

**The Bullying Prevention and Intervention Plan
Winchester Public Schools**

December 21, 2010

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The Winchester Public Schools will not tolerate any unlawful or disruptive behavior including any form of bullying, cyber-bullying or retaliation in our school buildings, on school grounds or in school-sponsored or school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying 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 evidence-based curricula, instructional programs, staff development, extracurricular activities and parent/guardian involvement.

Acts of bullying, which include cyber-bullying, 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
- on vehicles used by the school district
- through the use of technology or electronic devices
- anywhere that causes there to be a hostile environment at school for the target and/or substantially disrupts the education process or the orderly operation of a school and/or infringes on the rights of the target at school

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 immediately.

Definitions

Bullying occurs when a person(s) establishes a pattern of **repeatedly** using his or her **power** to hurt, intimidate or humiliate another person or persons. It can occur physically, written, verbally, non-verbally, emotionally, psychologically and/or electronically. Bullying can occur in or out of school, during or after school hours, at home or in the greater community. Bullying is anti-social behavior, which negatively affects everyone. Bullying is unacceptable and will not be tolerated.

Cyber-bullying is bullying (see above) through the use of technology or electronic devices such as telephones, cell phones, computers, websites, blogs, and/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. This can occur directly or by a person(s) impersonating the identity of another.

Bullying/cyber-bullying exists when one (or more) of the following has occurred:

- physical or emotional harm has been caused to the target
- the target's property or reputation has been damaged
- the target has been placed in reasonable fear of harm to himself or herself
- a hostile environment has been created at school for the target
- the rights of the target have been infringed upon at school
- the educational process and/or the orderly operation of a school have been materially and substantially disrupted

Examples of bullying may include **repeated acts or a combination of:**

- aggressive physical contact
- theft
- property damage
- name-calling
- cyber-bullying
- rumor-spreading (through written or online means)
- deliberate exclusion/shunning
- relational aggression

Advocate of Safety- Any 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 group of students who engage in bullying, cyber-bullying, or retaliation

Target- A student against whom bullying, cyber-bullying or retaliation has been perpetrated

Bystander- A witness/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, and are encouraged to, report incidents to a member of the school staff.

Hostile Environment- An environment created when bullying causes the culture in/out of school to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the condition of a target's education.

Local Law Enforcement Agency- Local Police Department

Local Plan-The district bully prevention and intervention plan

Parent- A student's mother, father or legal guardian

Principal- Administrative leader of a public, charter, collaborative or approved private day or residential school

Progressive Discipline- A system of discipline in which the penalties increase upon repeat occurrences. The consequence for a particular infraction will depend on a variety of factors that include the severity and nature of the infraction, and previous disciplinary history of the student.

Retaliation- Any form of intimidation or harassment directed against a student (or students) who reports bullying, provides information during an investigation of bullying, witnesses bullying, or has reliable information about bullying.

Relational Aggression- Behavior intended to harm through relationship isolation, exclusion, and/or encouraging others to exclude an individual or group.

School- An approved public, private, charter, collaborative or residential school

School District- A school department of a city or town, a regional school district or a county agricultural school

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

Reporting Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents/guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report promptly to the principal or designee any instance of bullying or retaliation that the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, can be made in person or anonymously. It should be noted that no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. However, an anonymous report will initiate an inquiry.

The following reporting methods will be made available to the school community including but not limited to:

- a Bullying Incident Report Form (**Appendix A**)
- a designated mailing and email address at each school
- a designated incident reporting box on the desk of each main office

Use of an Incident Reporting Form is not required as a condition of making a report. A copy of the Incident Reporting Form shall be included:

- in the student handbook or beginning-of-the-year packets for students, parents/legal guardians
- made available in the school's main office, counseling offices, nurse's office, restrooms and other locations determined by the principal or designee.
- posted on the school and district websites
- made available in the most prevalent languages of origin of students and parents/guardians

A flowchart outlining the response steps to a bullying report will also be made available, (**Appendix B**)

1. Reporting By Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents/Legal Guardians, and Others

The school or district expects students, parents/legal guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Students, parents or 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 of bullying with a staff member, principal, or designee.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks and on the school or district website. Information about the plan will be made available to parents/legal guardians.

