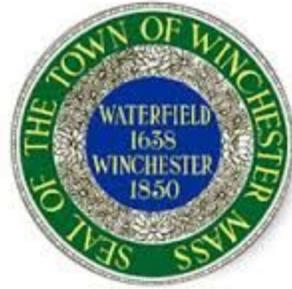


Winchester Public Schools



Bully Prevention and Response Plan 2017

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Priority Statement

The Winchester School District is committed to educating the whole child, ensuring that each child in the district is healthy, safe, engaged, challenged, and supported. To this end, the district is committed to providing all students with a safe learning environment that is free of bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behaviors that can impede student growth and development.

The Winchester School District recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing, based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, sexual orientation, physical appearance, or any disability, or by association with a person who has or is perceived to have one or more of these characteristics. The district will take specific steps, outlined in this plan, to create a safe, supportive environment for those particularly vulnerable in the school community and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Winchester School District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. Retaliation against a person who reports bullying, provides information during an investigation, witnesses, or has reliable information about bullying is also prohibited and will be dealt with accordingly.

Leadership

On May 3, 2010, Governor Patrick signed an Act Relative to Bullying in Schools, M.G.L. c.71, § 370. This law prohibits bullying and retaliation in all public and private schools and requires schools and school districts to take certain steps to address bullying incidents. The Winchester School District Bullying Prevention and Response Plan was developed to include the requirements of the law and information about the policies and procedures that the school district will follow to prevent bullying and retaliation and to respond when it occurs. In developing the plan, The Winchester School District continually consults with school and local community members, including parents and guardians.

The Winchester School District will have leaders at all levels play a critical role in developing and implementing the Bullying Prevention and Intervention Plan as well as other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to

one another and promoting understanding of and respect for diversity and differences. The leaders within the Winchester Public Schools have primary responsibility for bullying prevention and intervention in collaboration with the parents and community members.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the Winchester School District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. Each school principal and the whole administrative team is responsible for the implementation and oversight of the plan at the school level with the ultimate district responsibility being that of the Superintendent of Schools of Winchester.

Statement prohibiting bullying, cyberbullying, and retaliation

Acts of bullying, which include cyberbullying, are prohibited:

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

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

As stated in MGL c. 71, §370, nothing in this Plan requires the Winchester Public Schools to staff any non-school related activities, functions, or programs.

Public Involvement Developing the Plan

As required by M.G.L. c. 71, §370, the Winchester School District Bullying Prevention & Intervention Plan has been developed in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

A Bullying Prevention Task Force was originally formed in September 2010. It contained faculty and staff representatives from all schools, students, parents, community members, and local law enforcement. This task force drafted Winchester School District's Bully Prevention and Response Plan,

The 2016-2017 Bullying Prevention Task Force convened in November of 2016 to collaborate on the update of the plan. The names and roles of the members of the Task Force are listed below:

Paula Conis, Assistant Principal, Winchester High School
Lisa Cormier, Assistant Principal, Lincoln Elementary School
Meghan Correll, Assistant Principal, Ambrose Elementary School
Jeannine Lavoie, Assistant Principal, McCall Middle School
Lisa Mandaglio, Special Education Supervisor/Assistant Principal, Muraco School
Andrea Phelan, Assistant Principal, Lynch Elementary School
Annemarie Ring, Assistant Principal, Vinson-Owen Elementary School
Leslie West, Assistant Principal, McCall Middle School

Assessing Needs and Resources

School leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.

At least once every four years beginning with the 2016-2017 school year, the District will administer a Department of Elementary and Secondary developed student survey to assess school climate and prevalence, nature, and severity of bullying in our schools. Additionally, the District will annually report bullying incident data to the Department.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation **Reporting Bullying or Retaliation**

Winchester will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of Winchester Public Schools policies for reporting acts of alleged bullying and retaliation. A description of the reporting procedures and resources with the contact information of the principal or their designee will be incorporated in student and staff handbooks and will also be listed on the Winchester Public Schools website. Hard copies of the policy will be made available upon request.

