Boxford Public Schools Bullying Prevention and Intervention Plan
APPROVED BY BOXFORD SCHOOL COMMITTEE
December 9, 2010

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APPENDIX A: BOXFORD BULLYING PREVENTION AND INTERVENTION REPORTING FORM ……30

The Boxford Public Schools Bullying Prevention and Intervention Plan meets the requirements of M.G.L. c. 71, S370 and is modeled after the Massachusetts Department of Elementary and Secondary Educationôs Model Plan for dealing with bullying behaviors in our schools. The Plan includes strategies for identifying, reporting and responding to bullying behaviors. This Plan is a key part of our schoolsô mission ñto inspire, challenge and support all students as they discover and pursue their full potentialò and it compliments our schoolsô student wellness and discipline policies. Please note the use of the words ñtargetò instead of ñvictimò and ñaggressorò instead of ñperpetratorò are used throughout this document to be consistent with language used by the Massachusetts Department of Elementary and Secondary Education

I. LEADERSHIP

On or before December 31, 2010, the Boxford Public Schools will submit our Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the Tri-Town School Union #58 and the Boxford Public School website. The Plan will be reviewed and updated every two years, as mandated by M.G.L. c. 71, § 370 sec. 5(d), s. 15.

At all levels, the districtôs Leadership Team, which includes the Superintendent of Schools, Director of Curriculum, Director of Special Education, Principals of the Cole and Spofford Pond Schools, Special Education Coordinators, Curriculum Support Specialists and other school leaders, will play a critical role in implementing our Bullying Prevention and Intervention Plan. The Plan, in the context of other whole school and community efforts, is to promote a positive school climate. Leadership is responsible for setting priorities. School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Schools partner with a various representatives of community leadership in promoting positive school climate that is safe for all student learners.

A. Public Involvement in Developing the Plan: As required by M.G.L. c. 71, § 37O, the Boxford Public Schools Bullying Prevention and Intervention Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. All interested community members were invited to provide public comment relative to the proposed Bullying Prevention Intervention Plan (BPIP) before the final Plan was adopted unanimously by the Boxford School Committee at its December 9, 2010 meeting. The schools have solicited comment from various school organizations such as, the Boxford PTO, the Cole and Spofford Pond School Councils, the Tri-Town Special Education Parent Advisory Council, the Boxford Safety Committee and the Boxford Wellness Committee. The final public comment period extended from November 15, 2010 through December 9, 2010. Please direct any additional public comments to: bcreeden@tritownschoolunion.com.

B. Assessing Needs and Resources: The Cole and Spofford Pond School Councils conducted an extensive survey in grades Kï 6 during the 2008/2009 school year. The results of the survey informed decision-making related to the adoption of specific anti-bullying curricula, adult supervision in the buildings, professional development, age-appropriate curricula, and in-school support services. In order to continue to gather information related to school climate and school safety issues, surveys will be administered to students in grades K-6 on an every other year basis. The information will be collected and analyzed at each building and specific data on the prevalence and characteristics of bullying will be examined. This information will continue to help identify patterns of behaviors and areas of concern, and will continue to inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate anti-bullying curricula, and in-school support services.

The Boxford Public Schools Bullying Prevention and Intervention Plan is our systemôs blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families, students 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. This ñmappingò process will assist our schools and district in identifying resource gaps and the most significant areas of need. Based on these findings, our schools will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

During the 2010-2011 school year, and every two years going forward, our schools will utilize surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues. Data from each school will be collected and analyzed on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and ñhot spotsò in school buildings, on school grounds, or on school buses).

