

温彻斯特公立学校

欺负预防和反应

计划

2017年

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优先权声明

温彻斯特学区致力于教育整个孩子，确保每个孩子在区是健康，安全，参与，挑战和支持。为此，该区承诺为所有学生提供一个没有欺凌和网络欺凌的安全学习环境。这个承诺是我们全面推进学习和防范的重要组成部分消除一切形式的欺凌和其他可能阻碍学生成长的有害和破坏性行为和发展的。

温彻斯特学区认识到某些学生可能更容易成为目标基于实际或感知的特征，包括种族，肤色，宗教，祖先，国籍，性别，社会经济地位，无家可归，学历，性别身份或表达，性取向，身体状况或任何残疾，或通过关联具有或被认为具有这些特征中的一个或多个的人。该区会具体说明在这个计划中概述的步骤，为那些特别脆弱的人创造一个安全，有利的环境学校社区，并为所有学生提供预防或应对的技能，知识和策略欺负，骚扰或逗弄。

温彻斯特学区不会容忍任何非法或破坏行为，包括任何形式的行为欺凌，网络欺凌或报复，在我们的学校建筑物，学校场地或与学校有关的活动我们将及时调查有关欺凌，网络欺凌的所有报告和投诉报复，并采取迅速行动结束这一行为，恢复目标的安全感。我们会支持我们学校社区各方面的承诺，包括课程，教学计划，员工发展，课外活动以及家长或监护人的参与。报复反对一个报告欺凌的人，在调查，证人或已经提供信息关于欺凌的可靠信息也被禁止，并将相应处理。

领导

2010年5月3日，总督帕特里克签署了“学校欺凌法”，MGL c.71，第370段。法律禁止所有公立和私立学校的欺凌和报复，并要求学校和学校各地采取措施解决欺凌事件。温彻斯特学区欺凌制定了“预防和应对计划”，包括法律和信息的要求学区将遵循的政策和程序，以防止欺凌和报复发生时做出回应 在制定计划时，温彻斯特学区不断咨询学校和当地社区成员，包括家长和监护人。

温彻斯特学区将各级领导人在发展中发挥关键作用实施欺凌预防和干预计划以及其他整个学校和社区努力促进积极的学校气候。领导者在教导学生成为民事方面发挥主要作用

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促进对多样性和差异的理解和尊重。内部的领导
温彻斯特公立学校主要负责欺凌预防和干预
与家长和社区成员合作。

欺凌预防和干预计划是处理欺凌的综合方法
和网络欺凌，温彻斯特学区致力于与学生，员工，
家庭，执法机构和社区，以防止暴力问题。咨询
这些选区，我们制定了防止，干预和应对事件的计划
欺凌，网络欺凌和报复。每个校长和整个行政团队是
负责实施和监督学校与最终区的计划
负责温彻斯特学校校长的责任。

声明禁止欺凌，网络欺凌和报复

欺凌行为，包括网络欺凌行为是被禁止的：

- 学校场地和紧邻学校场地的财产，
- 在学校赞助或与学校有关的活动，功能或程序无论是否开启
学校场地
- 在校车站，校车或其他由学校拥有，出租或使用的车辆
区或学校
- 通过使用由学校拥有，租赁或使用的技术或电子设备
区或学校
- 通过使用与学校无关的位置，活动，功能或程序
技术或电子设备，不是由学区所有，租用或使用
学校，如果该行为在学校为目标或证人造成敌对环境侵犯
在学校的权利上，或者实质上大大地破坏了教育过程
学校有序运作。

报复欺凌者的报复行为，在欺凌调查期间提供信息，
或证人或有关欺凌的可靠信息也被禁止。

如MGL c所述。 71, §370，本计划没有任何要求，温彻斯特公立学校任职
非学校相关活动，职能或计划。

公众参与 制定计划

根据MGL的要求c。 71, §370，温彻斯特学区欺凌预防和干预
计划与教师，学校工作人员，专业支援人员，
行政人员，社区代表，当地执法机构，学生，家长和
监护人

欺凌预防工作队最初于2010年9月成立，其中包括教职员工
所有学校，学生，家长，社区成员和当地执法机构的代表。这个
工作队起草了温彻斯特学区的“欺负预防和应对计划”