Responding to a Report of Bullying or Retaliation.

The subsequent steps will be implemented upon receipt of a bullying report.

1. Assessment of Safety

The principal or designee, upon receipt of a viable report, shall assess the alleged target's level of safety, and if needed, take prompt steps to restore the target's sense of safety. Responses to restore safety may include, but not be limited to: creation of 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 if necessary, altering the aggressor's schedule to reduce interaction with the target. The personal safety plan will be implemented with the consultation of teachers, school staff, professional support personnel, school volunteers and administrators who come in contact with alleged target, witness/bystander and/or alleged aggressor. The personal safety plan may also include additional steps to promote students' (alleged target, alleged aggressor, and witness/bystander) safety during all school-sponsored activities. Frequent communication and monitoring of the interactions between all parties involved should occur to maintain safety.

2. Preliminary Notification

Parent/Guardian- Upon receipt of a viable report, the parent/legal guardian of the alleged target and alleged aggressor will be notified that his/her child has been identified as a potential target and aggressor of bullying. Information with regard to the safety measures that have been put in place and the steps that will be followed in the investigation will be explained.

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 school(s) involved in the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations.

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 and locally established agreements with the local law enforcement agency. 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.

3. Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and will consider all available information, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will individually 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 conversations about the incident should not occur and 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 and **will use discretion** during the investigative process. 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. Every effort will be made to complete the investigation within fourteen school days. Incidents that occur at the close of the school year (with less than 14 school days remaining) will be investigated to the fullest extent possible.

4. Determination

Based upon all of the facts and circumstances, the principal or designee will determine if bullying or retaliation has occurred. 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 safety plan mentioned above may remain intact as originally created or modified to accommodate changing safety needs of the target.

The principal or designee will determine what remedial action is required and determine what responsive actions and/or disciplinary action is necessary. Progressive discipline will be utilized depending on the nature of the offense (**Appendix C**).

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

5. Follow-up Notification

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.

Note: If a student has an IEP, in addition to the steps outlined above, the following will take place:

- A special education liaison will be present to support the student throughout the investigation process
- Administration will consult with the special education liaison to determine appropriate responses to a substantiated incident of bullying.

Responses to a Substantiated Incident of Bullying

1. Teaching Appropriate Behavior through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v) <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37O> Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, discipline history of the student and the need to balance accountability with the teaching of appropriate behavior. Progressive discipline will be utilized and will include a list of possible disciplinary actions (**Appendix C**). Discipline will be consistent with the Plan and with Winchester Public Schools code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) <http://idea.ed.gov/> which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's or others sense of safety. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur such as hallways, bathrooms, cafeteria and on the playground.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Academic and Non-Academic Prevention Strategies

The Winchester Public School System will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Effective instruction will include classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development. Additional non-academic strategies will also be provided.

A. Evidence-Based, PreK-12 Bully Prevention Curricula

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance

- helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- enhancing students' skills for engaging in healthy relationships and respectful communications
- engaging students in a safe, supportive school environment that is respectful of diversity and difference

B. Playground Safety

The following components have been identified as strategies to increase playground safety. They include: training for supervisors, practical implementation of recess supervision techniques, and organized games (possibly facilitated by a coach).

Training will be provided by the district for the supervisors, giving them specific strategies and plans used to safely monitor and respond to playground activity. Supervisors may include staff members and parents. Closely monitoring student behavior will assist in creating a safer environment for all students. The recommendation is to use the National Program for Playground Safety- <http://www.uni.edu/playground/> program to train the staff.

Comprehensive playground supervision should be based on the number of students attending recess and the areas accessible to the students. Every effort should be made to maintain roughly a 30/1 student to supervisor ratio. Playgrounds typically have distinct areas where certain activities occur. The playground structure, field, and hardtop are examples of these areas. Because large groups of students tend to be in these areas, it is recommended that at **least** one supervisor be assigned per area.

The optional recommendation is that a playground coach be used to assist in organizing and supervising games. A playground coach will create a more structured environment reducing the likelihood of bullying incidences during recess.