C. Planning and Oversight:

The Boxford Public School Bullying Prevention and Intervention Plan has identified the building principal or his/her designee as the individual who is responsible for receiving all reports on bullying. The building principal or his/her designee is responsible for collecting and analyzing building data on bullying to assess the present problem and to measure improved outcomes. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Boxford Public Schools Professional Development Committee, under the supervision of the Director of Curriculum as well as building principals, are responsible for planning for the ongoing professional development that is required by the law. The building principal or his/her designee is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and

implementing the curricula that the school or district will use to instruct students about issues of bullying and cyber bullying. Each building principal or his/her designee is responsible for implementing the Boxford Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading the parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent or her/his designee is responsible for developing new or revising current policies and protocols under the Boxford Public Schools Bullying Prevention and Intervention Plan, including an Internet Safety Policy, and for designating key staff to be in charge of reviewing and updating them on an annual basis. The School Committees are responsible for the approval of any new policy.

D. The Boxford Public Schools Bullying Prevention and Intervention Plan Priority Statement: The Boxford Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying, and each school in the 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, cyber bullying, and retaliation. The building principal is responsible for the implementation and oversight of the Plan.

Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Boxford Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 37O and 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 Boxford Public Schools Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing Professional Development: The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional

development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- 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;
- information on the incidence and nature of cyber bullying;
- and 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 studentsô 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; and
- maintaining a safe and caring classroom for all students.

C. Written Notice to Staff: Each school will provide all staff with an annual written notice of the Boxford Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the School Employee Handbook.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyber bullying. Schools will also address the emotional needs of these studentsô families. The Boxford Public Schools Bullying Prevention and

Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the schoolsô 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 schoolsô provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying Resources:

School counselors, together with building administrators, will work to identify the schoolôs capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Boxford Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling and Other Services:

Teachers, school counselors, school psychologists, nurses and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address studentsô academic, emotional and behavioral health needs as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and special educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and 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.

C. Programs and Activities Currently in Use in the Boxford Public Schools:

Below is a list of a variety of activities that have been offered at the Cole and Spofford Pond Schools:

- One-on-one and small group counseling and social skills training
- Crisis Prevention and Intervention

- Social Thinking Program (Superflex)
- Facilitating classroom meetings to resolve problems
- School counseling curriculum on issues of respect, sexual harassment and student success skills
- Assertiveness training workshops
- Lunch/friendship groups
- Parent-Teacher conferences
- Parent Workshops and Professional Development (see examples below)
- Parent guidance
- Transition planning (Early Intervention to Pre school, Grade to Grade, School to School, and District to District)
- Behavior support plan development , training and support in implementation
- BCBA training and consultation to staff in strategies to decrease behavior deregulation and increase staff repertoire of skills
- BCBA presentations to classrooms where students with social disabilities are placed as a means of educating peers on how differences can be celebrated and supported
- Social skills facilitation in natural settings
- Disability Awareness Starts Here (D.A.S.H.)- an understanding disabilities curriculum for grades two to five
- **Committee for Children -Second Step**: The Second Step program for Grades 1ï 5 can help your students develop strong bonds to school, solve problems without anger, and treat others with compassion. These social skills support academics and form the foundation for happy, healthy kids who succeed.
- **Committee for Children Steps to Respect**: The research-based Steps to Respect program teaches elementary students to recognize, refuse, and report bullying, be assertive, and build friendships. In fact, a recent study found that the program led to a 31 percent decline in bullying and a 70 percent cut in destructive bystander behavior. Multiple staff members have been trained as ñTrainers of Trainers.ò
- **Committee for Children- Talking About Touching A Personal Safety Curriculum** - The Talking About Touching program gives children a foundation

of fundamental skills for dealing with dangerous situations and supports families and teachers in discussing sensitive but critical issues with children.

D. Proposed Districtwide Bullying Prevention Curriculum:

It is the intention of the Boxford Public Schools to implement the Olweus Bullying Prevention Program no later than the beginning of the 2011-2012 school year. An outline of the program components is detailed below:

The *Olweus Bullying Prevention Program* Overview

Even with a school's best efforts; bullying can affect the safety and wellbeing of the entire student population. In order to stop bullying, it needs to be addressed at every level of a student's experience. That's why the *Olweus Bullying Prevention Program* is a whole-school program aimed at preventing or reducing bullying throughout a school setting.