2016年至2017年的欺凌预防工作组于2016年11月召开，共同合作
更新计划。 专责小组成员的姓名和职务如下：

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温彻斯特高中助理校长Paula Conis
林肯小学助理校长Lisa Cormier
Ambrose小学助理校长Meghan Correll
麦考尔中学助理校长Jeannine Lavoie
特别教育主管Lisa Mandaglio / Muraco学校助理校长
林奇小学助理校长Andrea Phelan
安妮玛丽环, Vinson-Owen小学助理校长
麦考尔中学助理校长Leslie West

评估需求和资源

学校领导在家庭和工作人员的意见下, 将评估现有计划的适用性; 评论现行政策和程序; 审查关于欺凌和行为事件的现有数据; 并进行评估可用资源, 包括课程, 培训计划和行为保健服务。

至少每四年从2016-2017学年开始, 该区将管理一个小学和中学系发展学生调查, 以评估学校的气候和我们学校的欺凌流行率, 性质和严重程度。此外, 该区将每年报告向事件部门欺凌事件数据。

报复和应对欺凌和报复的政策和程序
举报欺凌或报复

温彻斯特将为学校社区, 包括管理人员, 员工, 学生和家長提供监护人以书面通知温彻斯特公立学校的政策, 报告所谓的欺凌行为并报复。报告程序和资源的描述与联系信息校长或其指定人员将被纳入学生和员工手册, 并将被列入温彻斯特公立学校网站。政策的硬拷贝将根据要求提供。

涉嫌欺负或报复的报告可由工作人员, 学生, 家长或监护人或其他人员进行, 并且可以是口头或书面的。使用温彻斯特公立学校被指控的欺凌事件表格不是作为报告的条件。温彻斯特公立学校将: 1.) 包括一份每个学校网站和区域网站的事件报告表; 2.) 事件报告所有温彻斯特公立学校的主要办公室将提供表格。事件报告表可以根据需要翻译。学生, 家长或监护人或其他个人的匿名报告不是学校或区工作人员使用以下方法之一: 在线报告表和校长或指定人员的语音信箱。

温彻斯特高中: 781-721-7021 ext.4009或x4008
麦考尔中学: 781-721-7026转 1118
安布罗斯小学: 781-721-7012分机
林肯小学: 781-721-7017分机 2108
林奇小学: 781-721-7013转 131
Muraco小学: 781-721-7030转 221

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Vinson-Owen小学：781-721-7019转 1116

值得注意的是，只有在匿名报告的基础上才能采取纪律处分。

员工报告

一名工作人员在目击或变现场时将立即向校长或指定人报告意识到可能是欺凌或报复的行为。要求向校长报告指定人员不限制工作人员对行为或纪律作出反应的权力符合学校或地区行为管理政策和程序的事件。

2. 学生，家长或监护人及其他人的报告

学校或学区期望见证或意识到实例的学生，家长和其他人涉及学生的欺凌或报复，向校长或指定人报告。学生，家长监护人，其他人可要求工作人员协助完成书面报告。学生将提供实用，安全，私人 and 年龄适当的方式来报告和讨论可能与工作人员或与校长或指定人员欺凌的事件。

3. 报告涉及员工或管理员的事件

任何在作为学校工作人员或行政人员的同时从事欺凌行为的人将会违反欺凌政策。

校长或其指定人员将担任调查人员或申诉人员，负责处理所有事件报告。如果校长或其指定人员无法处理特别投诉，个人将在781-721-7003联系人力资源部门。

每个学校的员工都有责任保密调查解决投诉。任何被发现从事欺凌行为的雇员违反了这一政策受到纪律处分，包括终止雇用。

问题解决系统 向中小学教育部报告

任何希望向区域提出索赔/关注或寻求协助的家长可以这样做与初级和中等教育计划决议系统（PRS）。该信息可以在以下网址找到：<http://www.doe.mass.edu/pqa>，电子邮件可发送至compliance@doe.mass.edu 或个人可以致电781-338-3700。这些信息的硬拷贝也在总监办公室提供。