Reports of alleged bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Use of the Winchester Public Schools Alleged Bullying Incident Form is not required as a condition of making a report. Winchester Public Schools will: 1.) include a copy of the Incident Reporting Form on each school website, and the District website; 2.) the Incident Reporting Form will be available in all Winchester Public Schools main offices. The Incident Reporting Form can be translated as needed. Anonymous reports made by students, parents or guardians, or other individuals who are not school or district staff members using one of the following methods: online reporting form and the voice mailbox of the principal or designee.

Winchester High School: 781-721-7021 ext.4009 or x4008

McCall Middle School: 781-721-7026 ext. 1118

Ambrose Elementary: 781-721-7012 ext.

Lincoln Elementary: 781-721-7017 ext. 2108

Lynch Elementary: 781-721-7013 ext. 131

Muraco Elementary: 781-721-7030 ext. 221

Vinson-Owen Elementary: 781-721-7019 ext. 1116

It is noted that no disciplinary action will be taken solely on the basis of an anonymous report.

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.

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

The school or district expects students, parents, 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. Students, parents and guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident that may be bullying with a staff member or with the principal or designee.

3. Reporting Incidents Involving Staff or Administrators

Any person who engages in bullying while acting as a member of the school staff or administration will be in violation of the bullying policy.

School principals or their designee will serve as investigators or grievance officers and are responsible for processing all incident reports. In the event that the principal or his/her designee cannot process a particular complaint, individuals will contact the human resource department at 781-721-7003.

Every school employee is personally responsible for maintaining confidentiality in the investigation and resolution of complaints. Any employee found to have engaged in bullying in violation of this policy is subject to disciplinary actions up to and including termination of employment.

Problem Resolution System

Reporting to Department of Elementary and Secondary Education

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 are also available at the Superintendent's office.

Responding to a Report of Bullying or Retaliation **Safety**

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; 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. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will 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. School Adjustment Counselors, guidance counselors, and School Safety Officers will be notified if appropriate.

If the incident involves on-campus bullying or cyberbullying, a determination will be made if there is an immediate threat of violence to any students involved. If there is a positive determination, a report will be made immediately to the Winchester Police Department.

After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the principal or designee will develop a Safety/Conduct Plan with the students, or with a member of school staff including, but not limited to, an educator, counselor, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor or an extracurricular activity or paraprofessional. The parents or guardians of students will be involved in the development of the plan. Teachers and other appropriate staff members will be notified of the incident, the parties involved, and their roles in the incident along with the provisions of the Safety/Conduct Plan

Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations (s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee or whoever is conducting the investigation will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process to the extent that is consistent with state and federal law. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation after consultation with the superintendent.

Often parents wish to know exactly what will happen to an aggressor during the investigation and/or disciplinary phase, and this is a natural reaction. However, educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor age students. School records (including disciplinary records) will be a private

matter. This means that the school district is *prohibited* from sharing any information in a student's record – including disciplinary information – to third parties.

Massachusetts General Law similarly prohibits the dissemination of any student record information to third parties without parental consent (MGL 603 CMR 23.07[4]). This means that school officials may not divulge how they have disciplined a student, even to the parents of the target in the incident. School officials must obey state and federal laws which mandate that they keep student records confidential and private.

Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher (s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue (s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Obligation to Notify Others

Notice to parents or guardians

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations 603 CMR 49.00 Notification will be made by phone, with a follow-up letter if phone contact cannot be made.

Notice to another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal

or designee first informed of the incident will promptly notify by telephone the principal or designee of the other schools of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603CMR 49.00.

Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officers, and other individuals the principal or designee deems appropriate.

Curriculum

The law requires each school or district to provide age-appropriate instruction on bullying prevention and the curricula must be evidence-based. The Winchester Public Schools has adopted the Michigan Model. The Michigan Model is a nationally recognized curriculum aligned to standards. The curriculum addresses youth risk behaviors at each grade level, with developmentally appropriate instruction and activities. In addition to the Michigan Model, a social and emotional program, RULER is being implemented.

