

MEDFORD PUBLIC SCHOOLS

Bullying Prevention and Intervention Plan

**Approved by Medford School Committee
December 20, 2010**

Roy E. Belson, Superintendent of Schools
Beverly G. Nelson, Assistant Superintendent of Schools



CONTENTS

<u>Section</u>	<u>Page</u>
Introduction to Plan	3 - 4
Medford Public Schools Bullying and Cyber-bullying Policy	5 - 7
Leadership and Plan Development	8 - 9
Academic and Non-academic Activities	10
Definition of Bullying	11
Reminders to Staff	12
Procedures for School Staff Receiving/Witnessing a Report of Potential Bullying Behavior	13
Administrative Investigation Procedures	14 - 17
Bullying Reporting Form	18
Bullying Investigation Form	19 - 20
Behavioral Remediation Agreement	21
Individual Behavioral Plan	22
Definitions	23

Introduction

Dealing with the issue of bullying and cyber bullying is a **shared** responsibility involving the school district, individual schools, teachers, students, parents/guardians, and community at large. We see these primary areas of responsibility for each constituency as follows:

District- The School District responsibilities include:

- Developing the mandated plan and reviewing the plan annually for any needed additions, changes or edits
- Developing guidelines for individual school plans and ensuring that bullying policies are followed in each school
- Providing fiscal support for professional development for educators and other staff working with our students
- Providing assistance and resources to schools for teachers, parents/guardians, students, and other staff to carry out the plan
- Maximizing outreach on the topic of bullying by utilizing electronic and other media resources

Schools- Each Individual School responsibilities include:

- Being proactive in taking steps to avoid escalation of incidents into bullying behaviors
- Documenting all incidences of unacceptable student behavior and treating these incidences with standard school disciplinary procedures
- Following the district plan
- Amending handbooks to reflect policy and plan
- Dedicating selected staff to deal with any problematic issues
- Utilizing building based MARC train the trainers to work with staff and parents
- Ensuring that professional development is available for all staff (including non-educators) and parents/guardians
- Providing outreach to all constituencies through the use of printed, electronic and other media resources

Teachers and Other School Staff- All individuals working with students in an educational setting are responsible for:

- Knowing and following the district and school bullying plans
- Engaging in professional development related to bullying
- Reporting any behavior incidents via protocol established in plan
- Working with students in promoting pro-social behaviors

Students- Students are responsible for:

- Following the school policy

- Demonstrating empathy towards fellow students
- Reporting any incidences of bullying activity and assisting school officials with bringing closure to a problematic situation
- Demonstrating an understanding of the serious harm that bullying causes both the aggressor and target

Parents/Guardians- Parents and Guardians responsibilities reinforce what is being done in the schools.

Parents are responsible for:

- Modeling pro-social behavior in dealing with adults and children
- Monitoring children's online activity
- Establishing a home *no tolerance policy* for activities/materials that glorify anti- social behavior
- Engaging in district and school opportunities offered for professional development and assistance with bullying issues

Community- Every member of the community is responsible for the following:

- To promote social activities that foster collaboration and empathy toward all individuals in the community
- In public settings model interactions with others that demonstrate tolerance and respect for differences even if the issues being discussed are controversial

MPS BULLYING AND CYBER-BULLYING POLICY

It is the policy of the Medford Public Schools to provide a learning environment that is free from bullying

and cyber-bullying (similar policies exist and define sexual harassment and hazing). It is a violation of this policy for any student to engage in bullying or cyber-bullying, or for any employee of the Medford Public Schools to condone or fail to report acts of bullying or cyber-bullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school-sponsored or school-related activities, functions or programs, whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; or (v) through the use of technology or an electronic device owned, leased or used by the school district.

It is also a violation of this policy for any student to engage in bullying or cyber-bullying at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

The MPS School District will not tolerate retaliation against a person who reports bullying or cyber-bullying, provides information during an investigation of bullying or cyber-bullying, or witnesses or has reliable information about bullying or cyber-bullying.

“Bullying” is defined as 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant message, text messaging or facsimile. Cyber-bullying includes (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is a violation under the law. Cyber-bullying also includes 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 is a violation of the law.