回应欺凌或报复的报道 安全

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在充分调查有关欺凌或报复的指控之前，校长或指定人员将采取步骤评估是否需要恢复指称的目标的安全感和/或保护被指控的目标可能的进一步事件。对促进安全的反应可能包括但不限于创造人身安全计划；目标和/或侵略者的预先确定的座位安排教室，午餐或公车上；确定将为目标充当“安全人员”的工作人员；并改变侵略者的进度和进入目标。校长或指定人员将额外收取费用在必要时，在调查过程中促进安全的步骤。

委托人或指定人员将实施适当的策略，防止欺凌或报复一个报告欺凌或报复的学生，一名目击欺凌的学生报复，在调查过程中提供信息的学生，或有可靠的学生关于报告的欺凌或报复行为的信息。学校调整顾问，指导顾问和学校安全主任将酌情通知。

如果事件涉及校内欺凌或网络欺凌，将会有有一个确定对任何涉及学生的直接威胁。如果有积极的决心，将会有报告立即到温彻斯特警察局。

在确定了欺凌或报复行为发生和适当纪律之后已经执行，校长或指定人员将与学生或与学生制定安全/行为计划包括但不限于教育工作者，辅导员，行政人员，学校护士，自助餐厅工作人员，保管人，公共汽车司机，运动教练，顾问或课外活动专业性学生的家长或监护人将参与计划的制定工作。教师和其他适当的工作人员将被通知事件，有关各方和他们在事件中的作用以及“安全/行为计划”的规定

调查

委托人或指定人员将及时调查所有有关欺凌或报复的报告，将考虑所有可用的信息，包括指控的性质和年龄学生参与。调查期间，委托人或指定人员，除其他外，面试学生，工作人员，证人，家长或监护人及其他必要的人员。校长或指定人员或正在进行调查的人员将提醒被指控的侵略者，目标和证人严格报复，将导致纪律处分。访问可由委托人或指定人员，其他工作人员由...决定校长或指定人员，并酌情与学校辅导员协商。的程度并且由于他/她有义务调查和处理此事，委托人或指定人将在调查过程中保持与国家或地方一致的程度联邦法令。校长或指定人员将保留调查书面记录。调查欺凌报复的程序与学校或区域一致调查政策和程序。必要时，委托人或指定人员将协商法律咨询有关调查后的监督。父母通常希望了解调查期间侵略者将会发生什么，和/或纪律阶段，这是一个自然的反应。不过，美国的教育工作者必须服从家庭教育权和隐私法（FERPA）。这种行为强烈地影响学校和纪律针对小学生的程序。学校记录（包括纪律记录）将是私人的

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物。这意味着学区从学生的记录共享的任何信息 **不得**
- 包括纪律信息 - 给第三方。

马萨诸塞州普通法同样禁止传播任何学生记录资料
没有家长同意的第三方 (MGL 603 CMR 23.07 [4])。这意味着学校官员可能不会
透露他们如何惩罚学生, 甚至泄漏事件中的目标父母。学校
官员必须遵守国家和联邦法律, 规定他们保留学生记录
私人的。

测定

校长或指定人员将根据所有事实和情况作出决定。如果, 之后
调查, 欺凌或报复得到证实, 委托人或被告人将采取合理步骤
计划防止再次发生, 并确保目标不受限制参与学校或在
受益于学校活动。

校长或指定人员将:

- 1) 确定需要采取什么补救措施, 如果有的话
 - 2) 确定需要采取什么回应行动和/或纪律处分。
- 根据情况, 校长或指定人员可以选择咨询学生
教师和/或学校辅导员, 目标人员或侵略者的父母或监护人, 以识别任何
潜在的社会或情感问题, 可能导致欺凌行为和评估
需要额外的社会技能发展水平。

校长或指定人员将及时通知目标人员和侵略者的家长或监护人
关于调查结果, 如果发现欺凌或报复, 采取什么行动
防止进一步的欺凌或报复行为。所有通知父母必须遵守适用的状态和
联邦隐私法律法规。由于对保密性的法律要求
学生记录, 校长或指定人员无法向目标的父母或者父母报告具体信息
关于纪律处分的监护人, 除非涉及“远离”秩序或其他
指示目标必须了解以报告违规行为。
委托人或指定人应将有关部门的目标通知家长或监护人
小学和中学教育的问题解决系统及其访问过程
系统, 不管欺凌决心的结果如何。

