translators are full-time language teachers. Services include web page translation, video voice-overs, multi-lingual word processing, and design. The site includes rates. Documents up to five pages can usually be returned within 48 hours. Documents up to twenty pages can be returned within five working days.

www.umass.edu/transcen/

Catholic Charitable Bureau of the Archdiocese of Boston, Inc.

Provides interpreting services to state and private agencies. No translation services provided.

270 Washington St.

Somerville, MA 02143

617 625-1920 ext. 204

Cambridge Translation Resources, Inc.

A unit of Language for Industry, a provider of web-based services primarily for the business community.

186 South St.

Boston, MA 02111

617-451-1233 www.LFIww.com

Cross Cultural Communication Systems, Inc.

Provides translation and interpreting services in more than 40 languages in the areas of health, education, legal, business, and human services. Other services include language classes and consultation to promote cultural competency.

www.embracingculture.com/

P.O. Box 860

Winchester, MA 01890

781-729-3736

Latino Health Institute, Inc.

A major Latino public health organization, which provides translation of documents from, English to Spanish and vice versa. Has experience with health, social service, and education agencies. 95 Berkeley St.

Boston, MA 02116

617-350-6900

www.lhi.org

Peritus Precision Translations, Inc.

Offers translation services in more than 30 languages using certified, native speakers who are selected for assignments based on direct experience within a subject area.

201 Center Hill Road,

Suite A Plymouth, MA 02360

508-224-8361 www.peritustranslations.com

Multicultural Community Service of the Pioneer Valley

1000 Wilbraham Road

Springfield, MA 01109
413-782-2500

Somali Development Centre, Inc.
205 Green St.
Jamaica Plain, MA 02180
617-522-0700

MAPA Translations &
Language School Drita
Protopapa, MA, MPH
302 Union Ave, Ste. 100
Framingham, MA 01702
508 309-6309
www.mapatranslation.com
drita@mapatranslation.com

Client Services Administrator Pacific
Interpreters Kristin Tryba
520 SW Yamhill STE 320
Portland, OR 97204
503-445-5652 direct
503-296-5626 fax

APPENDIX B

LISTS OF SCHOOLS AND TELEPHONE NUMBERS

SCHOOL	ADDRESS	PHONE	PRINCIPAL
Gardner Elementary School	278 Pearl Street	(978) 991-0900	Mr. Earl Martin
Gardner Middle School	297 Catherine Street	(978) 632-1603	Mr. Arthur Murphy
Gardner High	200 Catherine	(978) 632-1600	Ms. Paula Bolger

School	Street		
Gardner Academy	160 Elm Street	(978) 632-1673	Mr. Peter McMorrow
Gardner Public School District	160 Elm Street	(978) 632-1000	Dr. Mark Pellegrino, Superintendent of School

APPENDIX C

LINKS TO OTHER RESOURCES ON BULLYING

<http://www.antibullying.net/>
<https://www.stopbullying.gov/>
<http://www.bullying.co.uk>
<https://www.apa.org/topics/bullying>
<https://www.pacer.org/bullying/>
<http://www.clemson.edu/olweus/>
<http://www.kidscape.org.uk>