

# Wayland Public Schools

## Bullying Prevention and Intervention Plan

April, 2011

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## Introduction

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools (M.G.L. c. 71, § 370(b))*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to prevent and address bullying incidents.

As a result of this law, every school district in Massachusetts must submit a Bullying Prevention and Intervention Plan (the “Plan”) to the Department of Elementary and Secondary Education (DESE) no later than December 31, 2010. Plans must include information about the policies, procedures, curriculum, and activities that the district will follow to prevent bullying and retaliation, and how to respond to bullying when it occurs.

In order to develop Wayland’s Plan, we convened an **Anti-Bullying Work Group** (“Work Group”) composed of teachers, counselors, special education liaisons, and administrators who have worked tirelessly to meet the spirit and letter of the new law.

### **Summary of our current status:**

The Work Group was pleasantly surprised when we assessed our schools’ current readiness to prevent bullying. While Wayland is certainly not immune from bullying (particularly cyber-bullying) and its deleterious effects, our incidents of bullying are lower than national, state, and Metrowest averages. In general, we discovered that our anti-bullying efforts were strongest in the elementary schools—which utilize the Open Circle program, a dedicated “social curriculum” taught by all faculty—and the middle school—which has recently complemented its advisory program with a new school-wide positive behavior concept (“BERT”). We discovered that the high school’s prevention strategies—including curriculum and staff training—are relatively weaker but that their procedures for responding to bullying were quite comprehensive.

### **Highlights of the Plan:**

1. Reporting and investigative procedures have been formalized and adopted by all WPS schools.
2. We have mechanisms for collecting student survey data regarding bullying.
3. New anti-bullying language is in place in all student and faculty handbooks.
4. All staff have received a preliminary introduction to the new law and our procedures.
5. Each school has implemented (or is in the process of implementing) a full range of reporting mechanisms at all levels, including mechanisms for anonymous reporting, and making reporting forms more available to staff, students, and parents.
6. Our Special Education staff has been trained in the new requirements of the law; they are modifying IEPs as required.
7. The acceptable use policy (for technology) was updated to include cyber-bullying.
8. We have developed a core of bullying “trainers” which is in the process of training all staff at the high school.
9. Anti-bullying curriculum is already in place at the elementary and middle schools.

10. All schools already have excellent resources and referral processes for students and families in need of additional supports (e.g., Student Study Teams, partnerships with Wayland Youth and Family Services, etc.).
11. Elements of the emerging plan were presented to parents at all schools.

**Future work/known challenges:**

12. The high school is adopting a cyber-bullying prevention curriculum next year. The implementation of this curriculum will require reallocating resources, particularly within our wellness and homeroom programs.
13. The high school is adopting a strategy of actively promoting student-led school climate initiatives (e.g., revised Freshman orientation experiences, “buddy homerooms,” and events like “Rachel’s Challenge”). However, because these initiatives are still evolving, we cannot be sure which of them will ultimately embed themselves in the fabric of our school.
14. Providing on-going, high-quality education to a wide spectrum of parents will present an ongoing challenge at all levels.
15. We have the following recommendations for the School Committee
  - a. Expand the district’s definition of bullying to include “retaliation”
  - b. Policy should note the role of parents—especially those of aggressors—in stopping bullying behavior.
  - c. Adopt language that notes a “philosophy of prevention built on education, discipline, and intervention”
  - d. Adopt language of “target” and “aggressor.”
  - e. Add retaliation to the definition of bullying

**Organization of the Plan**

- I. Leadership:** The first section of our plan tells the story of the development of our plan including the steps we took to assess our current readiness to prevent bullying, the processes we used to gather data and input, and a list of who is responsible for implementing and overseeing the various aspects of the Plan.
- II. Training and Professional Development:** this section details the steps we have taken and will continue to take to keep our staff familiar with this Plan and our procedures for preventing and responding to bullying.
- III. Access to Resources:** this section details the resources and strategies Wayland employs for ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.
- IV. Bullying Prevention Curriculum:** this section details the academic and non-academic curriculum we employ for bullying prevention and social skills development.
- V. Policies and Procedures:** this section details our policies pertaining to bullying and procedures we use to report, investigate, and respond to bullying.
- VI. Collaboration with Families:** this section provides an overview of our existing and planned strategies for educating and partnering with our families to prevent bullying.

**VII. Definitions:** this section includes key definitions of the terms used in this Plan.

**VIII. Relationship to Other Laws:** this section includes how the new Bullying Law relates to existing laws, particularly as they pertain to discrimination and harassment.

**IX. Appendix:** the appendix includes copies of the important forms we use for responding to incidents of bullying. The appendix also includes a checklist designed to help school leaders perform annual checks of their compliance with our Plan and the new law.

The December 31 deadline to submit our Plan to the state is an important milestone, but it is not the end of journey. As we have developed our Plan, we have done so with an understanding that new challenges and ideas will emerge during its implementation. Thus, we welcome feedback and look forward to working together with parents, students, community members, and all staff to create a safe and respectful learning environment for all students.

On behalf of the Wayland Public Schools Anti-Bullying Work Group,

-Bayard Klimasmith, Assistant Principal, Wayland High School

Debbie Bearse, Principal, Claypit Hill  
Stephanie Dines, Teacher, Claypit Hill  
Scott Dixon, Special Education, WMS  
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Patricia Halpin, Teacher, WHS  
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Bayard Klimasmith, Assistant Principal, WHS  
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Eileen McManus, Counselor, Happy Hollow  
Ken Rideout, Teacher, WHS  
Beth Santomenna, Counselor, H.H/Loker

**A note about the April, 2011 version of this plan:** this version of the plan includes updates to the policy and procedures section, including provisions for disciplinary action for a student who knowingly makes a false accusation of bullying or retaliation.

# I. Leadership and the Development of our Bullying Plan

Wayland Public Schools has engaged in the following activities to ensure that our schools are in compliance with the *Act Relative to Bullying in Schools (M.G.L. c. 71, § 370(b))*.