义务通知其他人 家长或监护人通知

一旦确定发生欺凌或报复, 委托人或指定人员将及时通知
目标的父母或监护人和这个的侵略者, 以及对此的反应程序。
在某些情况下, 校长或指定人员可以在父母或监护人之前联系
任何调查。通知将符合国家规定603 CMR 49.00通知
通过电话制作, 如果无法联系电话, 则附有后续信件。

通知另一个学校或区

如果报道的事件涉及不止一个学区的学生, 特许学校, 非公众
学校, 批准的私立特殊教育日或住宅学校, 或合作学校, 校长

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或指定人员首次通知事件，将立即通过电话通知本人或指定人其他学校的事件使每个学校都可以采取适当的行动。所有通讯将符合州和联邦的隐私权法规和603CMR 49.00。

执法通知

在收到欺凌或报复的报告后，包括调查后的任何时候，如果委托人或指定人有合理依据认为可以追究刑事指控侵略者，校长将通知当地执法机关。通知将一致603 CMR 49.00的要求。此外，如果事件发生在学校的理由，涉及前者21岁以下不再入读学校的学生，校长或指定人员应联系当地执法机关若有合理依据，可以认定刑事指控可能追击侵略者。

在作出这一决定时，校长将根据“计划”和适用的学校或区政策和程序，咨询学校资源人员等个人委托人或指定人员认为适当。

课程

法律要求每所学校或地区为欺凌预防提供适合年龄的指导课程必须是循证的。温彻斯特公立学校采用了密歇根州模型。密歇根模型是符合标准的国家认可课程。的课程针对年龄层级的青少年风险行为，适合发展指导和活动。除了密歇根模型，一个社会和情感程序，RULER正在实施。

统治者

在小学阶段利用RULER课程。这个社会和情感素养方案是由耶鲁情商智力中心开发。首字母缩略词RULER代表认识，理解，标注，表达和调节情绪。RULER是将社会和情感学习纳入学校的循证方法。RULER是支持“显示上述技能的研究对于有效的教学是至关重要的学习，健全决策，身心健康，以及学校及其以外的成功。”RULER力争通过发展为我们的孩子创造“安全港”学校的环境从学前班到高中的学生以及参与学习的成年人的情绪智力。RULER方法给予权力的社会和情感学习的深度和一致性学校领导和老师为学生创造一个真正安全的地方学习和发展。RULER是思想和一种语言，让学校社区的每个人都可以谈论他们的情绪。课程灵活实施，并融入现有的学术课程。

培训和专业发展

温彻斯特公立学校将为所有员工提供持续的专业发展，包括但不限于不限于教育工作者，行政人员，顾问，学校护士和食堂工作人员程序，概述主体或指定人员在收到报告后将遵循的步骤欺凌报复，以及所有年级提供的欺凌预防课程概览

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在整个学校或区。在学年开始后聘请的工作人员将被要求除非可以，否则在学年期间参加校本培训表明在过去两年内参与可接受和可比较的计划。培训可以由接受培训师培训的工作人员或从外部培训师提供便利。

正在进行的专业发展

持续的专业发展是必要的，以建立对员工的工具的共同理解创造一个促进安全，民事沟通和尊重差异的学校氛围。正在进行中专业发展将有助于提供用于开发预防，识别和对欺凌的反应。根据MGL的要求c. 71, §37 ö <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37O> 的内容学校范围和全区专业发展将通过研究和通报包括关于以下六个组成部分的信息：

- 1.防止欺凌的适龄策略
即时，有效的干预措施来制止欺凌事件
关于可能发生的复杂的相互作用和功率差异的信息
在一个侵略者，目标和证人的欺凌
- 4.欺凌的研究结果，包括有关具体类别的学生的信息
被证明在学校环境中特别面临着欺凌的风险
- 5.关于网络欺凌的发生和性质的信息
- 6.与网络欺凌有关的互联网安全问题