C. Additional Teaching Strategies

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

- setting clear expectations for students and establishing school and classroom routines
- creating safe school and classroom environments for all students, including for students who are disabled; lesbian, gay, bisexual and transgender students; and homeless students
- using appropriate and positive responses and reinforcement, even when students require discipline
- using positive behavioral supports
- encouraging adults to develop positive relationships with students
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors

- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- using the Internet safely
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength
- actively supervising locations where bullying is known to have occurred or is likely to occur such as hallways, bathrooms, cafeteria and on the playground

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, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual Staff Training on the Plan

Annual training for all school staff on the Plan will include staff responsibilities under the Plan, methods of reporting and reporting procedures, an overview of the steps the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the 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.

B. 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 cyber-bullying

6. Internet safety issues as they relate to cyber-bullying

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

C. 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.

Access to Resources and Services

A. Identifying Resources

The Plan should include the school's or district's process for identifying counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the school or district can develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The Plan should outline the local processes for identifying existing resources.

B. Counseling and Other Services

The Plan should identify the availability of culturally and linguistically appropriate resources within the school and district. If resources need to be developed, the Plan should identify linkages with community-based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, the Plan should identify staff and service providers who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students

exhibiting bullying behaviors. Schools may consider current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

C. 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.

D. Referral to Outside Services

Schools and districts should establish a referral protocol for referring students and families to outside services. Included will be a list of identified outside services (**Appendix D**). Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols should be evaluated to assess their relevance to the Plan, and revised as needed.

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 cyber-bullying

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. Programming will be sought to assist parents in teaching their children how to respond appropriately to bullying. Common themes with pK-12 programming, confidentiality mandates and legal definitions of bullying will be communicated yearly. Pertinent surveys for parents and students will be coordinated through School Advisory Councils in order to assist in the development of appropriate professional development and

programming. Appropriate resources for parents to understand and manage bullying prevention will be made available on the District's website (Appendix E)

Communication

Communication to increase awareness and education related to bullying prevention will include but not be limited to the following:

- the Plan will be made available on the Winchester Public Schools website, individual school websites, Edline, Parents Advisory Council for Special Education Students.
- hard copies of the Plan, incident forms, and additional bully prevention information will be made available at the central office, police station, public library, town hall and the Winchester Hospital
- relevant components of the Plan will be included in student and staff handbooks and/or beginning-of-year packets
- additional resources with regard to bullying, including cyber-bullying, will be made available on the Winchester Public Schools district website

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, disability, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H> or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Monitoring of School Climate and Plan

School Climate

In order to enhance Winchester Public Schools' capacity to prevent and respond to issues of bullying, it is necessary to foster and encourage a healthy school climate. To build and maintain a healthy school climate, the Winchester Public Schools will engage in a biannual school climate assessment. This will provide a blueprint and vision for the bullying education efforts in the first year and provide valuable feedback in subsequent years. To assess school climate, an anonymously-taken school climate survey will be available to the Winchester School community, including students, parents and staff. Each group will fill out an anonymous online survey. This will be a required activity for all staff and students and will be communicated to parents who will be encouraged to participate. The school

climate surveys created and administered by the Massachusetts Aggression Reduction Center (MARC) <http://webhost.bridgew.edu/marc/surveys.html> will be used. The feedback from these surveys will be used to provide direction with regard to the Bully Prevention Plan. After the first year, these surveys can be used to identify the most significant areas of need. Changes to the Plan, including the bully prevention curriculum and education will be adjusted as needed.

The timeline for the first administration of the school climate survey will be in the spring of 2011. A three-week period will be provided for survey completion. Building principals will provide in-school time for students to complete the survey. The survey will be accessible to staff and parents online and must be completed within the three-week time frame. Notice of this survey will be made to parents through the school-based newsletters and the district websites. The data collected in the survey will be confidential and the process will be administered by MARC. After the survey period closes, MARC will return the results to the Winchester Public Schools. The results will be disseminated to the leadership team. The leadership team will use the results to determine any necessary revisions to increase the effectiveness of the Plan. This survey will be administered biannually.