***Olweus Bullying Prevention Program* Goals:** The *Olweus Bullying Prevention Program* is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include:

- Reducing existing bullying problems among students
- Preventing new bullying problems
- Achieving better peer relations at school

Schools across the country and around the world have experienced positive results from the *Olweus Bullying Prevention Program.*

***Olweus Bullying Prevention Program* Scope**

Backed by thirty-five years of research and successful, worldwide implementation, the *Olweus Bullying Prevention Program* is a long-term, system-wide program for change involving program components at four levels:

1. School Level Components:
    - Establish a Bullying Prevention Coordinating Committee (BPCC).
    - Conduct committee and staff trainings.
    - Administer the Olweus Bullying Questionnaire schoolwide.
    - Hold staff discussion group meetings.
    - Introduce the school rules against bullying.
    - Review and refine the schoolôs supervisory system.
    - Hold a school kick-off event to launch the program.
    - Involve parents

2. Individual-Level Components:
    - Supervise studentsôactivities.

- Ensure that all staff members intervene on the spot when bullying occurs.
- Hold meetings with students involved in bullying.
- Hold meetings with parents of involved students.
- Develop individual intervention plans for involved students.

3. Classroom-Level Components:
    - Post and enforce schoolwide rules against bullying.
    - Hold regular class meetings.
    - Hold meetings with studentsô parents.

4. Community-Level Components:
    - Involve community members on the Bullying Prevention Coordinating Committee (BPCC).
    - Develop partnerships with community members to support your schools program.
    - Help to spread anti-bullying messages and principles of best practice in the community.

E. Programs and Workshops for Parents and Educators presented in cooperation with and sponsored by the Tri-Town Council from 2006-2011.

- On March 16, 2011-The Tri-Town Council is hosting a program by Stephanie Meegan (Boxford resident) for parents/guardians and educators of PreK-6th grade students titled, **"Bullying Prevention What Parents Can Do."**

- January 2011**- Girl Talk** is a program that brings girls (ages 10-12 in the 5th and 6th grade) together with their mother or another special woman, in a series of workshops designed to increase and nurture positive communication about growth and development. This curriculum is an interactive series of activities where moms and daughters or another special woman share ideas and begin conversations about the physical, emotional, social and psychological changes girls face as they grow into adolescence. Presented by Doreen Harris (Note: This program has been offered in the Tri-Town communities since 2007.)

- November 16-17, 2010, **Non-Violent Crisis Intervention Training:** Non-Violent Crisis Prevention Intervention is a program that trains individuals to prevent aggressive behavior through the use of verbal intervention skills as well as to de-escalate an acting out individual through the use of non-violent physical crisis intervention. The philosophy of CPI is to preserve the safety, welfare, security and care of all individuals involved in a crisis. Emphasis is heavily placed on the prevention of physically acting out behavior.

- November 4, 2010 **Supporting Social Success and Online Safety**; Presented by Dr. Elizabeth Englander, Director of Massachusetts Aggression Reduction Center.

This was the third year Dr. Englander has presented in the Tri-Town.

- October, 2010- The Tri-Town Council on Youth and Family offered a number of assemblies to students in Grades 5 and 6 to address the issue of bullying. The programs were offered by graduate students from Bridgewater State University with the help of the Massachusetts Aggression Reduction Center.

- September 14, 2010- Stephanie Meegan presented important information regarding the Bully Dynamic and how to develop school cultures that discourage bully behavior, as well as provide participants with concrete and practical strategies and scripts to use when bullying behavior does occur. Participants will understand how to help students develop the skills necessary to intervene on behalf of bully victims as well as how to develop strong supportive cultures.