专业发展也将解决如何预防和应对欺凌或报复在开发学生个性化教育时必须考虑残疾学生方案（IEP）。这将包括特别关注自闭症学生或学生的需求残疾影响社会技能发展。

学校或专业发展区确定的其他领域包括：

- 促进和建模使用尊重的语言
- 促进对多样性和差异的理解和尊重
- 与家庭建立关系和沟通
- 建设性地管理课堂行为
- 采用积极的行为干预策略
- 施行建设性的纪律实践
- 培养学生的技能，包括积极沟通，愤怒管理和同情心
- 其他
- 让学生参与学校或课堂规划和决策
- 为所有学生保持安全和关怀的教室

员工书面通知

学校或地区将通过出版，向全体员工提供计划书的年度书面通知有关这方面的信息，包括与员工职责有关的章节，在学校或地区员工手册中和行为守则。

与家人合作

温彻斯特学区认识到有必要与家属进行合作并进行合作增加预防和应对欺凌的能力。有效协作的基本方面是家庭和沟通资源。该计划将解决通知家长的规定该区使用的欺凌预防和干预课程。信息将包括：

- 家长如何加强家庭课程，支持“计划”
- 欺凌的动力
- 互联网安全和网络欺凌

家长教育与资源

该区将为家长提供涉及任何家长成分的教育节目反欺凌课程和该区使用的任何社会能力课程。区领导将批准任何协作式编程。当学校有反欺凌计划时，会尝试作为包括家长参加的会议，以便他们听到传达给他们的孩子的信息。这个将有助于提高家长对这一问题的认识。编程信息将会为父母和教育者分化，即pK-2,3,5,6-8和9-12等级。

访问资源和服务

温彻斯特公立学校认为，促进积极的学校气候的一个关键方面是确保所有学生的潜在情感需求得到解决。这些学生包括目标，学生侵略者，或欺凌或网络欺凌的旁观者。学校也将解决情绪需求这些学生的家庭。温彻斯特公立学区欺凌预防和干预计划包括提供满足这些需求所需的支持和服务的策略。为了提高学校的防范能力，及早进行干预，有效应对欺凌行为服务反映了对欺凌的动态的理解，并提供了解决方法目标，侵略者和旁观者的需求。

温彻斯特公立学校应提供咨询或转介到适当的服务，包括指导，学术干预和对学生的保护，谁是侵略者，目标，以及对这些学生的家庭成员。学校心理学家。社会工作者和/或指导顾问被分配到每所学校。他们有责任协助校长和助理校长在此事上提供适当的咨询。必要时，外部转介服务是也提供。

残疾学生

根据MGL的要求c. 71B, §3, 经过2010年法令第92章的修改，当时IEP团队确定学生有残疾，影响社会技能发展或学生可能

参加或容易受到欺凌，骚扰或因为残疾而引起的迷惑，团队将会考虑在IEP中应该包括哪些内容来发展学生的技能和技能以避免这些问题并对欺凌，骚扰或逗乐做出回应。

咨询和其他服务

学校辅导员与家长/监护人，教师和行政人员合作进行工作需要帮助解决学生的学术，社会，情感和行为问题。 顾问，包括指导顾问，学校调整顾问和学校心理学家，工作

collaboratively to assess needs of students, recommend interventions, provide brief treatment services and make community based referrals as appropriate and develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors and the special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children. Guidance counselors, nurses, school adjustment counselors and special educators provide a variety of skill-based services to students within the educational setting that include; ongoing emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors also work with administrators to provide linguistically appropriate resources to identified students and families and they maintain up-to-date information on community based support services.

Family and Community Collaboration

The law addresses the need for the school department to work collaboratively with parents and the community. The Winchester School District is committed to this process and actively seeks parental and community input by offering opportunities for participation on School Councils at each school. Substance Abuse Coalition for a Safer Community, Parent Teacher Associations at each school, and Win-PAC (Special Education Parent Advisory Council).

Incident Report Form

"Bullying" is the repeated use by one or more students, or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; 要么
- materially and substantially disrupts the education process or the orderly operation of a school.

Name of Reporter/Person Filing the report : _

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report)

Check if this is a possible bullying incident and needs further investigation

Check if this does not need further investigation

Check whether you are a: **Student Staff member (specify role)**

Parent

Administrator

Other (specify):

Your contact information/telephone number:

If student, state your school:

Grade:

If staff member, state your school or work site:

Information about the Incident:

Name of Target (of behavior):

Name of Aggressor (Person who engaged in the behavior):

Date(s) of Incidents(s):

Time When Incidents(s) Occurred:

Location of Incident(s) (Be as specific as possible):

Witnesses (List people who saw the incident or have information about it):

Name: Student Staff Other

Name: Student Staff Other

Name: Student Staff Other

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if 必要。

Signature of Person Filing this Report:

Date:

(Note: Reports may be filed anonymously.)

