

Wayland Public Schools

**Bullying Prevention and
Intervention Plan**

WORKING DRAFT

September 20, 2010

Provided by the

WPS Anti-Bullying Work Group

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Introduction:

On June 24 and 25, 2010 a work group composed of teachers, counselors, special education liaisons, and administrators gathered to begin the work of ensuring that Wayland Public Schools are in compliance with the new Massachusetts anti-bullying law (S. 2323) passed in May 2010¹.

This packet contains the results of that Work Group's efforts. It is organized into two sections:

Findings:

- A review the requirements of the new law and the current status of practices in WPS schools regarding anti-bullying curriculum, professional development, student handbooks, procedures, and special education provisions.

Handbook and Procedures

- Procedures and forms for reporting, investigating, and documenting allegations of bullying.
- Guidelines for remediating, and disciplining aggressors.

Removed from this draft of this packet is a preliminary collection of parent education ideas and resources that will be re-inserted once WPS has codified its approach to educating parents.

It is the Work Group's understanding that this packet is the first in a series of district activities that will ultimately culminate in the submission to the Massachusetts Department of Elementary and Secondary Education (DESE) of a district "Bullying Prevention and Intervention Plan" by **December 31, 2010**. DESE's recently released "Model Plan" will undoubtedly further shape this document as will the feedback we receive from community members this fall.

We hope that readers of this DRAFT document will support us as we work towards complying with the new law and providing a safe learning environment for all our students.

-Bayard Klimasmith, on behalf of the Wayland Public Schools Anti-Bullying Work Group:

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¹ The law, in its entirety, may be found at <http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>.

Findings of the Anti-Bullying Work Group

Summary of Findings:

1. We are **compliant** with the new law in the following areas:
 - a. Reporting and investigative procedures (included in this handbook) have been adopted by WPS schools
 - b. Anti-bullying curriculum is in place at the elementary and middle school levels.
 - c. We have mechanisms for collecting student survey data regarding bullying at the high school.
 - d. New anti-bullying language is in place in all student and faculty handbooks.
 - e. Most staff received a preliminary introduction to the new law and our procedures.
 - f. Anonymous reporting mechanisms are in place at the high school.
 - g. The acceptable use policy was updated this summer.
 - h. Our Special Education staff is aware of new requirements of the law and modifying IEPs as they come up for revision.

2. We are still **not compliant** in the following areas:
 - a. Implementation of robust professional development for all school staff, particularly at the high school.
 - b. Implementation of full range of reporting mechanisms at all levels (e.g., anonymous reporting at all levels, make “incident form” more available, adopt a “bullying box”, etc.)
 - c. Implementation of robust parent education (at all levels).
 - d. Implementation of curriculum for students at the high school (currently under study while we wait for the state regulations to be released June, 2011)
 - e. K-12 alignment of our anti-bullying curriculum.
 - f. Collection of public input on our plan.

3. We have the following recommendations for School Board
 - a. Expand 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.”

Timeline for Remaining Work

September-October	<ul style="list-style-type: none"> • Bayard Klimasmith creates feedback-collecting protocol • Principals introduce parents to new law • HS explores curriculum (for homerooms? For wellness classes?) • Principals collect public comments from school councils • Revise/reformat this document to match DESE’s “Model Plan”
November	<ul style="list-style-type: none"> • Principals submit comments to Bayard Klimasmith • Present plan to school committee
By December 31	<ul style="list-style-type: none"> • Adopt Professional Development plan (perhaps using an outside vendor) • Brad Crozier (with Bayard) submits plan to DESE
After June 30, 2011	<ul style="list-style-type: none"> • State releases guidelines for curriculum. • Begin developing/adopting/aligning curriculum