- April- May, 2010, **"Transforming the Bully Dynamic" - Part 1** This workshop introduced: *Warning signals to differentiate bullying from everyday conflicts; *Simple activities to help children gain competence in reading social situations; *Empowering alternatives to "fight-flight-freeze" for targets of destructive teasing & bullying; and *Straightforward strategies for remediating aggressive bullying behaviors. Presented by Stephanie Meegan

- April 8, 2010, **Boy Sense:** This program is intended for parents/guardians and educators of boys in K-6th grade. The presentation focuses on decoding the developmental needs and nurturing the resiliency of boys at home and at school. Presented by Stephanie Meegan.

- March 4, 2010- **“Tween You and Me”:** An Evening For Girls And Their Mother Or Another Special Woman In Their Life. This program is intended for girls grades 4-6. The presenter gives young girls and their mothers or another special woman in their life; the tools that they need to feel good about themselves, have increased self-confidence and maintain respect for themselves and others as they navigate through adolescence. Presented by the author of the book "Tween You and Me", Deb Dunham

- January 25, 2010- ñThe Bullying Dynamicò by Stephanie Meegan. Tri-Town Elementary School Professional Development Day offered this key note speaker on bullying as well as providing several smaller hands-on workshops for the Tri-Town elementary faculty and staff.

- January 5, 2010 - ñThe Art of Possibilityò presented by Benjamin Zander. World famous conductor of the Boston Philharmonic Orchestra, Co-Author of "The Art of Possibility" and leading speaker on the themes of leadership, teamwork, relationships and the liberation of the human spirit, Benjamin Zander is renowned for his passionate and energetic style using music and his expressive persona to

deliver his main lesson to his audiences: how to live life passionately and fully in the vast and liberating realm of possibility; how to become braver and more open to human connection.

- November 5, 2009 ï ñ**Get Out of My Life, but First Could You Drive Me and Cheryl to the Mall?"** Dr. Anthony Wolf focused on the challenges of adolescence and the teenage years. Best known both in his writing and speaking for his, at times, very funny, non-judgmental ability to describe what actually goes on in real people's homes with real children, his original perspective on parenting and on kids today, and for his practical and very helpful advice. Anthony E. Wolf Ph.D., a practicing child psychologist, speaker and author of many parenting books.

- Fall 2009- **Strengthening Social Skills; Fall Workshop Series**. Author/educator Stephanie Meegan conducted a four part series of workshops designed for parents, guardians and educators interested in expanding children's social competence and confidence.

- September 29, 2009 ñUnderstanding **the Online Social World of Teens and Pre-Teens",** presented by Dr. Elizabeth Englander. Dr. Englander focused on bringing parents up-to-date with the most recent trends and give parents concrete, hands-on techniques to help their children and to work effectively with local schools to reduce bullying, cyber bullying, and to increase online safety. Dr. Elizabeth Englander, Director of the Massachusetts Aggression Reduction center (M.A.R.C.) at Bridgewater State College and nationally recognized speaker on the topics of internet safety, cyber bullying and violence prevention will address parents, guardians and educators .

- March 26, 2009 - **Deflecting Peer Pressure: Bully Proofing & Social Survival Skills.** How can parents teach their children to "be friendly", solve peer problems creatively, defuse destructive teasing that is often a precursor to violence, and engage in the "subtle art of saying no" so dangerous peer pressure situations and high-risk behaviors can be avoided. Stephanie Meegan offered realistic, age-appropriate advice and opportunities to practice new skills during this evening presentation. Presented by Stephanie Meegan.

- February 24, 2009- **"Positive Sports Coaching"** presented by Tony DiCicco, Head Coach of Boston Breakers, womanôs professional soccer team. Recognized as one of todayôs leading professional soccer coaches, Tony talked about how to create a challenging and fun environment for coaches; parents and, most importantly, players.

- January 22, 2009- ñ**Raising Resilient Children and Adolescents,"** Dr. Robert Brooks is one of todayôs leading speakers and authors on the themes of resilience,

self-esteem, and family relationships. He is renowned for the warmth and humor he uses to bring his insights and anecdotes to life for parents, guardians, educators, mental health professionals and business people.