Plan Implementation and Effectiveness

The Superintendent or designee will monitor the implementation and effectiveness of the overall, system-wide Plan. A staff member will be appointed to oversee the components of the Plan which include:

- Organize initial and refresher training for all staff members
- Ensure that all designated areas are supplied with reporting forms
- Ensure that the steps are carried through following an incident report
- Maintain a record of all submitted incident reports by grade and separate out those reports that have been substantiated
- Administer the climate surveys biannually, report results to staff and report to the superintendent or designee
- Collaborate with the other building appointees to create a presentation that will be used at each Open House, outlining the components of the Plan to the parents/legal guardians
- As students transition to the next school, and information regarding bullying should be communicated to the building appointee.

Bullying Prevention and Intervention Incident Reporting Form

(Every effort will be made to complete the investigation within 14 school days.)

1. 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.)

2. Check whether you are the: Target of the behavior Reporter (not the target) 3. Check whether you are a: Student Staff member (specify role) _____
 Parent Administrator Other _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or worksite: _____

6. Information about the incident:

Name of Target(s) (Recipient(s) of behavior): _____

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

Relationship between Target(s) and Aggressor(s): _____

Date(s) of Incident(s): _____

Time When Incident(s) occurred: _____

Location of Incident(s) (be as specific as possible): _____

7. Witnesses/Advocates for Safety

Name: _____ student staff other: _____Name: _____ student staff other: _____Name: _____ student staff other: _____

8. 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.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

10. Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

- Interviewed aggressor Name: _____ Date: _____
- Interviewed target Name: _____ Date: _____
- Interviewed witnesses/
Advocates for Safety Name: _____ Date: _____

3. Any prior documented incidents by the aggressor? Yes No
 If yes, have incidents involved target or target group previously? Yes No
 Any previous incidents with finding of BULLYING or RETALIATION? Yes No

Summary of Investigation:

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

CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Undetermined |
| ↓ | ↓ | ↓ |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Incident documented as: _____ | <input type="checkbox"/> Investigation Pending |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> Discipline referral only: _____ | <input type="checkbox"/> Unsubstantiated |

2. Contact(s):

- Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____
- District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action(s) Taken:

- Loss of Privileges Detention Suspension Conference
- Community Service Education Police report filed Education
- Other: _____