It is the responsibility of every student, parent and employee of the school district to recognize acts of bullying, cyber-bullying and retaliation. Any student who believes that he or she has been the victim of bullying, cyber-bullying or retaliation should report it immediately to his or her teacher or principal.

Students, parents and members of the school staff (including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, coaches, advisors, advisors to an extracurricular activity, or paraprofessionals), who witness or become aware of bullying cyber-bullying or retaliation should immediately report it to the principal.

Reports of bullying or cyber-bullying will be promptly investigated. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee will (i) notify the police if the principal or designee believes that criminal charges may be pursued against the perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of the perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

The School district will provide age-appropriate instruction on bullying prevention and provide professional development to build the skills of staff members, as required by law. (see chart below) The Superintendent will develop a Bullying Prevention and Intervention Plan which shall sets forth the administrative guidelines and procedures for the implementation of this policy. Such Bullying Prevention and Intervention Plan shall include, but not be limited to: procedures for reporting, responding to and investigating reports of bullying or retaliation; the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation or against someone for making a false accusation of bullying; procedures for remedying incidents of bullying and restoring a sense of safety for a victim and assessing that victim's needs for protection; strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation; any notification requirements consistent with state and federal law; a strategy for providing counseling or referral to appropriate services for perpetrators, victims and family members; and provisions for educating and informing parents about bullying and the School District's bullying prevention curriculum.

Students and parents or guardians will receive notice of the relevant student-related section of the Plan annually and faculty and staff at each school shall be trained annually on the plan applicable to the school. (see chart below) Each building principal shall be responsible for the implementation and oversight of the Plan at his or her school. The building principal or designee shall assist students, parents, and employees of the School District who seek guidance or support in addressing matters relating to any form of bullying, cyber-bullying or retaliation.

Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

Any staff member, parent, and/or community member who knowingly engage in false accusations will be subject to appropriate consequences administered by the school system and/or law enforcement agencies.

Complaints of bullying or retaliation may be made anonymously; however, no disciplinary action shall be taken against a student, staff member, parent, or community member solely on the basis of an anonymous report.

LEADERSHIP AND PLAN DEVELOPMENT

Public Involvement

- Spring 2010 – School committee updates on bullying legislation
- April 7, 2010 – Community forum on cyber-bullying cosponsored by School Committee member Ann Marie Cugno and State Representative Paul Donato. Guest speaker

included Elizabeth Englander of Massachusetts Aggression Reduction Center, (MARC) of Bridgewater State College.

- Fall – 2010 – School committee updates on bullying plans for Medford Public Schools.

Assessing Needs and Resources

- Fall 2010 – Continued mapping of violence prevention curriculum at all levels including the Second Step Program and teenage Health Teaching Modules.
- October, 2010 – Elementary teachers participate in Second Step violence prevention surveys to identify bullying concerns at their buildings and throughout the system, i.e., location, frequency, reporting.
- October, 2010 – Elementary teaching representatives meet to discuss and review the current curriculum, (S.S.) policies and procedures. Staff formulate their presentations for the November S.S. refresher program and professional development program on bullying.
- October, 2010 – middle and high school staff attend training sponsored by MARC on bullying prevention. Staff meets with Asst. Superintendent to review MARC materials and develop professional development program for their buildings.

Planning and Oversight

- Spring-Fall 2010 administrators attend workshops on topic
- August 2010- Attorney Office presentation to administrators on legal issues related to bullying
- Fall 2010- 10 teachers attended a train the trainer through MARC
- November 2, 2010 – Mandatory full day of professional development centered on bullying legislation and its impact for MPS.

Elementary program

- General session for all teachers with presentation of the Second Step survey data, presentation by District Attorney's office;
- Individual school meetings with training/refresher for Second Step;
- Faculty surveys for development of the bullying plan.

Middle and High School Programs

- MARC TRAINING power point presentation;
- Fall 2010 – health education staff meetings to map curriculum, discuss Second Step, teenage Health teaching Modules and supplemental videos.