Form Given to :

Position:

Date:

Signature:

Date:

INVESTIGATION

1. Investigator(s):

Position(s):

2. Interviews

Interviewed aggressor Name:

Date:

Interviewed target Name:

Date:

Interviewed witnesses Name:

Date:

Name:

Date:

Name:

Date:

3. Any prior documented incidents by the aggressor?

Yes

没有

If yes, have incidents involved target or target group previously?

是

没有

4. Any previous incidents with findings of bullying or retaliation

是

没有

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

CONCLUSION FROM THE INVESTIGATION

1. Finding of bullying or retaliation ;

YES

NO

Bullying

Incident documented as:

Retaliation

Discipline referral only:

2. . Action Taken :

Loss of Privileges

Detention

悬挂

Community Service

教育

Other:

3. Describe Safety Planning : (See Appendix B)

4. Follow-up with Target : scheduled for _____ Initial and date when completed

5. Follow-up with Aggressor: scheduled for _____ Initial and date when completed

6. Report forwarded to Principal: Date _____ **Report forwarded to Central Office:** _____

Signature and Title:

This form is to be confidentially maintained in accordance with the Family Education Rights and Privacy Act,

20 USC §1232g (FERPA). The Safety/Conduct Plan is to be filed in the disciplinary record and incident entered into student folder.

Directions: After the determination that an act of bullying or harassment has occurred and after appropriate discipline has been enforced, the Principal or Designee will develop a safety/conduct plan with the student. The parent/guardian is involved in the development of the plan. Teachers and other appropriate individuals within the school community are notified of the plan and their role in it .

Objective / Strategy #1

Implementer:

Steps:

Progress Reports Dates One:

Two:

Three:

Teachers/Teams Notified YES NO

Copy to Parent/Guardian YES NO

Objective Met YES NO If No, follow up:

Implementer Signature:

Date:

Parent Signature:

Date : _____

Student Signature: _____ Dat _____

Meeting/Contact with Parents (date): _____ Follow-up:

Objective / Strategy #2

Implementer:

Steps:

Progress Reports Dates One: Two: Three:
 Teachers/Teams Notified YES NO Copy to Parent/Guardian YES NO
 Objective Met YES NO If No, follow up:

Implementer Signature: Date:
 Parent Signature: Date: _____

Student Signature: _____ Date: _____

Meeting/Contact with Parents (date): _____

Follow-up: _____

Appendix C: Student Handbook

Elementary Handbook Policy on Bullying

The Winchester Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to bullying, or cyberbullying within the school community. As required by Massachusetts law, Winchester

Public Schools has adopted an Anti-Bullying Policy. Below is an age appropriate description of the types of conduct which students are expected to avoid in order to help prevent bullying:

Bullying Prevention

You can help prevent bullying from happening if you follow this code of behavior.

1. Be kind to each other.
2. Do not use words that would cause a classmate to feel sad, upset, or ashamed.
3. Keep your hands to yourself. Do not kick, punch, pinch, or touch another student. Never touch another student in a way that might hurt them.
4. Consider other people's feelings at all times before you speak. Try your best not to hurt others' feelings.
5. Do not say or do anything to threaten another student.
6. Do not do or say anything that would make another student scared.
7. Do not tease, taunt, mock, embarrass, or humiliate your classmates.
8. If you are being bullied, tell an adult right away.
9. If you know another student is being bullied, tell your teacher, principal, parents, or another adult right away.
10. Review and follow our anti-bullying policy at Appendix B.
11. If you bully another student, you will be disciplined, up to and including a long term suspension from school.

Cyberbullying Prevention

You can help prevent cyberbullying from happening if you follow this code of behavior.