Key Requirements of New Law² and WPS Status Notes

Requirements	Due Date	WPS Finding/Status Notes
<p>Bullying Prevention and Intervention Plans</p> <ul style="list-style-type: none"> Each school district...must create a Bullying Prevention and Intervention Plan (Plan) that prohibits bullying, cyberbullying, and retaliation. The Plan is to include information on reporting, notice to parents and guardians, notice to law enforcement as necessary and counseling strategies and procedures for creating safety plans for victims. Bullying Prevention and Intervention Plans must be updated every other year. When developing the Plan, school districts...must give notice and provide for a public comment period... Public schools must amend school handbooks to include an age-appropriate summary of their new Bullying Prevention and Intervention Plan. By September 30, 2010, the Board of Elementary and Secondary Education must adopt regulations to implement the new law's requirements regarding principals' duty to report instances of bullying or retaliation to parents and guardians, and to law enforcement when necessary. Draft regulations will be available for public comment this summer. 	<p>School districts, charter schools, Department-approved private special education schools, and collaborative schools must submit their Plans to the Department by December 31, 2010.</p> <p>Schools must update 2010-2011 school year handbooks to include this information.</p>	<ul style="list-style-type: none"> Draft procedures and forms included in this packet comply with law. HS implemented anonymous online "tip line." MS and EI Schools exploring developmental appropriate strategies. Wait to collect public comments until after September 30 (and the release of DESE regulations) Public comments will be collected by posting this document online and collecting feedback through each School Council. Each school will store <i>Incident</i> and <i>Investigation</i> forms, alphabetically by aggressor, in a binder, to be passed onto the next school. Student handbooks were updated this summer.

² as provided by Mitchell D. Chester, Commissioner of Elementary and Secondary Education in June 4, 2010 memo. See <http://www.doe.mass.edu/cnp/news10/0604bullying.html>

Requirements	Due Date	WPS Finding/Status Notes
<p>Internet Safety</p> <ul style="list-style-type: none"> Public schools ... must have an internet safety policy to protect students from inappropriate materials and subject matter. The policy, and standards and rules enforcing it, must be determined by the school committee in cooperation with the superintendent, Parents must be notified of the policy and related rules. 	<p>(Deadline is unclear...assume it should be included in 2010-2011 Student Handbooks?)</p>	<ul style="list-style-type: none"> Acceptable use policy was updated this summer.
<p>Bullying Prevention Instruction</p> <ul style="list-style-type: none"> Each school district... is required to provide age-appropriate instruction on bullying prevention for students in each grade that is incorporated into the curriculum of the school or district. The curriculum must be evidence-based, and information about it must be made available to parents and guardians. ...The Department will post on its website at www.doe.mass.edu/ssce/ bullying prevention and intervention resources, and throughout the summer will continue to update this information and include evidence-based curricula, best practices, and academic-based research. ... the Department will publish guidelines for the implementation of social and emotional learning curricula in grades kindergarten through 12, inclusive, by June 30, 2011. 	<p>School districts, charter schools, Department-approved private special education schools, and collaborative schools must provide instruction to students and information to parents/guardians beginning in the 2010-2011 school year.</p>	<ul style="list-style-type: none"> Anti-bullying curriculum is in place in elementary and middle schools. Some anti-bullying curriculum embedded in HS Wellness curriculum, but needs work. DESE did not provide helpful curriculum resources for HS level. Current curriculum needs K-12 alignment. Identify continuum from teasing to bullying
<p>Professional Development</p> <ul style="list-style-type: none"> School districts...must implement, for all school staff, professional development that includes developmentally appropriate strategies for bullying prevention and intervention, research findings on bullying, and information on cyberbullying and internet safety. The Department will provide schools with information on ways to fulfill the law's professional development requirements, including at least one resource that is available at no cost to schools. By August 31, 2010, the Department will issue a report on cost-effective professional development resources 	<p>School districts, charter schools, Department-approved private special education schools, and collaborative schools must put professional development plans in place for the 2010-2011 school year and initiate training.</p>	<ul style="list-style-type: none"> WAIT for DESE recommendations We will need process to educate all staff including volunteers, custodians, bus drivers Explore use of outside vendor to provide training. Most staff received preliminary overview of new law and procedures at the launch of school.