Parent/community involvement

- Utilization of the MPS web pages

- Second Step take home information and videos for families
- Community health organization – Medford Health Matters
- Communities that Care Survey
- Students Against Destructive Decisions (SADD) programs
- “THE 84” – high school pro-social marketing through MA DPH
- Community Based Justice – CBJ meetings
- Memorandum of Agreement with local police
- School Threat Assessment and Response System (STARS)

Parental Information and Education will contain the following:

- The dynamics of bullying
- Online safety and cyberbullying
- Procedures for reporting bullying
- Procedures for the investigation of bullying
- Information on counseling and other related support services
- Methods for reinforcing the school system’s bullying prevention curricula at home.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

	<i>CURRICULUM</i>	<i>PROFESSIONAL DEVELOPMENT</i>	<i>STUDENT RESOURCES</i>	<i>STAFF RESOURCES</i>	<i>FAMILY/COMMUNITY RESOURCES</i>
ELEMENTARY SCHOOLS PreK- Grade 5	SECOND STEP (S.S.) (taught by classroom teacher)	2005 – train the trainer; Yearly – new teacher orientation; Nov. 2010- day of prof. dev. with Atty. Gen'l. office; review of pro-social curriculum; S. S. teacher refresher; Project Alliance	Handbook; MPS web pages; Teachers; Support staff: guidance, nurses	Handbook; MPS web pages; Library selections aligned with frameworks & S. S. ; S.S. student & teacher surveys; STARS; Project Alliance	Spring 2010 – community forum with State Rep. Donato; E. Englander from MARC @ Bridgewater State; Spring 2010 school committee updates on Bullying; MPS web pages; S.S parent letters; Medford Health Matters; Student Handbooks; PTO; Fall 2010 -School committee update;
MIDDLE SCHOOLS Grades 6-8	SECOND STEP (taught by health educators & guidance) Revision of guidance curriculum to highlight bullying as a topic	2005 train the trainer S.S.; Yearly new teacher orientation, S.S. Fall 2010 – training from MARC	Handbook; MPS web pages; Teachers; Support staff	Handbook; MPS web pages; Library selections; Community-based justice mtgs. (CBJ); STARS; Project Alliance	December 2010 – Bullying Plan presentation
HIGH SCHOOL Grades 9-12	Teenage Health Teaching Modules (taught by health educators); Videos: <i>BULLIED</i> ; <i>A GIRLS' LIFE</i> ; <i>RAISING</i> ; MARC training (taught by guidance) curriculum to highlight bullying as a topic	Nov. 2010 – MARC training	Handbooks; MPS web pages; Teacher; Support staff; SADD; MHM	Handbook; MPS web pages; Community-based justice mtgs. (CBJ); STARS; Project Alliance	

All professional development for staff will contain the following components: strategies for interventions to stop bullying, information regarding the complex interaction and power differential that can take place among an aggressor, a target and witnesses to bullying, information on students who are at risk for bullying, information on cyberbullying, internet safety issues as they relate to cyberbullying.

DEFINITION OF BULLYING*

Massachusetts law gives school officials the power to investigate and discipline bullying that occurs *on or off*

school grounds (e.g., cyber bullying from a home computer) if that bullying creates a hostile environment at school for the victim (“target”), infringes on the rights of the target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

- 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: (must include at least one of the following)
 - causes **physical or emotional harm** to the target or damage to the target’s property;
 - places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
 - creates a **hostile environment** at school for the target;
 - infringes on the rights** of the target at school; or
 - materially and substantially **disrupts the education process** or the orderly operation of a school.
 - Retaliation from reporting of previous incident (not part of official School Committee definition)*

Note regarding Technological/Cyber-bullying: Bullying through the use of technology or any electronic communication including, but not limited to:

- the creation of a web page or blog in which the creator assumes the identity of another person, or
- the knowing impersonation of another person as the author of posted content or messages, or
- 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,

*This definition is a summary of the legal definition supplied by the DESE

Additional note: The law does not make bullying a crime; however certain types of bullying behaviors may be criminal i.e. hazing, stalking

REMINDERS TO STAFF

Do not ignore bullying type behaviors: Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002)

Intervene immediately; bullying is common, but not benign: Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.

Separate alleged bully and target: Do not use mediation or attempt to force them to confront one another.

Bullying is different from conflict: Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.

Stay neutral and calm: The tone you take with students during investigations will affect your ability to defuse the bullying.

Don't make promises or deals until your investigation is complete.

Reassure reporters and target that they have done the right thing by reporting. Make sure they know they will be protected from retaliation.

Empower aggressors to change: Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g. "for now, stay off Facebook").