1. Do not write anything in an email, text, tweet, Facebook post, or in any other electronic forum that you would not say out loud for everyone to hear. Remember, these written messages are out of your control once you send or post them, and they may continue to exist long after you have deleted your copy.
2. Follow the rules above under "bullying" and apply them to electronic communications.
3. Remember that only one text, tweet, email, Facebook post, etc. may be cyberbullying. We encourage parents and students to read Appendix K together to ensure that they both understand that various definitions of cyberbullying.
4. If you are being cyberbullied, tell an adult right away.
5. If you know another student is being cyberbullied, tell your teacher, principal, parents, or another adult right away.
6. Review and follow our anti-bullying policy at Appendix B (it includes cyberbullying).
7. If you engage in cyberbullying, you will be disciplined, up to and including long term suspension from school.

Middle School Handbook Policy on Bullying

Anti-Bullying Policy

On May 3, 2010, Governor Deval Patrick signed an Act Relative to Bullying in Schools. This law prohibits bullying and retaliation in all public and private schools and requires schools and school districts to develop a Bully Prevention and Intervention Plan to address bullying incidents. The McCall Middle School is committed to maintaining a school environment where students are free from bullying, including cyberbullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national

origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. 这个 support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Definitions

Advocate of Safety : a person who steps in to stop a bullying incident or who reports an incident after witnessing or becoming aware that one has occurred.

Aggressor : a student or a member of the school staff who engages in bullying, cyberbullying, or retaliation

Bullying : repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- 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;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school or substantially disrupts the education process or the orderly operation of a school.

Cyberbullying: bullying through the use of electronic devices such as telephones, cell phones, computers, websites, blogs, or the Internet. It includes but is not limited to the creation, forwarding, or perpetuation of email, instant messages, text messages, and postings of pictures or videos. This can occur directly or by a person(s) impersonating the identity of another.

Hostile Environment: an environment created when bullying causes the atmosphere in school to be permeated with intimidation, ridicule, or insult so that it severely alters the target's education.

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

Target : a student against whom bullying, cyberbullying, or retaliation has been directed. Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds or property immediately adjacent to school grounds;
- at school-sponsored or school-related activities whether on or off school grounds;
- at school bus stops;
- in vehicles used by the school district;
- through the use of technology or an electronic device owned, leased, or used by the Winchester Public Schools;
- anywhere that causes there to be a hostile environment at school for the target or substantially disrupts the education process or the orderly operation of a school or infringes on the rights of the target at school.

McCall has adopted an Anti-Bullying Code for all students and personnel.

- We will treat all members of the school community with civility and kindness.
- We will help students who are being treated in a socially cruel way.
- We will make a point to include students who are left out.
- If we know someone is being bullied, we will advocate for his or her safety by reporting it to an adult.

Students can deal with bullying: Calmly tell the person to stop in a clear, firm voice or say nothing, walk away, and report it to an adult. Reporting is not tattling. It is advocating for your safety and the safety of

others. Reporting methods include:

1. Report to a staff member at the school
2. Complete and submit the "Alleged Bullying Reporting Form" located on the Edline McCall home page
3. Complete a Bullying Reporting Form located in the Yellow box and turn in or mail to Ms. Lavoie, Assistant Principal or Ms. West, Assistant Principal.

Adults help: The McCall Staff is committed to a bully-free environment. Adults who have been made aware of or have observed a possible bullying incident will immediately respond and report such incident to the administrative office. All reports will be investigated following the protocol as stated in the District Bully Intervention and Prevention Plan. Students who bully others or who retaliate will face immediate consequences that can include: mandatory counseling, detention, prohibition from social activities, exclusion from certain areas of the school, suspension, or other disciplinary actions deemed appropriate for the action. Students who are involved in a bullying incident will be provided support so that a feeling of safety is restored.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

High School Handbook Policy on Bullying

AntiBullying

May 3, 2010, Governor Deval Patrick signed an Act Relative to Bullying in Schools. This new law prohibits bullying and retaliation in all public and private schools and requires schools and school districts to develop a Bully Prevention and Intervention Plan to address bullying incidents. Winchester High School is committed to maintaining a school environment where students are free from bullying, including cyberbullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. 这个

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support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Definitions:

Advocate of Safety : a person who steps in to stop a bullying incident or who reports an incident after witnessing or becoming aware that one has occurred.