1. **New Anti-Bullying Policy and a reaffirmation of our priorities:** The School Committee created and passed a new Anti-Bullying Policy this summer (see page WPS Bullying and Cyber-bullying Policy14) that affirms our commitment to creating a safe and respectful learning environment for all students.
2. **Established an Anti-Bullying Work Group:** composed of teachers, counselors, special education liaisons, and administrators, the Work Group provided the district with a comprehensive review of our current bullying prevention practices and substantively revised our procedures for responding to bullying.
3. **Appointment of a district “Anti-bullying Coordinator”:** Gary Burton (Superintendent of Schools) appointed Bayard Klimasmith (Assistant Principal, Wayland High School) to coordinate our anti-bullying efforts, including chairing the Work Group and compiling our Bullying Prevention and Intervention Plan.
4. **New procedures for responding to bullying:** the Work Group created new procedures and forms for reporting, investigating, and documenting allegations of bullying. These new procedures also include guidelines for creating “safety plans” for targets of bullying and creating “remediation and discipline plans” for aggressors (see appendix for copies of the forms).
5. **Building Leaders:** Each building leader is responsible for the implementation of the Bullying Prevention and Intervention Plan, including
  - Inserting new anti-bullying language into student and faculty handbooks,
  - Inserting new Acceptable Use Policy into student handbooks,
  - Supervising the training of his or her faculty,
  - Ensuring that bullying prevention curriculum is in place, and
  - Following the newly adopted procedures for responding to bullying
6. **Solicited public involvement** in developing the Plan:
  - The Superintendent posted an initial plan (along with an introductory letter) on the school website and invited feedback.
  - Each school leader has hosted a parent information session regarding bullying and our plans to address to bullying.
  - Each school leader has written a letter to parents and guardians with an overview of our anti-bullying efforts.
  - The high school has empowered students to develop initiatives that will enhance school climate and prevent bullying.
  - The high school has convened a parent work group to help us develop effective parent

education opportunities.

- The Superintendent posted a draft of the Plan that incorporated the ideas and concerns of the community.

**7. Assessed needs and resources.**

- The Work Group mapped the district’s current “social” curriculum for students (including bullying, advisories, etc.). The Work Group discovered that our elementary and middle school curriculum is particularly strong. Our high school curriculum is relatively weaker but will soon be enhanced by the adoption of the Bullying Prevention Cyberskills curriculum soon-to-be published by MARC (Massachusetts Aggression Reduction Center).
- The Anti-Bullying Coordinator assessed our relationship with community agencies, including meeting with the police department to clarify how they want us to include them in reporting bullying.
- The high school and middles schools analyzed our data from the Metro West Youth Risk Behavior Survey (MYRBS) concerning reported bullying and discovered that our rates of reported bullying (~20%) are less than average (~25%). We are exploring other survey tools because students have reported to us that some of their peers do not always take the MYRBS seriously (e.g., an unlikely 10% report bringing handguns to school!).
- The elementary schools use a home-grown “School Climate Survey” which includes safety and bullying issues. Their data also shows that bullying is less of a problem in our elementary schools than the national norms (we attribute this success to the strong “Open Circle” social-skills curriculum).
- The elementary schools also gather qualitative data during annual visits by guidance counselors to classes in which they ask students about safe/unsafe interactions, physical- and social-safety, and students’ emotional needs. That data mirrors the findings of the School Climate Survey.
- We plan to augment our current data-collection tools with a survey administered by Massachusetts Aggression Reduction Center (MARC) that collects input from parents about our handling of bullying.

**8. Planning and oversight:** We have designated leaders at each level to oversee and accomplish each of the following tasks:

<b>Task</b>	<b>Leader Responsible</b>
Receiving reports on bullying	<ul style="list-style-type: none"> <li>• Administrators at each building</li> </ul>
Collecting and analyzing building-wide data on bullying to assess the present problem and to measure improved outcomes	<ul style="list-style-type: none"> <li>• Administrators at each building</li> </ul>
Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors	<ul style="list-style-type: none"> <li>• Anti-bullying Work Group</li> <li>• Each building has created a “bullying binder”</li> </ul>

<b>Task</b>	<b>Leader Responsible</b>
Planning for the ongoing professional development that is required by the law	<ul style="list-style-type: none"> <li>• The High School sent five staff members to the “train-the-trainer” workshop offered by MARC</li> <li>• The Cluster Leaders at the Middle School meet regularly to plan their advisory and BERT-related curriculum</li> <li>• The elementary school principals work with teacher leaders to coordinate Open Circle training for all staff</li> </ul>
Planning supports that respond to the needs of targets and aggressors	<ul style="list-style-type: none"> <li>• Building level administrators and guidance counselors</li> </ul>
Choosing and implementing the curricula that the school or district will use	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• K-12 Wellness Curriculum Coordinator (when hired)</li> <li>• Building Leaders</li> <li>• Climate Committee (Student group at the high school)</li> </ul>
Developing new or revising current policies and protocols under the plan, including an internet safety policy, and designating key staff to be in charge of implementation of them	<ul style="list-style-type: none"> <li>• Anti-bullying Work Group</li> <li>• Director of Technology</li> </ul>
Amending student and staff handbooks and codes of conduct	<ul style="list-style-type: none"> <li>• Anti-bullying Work Group</li> <li>• Building-level Administrators</li> </ul>
Leading the parent or family engagement efforts and drafting parent information material	<ul style="list-style-type: none"> <li>• Building-level administrators</li> <li>• Building-level parent groups</li> </ul>
Developing new events and traditions to improve school climate at the High School	<ul style="list-style-type: none"> <li>• Student-led Climate Committee</li> </ul>
Reviewing and updating the plan each year, or more frequently	<ul style="list-style-type: none"> <li>• Assistant Superintendent</li> </ul>
Facilitating the administration of the MARC survey to parents	<ul style="list-style-type: none"> <li>• Assistant Superintendent</li> </ul>

## II. Training and Professional Development

*Under M.G.L. c. 71, § 37O Wayland Public Schools must 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.*

- A. Annual staff training on the Plan. The annual training for all school staff regarding the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of our professional development activities 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. Our professional development has and will continue to build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and districtwide professional development will be informed by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
  - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
  - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
  - (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
  - (v) information on the incidence and nature of cyberbullying; and
  - (vi) Internet safety issues as they relate to cyberbullying.