RULER

The RULER program is utilized at the elementary level. This social and emotional literacy program was developed by the Yale Center For Emotional Intelligence. The acronym RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. RULER is an evidence-based approach for integrating Social and Emotional Learning into schools. RULER is supported by “research that has shown the skills mentioned above are essential for effective teaching and learning, sound decision making, physical and mental health and success in school and beyond.” RULER strives to create an environment in schools that are “safe harbors” for our children by developing emotional intelligence in students from preschool to high school and in adults involved in their learning. The RULER approach gives depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe place for students to learn and grow. RULER is a mindset and a language with which everyone in the school community can talk about their emotions. Lessons are implemented with flexibility and infused into the existing academic curriculum.

Training and Professional Development

The Winchester Public Schools will provide ongoing professional development for all staff, including but not limited to educators, administrators, counselors, school nurses, and cafeteria staff, on reporting procedures, an overview of the steps the principal or designee will follow upon receipt of a report of bullying retaliation, and an overview of the bullying prevention curricula to be offered at all grades

throughout the school or district. Staff members hired after the start of the school year will be 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. Training can be facilitated by staff members who have received train-the-trainer training or from an outside trainer.

Ongoing Professional Development

Continuous professional development is necessary to establish a common understanding of tools for staff to create a school climate that promotes safety, civil communication, and respect for differences. Ongoing professional development will assist in providing current information used to develop skills in prevention, identification and responsiveness to bullying. As required by M.G.L. c. 71, § 37O <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37O>, the content of school-wide and district-wide professional development will be informed by research and will include information on the six components below:

1. Age-appropriate strategies to prevent bullying
2. Age-appropriate strategies for immediate, effective interventions to stop bullying incidents
3. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying
4. 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
5. Information on the incidence and nature of cyberbullying
6. Internet safety issues as they relate to cyberbullying

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.

Additional areas identified by the school or district 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
- Maintaining a safe and caring classroom for all students

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.

Collaboration with Families

The Winchester School District recognizes the need to engage and collaborate with families in order to increase capacity to prevent and respond to bullying. Essential aspects of effective collaboration are resources for families and communication. The Plan will address provisions for informing parents about the bullying prevention and intervention curricula used by the District. Information will include:

- How parents can reinforce curricula at home and support the Plan
- The dynamics of bullying
- Internet safety and cyberbullying

Parent Education and Resources

The District will offer education programming for parents that relates to any parental components of an anti-bullying curriculum and any social competency curricula used by the District. The District Leadership will approve any collaborative programming. When schools have anti-bullying programming, attempts will be made to include sessions for parents to attend so they hear the message delivered to their children. This will assist in gaining general awareness of the issue for parents. Programming information will be differentiated for parents and educators, i.e., grades pK-2, 3-5, 6-8 and 9-12.

Access To Resources and Services

Winchester Public Schools believe that a key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, student aggressors, or bystanders of bullying or cyberbullying. Schools will also address the emotional needs of these students' families. The Winchester Public School District Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the school's' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders.

The Winchester Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, who are aggressors, targets, as well as to the family members of those students. School Psychologists, Social Workers, and/or Guidance Counselors are assigned to each school. It is part of their responsibilities to assist the Principal and Assistant Principal in such matters and to provide appropriate counseling. When necessary, outside referral for services is also available.

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.

Counseling and Other Services

The school counselor works in collaboration with parents/guardians, teachers, and administration, as needed, to help address students' academic, social, emotional and behavioral concerns. Counselors, including Guidance Counselors, School Adjustment Counselors and School Psychologists, work 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).

Appendix A: Bullying Reporting

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; or
- 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 necessary.

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 No

If yes, have incidents involved target or target group previously? Yes No

4. Any previous incidents with findings of bullying or retaliation Yes No

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 Suspension
 Community Service Education 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:

Appendix B: Safety/Conduct Plan

Winchester School District Safety/Conduct Plan

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

20 U.S.C. §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 <input type="checkbox"/> YES <input type="checkbox"/> NO | | Copy to Parent/Guardian <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| Objective Met <input type="checkbox"/> YES <input type="checkbox"/> 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 <input type="checkbox"/> YES <input type="checkbox"/> NO | | Copy to Parent/Guardian <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| Objective Met <input type="checkbox"/> YES <input type="checkbox"/> 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. This 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. This

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). 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 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; or
- 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>

<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/papub.html>