- October 30, 2008- **Systematic Training for Effective Parenting (STEP)** Become a more effective parent-Take this parenting class to help you communicate better with your child, foster cooperation and mutual respect, build your childôs self-esteem and sense of responsibility and maintain a calm family atmosphere. Facilitator Joan Wing, LICSW, BCD, CADAC.

- November 12, 2008- Self**-Esteem in Children: How Parents Can Make a Difference.** Every child deserves to enjoy the benefits of high self-esteem including resiliency, emotional well-being, and a sense of self-worth. Yet the prevalence of low self-esteem in adolescents and pre-adolescents is unsettling. In this program, Deb Dunham provided practical insights and simple, yet powerful recommendations that parents can implement at home. Presented by Deb Dunham

- September 11, 2008- ñ**Understanding the Online Social World of Teens and Pre-Teens",** presented by Dr. Elizabeth Englander. Dr. Englander focused on bringing parents up-to-date with the most recent trends and give parents concrete, hands-on techniques to help their children and to work effectively with local schools to reduce bullying, cyber bullying, and to increase online safety.

- March 27, 2008 **"PARENTING FOR CHARACTER" How to Raise Responsible, Caring, Achieving Children** featuring educator, author and consultant Stephanie Meegan.

- March 29, 2007- **"Surviving Stress Together."** Stephanie Meegan, a Boxford resident and author of nationally acclaimed programs on peer assertiveness, self-esteem, peer pressure, and the prevention of abuse and abduction presented to Tri-Town parents and educators.

- January 8, 2007- **Michael Thompson Presentation**, Michael Thompson is a psychologist, school consultant, and author of New York Times bestseller, ñRaising Cain: Protecting the Emotional Life of Boys,ò ñSpeaking of Boys: Answers to the Most-Asked Questions about Raising Sonsò and ñBest Friends, Worst Enemies: Understanding the Social Lives of Children.ò

- October 19, 2006- ñ**NetSmartz"** presentation on keeping kids and teens safer on the Internet. **NetSmartz** provides on and off-line learning activities for parents to facilitate discussions with their children and teens about Internet safety.

F. Community Partners and Organizations:

- **DARE:** The Boxford Public Schools partner with the Boxford Police Department to offer the Drug Abuse Resistance Education program in its schools. D.A.R.E.'s primary mission is to provide children with the information and skills they need to live drug-and-violence-free lives. The mission is to equip kids with the tools that will enable them to avoid negative influences and instead, allow them to focus on their strengths and potential. And, that's exactly what D.A.R.E. is designed to do. Additionally, it establishes positive relationships between students and law enforcement, teachers, parents, and other community leaders. Every youngster should have the opportunity to grow-up healthy, safe, secure, and equipped with the skills needed to succeed in life. Contemporary America, however, is rampant with challenges that could keep children from a positive life path.

- **Tri-Town Council:** The Tri-Town Council (TTC) serves the communities of Boxford, Middleton and Boxford, Massachusetts. TTC collaborates with schools, parents, kids, law enforcement, community organizations and area resources to identify needs and provide proactive solutions that support and empower youth to make healthy and safe decisions.

  Tri-Town Council also participates on various committees that are involved at Middle School and High School, such as the School Health Advisory Committee (SHAC) and the Community Collaborative Coalition as well as maintaining a strong link to the Tri-Town community.

  Tri-Town Council (TTC) collaborates with schools, parents, children, law enforcement, community organizations and area resources to identify needs and provide proactive solutions that support and empower youth to make healthy and safe decisions.

- **Tri-Town Council Substance Abuse Prevention Coalition** is a community-wide partnership of stakeholder groups whose focus is to reduce and prevent substance use and abuse. Still in its early stages, the Coalition will provide local coordination, collaboration, education and advocacy toward the ultimate goal of reducing youth substance use and abuse ensuring and sustaining a healthy Tri-Town Community.

- The **D.A.S.H. (Disability Awareness Starts Here)** program is active in the Boxford, Middleton and Topsfield elementary schools. D.A.S.H. is an important educational program, which uses 250+ community volunteers a year to experientially teach second through fifth graders about physical and emotional disabilities. For more information, please go to website: www.ttdash.org.