Our professional development will also 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 social skills development.

- C. Additional topics for professional development include:
- promoting and modeling the use of respectful language;
  - fostering an understanding of and respect for diversity and difference;
  - building relationships and communicating with families;
  - constructively managing classroom behaviors;
  - using positive behavioral intervention strategies;
  - applying constructive disciplinary practices;

- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

D. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

**Table 1: Current and Planned Professional Development.**

<b>Who</b>	<b>What</b>	<b>When</b>	<b>Trainer</b>
Bus Drivers	Focused on recognizing and reporting bullying	September Orientation Meeting	Betsy Graham, Health Coordinator of Sudbury Public Schools.
All teachers (K-12)	Initial training regarding new law, school policies, recognizing, and reporting procedures	Sept., 2010 Beginning of each school year	Building Administrators
All Classroom Aides (K--12)	New law, school policy, and reporting procedures	August, 2010 Beginning of each school year	Director of Student Services Mark Klein from HRS
Elementary teachers	Open Circle training	Ongoing (every other year)	Teacher Leaders
Middle School teachers	BERT training (for teacher advisory groups)	Ongoing	Rachel Poliner, from Educators for Social Responsibility (with house leaders)
High School anti-bullying trainers	Train-the-trainer: Teacher-leaders, administrators, nurses, counselors to become staff trainers	December 2, 2010	MARC
High School staff in small sessions	Bullying prevention, cyber-bullying, and review of reporting procedures	January-February, 2011	Trained staff members

### **III. Access to Resources and Services**

Wayland Public Schools has very robust long-established strategies for ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. These strategies include identifying students who need additional resources and providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

Pathways and access to resources vary by student need and case, but they follow the general pathway of moving from teachers identifying concerns (Tier One, see below), to guidance counselors working with students and/or their families (Tier Two), and, in the most difficult cases, referrals to each school's Student Study Team (SST) for referral to resources in and out of school including special education or outside counseling (Tier Three).

#### **Tier One School Resources**

- Grade-level seminars: for elementary teachers to student issues
- Cluster meetings: for middle school teachers to discuss student issues
- Guidance counselors (at all levels)

#### **Tier Two School Resources**

- Weekly counseling meetings: for counselors to discuss sensitive or difficult cases
- Social Skills Programs: formal and informal programs aimed at bolstering social skills and developing students' social connections. "Lunch Groups" (elementary and middle schools) and "Social Skills Groups" (high school).

#### **Tier Three School Resources**

- School adjustment counselors: crisis intervention counseling and consultation
- School psychologists
- Student Study Teams (SST): at all levels. Used for conferencing about particularly difficult cases that may require referrals to special school-provided services, outside service providers, referrals for tiered instruction, and/or special education (see more detailed description below).
- Special Education: for students who are determined to have a disability that affects social skills development or the student may participate in or is vulnerable to bullying,

#### **Tier Three Outside Resources**

- Human Relations Services: Wellesley (781) 235-4950, [www.hrshelps.org](http://www.hrshelps.org)  
Clinical, consultation, community education, and employee assistance mental health services.
- Wayland Youth & Family Services: Wayland (508) 358-4293, [www.wayland.ma.us/youthservices](http://www.wayland.ma.us/youthservices)  
Free individual, group, and family counseling.
- METCO Inc., for therapy

#### **Student Study Teams (SST)**

Each school building in Wayland has an SST (Student Study Team), which is the forum for pre-referral conferencing about at-risk students. The permanent numbers of the team traditionally

consist of building administrators, the department head of special needs, the head of guidance, the school adjustment counselor (or equivalent), the school psychologist, and at least one teacher. The district Director of Student Services may also sit in on these meetings. SST meets at least once every two weeks.

Referrals for issues related to bullying will use the same procedures we use for all referrals to SST:

1. Concerns about a particular student are directed to the student's guidance counselor.
2. The guidance counselor gathers information—as appropriate—from the student, administrators, the student's teachers, and/or parents.
3. The counselor will submit the name to the SST (usually by notifying the head of guidance in advance, but emergency cases can be brought up at any time).
4. At SST, concerns will be discussed, strategies developed, and a determination made as to whether options can be implemented within the regular education program or whether the case requires referral to an outside service provider or to special needs. If a referral is not made, the guidance counselor will continue to monitor the student's progress.

### **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 the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

## IV. Bullying Prevention Curriculum

*The law requires each district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Wayland plans to reassess our curriculum once the Department of Secondary and Elementary Education publishes its guidelines for implementing social and emotional learning curricula (due by June 30, 2011). Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/bullying/>.*

- A. Specific bullying prevention approaches. The current and planned bullying prevention curricula listed in Table 2 (next page) is informed by current research which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
  - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
  - helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
  - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
  - enhancing students' skills for engaging in healthy relationships and respectful communications; and
  - engaging students in a safe, supportive school environment that is respectful of diversity and difference.
  - teaching students about the student-related sections of the Bullying Prevention and Intervention Plan.
- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
- setting clear expectations for students and establishing school and classroom routines;
  - creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
  - using appropriate and positive responses and reinforcement, even when students require discipline;
  - using positive behavioral supports;
  - encouraging adults to develop positive relationships with students;
  - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
  - using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
  - using the Internet safely; and
  - supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