Maintain confidentiality but ACT: It is important to protect reporters from retaliation, but information on bullying MUST be acted upon. There are no "off-the record" conversations.

Be objective in your note-taking: Your emails and the notes you take in meetings about students could become part of their official record.

Be timely! The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

PROCEDURES FOR SCHOOL STAFF RECEIVING /WITNESSING A REPORT OF POTENTIAL BULLYING BEHAVIOR

1. Building administrators have in place a system for staff that facilitates the reporting of any incident of unacceptable student behavior towards another student. All incidents are treated with the standard school disciplinary or conflict resolution procedures.
2. If two or more of these incidents are reported about any one student and they potentially satisfy the definition of bullying then the building administrator or his/her designee will complete the *Bullying Reporting Form*
3. Review the definition of bullying (see above), ideally with the reporter(s) (e.g., target, friend of target, parent, etc.) present.
 - If incident does not seem to meet the definition, continue to treat the incident(s) with standard school disciplinary or conflict resolution procedures.
 - If the incident meets the definition or you have any doubts about whether it might be bullying the administrator or his/her designee should following the procedures below
4. Notify the reporter that because the student actions may constitute bullying, we have an obligation to investigate and take action in a timely manner including:
 - interview all students involved,
 - collect evidence including digital or hard copies of electronic communication, web pages, notes, etc.,
 - review previous disciplinary records of all students involved, notify parent(s)/guardian(s) of all students involved,
 - notify the police if it is believed that criminal charges may be pursued against the aggressor, apply appropriate disciplinary action,
 - notify target's parent(s)/guardian(s) of action taken to prevent further acts of bullying, to the extent consistent with state and federal confidentiality laws (note: we cannot share the extent of all disciplinary actions with the target's family).

ADMINISTRATIVE INVESTIGATION PROCEDURES

The school principal will be responsible for investigating all bullying complaints and ensuring that parents will be notified that such an investigation is underway.

1. Review *Bullying Reporting Form*
2. Use *MPS Bullying Investigation Form* (included in this packet).
3. Prepare to interview students:
 - o Review students' discipline and school records (include: IEP, 504s) to see if there are prior similar incidences.
 - o Consult, as needed, with additional staff (e.g., SPED Liaison, counselor, nurse).
 - o Determine which additional staff, if any, needs to be present during student interviews and/or decision process.
 - o Take reasonable precautions to ensure that students are unable to communicate or undermine the investigation (e.g., call all students to the office at the same time, but interview separately).
 - o Determine which students need to be interviewed. Include target(s), aggressor(s), and bystander(s).
4. Interview all students involved, ideally one at a time.
 - o Read back to the student a summary of his or her account to ensure accuracy of your notes.
 - o If applicable, ask students to provide written statements.
5. If physical injuries occurred, ask nurse to examine target(s) and aggressor(s)
6. Collect and compile evidence:
 - o Print-outs of blog posts, social networking pages, emails, etc.
 - o Copies of student notes.
 - o Nurse report(s).
 - o Police report(s).
 - o Written statements.

Determination

7. **Determine** whether bullying has occurred...

Response Plan

8. Working with the aggressor, complete a *Behavioral Remediation Agreement* (included in the packet) that includes warning against retaliation and repeat offences. It should include disciplinary actions, strategies and supports to be used to stop the bullying and restore a sense of safety for the target, including steps taken to ensure there is no retaliation against the targets or reporters. See the table below for a menu of options:
 - o Aggressors can be required to undergo counseling with an in-house counselor (i.e., authorized school staff) as part of their remediation agreement or behavior

plan.

- o We can require outside counseling, but the district would pay the cost UNLESS the student has been charged with a felony and/or expelled (e.g., 37H.5) in which case we can require parent-sponsored counseling as a condition of returning.
9. If the student has an IEP, work with his or her liaison to determine whether the behavior is a manifestation of the student's disability
 10. Notify the aggressor of his or her rights and the process to appeal your decision.
 11. Meet with the target and/or bystanders to develop a safety plan.