- **Essex County District Attorney's Office:** The Boxford Public Schools have used a variety of programs in recent years developed by the District Attorneyôs Office including Netsmartz and ñThink Before Hitting Send.ò

The Boxford Public Schools in cooperation with the Tri-Town Council on Youth and Family Services consult with Stephanie Meegan, an educational consultant who delivers parent seminars, professional development and consulting services. She is the author of two nationally recognized programs Kids & Company: Together for Safety and Peer Proofing. She is also a national trainer in the AGS Cooperative Discipline Program. Mrs. Meegan provides social skills programs to parents and to students of the Boxford, Middleton and Topsfield Public Schools to help prevent bullying. She offers education and training to faculty and staff on identification and intervention services for students exhibiting bullying behaviors. She has provided training to Boxford staff on the ñbullying dynamicò and the ñbystander phenomenon.ò

The Boxford Public Schools in cooperation with the Tri-Town Council on Youth and Family Services consult with Dr. Elizabeth Englander, a professor of Psychology and the founder and Director of the Massachusetts Aggression Reduction Center at Bridgewater State University, a Center which delivers anti-violence and anti-bullying programs, resources, and research for the Commonwealth of Massachusetts. She is a nationally recognized expert in the area of bullying and cyber bullying, childhood causes of violence and aggression, child development, and characteristics of juvenile and adult violent offenders. Dr. Englander provides social skills programs to parents and to students of the Boxford Public Schools to help prevent bullying. She offers education and training to faculty and staff on identification and intervention services for students exhibiting bullying behaviors.

In addition, the Tri-Town School Unionôs Intensive Special Needs Specialist provides services to the Boxford Public Schools to address the needs of students on the autism spectrum.

G. 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. Special Education Coordinators have been trained in and are well versed in the indicators a child may be vulnerable.

H. Referral to Outside Services:

The Boxford Public Schools will establish a referral protocol for referring students and families to outside services and agencies. School Psychologists, school counselors and other specialists will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Boxford Public Schools Bullying Prevention and Intervention Plan, and revise as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Boxford Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the schoolsô evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific Bullying Prevention Approaches:

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

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing studentsô skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schoolsô bullying prevention curricula as well as strategies they can employ to reduce likelihood of their child engaging in or being a silent target of bullying.

Initiatives will also teach students about the student-related sections of the Boxford Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

B. General Teaching Approaches That Support Bullying Prevention Efforts:

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

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, English language learners, and homeless students;

- communicating with parents and guardians regarding the schoolsô goals and expectations for students and studentsô safety;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting studentsô interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

C. Co-Curricular and Extra Curricular Activities Committee:

The goal of the **Co-Curricular and Extra Curricular Activities** Committee is to provide the children of Cole and Spofford Pond an Extra Curricular program that focuses on Respect ï of each other, teachers, families. It is about providing harmony in the schools by not tolerating bullying, and fostering feelings of respect, inclusion, empathy, confidence and pride. The Committee will consider the planning and implementation of a yearlong thematic plan for 2011-2012 similar to the one implemented in the Middleton Elementary Schools during the 2010-2011 school year.

Message:
Be a HERO
Help **E**veryone **R**espect **O**thers

A year of HEROES:
There will be some type of program or assignment for the children every month. The Subcommittee will provide small prizes (or have room mothers help gather prizes) that teachers can give students who do the take home assignments. The Committee wants to have the teachers support and encourage the program, without losing too much of instructional time.

September: Children receive an explanation of program and receive wristbands containing ñBe a Heroò. Throughout the year contests will be held where teachers will tally how many kids in the classroom wear the wristband over a certain period of time**.** Children are given a ñcontractò to sign that reinforces their pledge to ñbe a HEROò. Teachers are given posters of this contract to hang in their classrooms as a reminder.