Requirements	Due Date	WPS Finding/Status Notes
<p>Requirements for Students with Disabilities</p> <ul style="list-style-type: none"> • For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. • Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. • Guidance from the Department on implementing the new law for students with disabilities is forthcoming. 	<p>These provisions apply to IEPs convened from May 3, 2010 on.</p>	<ul style="list-style-type: none"> • Marlene Moskowitz-Dodyk, Director of Student Services has been notified of new provisions (may need to revisit small number of IEPs developed after May 3, 2010). • Recommendations: <ul style="list-style-type: none"> ○ Does not require revision of all IEPs retroactively; only when they come up for annual review ○ Should be reflected in goal language regarding self-advocacy, prevention, and protecting ○ Service provisions ○ Exemptions from handbook and alternate discipline

Summary of Status of WPS Current Anti-bullying Practices

(Deficiencies noted in *bold italics*)

	Curriculum	Professional Development	Student Handbook	Staff Procedures	Parent training	SPED
Elementary Schools	<ul style="list-style-type: none"> • “Open Circle” embedded in social studies curriculum. • Sexual abuse awareness (grades 1, 3, 5) • “Think Social” (esp. for SPED) • “Power of One” 	<ul style="list-style-type: none"> • “Open Circle” (all teachers) • Responsive Classroom (limited) • Does not include all STAFF 	<ul style="list-style-type: none"> • Core Values • STAR system (Happy Hollow only) 	<ul style="list-style-type: none"> • Child Study 	<ul style="list-style-type: none"> • Offered • Limited reach 	<ul style="list-style-type: none"> • “Think Social” • IEPs will need to be revised
Middle School	<ul style="list-style-type: none"> • TAG (Advisory) with BERT • “Bully Proof” (6th) • Stand Up/By (7th) • Hurting/Flirting (8th) • Some embedded in wellness curriculum 	<ul style="list-style-type: none"> • Good content related to TAG (advisory) provided by ESR • Does not include all STAFF 	<ul style="list-style-type: none"> • Handbook revised this summer. 	<ul style="list-style-type: none"> • Cluster meetings (but without specials) • Weekly counselor mtg • ARC mtg 	<ul style="list-style-type: none"> • PTO meetings • Not specific to bullying • Limited reach 	<ul style="list-style-type: none"> • Strong alternative behavior program • IEPs will need to be revised
High School	<ul style="list-style-type: none"> • Some embedded in wellness curriculum • Needs Work 	<ul style="list-style-type: none"> • Missing 	<ul style="list-style-type: none"> • Good, specific 	<ul style="list-style-type: none"> • Strong procedures • SST meetings • iPass used for documenting 	<ul style="list-style-type: none"> • PTO meetings • Not specific to bullying • Limited reach 	<ul style="list-style-type: none"> • Strong alternative behavior program • IEPs will need to be revised

Anti-Bullying Handbook and Procedures

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 Bullying³

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,

³ 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** 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.

Procedures for School Staff Receiving a Report of Bullying

1. Review the definition of bullying (see above), ideally with the reporter (e.g., target, friend of target, parent, etc.) present.
 - a. If incident does not seem to meet the definition, 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 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***.

Administrative Investigation Procedures

1. Use **WPS Bullying Investigation Form** (included in this packet).
2. Review **Incident Reporting Form** if one was submitted.
3. 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.
 - Take reasonable precautions to ensure that students are unable to communicate or undermine the investigation (e.g., 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).
4. Interview all students involved, ideally one at a time.
 - Read back to the student a summary of his or her account to ensure accuracy of your notes.
 - If applicable, ask students to provide written statements.
5. If physical injuries occurred, ask nurse to examine target.
6. Collect and compile evidence:
 - Print-outs of blog posts, social networking pages, emails, etc.
 - Copies of student notes.
 - Nurse report(s).
 - Police report(s).
 - Written statements.

Determination

7. 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.

Response Plan

8. 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:⁴
 - 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 expelled (e.g., 37H.5) in which case we can require parent-sponsored counseling as a condition of returning.
9. Notify the aggressor of his or her rights and the process to appeal your decision.
10. Meet with the target and/or bystanders to develop a safety plan.