OPTIONS

Disciplinary Actions	Remediation Actions	Target Safety
<ul style="list-style-type: none"> o Admonishment, warning Temporary removal from the classroom o Loss of privileges o Classroom or administrative detention o In-school suspension during the school week or the weekend, for students o Out-of-school suspension o Legal action o Expulsion or termination o Consequences for repeat offenses 	<ul style="list-style-type: none"> o Meetings between parents o Counseling o Education including strategies to repeating behavior. o Revision of IEP, if applicable o Individual Behavior Plan (for repeat offenders; form is included in this packet) o Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans) 	<ul style="list-style-type: none"> o Guidelines for avoiding further unnecessary contact with the target o Clarification about who will be notified o Notify staff about incident and danger of further contact o Strategies to avoid further bullying (e.g., script, role playing, etc) o Identifying trusted adults and “safe areas” o Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate) o Periodic check-ins o Whole community meetings o Identification and empowerment of bystanders o Education about technology

Parents/Guardians will be notified of all actions taken to prevent further acts of bullying or retaliation.

Parents and victims will be provided with significant opportunity for counseling services. This can take the form of either in-house trained staff or referrals to outside agencies with experience in these matters. The school district will take actions to identify agencies that can be accessed by parents as needed to address these matters.

Aggressors will also have access to in-house staff counseling and referral to trained agency providers.

Notification

11. Notify parent(s)/Guardian(s) of the target and aggressor about your determination and—to the extent allowed by confidentiality laws. Parents/Guardians will be notified of all actions taken to prevent further acts of bullying or retaliation.
 - o Do not share student names or disciplinary actions with a third party. Parents of targets do NOT have the right to know the name of the aggressor (or disciplinary actions taken against aggressor).
12. Consult with police, as needed.
 - o There is no such thing as “criminal bullying” but we should consult with police if the aggressor used another criminal action (e.g., harassment, stalking, assault/battery).
13. Contact other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions.
 - o School administrators may not share information about students with anybody but part or full time “authorized school personnel” (this includes coaches and contracted service providers) In order to maximize the privacy and safety of students, Administrators should exercise discretion when informing staff members.
 - o Administrators may only share information with the permission of the student’s family.

Documentation

14. Each school has a “Bully Binder.” Use this binder to store incident and investigation forms, alphabetically by aggressor and their date of graduation.
 - o Discipline information is part of the temporary record. Keep bullying records for six years.
 - o Temporary records must be destroyed no later than seven years after the student graduates. (this includes electronic records)
 - o Your personal “notes” can be kept indefinitely, as long as you don’t share with or consult them in the presence of parents or students.
15. Use your school’s student information system (e.g., iPass, student files) to document the results of your investigation, including:
 - a. Determination of bullying
 - b. Disciplinary, remediation, target safety actions taken.
 Do not use the iPass “alert system” to label aggressors.
16. File copies of ***Bullying Investigation Form***, ***Bullying Reporting Form*** (if any), ***Behavioral Remediation Agreement*** (if any), and ***Individual Behavior Plan*** (if any, for repeat offenders only) in student file.

	Target (s)	Aggressor (s)
<i>Bullying Investigation Form</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Bullying Reporting Form</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Behavioral Remediation Agreement</i>		<input type="checkbox"/>
<i>Individual Behavior Plan</i> (repeat offenders)		<input type="checkbox"/>
Notify Special Education (repeat offenders)		<input type="checkbox"/>
Copy of reports to counselor	<input type="checkbox"/>	<input type="checkbox"/>

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. Do not file in the cumulative record

Medford Public Schools BULLYING REPORTING FORM-			
<p>Directions: The Medford Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. Every reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.</p>			
Date of report:			
Name of student target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (If known):	Age:	Grade:	School :
Name(s) of witness(es) (If known):			
<p>Where did the incident(s) happen (choose all that apply)? <input type="checkbox"/> On school property <input type="checkbox"/> At a school-sponsored activity or event off school property <input type="checkbox"/> Online/via technology <input type="checkbox"/> On a school bus <input type="checkbox"/> On the way to/from school <input type="checkbox"/> Other: _____</p>			
<p>What best describes what happened (choose all that apply): <input type="checkbox"/> Teasing <input type="checkbox"/> Threat/Property Damage <input type="checkbox"/> Stalking <input type="checkbox"/> Theft/Property Damage <input type="checkbox"/> Social exclusion <input type="checkbox"/> Intimidation <input type="checkbox"/> Physical violence <input type="checkbox"/> Public humiliation <input type="checkbox"/> Retaliation <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Other: _____</p>			
What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)			
<p>Did a physical injury result from this incident? <input type="checkbox"/> No <input type="checkbox"/> Yes, but it did not require medical attention <input type="checkbox"/> Yes, and it required medical attention</p>			
Is there any additional information you would like to provide? (Attach a separate sheet if necessary)			
<p>Name Of Person Reporting Incident(s)(Optional):</p> <p>Telephone (optional) _____ E-mail (optional): _____</p> <p>Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Other: _____</p> <p>Signature: _____ Date: _____</p>			
Administrative Action Taken:		Date:	