October: An Art Poster contest to be held. Information can be sent home in backpacks but children can do on their own time. Entries will have their work displayed in the school. Topic will be ñShow a way you can be a HEROò. Children are encouraged to come up with a super hero figure that exhibits kindness and

respect. Drawings can be used to create the artwork for HERO-ism citations (similar to Happy Grams).

November: Kindness Quotes: Students will be given a form to take home to come up with quotes/words of kindness. The teacher can then use these quotes to have a ñkind thought of the weekò in their own classroom, and the Committee plans to submit them all to the front office to have one each day read as part of the morning announcements.

December: Topic is respect of culture. This is an appropriate time of year with the celebration of many holidays. The Committee will work with teachers to provide children information on holidays that show respect of the differences in religion and beliefs.

January: A new program called the Kindness Link is instituted. Teachers are given piles of paper ñlinksò with various words of ways to be kind typed on them. When a child in their class exhibits an act of kindness they are asked to create a link on the chain. Chains will start by being displayed in each classroom ï and eventually all the links from each classroom will be joined together to show the children how far their kindness has gone. This task is also to focus on not being a bystander and rewarding children for reporting incidents of disrespect. A contest for the month can be instituted to see which class in each grade makes the longest chain.

February: Get a pen pal. Classes will be paired up to start a pen pal program. This would include classes from different grades ï so that children are likely to meet someone they do not know. Each teacher will assign the child in their class a number (so their name is not used). The Committee will give the children prompts of questions to ask their buddy over a 4 week period to learn about who they are though letters exchanged by classroom. At the end of the program the two classes will get together and they will have to guess who their new buddy is based on the clues they have received. This encourages children to make new friends ï and will provide a feeling of inclusion when they see these children outside of the normal scope of their classroom.

March: Book Buddies program. The groups paired from the above pen pal program will then be paired up as book buddies. Depending on time that can be worked out in the classroom ï the classes will meet over this month only for roughly ½ hour a week and the children will read to each other. Perhaps books are chosen by this committee/teacher that focus on respect and inclusion, or the kids can share topics that interest them.

April: This month will be take home writing assignment. Children will be asked to write on a topic of their choice from the following: 1) Reflect on what they have learned over the year from the program or your favorite assignment from the year 2) Write an example of something they or another student did to be a HERO

A HERO-ism bulletin (similar in size to the PTO newsletter) will be created to display these great words and sent home in the backpacks. Work will also be displayed on the bulletin boards at school.

May: The Committee intends to bring the Kid 2 Kid program where the 5th and 6th graders perform skits for the Cole children. The plan is to have the children rehearse in April and perform in May.

June: End of the year recap/celebration. There will be a party to celebrate all the good work the children have done through the year to be a HERO. Perhaps tied in with field day and display the kindness chain.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, the Boxford Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community ï students, parents, and staff ï know what will happen when incidents of bullying occur.

A. Reporting Bullying or Retaliation:

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other non-employees may be made anonymously. The schools will make reporting resources available to the school community including, but not limited to, the Boxford Bullying Prevention and Intervention Incident Reporting Form, available on the Tri-Town School Union and Boxford Public Schools website. See Appendix A for Boxford Bullying Prevention and Intervention Incident Reporting Form. Use of the Boxford Bullying Prevention and Intervention Incident Reporting Form Report is not required as a condition of making a report.

Schools will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the schoolôs main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the schoolôs website.

At the beginning of each school year, schools will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the

reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Boxford Public Schools Bullying Prevention and Intervention Plan that is made available to parents or guardians.

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 each schoolôs policies and procedures for behavior management and discipline.

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

The school system expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a Report of Bullying or Retaliation:

1. 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. 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 at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining 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 ñsafe personò for the target; and altering the aggressorôs 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. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the schoolôs obligation to investigate the matter.

2. Obligations to Notify Others

a. 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.

b. 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) 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 603 CMR.

c. 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 or designee 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 should 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 should, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement/school resource officer, and other individuals the principal or designee deems appropriate.