**Table 2: Current and Planned Bullying Prevention Curriculum**

<p><b>Elementary (K-5)</b> Loker Kinder. Claypit Hill Happy Hollow</p>	<p><b>“Open Circle” curriculum</b></p> <ul style="list-style-type: none"> <li>• Comprehensive, grade-differentiated social and emotional learning program for grades K-5 children, their teachers, administrators, other school staff, parents and caregivers</li> <li>• Provides the whole school community with a common approach for creating and maintaining a safe school climate for all students.</li> <li>• Twice a week, in social studies</li> <li>• Published by Stone Center (at Wellesley)</li> <li>• Used and revised for over twenty years</li> <li>• Research-based, preventative</li> <li>• Topics include:             <ul style="list-style-type: none"> <li>○ Sexual abuse awareness (grades 1, 3, 5)</li> <li>○ Classifying behaviors (e.g., “dangerous and destructive)</li> <li>○ Social skills: e.g., Problem-solving, good manners, listening skills</li> <li>○ Grades 3-5: targeted lessons on the definition of bullying, and the role of the bystanders in bullying episodes</li> </ul> </li> </ul>
<p><b>Middle (6-8)</b> Wayland Middle</p>	<p><b>TAG (teacher advisory groups)</b></p> <ul style="list-style-type: none"> <li>• Curriculum developed with consultation of and training by Rachel Poliner (Educators for Social Responsibility)</li> <li>• House leaders design and disseminate TAG activities</li> <li>• TAG groups, two adults per homeroom of 24 students each</li> <li>• Activities stress team-building, identity clarification, service and school-wide positive behavior concept BERT (belonging, empathy, respect, trust)</li> <li>• Some embedded in wellness curriculum             <ul style="list-style-type: none"> <li>○ “Bully Proof” (6th grade)</li> <li>○ “Stand Up/By” (7th grade)</li> <li>○ “Hurting/Flirting” (8th grade)</li> </ul> </li> <li>• Homeroom meets every day, TAG once a week as extended homeroom</li> </ul>
<p><b>High (9-12)</b> Wayland High</p>	<p><b>Current Wellness Curriculum</b></p> <ul style="list-style-type: none"> <li>• Relevant topics include:             <ul style="list-style-type: none"> <li>○ social dynamics</li> <li>○ sexual/physical harassment</li> <li>○ awareness of power differentials (high-status vs. low-status)</li> </ul> </li> </ul> <p><b>MARC cyber-bullying curriculum (to be launched in late winter 2011)</b></p> <ul style="list-style-type: none"> <li>• Awareness of power differentials (high-status vs. low-status)</li> <li>• Clarification of current most popular forms of bullying (i.e., social- and cyber-)</li> <li>• Tools for avoiding “bullying by accident”</li> <li>• Best practices for online behavior</li> </ul> <p><b>Student-Developed Events and Traditions (Planned for fall 2011)</b></p> <ul style="list-style-type: none"> <li>• Climate Committee composed of students and faculty mentors is currently exploring events and new traditions to improve school climate.</li> <li>• Proposals include joining “Rachel’s Challenge,” creating a “Challenge Day,” and creating “Buddy Homerooms”</li> <li>• See Appendix for copy of <i>Invitation for Proposals</i></li> </ul>

## V. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

File: JICFB

### **WPS Bullying and Cyber-bullying Policy**

It is the policy of the Wayland Public Schools to provide a learning environment that is free from bullying and cyber-bullying (similar policies exist and define sexual harassment and hazing). It is a violation of this policy for any student to engage in bullying or cyber-bullying, or for any employee of the Wayland Public Schools to condone or fail to report acts of bullying or cyber-bullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school-sponsored or school-related activities, functions or programs, whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; or (v) through the use of technology or an electronic device owned, leased or used by the school district.

It is also a violation of this policy for any student to engage in bullying or cyber-bullying 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 the school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

The School District will not tolerate retaliation against a person who reports bullying or cyber-bullying, provides information during an investigation of bullying or cyber-bullying, or witnesses or has reliable information about bullying or cyber-bullying.

“Bullying” is defined 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 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.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant messages or facsimile. Cyber-bullying includes (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 is a violation under the law. Cyber-bullying also includes 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 is a violation of the law.

It is the responsibility of every student, parent and employee of the school district to recognize

acts of bullying, cyber-bullying and retaliation. Any student who believes that he or she has been the victim of bullying, cyber-bullying or retaliation should report it immediately to his or her teacher or principal. Students, parents and members of the school staff ( including but not limited to educators, administrators, school nurse, cafeteria worker, custodian, bus driver, coach, advisor, advisor to an extracurricular activity, or paraprofessional), who witness or become aware of bullying cyber-bullying or retaliation should immediately report it to the principal.

Reports of bullying or cyber-bullying will be promptly investigated. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee will (i) notify the police if the principal or designee believes that criminal charges may be pursued against the perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of the perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

The School district will provide age-appropriate instruction on bullying prevention and provide professional development to build the skills of staff members, as required by law. The Superintendent will develop a Bullying Prevention and Intervention Plan which shall sets forth the administrative guidelines and procedures for the implementation of this policy. Such Bullying Prevention and Intervention Plan shall include, but not be limited to: procedures for reporting, responding to and investigating reports of bullying or retaliation; the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation or against someone for making a false accusation of bullying; procedures for remedying incidents of bullying and restoring a sense of safety for a victim and assessing that victim's needs for protection; strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation; any notification requirements consistent with state and federal law; a strategy for providing counseling or referral to appropriate services for perpetrators, victims and family members; and provisions for educating and informing parents about bullying and the School District's bullying prevention curriculum.

Students and parents or guardians will receive notice of the relevant student-related section of the Plan annually and faculty and staff at each school shall be trained annually on the plan applicable to the school. Each building principal shall be responsible for the implementation and oversight of the Plan at his or her school. The building principal or designee shall assist students, parents and employees of the School District who seek guidance or support in addressing matters relating to any form of bullying, cyber-bullying or retaliation.