Aggressor : a student or school staff member who engages in bullying, cyberbullying, or retaliation

Bullying : Repeated use by one or more students or by a school staff member of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- 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;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school or substantially disrupts the education process or the orderly operation of a school.

Cyberbullying : bullying through the use of electronic devices such as telephones, cell phones, computers, websites, blogs, or the Internet. It includes but is not limited to the creation, forwarding, or perpetuation of email, instant messages, text messages, and postings of pictures or videos. This can occur directly or by a person(s) impersonating the identity of another.

Hostile Environment : an environment created when bullying causes the atmosphere in school to be permeated with intimidation, ridicule, or insult so that it severely alters the target's education.

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

Target : a student against whom bullying, cyberbullying or retaliation has been directed.

Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds or property immediately adjacent to school grounds;
- at school-sponsored or school-related activities whether on or off school grounds;
- at school bus stops;
- in vehicles used by the school district;
- through the use of technology or an electronic device owned, leased, or used by the Winchester Public Schools;
- anywhere that causes there to be a hostile environment at school for the target or substantially disrupts the education process or the orderly operation of a school or infringes on the rights of the target at school.

The high school has adopted an Anti-Bullying Code for all students and personnel.

- We will treat all members of the school community with civility and kindness.
- We will help students who are being treated in a socially cruel way.
- We will make a point to include students who are left out.
- If we know someone is being bullied, we will advocate for his or her safety by reporting it to an adult.

Students can deal with bullying: Calmly tell the person to stop in a clear, firm voice or say nothing, walk away, and report it to an adult. Reporting is not tattling. It is advocating for your safety and the safety of others.

Reporting methods include:

1. Report to a staff member at the school
2. Complete and submit the "Alleged Bullying Reporting Form" located on the Edline home page
3. Complete a Bullying Report Form and return to the Assistant Principals.

Adults help: The high school staff is committed to a bully-free environment. Adults who have been made aware of or have observed a possible bullying incident will immediately respond and report such incident to the administrative office. All reports will be investigated following the protocol as stated in the District Bully Intervention and Prevention Plan.

Students who bully others or who retaliate will face immediate consequences that can include: mandatory

counseling, detention, prohibition from social activities, exclusion from certain areas of the school, suspension, or other disciplinary actions deemed appropriate for the action. Students who are involved in a bullying incident will be provided support so that a feeling of safety is restored.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). 那 information can be found at: <http://www.doe.mass.edu/pqa> 。 Emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700 。 Hard copies of this information are also available at the Superintendent's office.

Appendix D: Definitions

Advocate of Safety : a person who steps in to stop a bullying incident or who reports an incident after witnessing or becoming aware that one has occurred.

Aggressor : a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engage in bullying, cyberbullying, or retaliation

Bullying : the repeated use by one or more students or by a member of the school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- 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 of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; 要么
- materially and substantially disrupts the education process or the orderly operation of a school.

Direct Bullying:

- *Physical* - pushing, shoving, kicking, biting, spitting etc.
- *Verbal* - taunting, name calling, verbal threats of aggression
- *Intimidation* - defacing property, taking possessions, threatening to reveal information

Indirect

Bullying

- Alienation
- Publicly humiliating
- Spreading Rumors

Cyberbullying: bullying through the use of electronic devices such as telephones, cell phones, computers, websites, blogs, or the Internet. It includes but is not limited to the creation, forwarding, or perpetuation of email, instant messages, text messages, and postings of pictures or videos. This can occur directly or by a person(s) impersonating the identity of another.

Hostile Environment: an environment created when bullying causes the atmosphere in school to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

Target : a student against whom bullying, cyberbullying, or retaliation has been directed.

Bystander: A witness or reporter who believes that he/she has observed an act of bullying, or who has reasonable grounds to believe that these behaviors are taking place. Bystanders have a responsibility to an are encouraged to report incidents to a member of the school staff.

Sources:

<http://www.greatschools.org/parenting/bullying/the-bully-and-the-bystander.gs?content=593>

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<http://www.drthrockmorton.com/respectandthefacts/documents/bullyingprevention.pdf>

<http://www.doe.mass.edu/ssce/bullying/>

<http://web.mit.edu/bystanders/strategies/index.html>

<http://webhost.bridgew.edu/marc/parpub.html>