For any incident where a referral to the Boxford Police Department is considered the principal or designee will always consult with the Superintendent of Schools. The Superintendent shall inform the School Committee Chairperson whenever a referral is made to the Boxford Police Department or other law enforcement agency.

C. 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 allegation(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 will 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. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations and for possible disciplinary action. If necessary, the principal or designee will consult with the Superintendent regarding consultation with legal counsel pertaining to the investigation of the alleged report.

D. 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 studentsô teacher(s) and/or school counselor, and the targetôs or aggressorôs 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 targetôs parent or guardian about the disciplinary action taken unless it involves a ñstay awayò order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying: The Boxford Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a studentôs skills or to prevent further incidences of bullying and/or retaliation.

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). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the schoolôs/districtôs anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with school 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; and

- 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, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Boxford Public Schools Bullying Prevention and Intervention Plan and with the schoolôs code of conduct/student handbook.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), 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 consistent with the schoolôs code of conduct/student handbook.

3. Promoting Safety for the Target and Others

The principal or designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

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.

VI. COLLABORATION WITH FAMILIES

The Boxford Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with studentsô families in order to increase the capacity of each of our schools as well as the district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the schools include: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyber bullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Boxford Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with School Councils and overarching parent organizations including the Boxford PTO, the Tri-Town Council on Youth and Family Services, the Boxford Wellness Committee and the Tri-Town K-12 Umbrella to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school(s).

Schools will annually inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The schools will send parents written notice each year about the student-related sections of the Boxford Public Schools Bullying Prevention and Intervention Plan and the Boxford Computer and Internet Acceptable Use Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Each school will post the Boxford Public Schools Bullying Prevention and Intervention Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Boxford 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, on school buses and at school bus stops or in school-related activities. Schools will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the targetôs sense

of safety. The Boxford Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of bullying, which include cyber bullying, 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 through the use of technology or an electronic device owned, leased, or used by a school district, and
- 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, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a 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 M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

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

Definitions

1. Aggressor: A student who engages, either individually, or as part of a group, in bullying, cyber-bullying or retaliation.

2. Bullying: the severe or repeated use by one or more students of a written, verbal, telephonic or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target person that:

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

For the purposes of this policy, bullying shall include cyber-bullying.

3. Cyber-bullying: means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs,

signals, writing, images, sounds, data, voice, or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include (i) the creation of a web page, the knowing use of a blog, or social media in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying and (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying and (iv) the repeated use of electronic media to cause any of the conditions found in the definition of bullying.

4. Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the targetôs education.

5. Local Law Enforcement Agency: Local Police Department

6. Principal: The administrative leader of a Boxford Public School or his/her designee for the purposes of investigating and responding to reports of bullying, cyber- bullying or retaliation.

7. Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

8. Target: A student who has been subject to bullying or retaliation by another student or group of students.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

IX. 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, or sexual orientation. Nothing in the Boxford Public

Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a personôs membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Boxford Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

BOXFORD BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

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 (specify) _____

Your contact information/telephone number:_____

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

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

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

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: _____

II. INVESTIGATION

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

2. Interviews:

□ Interviewed aggressor Name: _____ Date: _____

□ Interviewed target Name: _____ Date: _____

□ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? Ĭ Yes Ĭ No

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

Any previous incidents with findings of BULLYING, RETALIATION Ĭ Yes Ĭ No

Summary of Investigation:

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

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

□ YES **□ NO**

□ Bullying **□ Incident documented as** _____

□ Retaliation **□ Discipline referral only**_____

2. Contacts:

□ Target's parent/guardian Date:_____ **□ Aggressor's parent/guardian Date:** _____

□ District Equity Coordinator (DEC) Date: _____ **□ Law Enforcement Date:** _____

3. Action Taken:

□ Loss of Privileges □ Detention □ STEP referral □ Suspension

□ Community Service □ 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**_____

(If principal was not the investigator)

Signature and Title: _____ **Date:** _____