Chapter 92 of the Acts of 2010

Approved: August 3, 2010

***Wayland Public Schools***

## Definition of Bullying<sup>1</sup>

Massachusetts law gives school officials the power to investigate and discipline bullying that occurs *on or off school grounds* (e.g., cyber bullying from a home computer) if that bullying creates a hostile environment at school for the victim (“target”), infringes on the rights of the target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

- 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)
  - causes **physical or emotional harm** to the target or damage to the target’s property;
  - places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
  - creates a **hostile environment** at school for the target;
  - infringes on the rights** of the target at school; or
  - materially and substantially **disrupts the education process** or the orderly operation of a school.
  - Retaliation from reporting of previous incident (not part of official School Committee definition)*

**Note regarding Technological/Cyber-bullying:** Bullying through the use of technology or any electronic communication including, but not limited to:

- the creation of a web page or blog in which the creator assumes the identity of another person, or
- the knowing impersonation of another person as the author of posted content or messages, or
- 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

**False Accusations:** Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to parent conferences, reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

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<sup>1</sup> This definition is a summary of the legal definition supplied by the DESE and WPS draft “Bullying and Cyber-bullying Policy” as of June 2010.

## Reminders to all staff responding to bullying

- **Do not ignore bullying:** Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002).
- **Intervene immediately; bullying is common, but not benign.** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- **Separate alleged bully & target:** do not use mediation or attempt to force them to confront one another.
- **Bullying is different from conflict.** Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
- **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
- **Don't make promises** or deals until your investigation is complete.
- **Reassure reporters and target(s)** that they have done the right thing by reporting. Make sure they know they will be protected from retaliation.
- **Empower aggressors to change.** Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., “for now, stay off of Facebook”).
- **Maintain confidentiality but ACT:** it is important to protect reporters from retaliation, but information on bullying **MUST** be acted upon. There are no “off-the-record” conversations.
- **Be objective** in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
- **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

## Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written.

### 1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. 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 or district policies and procedures for behavior management and discipline.

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

The district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students, parents, and others will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

**Oral reporting:** Oral reports made by or to a staff member shall be recorded in writing onto an *Incident Reporting Form* (see appendix).

**Anonymous reporting:** Reports may be made anonymously using the anonymous reporting form available on each school's web site.

**Incident Reporting Form:** Use of an *Incident Reporting Form* is not required as a condition of making a report.

### Notification of reporting procedures and distribution of reporting forms:

Each school will: 1) include a copy of the *Incident Reporting Form* in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The *Incident Reporting Form* will be made available in the most prevalent language(s) of origin of students and parents or guardians in the district (i.e., English).

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, 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 or district website, and in information about the Plan that is made available to parents or guardians.

## Procedures for School Staff Receiving a Report of Bullying

1. Review the definition of bullying (see 16), ideally with the reporter present (e.g., target, friend of target, parent, etc.).
    - a. If incident does not seem to meet the definition of bullying, treat the incident with standard school disciplinary or conflict resolution procedures.
    - b. If incident meets the definition, or you have any doubts about whether it *might be bullying*, continue to follow the procedures below or immediately refer the situation to an administrator.
  2. Notify the reporter that because this incident may constitute bullying, we have an obligation to investigate and take action in a timely manner including:
    - interview all students involved,
    - collect evidence including digital or hard copies of electronic communication, web pages, notes, etc.,
    - review previous disciplinary records of all students involved,
    - notify parent(s)/guardian(s) of all students involved,
    - notify the police if it is believed that criminal charges may be pursued against the aggressor,
    - apply appropriate disciplinary action,
    - notify target's parent(s)/guardian(s) of action taken to prevent further acts of bullying, to the extent consistent with state and federal confidentiality laws (note: we cannot share the extent of all disciplinary actions with the target's family).
  3. Refer investigation to administrator or administrator's designee.
  4. If time allows, complete a copy of the ***Incident Reporting Form*** (see appendix).
-

## **Administrative Investigation Procedures**

1. Use *WPS Bullying Investigation Form* (see appendix).
2. Review *Incident Reporting Form* if one was submitted.
3. Develop Initial Safety Plan
  - Before fully investigating the allegations of bullying or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target.
  - Take additional steps to promote safety during the course of and after the investigation, as necessary.
  - Implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
4. Prepare to interview students:
  - Review students’ discipline and school records (include: IEP, 504s) to see if there are prior similar incidences.
  - Consult, as needed, with additional staff (e.g., SPED Liaison, METCO advisor, counselor, nurse).
  - Determine which additional staff, if any, needs to be present during student interviews and/or decision process (e.g., SPED Liaison, other administrator, staff member of same gender as target, etc.).
  - Take reasonable precautions to ensure that students are unable to communicate or undermine the investigation (e.g., confiscate phones, call all students to the office at the same time, but interview separately).
  - Determine which students need to be interviewed. Include target(s), aggressor(s), and bystander(s).
5. Interview all students involved, ideally one at a time (e.g., confiscate cell phones and house one student in one office while talking to another student in another office).
  - Read back to the student a summary of his or her account to ensure accuracy of your notes.
  - Remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
  - If applicable, ask students to provide written statements.
6. If physical injuries occurred, ask nurse to examine target.
7. Collect and compile evidence:
  - Print-outs of blog posts, social networking pages, emails, etc.

- Make copies (as applicable) of student notes, nurse report(s), police report(s), and other written statements.
8. Determine whether bullying has occurred.
- If the student has an IEP, work with his or her liaison to determine whether the behavior is a manifestation of the student's disability.

**False Accusations:** If you determine that the accusation was *knowingly false*—that is, that the accuser was, in essence, *using* school officials to harass another student unnecessary questions and attention—you may need to deal with the accuser as you would with any other aggressor.

Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

## Response Plan

9. Working with the aggressor, complete a ***Behavioral Remediation Agreement*** (included in the packet) that includes warning against retaliation and repeat offences. It should include disciplinary actions, strategies and supports to be used to stop the bullying and restore a sense of safety for the target, including steps taken to ensure there is no retaliation against the targets or reporters. See the table below for a menu of options. Note the following:
- Aggressors can be required to undergo counseling with an in-house counselor (i.e., authorized school staff) as part of their remediation agreement or behavior plan.
  - We can require outside counseling, but the district would pay the cost UNLESS the student has been charged with a felony and/or been expelled (e.g., 37H.5) in which case we can require parent-sponsored counseling as a condition of returning to school.
10. Notify the aggressor of his or her rights and the process to appeal your decision.
11. Meet with the target and/or bystanders to develop a safety plan.

<b>Disciplinary Actions</b>	<b>Remediation Actions</b>	<b>Target Safety</b>
<ul style="list-style-type: none"> <li>○ Admonishment, warning</li> <li>○ Temporary removal from the classroom</li> <li>○ Loss of privileges</li> <li>○ Classroom or administrative detention</li> <li>○ In-school suspension during the school week or the weekend</li> <li>○ Out-of-school suspension</li> <li>○ Legal action</li> <li>○ Expulsion or termination</li> <li>○ Consequences for repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>○ Meetings between parents</li> <li>○ Counseling</li> <li>○ Education including strategies to avoid repeating behavior.</li> <li>○ Academic and nonacademic positive behavioral supports</li> <li>○ Revision of IEP, if applicable</li> <li>○ <b><i>Individual Behavior Plan</i></b> (for repeat offenders; form is included in this packet)</li> <li>○ Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans)</li> </ul>	<ul style="list-style-type: none"> <li>○ Guidelines for avoiding further unnecessary contact with the target</li> <li>○ Clarification about who will be notified</li> <li>○ Notify staff about incident and danger of further contact</li> <li>○ Strategies to avoid further bullying (e.g., script, role playing, etc)</li> <li>○ Identifying trusted adults and “safe areas”</li> <li>○ Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate)</li> <li>○ Periodic check-ins</li> <li>○ Whole community meetings</li> <li>○ Identification and empowerment of bystanders</li> <li>○ Education about technology</li> </ul>

## Notification

12. Notify parent(s)/Guardian(s) of the target and aggressor about your determination and—to the extent allowed by confidentiality laws—actions taken.
  - Do not share student names or disciplinary actions with a third party. Parents of targets do NOT have the right to know the name of the aggressor (or disciplinary actions taken against aggressor).
13. Consult with police, as needed.
  - There is no such thing as “criminal bullying” but we should consult with police if the aggressor used another criminal action (e.g., harassment, stalking, assault/battery).
14. Contact other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions.
  - School administrators may not share information about students with anybody except part or full time “authorized school personnel” (this include coaches and contracted service providers). In order to maximize the privacy and safety of students, administrators should exercise discretion when informing staff members.
  - Administrators may only share information with Wayland Youth and Family Services if we have the permission of the student’s family.

## Documentation

15. Each school has a “Bully Binder.” Use this binder to store incident and investigation forms, alphabetically by aggressor and their date of graduation.
  - Discipline information is part of each student’s temporary record. Keep bullying records for six years.
  - Temporary records must be destroyed no later than seven years after the student graduates. (this includes electronic records)
  - Your personal “notes” can be kept indefinitely, as long as you don’t share with or consult them in the presence of parents or students.
16. Use your school’s student information system (e.g., iPass, student files) to document the results of your investigation, including:
  - a. Determination of bullying
  - b. Disciplinary, remediation, target safety actions taken.
  - Do not use the iPass “alert system” to label aggressors.
17. File copies of ***Bullying Investigation Form, Incident Reporting Form*** (if any), ***Behavioral Remediation Agreement*** (if any), and ***Individual Behavior Plan*** (if any, for repeat offenders only) in your school’s Bullying Binder.
18. Give copies of relevant forms to Guidance Counselors and Special Education staff (e.g., in cases of repeat offenders)

## VI. Collaboration with Families

In creating our Plan, we wanted to ensure that we built in strategies to engage and collaborate with students' families in order to increase the capacity of the district to prevent and respond to bullying. In particular, the law requires us to communicate with families regarding:

- A. Parent education and resources. The district must 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 each school's PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the district must inform parents or 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. The district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

**Table 3: Current and Planned Family Collaboration Events and Strategies**

Schools	Format	Content	Date
All district	WPS Bullying Prevention Web Site	<ul style="list-style-type: none"> <li>Includes copies of this Plan, student curriculum resources, Bullying reporting forms/links, resources for parent education</li> </ul>	To be launched when Plan is complete
All district	Letters from superintendent, and building principals	<ul style="list-style-type: none"> <li>Includes copies of this plan</li> <li>Invitations to respond to plan</li> <li>Overview of reporting procedures</li> </ul>	Beginning of school year
Middle School	Annual Cyberbully presentation by Wayland's Cyber-safety police officer	<ul style="list-style-type: none"> <li>Review of cyber-safety procedures</li> </ul>	Fall

*Continued on next page*

<b>Schools</b>	<b>Format</b>	<b>Content</b>	<b>Date</b>
Middle School	PTO Meeting: Regarding Advisory Groups and BERT	<ul style="list-style-type: none"> <li>• Led by Rachel Poliner (Educators for Social Responsibility)</li> <li>• Guided parents through activities used by TAG groups to build healthy relationship and resiliency</li> </ul>	December, 2010
Middle School:	PTO Meeting: Bullying intervention	<ul style="list-style-type: none"> <li>• Discussion focused on district Plan, particularly procedures used to report and respond to bullying</li> </ul>	December, 2010
Elementary Schools	Joint Elementary Night: Anti-Bullying	<ul style="list-style-type: none"> <li>• Co-sponsored by PTO.</li> <li>• Focus on bullying prevention and current curriculum</li> <li>• Also included procedures used to report and respond to bullying</li> </ul>	December, 2010
Elementary Schools	School Council meetings	<ul style="list-style-type: none"> <li>• Discussion focused on district Plan, particularly procedures used to report and respond to bullying</li> </ul>	November, 2010
High School	PIE (Parent Information Exchange) Meeting	<ul style="list-style-type: none"> <li>• Discussion focused on district Plan, particularly procedures used to report and respond to bullying</li> <li>• Solicited input regarding further engaging parents</li> </ul>	October, 2010
High School	Meetings with small groups of interested parents	<ul style="list-style-type: none"> <li>• Follow-up discussions from PIE meeting</li> </ul>	November-December, 2010

## VII. DEFINITIONS

*Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.*

**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 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.

## VIII. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the 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 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 district policies.