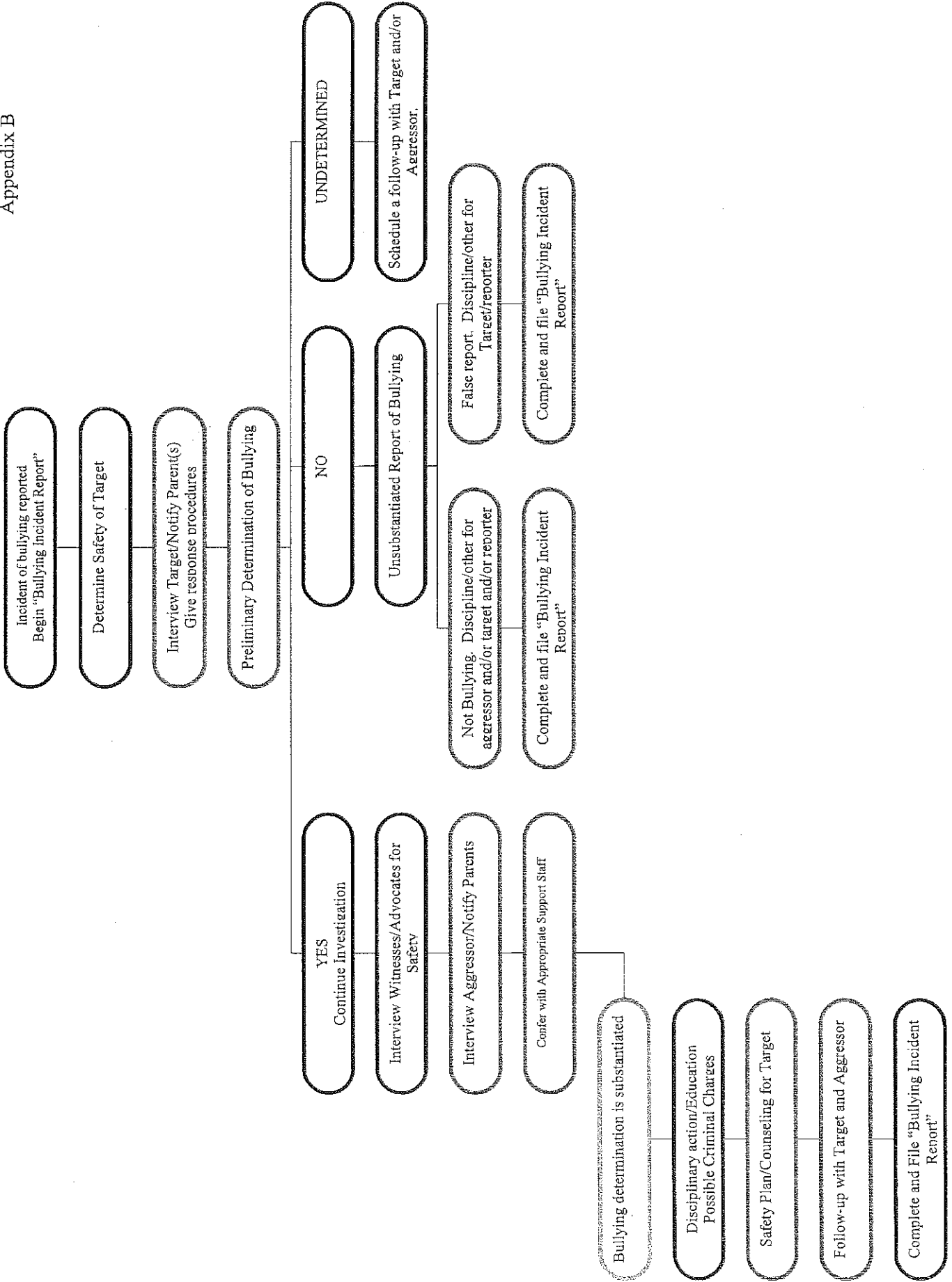
4. Describe Safety Planning: _____

Follow-up with Target: Scheduled for : _____ Initial and date when completed: _____
 Follow-up with Aggressor: Scheduled for : _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: Date: _____

Signature and Title: _____ Date: _____

Appendix B



**Disciplinary Actions
Progressive Discipline**

To the extent possible, progressive discipline will be used by all schools in the Winchester Public Schools System. Progressive discipline is a system of discipline where the penalties increase upon repeat occurrences. The consequence for a particular infraction will depend on a variety of factors that include the severity and nature of the infraction, and previous discipline history of the student.

Below is a list of disciplinary actions that may occur in conjunction with a bullying investigation and/or determination.

**Conference with Pupil and Parent and Administration
(Counselor, Teacher, SPED Liaison, "Safe Person" may also be included)**

↓
Time-Out

↓
Detention
(after school or Saturday)
(number of days will vary)

↓
In-School Suspension
(number of days will vary)

↓
Out of School Suspension
(number of days will vary)

↓
Expulsion/Exclusion

↓
Criminal Charges/Police notification (may occur at any point in the process)

Depending upon the nature of the incident, the aggressor(s) may be placed on school probation, suspended or excluded from after-school activities such as clubs, organizations, athletics and/or other school-related or school-sponsored events.

