

# WOBURN PUBLIC SCHOOLS

## BULLYING PREVENTION AND INTERVENTION PLAN

*Adopted by Woburn School Committee on December 20, 2010*

The Woburn Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

### I. PROHIBITION OF BULLYING AND CYBERBULLYING

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the 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.

### II. DEFINITIONS

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
  - ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
  - iii. creates a hostile environment at school for the target;
  - iv. infringes on the rights of the target at school; or
  - v. materially and substantially disrupts the education process or the orderly operation of a school.
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Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

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

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

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

### **III. REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

1. 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 shall be recorded in writing. A school or district staff member is 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 individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district 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 school's 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 school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

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, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff
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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 or Guardians, and Others

The school or district 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.

2. Responding to a report of bullying or retaliation.

1. Preliminary Determinations

Upon receiving a report of bullying or retaliation, the principal or designee will confer with the complainant to obtain an understanding and statement of the facts alleged. If, based on the facts alleged, the principal determines that the conduct complained of would not constitute bullying or retaliation, as defined by M.G.L. c.71, §37O and/or Woburn Public Schools' policies, the principal shall document that determination on the Incident Reporting Form and shall take no further action with regard to the complaint. If the Principal determines that such facts, if true, would constitute bullying or retaliation, the principal will promptly commence an investigation of the complaint.

Upon commencing an investigation, the principal will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target. Such interventions may include, but are not limited to, creating a personal safety plan for the target; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's or target's schedule and access to each other. The principal or designee may take additional steps deemed necessary by the school administration to protect the safety of the target and any witnesses while the investigation is ongoing.

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. 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.
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- 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 49.00.
  
- 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 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. (Parents may also make an independent decision to notify 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.

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

- 3. 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 may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. 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.

- 4. 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
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prevent recurrence and to ensure that the target is not inappropriately 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 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.

Upon investigation and determination that bullying has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation. The principal shall inform the target's parents 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.

#### E. Responses to 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). 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; and
- adopting behavioral plans to include a focus on developing specific social skills.

##### 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 Plan and with the school's or district's code of

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conduct. Disciplinary action may include, but is not limited to suspension or expulsion from school.

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.

### 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 sense of safety and that of others as well. 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.

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.

## IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties 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 or district. Several staff members from the Woburn Public Schools have been trained by the Massachusetts Aggression Reduction Center (MARC) to serve as presenters in these training activities. The contents of annual staff training shall meet the requirements set forth in M.G.L. c.71, §37O. 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 district-wide professional development will be informed by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
  - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
  - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
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- (iv) 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;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- 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.

## **V. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

- A. Specific bullying prevention approaches. 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 cyberbullying, including the underlying power imbalance;
  - emphasizing cybersafety, 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;
  - ensuring students are knowledgeable of a safe reporting system of suspected incidents of bullying and cyberbullying; and
  - understanding of consequences when bullying has been identified.
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Bullying prevention, cyberbullying and internet safety curricula for the Woburn Public Schools will be provided to all students in grades K-12. Specific programming has been determined by the available materials and resources, along with what school and community data indicate is needed. The Safe and Drug Free Schools Advisory committee will continue to review research-based programs and will make recommendations to update the curriculum as appropriate. The schedule for implementing this curriculum is as follows:

	2010 – 2011 School Year	2011 – 2012 School Year
Grades K-2	<ul style="list-style-type: none"> <li>• Second Step (in classrooms)</li> <li>• CyberSmart! Student Curriculum (lessons taught by Library/media)</li> </ul>	<ul style="list-style-type: none"> <li>• Second Step (in classrooms)</li> <li>• CyberSmart! Student Curriculum (lessons taught by Library/media)</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Second Step (in classrooms)</li> <li>• CyberSmart! Student Curriculum (lessons taught by Library/Media)</li> <li>• Training for staff on Steps to Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Second Step (in classrooms)</li> <li>• Steps to Respect (taught by specialist teachers – Health, PE, Music, Art)</li> <li>• CyberSmart! Student Curriculum (lessons taught by Library/Media)</li> </ul>
Grades 6-8	<ul style="list-style-type: none"> <li>• Seventh Grade Anti-bullying Curriculum (taught by SRO)</li> <li>• Training for Staff on Olweus Bullying Program</li> <li>• Training for Staff on Hazelden Cyberbullying Program</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Olweus Bullying Program</li> <li>• Seventh Grade Anti-bullying Curriculum (taught by SRO)</li> <li>• Hazelden Cyberbullying Program (lessons taught by Computer/ technology)</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>• Work with SDFS Advisory Board, Health/Wellness Department, Guidance Staff and English Department to Develop Scenarios to Utilize as Part of Grades 9-12 Bullying and Cyberbullying Prevention Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Grades 9-12 Bullying and Cyberbullying Prevention Curriculum (taught by different subject matter teachers at different times during day/year):               <ul style="list-style-type: none"> <li>○ 1st Period–October</li> <li>○ 2nd Period–December</li> <li>○ 3rd Period–January</li> <li>○ 4th Period–February</li> <li>○ 5th Period–March</li> <li>○ 6th Period–June</li> </ul> </li> </ul>

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 climate/environments for all students, including for students with disabilities, lesbian, gay, bisexual, 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; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **VI. ACCESS TO RESOURCES AND SERVICES**

A key component of the Woburn Public School's Anti-Bullying Plan is to promote a positive school climate that ensures that the emotional needs of all students; targets, aggressors, families, and others are addressed. The Woburn Public School's plan includes strategies for providing supports and services necessary to meet these needs.

- A. Identifying resources. Building-level administrators, in conjunction with psychologists, guidance counselors and school adjustment counselors will work to identify the school's capacity to provide services to provide counseling, case management and other services to targets, aggressors, bystanders and families. The Woburn Public Schools will conduct an annual review of staffing and programs that help to support our positive school environments, focus on early intervention and intensive services, and develop recommendations and action steps to fill resources and service gaps. This may include adopting new, research based curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services to meet our needs.
  
  - B. Counseling and other services. School psychologists, guidance counselors, school adjustment counselors, nurses, and other 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 and psychologists meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns in a collaborative manner. Interventions that are currently used include, Second Step Program, social skills groups, behavioral plans, peer mediation, friendship groups and one-on-one or small group counseling. School staff works together to provide linguistically appropriate resources to identified families. The Woburn Public Schools maintains information on community-based mental health service agencies within the local area, providing services to Medicaid eligible students. When needed, school psychologists, counselors and appropriate special needs educators work collaboratively to develop behavior plans and social skills groups to address the needs of identified students. Additionally, they work to educate and support parents and apprise them of outside resources to enhance
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parenting skills and provide for the needs of children. The district's Special Education Parent Advisory Council provides parent workshops.

- 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. The Woburn Public Schools will review current referral protocol for referring students and families to outside services to ensure that it is relevant to the Woburn Public Schools' Bullying Prevention and Intervention Plan. Currently, guidance counselors, school adjustment counselors and psychologists provide parents and students with referral information and assistance with accessing needed mental health services.

## **VII. COLLABORATION WITH FAMILIES**

- A. Parent education and resources. Woburn Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula being used. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the Woburn Public Schools will 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 cyberbullying and online safety. The district will send parents or guardians written notice each year about the student-related sections of the Plan and the districts' internet safety 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. The district will post the Plan and related information on its website.

## **VIII. 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 Plan shall prevent the district or a district school 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 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.

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