**A. Relationship to non-discrimination laws:** Consistent with state and federal laws, and the policies of the 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 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 district policies.

### **B. Relationship to existing disciplinary regulations**

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 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.

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.

## **IX. APPENDIX**

<b>Wayland Public Schools INCIDENT REPORTING FORM</b>			
<p><b>Directions:</b> The Wayland Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. <b>Every</b> reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.</p>			
<b>Date of report:</b>			
<b>Name of student target:</b>	Age:	Grade:	School :
<b>Name(s) of alleged aggressor(s) (If known):</b>	Age:	Grade:	School :
<b>Name(s) of witness(es) (If known):</b>			
<p><b>Where did the incident(s) happen (choose all that apply)?</b></p> <p> <input type="checkbox"/> On school property      <input type="checkbox"/> At a school-sponsored activity or event off school property      <input type="checkbox"/> Online/via technology  <input type="checkbox"/> On a school bus      <input type="checkbox"/> On the way to/from school      <input type="checkbox"/> Other: _____                 </p>			
<p><b>What best describes what happened (choose all that apply):</b></p> <p> <input type="checkbox"/> Teasing      <input type="checkbox"/> Threat/Property Damage      <input type="checkbox"/> Stalking      <input type="checkbox"/> Theft/Property Damage  <input type="checkbox"/> Social exclusion      <input type="checkbox"/> Intimidation      <input type="checkbox"/> Physical violence      <input type="checkbox"/> Public humiliation  <input type="checkbox"/> Retaliation      <input type="checkbox"/> Sexual Harassment      <input type="checkbox"/> Other: _____                 </p>			
<b>What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)</b>			
<p><b>Did a physical injury result from this incident?</b></p> <p> <input type="checkbox"/> No      <input type="checkbox"/> Yes, but it did not require medical attention      <input type="checkbox"/> Yes, and it required medical attention                 </p>			
<b>Is there any additional information you would like to provide? (Attach a separate sheet if necessary)</b>			
<b>Name Of Person Reporting Incident (Optional):</b>			
Telephone (optional) _____		E-mail	
(optional): _____			
Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Other: _____			
Signature: _____		Date: _____	
<hr style="border: 1px solid black;"/>			
Administrative Action Taken:		Date:	
Administrator:			

(Form modeled after Polk County Public Schools Harassment or Bullying Reporting Form)

Wayland Public Schools BULLYING INVESTIGATION FORM			
<b>Investigation start date:</b>			
<b>Name of student target:</b>	Age:	Grade:	School :
<b>Name(s) of alleged aggressor(s) (If known):</b>	Age:	Grade:	School :
<p><b><u>Investigation</u></b></p> <p><input type="checkbox"/> Review &amp; Attach <i>Incident Reporting Form</i></p> <p><input type="checkbox"/> Review students' discipline and school records (include: IEP, 504s)</p> <p><input type="checkbox"/> Consult as needed with additional staff (e.g. SPED Liaison, METCO advisor, counselor, nurse). Include names here:</p> <p><input type="checkbox"/> Determine which additional staff, if any, needs to be present during student interviews and/or decision process. Include names here:</p> <p><input type="checkbox"/> Conduct students interviews</p> <p><input type="checkbox"/> Read back to each student a summary of his or her account to ensure accuracy of your notes.</p> <p><input type="checkbox"/> If physical injuries occurred, ask nurse to examine target.</p> <p><input type="checkbox"/> The following checked items are attached to this report</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Incident Reporting Form (if available)</i></li> <li><input type="checkbox"/> Print-outs of blog posts, social networking pages, emails, etc.</li> <li><input type="checkbox"/> Copies of other evidence</li> <li><input type="checkbox"/> Copies of investigator's notes (e.g. transcripts of interviews, etc.)</li> <li><input type="checkbox"/> Nurse report(s)</li> <li><input type="checkbox"/> Police report(s)</li> <li><input type="checkbox"/> Written statements from interviewees, reporters, etc.</li> </ul>			
<p><b><u>Determination:</u></b></p> <p><input type="checkbox"/> Check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>repeated use</b> 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 of the following) <ul style="list-style-type: none"> <li><input type="checkbox"/> causes <b>physical or emotional harm</b> to the target or damage to the target's property;</li> <li><input type="checkbox"/> places the target in <b>reasonable fear of harm to himself</b> or herself or damage to his or her property;</li> <li><input type="checkbox"/> creates a <b>hostile environment</b> at school for the target;</li> <li><input type="checkbox"/> <b>infringes on the rights</b> of the target <u>at school</u>; or</li> <li><input type="checkbox"/> materially and substantially <b>disrupts the education process</b> or the orderly operation of a school.</li> <li><input type="checkbox"/> <i>retaliation from reporting of previous incident</i></li> </ul> </li> </ul> <p><input type="checkbox"/> Provide brief description of the nature of the bullying (if any):</p> <p><input type="checkbox"/> Provide a Final determination:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incidents <b>did not</b> meet the standard of bullying</li> <li><input type="checkbox"/> Bullying has occurred and will be dealt with in-house</li> <li><input type="checkbox"/> Criminal bullying has occurred and police should be notified of possible criminal charges</li> </ul>			
<p><b><u>Response Plan</u></b> (if any)</p> <p>Disciplinary Actions:</p>			

**Wayland Public Schools**  
**BULLYING INVESTIGATION FORM**

Remediation Actions:

- Behavioral Remediation Agreement* attached
- Individual Behavior Plan* attached (repeat offenders only)