Town	Agency	ADDENDUM: COUNSELING RESOURCES	LOCAL COUNSELING SERVICES:	Address	Phone	Website
ARLINGTON	Arlington Youth Consultation Services			670R Mass Ave, Arlington MA	781-316-3254	www.arlingtonma.gov
	Lore Peters			Mass Avenue, Arlington MA	781-641-1102	www.arlingtonhelpingprofessionals.org
BELMONT	Psychological Care Associates (*) also locations in Woburn, Stoneham, Tewksbury			Arlington, MA	781-646-0500	
	McLean Hospital			115 Mill Street, Belmont MA	800-333-0338	www.mcleanhospital.org/about
LEXINGTON	Wayside Counseling Association			5 Watson Road, Belmont MA	617-489-4344	
	John Reusser, Psychologist			78 Bedford Street, Suite 21, Lexington, MA	781-861-1879	
MEDFORD	Leonard Greenberg			Lexington, MA	781-641-7210	
	Howard Rossman			Lexington, MA	781-862-2147	
MEDFORD	Stephen Schlein			3 Wallis Court, Lexington MA	781-861-8077	
	Riverway Counseling Associates Behavioral Health Affiliates (*) w/offices also in Waltham			Medford, MA	781-395-1360	
SOMERVILLE	Solutions For Living			84 High Street, Suite 2A, Medford, MA	781-393-0009	bha84@verizon.net
	Cambridge Health Alliance			200 Boston Avenue, Suite 1900, Medford, MA	781-306-1180	www.solutionsforliving.org
	Somerville Family Center			Central Street Health Center 4th Fl., 26 Central Street, Somerville MA	617-591-6360	
	Somerville Mental Health			366 Somerville Ave., Somerville, MA	617-628-8815	
WALTHAM	Advocates Psychiatric Emergency Services (*) servicing Arlington, Acton, Belmont, Burlington, Concord, Lexington, Waltham, Watertown, Wilmington, Winchester, Woburn			167 Holland Street, Somerville, MA	671-625-0712	
	Ronald S. Molin			32 South Street, Waltham, MA	781-891-4452	
WALTHAM	PFLAG - Parents, Families, and Friends of Lesbians and Gays			85 River Street, Suite 3A, Waltham, MA	781-891-5966	www.gbpflag.org
	Childrens Charter Trauma Clinic			77 Rumford Avenue, Waltham, MA	781-894-4307	
WATERTOWN	Lyn E. Styczinski			173 Mt. Auburn Street, Watertown, MA	781-641-2210	

WILMINGTON	Wilmington Family Counseling Services	5 Middlesex Ave., Wilmington, MA	978-658-9889
WINCHESTER	Barry Kahn New Passages	611 Main Street, Winchester, MA	781-729-2781 781-721-2113
	Leslie Woodworth Jenny Jenks	Winchester Winchester	781-729-7075 781-218-2247
WOBURN	Arbour-Choate Counseling Services Heidi Logan	500 W. Cummings Park, Woburn, MA Woburn, MA	781-932-8792 781-860-0686
MA STATE AGENCY	Department of Children & Families		617-520-8780
	Social Work Therapy Referral Service		617-720-2828 www.therapymatcher.org 800-242-9794 info@therapymatcher.org

Services/Contact	Insurances Accepted
Children and Adolescent Expressive Therapist	Mass Health; BCBS; HP; Network; Beacon; Pilgrim; possibly of a sliding scale for clients w/o insurance
Children and Adults	BCBS; MCR; MBHP only; UBH;
Preschoolers; Children; Adults	Mass Health; Tufts; BCBS; MCR/MCD; HP; Cigna; Aetna; BMC; Tricare; self-pay
	Takes all insurances and self-pay
	Takes most insurance but not MA Health
	Most Insurances except for Beacon and Mass Health
Resource and Referral ONLY	BCBS; HP; UBH; BMC; MBHP; Aetna; Self-pay

Accepts most insurance

BCBS; MBHP; self-pay

Psychotherapy Group Practice
Specializes in
children, families, and
bereavement

Tufts, HP, BCBS, UBH, (no mass health)

All Insurances except Cigna, Tufts, out of
state, BCBS, Incare, and uninsured

When Should You Contact The School?

You should contact the school to inform them of a situation when:

The Situation	Your Role	What the School Can Do	What the School Cannot do
Your child is afraid to see another child at school or generally afraid to go to the school because of any incident.	Get as many specific details as possible about why this is occurring.	They can create a safety plan for your child.	They cannot discuss with you any discussions or actions taken with other children, including the child your child is afraid of.
Your child reports to you an incident that occurred at school.	Be sure to get very specific detailed information from your child about the incident (Who was present, time and place, response of your child) and notify the school administration	They can take steps to ensure the safety of the children involved.	They cannot discuss with you the steps they take that involve any other child.
Your child reports to you that they heard a rumor about a future incident that may occur at school.	Get as many specific details as possible and notify the school administration	Investigate the plausibility of the future incident and take appropriate actions.	They cannot discuss with you discussions with any other children
Your child reports to you that another child is being bullied	Get as many specific details as possible and notify the school administration	Investigate the situation.	Report back to you any outcome of the investigation.
You hear about a school bullying incident from any other credible source (from another child, reading about it on your child's Facebook, etc.)	Get as many specific details as possible and notify the school administration	Investigate the situation.	Report back to you any outcome of the investigation, except for your child's part, if any.