⁴ See the Kansas State School Resource Center for more ideas and sample policies: www.ksde.org

Disciplinary Actions	Remediation Actions	Target Safety
<ul style="list-style-type: none"> ○ Admonishment, warning ○ Temporary removal from the classroom ○ Loss of privileges ○ Classroom or administrative detention ○ In-school suspension during the school week or the weekend, for students ○ Out-of-school suspension ○ Legal action ○ Expulsion or termination ○ Consequences for repeat offenses 	<ul style="list-style-type: none"> ○ Meetings between parents ○ Counseling ○ Education including strategies to repeating behavior. ○ Revision of IEP, if applicable ○ Individual Behavior Plan (for repeat offenders; form is included in this packet) ○ Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans) 	<ul style="list-style-type: none"> ○ Guidelines for avoiding further unnecessary contact with the target ○ Clarification about who will be notified ○ Notify staff about incident and danger of further contact ○ Strategies to avoid further bullying (e.g., script, role playing, etc) ○ Identifying trusted adults and “safe areas” ○ 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) ○ Periodic check-ins ○ Whole community meetings ○ Identification and empowerment of bystanders ○ Education about technology

Notification

11. 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).
12. 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).
13. 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 but 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 information with Wayland Youth and Family with the permission of the student’s family.

Documentation

14. 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 the 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.
15. 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.
16. 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 student file.

	Target (s)	Aggressor (s)
<i>Bullying Investigation Form</i>	✓	✓
<i>Incident Reporting Form</i>	✓	✓
<i>Behavioral Remediation Agreement</i>		✓
<i>Individual Behavior Plan</i> (repeat offenders)		✓
Notify Special Education (repeat offenders)		✓
Copy of reports to counselor	✓	✓

Wayland Public Schools INCIDENT REPORTING FORM			
<p>Directions: 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. Every reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.</p>			
		Date of report:	
Name of student target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (If known):	Age:	Grade:	School :
Name(s) of witness(es) (If known):			
<p>Where did the incident(s) happen (choose all that apply)?</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>What best describes what happened (choose all that apply):</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>			
What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)			
<p>Did a physical injury result from this incident?</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>			
Is there any additional information you would like to provide? (Attach a separate sheet if necessary)			
Name Of Person Reporting Incident (Optional):			
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: _____	
Administrative Action Taken:		Date:	
Administrator:			

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

Wayland Public Schools BULLYING INVESTIGATION FORM			
Investigation start date:			
Name of student target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (if known):	Age:	Grade:	School :
<p>Investigation</p> <p><input type="checkbox"/> Review & 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"> <input type="checkbox"/> <i>Incident Reporting Form (if available)</i> <input type="checkbox"/> Print-outs of blog posts, social networking pages, emails, etc. <input type="checkbox"/> Copies of other evidence <input type="checkbox"/> Copies of investigator's notes (e.g. transcripts of interviews, etc.) <input type="checkbox"/> Nurse report(s) <input type="checkbox"/> Police report(s) <input type="checkbox"/> Written statements from interviewees, reporters, etc. 			
<p>Determination:</p> <p><input type="checkbox"/> Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 of the following) <ul style="list-style-type: none"> <input type="checkbox"/> causes physical or emotional harm to the target or damage to the target's property; <input type="checkbox"/> places the target in reasonable fear of harm to himself or herself or damage to his or her property; <input type="checkbox"/> creates a hostile environment at school for the target; <input type="checkbox"/> infringes on the rights of the target <u>at school</u>; or <input type="checkbox"/> materially and substantially disrupts the education process or the orderly operation of a school. <input type="checkbox"/> <i>Involves an imbalance of perceived or real physical or social power between target and aggressor(s)</i> <input type="checkbox"/> <i>Retaliation from reporting of previous incident</i> <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"> <input type="checkbox"/> Incidents did not meet the standard of bullying <input type="checkbox"/> Bullying has occurred and will be dealt with in-house <input type="checkbox"/> Criminal bullying has occurred and police should be notified of possible criminal charges 			

**Wayland Public Schools
BULLYING INVESTIGATION FORM**

Response Plan (if any)

Disciplinary Actions:

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:

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

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

DEFINITIONS

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

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

Bullying, as defined in M.G.L. c. 71, § 370, 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.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

Staff includes, but is not limited to, educators, administrators, 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.