Student Safety Actions:

**Notification and Documentation**

- Parent(s)/Guardian(s) of the target
- Parent(s)/Guardian(s) of aggressor
- School information system (e.g., iPass or student files)
- School alert system (if necessary)
- Counselor of target
- Counselor of aggressor
- Special Education (for repeat offenders)
- Police (if criminal charges may be pursued)
- Other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions. Please describe:

Administrator/Investigator Signature

Date:

<b>Wayland Public Schools</b> <b>BEHAVIORAL REMEDIATION AGREEMENT</b>			
		Date:	
Name of student:	Age:	Grade:	School :
<b>Reason</b> for Behavioral Remediation Agreement:			
I agree to the following <b>terms to change my behavior</b> :			
I will need the following <b>support(s)</b> to help me meet the obligations of my agreement:			
The <b>implications</b> of me NOT meeting the expectations are as follows:			
Student Signature:		Date:	
Parent/Guardian Signature:		Date:	
Administrator/Investigator Signature		Date:	

<b>Wayland Public Schools INDIVIDUAL BEHAVIORAL PLAN</b>			
		Date:	
Name of student:	Age:	Grade:	School :
<b>Reason</b> for Behavior Plan:			
<b>Student Behavior Goal:</b>			
<b>1. Objective</b>			
<b>2. Objective</b>			
<b>3. Objective</b>			
<b>Student Supports</b>			
<b>Timeline/Monitoring Of Plan And Progress Towards Goals</b>			
Daily__ Team Contact_____			
Weekly__ Team Contact_____			
<b>Termination From Plan</b>			
<b>Date Of Termination:</b>			
Student Signature:		Date:	
Parent/Guardian Signature:		Date:	
Plan Coordinator:		Date:	
Administrator/Investigator Signature		Date:	

## A call for proposals for preventing bullying and improving school climate

Dear students,

Do you have an idea about how we could better combat bullying at **Wayland High School**? Are you looking for a leadership opportunity? Would you like to earn credit by improving school culture? If so, your proposals are welcome!

As you probably know, the new anti-bullying law (*M.G.L. c. 71, § 370(b)*) prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying.

I am convinced that the issue of bullying is related to larger issues in our school culture—issues that could be most powerfully addressed by students instead of adults.

1. Insensitivities to the **real and perceived power differentials** among students on our campus—would students be nicer to one another if they understood one another better? Do students understand how much power they have to *hurt* one another?
2. Increases in **depression and anxiety**—why are so many of students feeling *alone* and *vulnerable*?
3. The power of **social networking tools and mobile devices** to amplify negative interactions between students—how much anxiety and bullying at WHS could be prevented if students used cyber tools more responsibly?
4. The **power of bystanders** (B-G in the diagram)—what are the social pressures that prevent students from supporting students in crisis or confronting bullying? Why do our young people “allow” their peers to accumulate social capital by being mean to others?

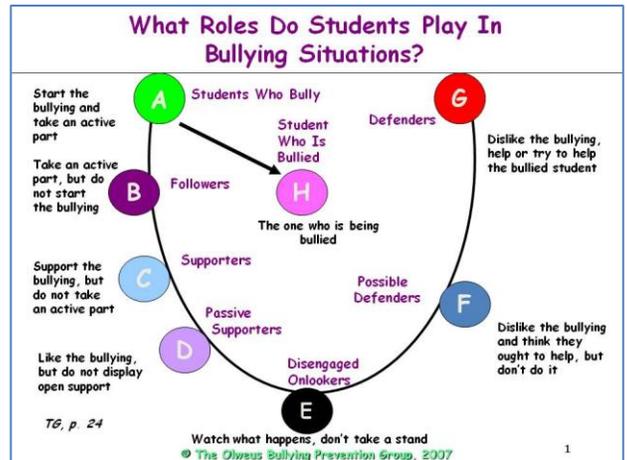
### What is your idea? What do you want to do?

If you are interested in tackling any of the issues listed above, I invite you to discuss your proposal with me. When we meet, be prepared to address the questions in the box to the right.

Students interested in getting credit for their proposal will be enrolled in an independent study class during second semester. While the specific expectations will vary depending on the proposal, I am looking for students who are serious about dedicating a significant amount of time to making WHS a campus where everybody feels safe, supported, and welcome.

I look forward to hearing your ideas!

Mr. Bayard Klimasmith, Assistant Principal, Wayland High School



**Statement of the problem:** What specific problem(s) you are trying to address?

**Proposed solution:** What do you propose to do?

- Bring a presenter to campus
- Make a presentation of your own
- Launch an awareness campaign
- Create or coordinate an event or activity
- Start a new tradition in our new building
- Introduce a new curriculum
- Reform an existing practice, tradition, and policy
- Create a video
- Other: \_\_\_\_\_

**A theory of action:** What is your theory about the causes of this problem? How will your proposed solution address the problem?

**Project outline:** Who's doing what? By when?

**Support/Resource needs:** Do you need help, permission, or support from a faculty or community member? Do you need funding?

## **BUILDING ADMINISTRATOR CHECKLIST**

*This checklist is designed to be used annually by building administrators to ensure that their buildings are in compliance with the new law and WPS's Bullying Prevention Plan.*

- Maintain “Bullying Binder” with new forms and procedures
- Distributed/publicized mechanisms for reporting
  - Incident Reporting Forms
    - main office
    - nurse’s office
    - counseling office
    - on school webpage
  - Anonymous web-based reporting form
- Student handbook includes definition and reporting procedures
- Acceptable Use Policy includes references to cyber-bullying
- Faculty handbook includes reporting procedures
- Social “curriculum” includes bullying-prevention
- Parent outreach (meetings, events, and website)
  - Resources
  - Information about curriculum
  - Information about how the school responds to bullying
  - Information about how to report bullying
- Implementation of surveys or other mechanisms to collect data re: bullying
- Training of faculty and staff
  - Bullying prevention
  - Procedures for responding to bullying