Administrator:

(Form modeled after Polk County Public Schools Harassment or Bullying Reporting Form

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. Do not file in the cumulative record

Medford Public Schools BULLYING INVESTIGATION FORM			
Investigation start date:			
Name of student target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (If known):	Age:	Grade:	School :
Investigation			
<input type="checkbox"/> Review & Attach <i>Bullying Reporting Form</i> <input type="checkbox"/> Review students' discipline and school records (include: IEP, 504s) <input type="checkbox"/> Consult as needed with additional staff (e.g. SPED Liaison, METCO advisor, counselor, nurse). Include names here: <input type="checkbox"/> Determine which additional staff, if any, needs to be present during student interviews and/or decision process. Include names here: <input type="checkbox"/> Conduct students interviews <input type="checkbox"/> Read back to each student a summary of his or her account to ensure accuracy of your notes. <input type="checkbox"/> If physical injuries occurred, ask nurse to examine target. <input type="checkbox"/> The following checked items are attached to this report <ul style="list-style-type: none"> o <i>Incident Reporting Form (if available)</i> o Print-outs of blog posts, social networking pages, emails, etc. o Copies of other evidence o Copies of investigator's notes (e.g. transcripts of interviews, etc.) o Nurse report(s) o Police report(s) o Written statements from interviewees, reporters, etc. 			
Determination:			
<input type="checkbox"/> Check all that apply: <ul style="list-style-type: none"> <input type="checkbox"/> 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: (must include at least of the following) <ul style="list-style-type: none"> <input type="checkbox"/> causes physical or emotional harm to the target or damage to the target's property; <input type="checkbox"/> places the target in reasonable fear of harm to himself or herself or damage to his or her property; <input type="checkbox"/> creates a hostile environment at school for the target; <input type="checkbox"/> infringes on the rights of the target <u>at school</u>; or <input type="checkbox"/> materially and substantially disrupts the education process or the orderly operation of a school. <input type="checkbox"/> <i>Involves an imbalance of perceived or real physical or social power between target and aggressor(s)</i> <input type="checkbox"/> <i>Retaliation from reporting of previous incident</i> 			
<input type="checkbox"/> Provide brief description of the nature of the bullying (if any):			
<input type="checkbox"/> Provide a Final determination: <ul style="list-style-type: none"> <input type="checkbox"/> Incidents did not meet the standard of bullying <input type="checkbox"/> Bullying has occurred and will be dealt with in-house <input type="checkbox"/> Criminal bullying has occurred and police should be notified of possible criminal charges 			

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. Do not file in the cumulative record

Medford Public Schools
BULLYING INVESTIGATION FORM

Response Plan (if any)

Disciplinary Actions:

Remediation Actions:

- Behavioral Remediation Agreement* attached
- Individual Behavior Plan* attached (repeat offenders only)

Student Safety Actions:

Notification and Documentation

- Parent(s)/Guardian(s) of the target
- Parent(s)/Guardian(s) of aggressor
- School information system (e.g., iPass or student files)
- School alert system (if necessary)
- Counselor of target
- Counselor of aggressor
- Special Education (for repeat offenders)
- Police (if criminal charges may be pursued)
- Other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions. Please describe:

Administrator/Investigator Signature

Date:

Medford Public Schools BEHAVIORAL REMEDIATION AGREEMENT			
			Date:
Name of student:	Age:	Grade:	School :
Reason for Behavioral Remediation Agreement: 			
I agree to the following terms to change my behavior : 			
I will need the following support(s) to help me meet the obligations of my agreement: 			
The implications of me NOT meeting the expectations are as follows: 			
Student Signature:			Date:
Parent/Guardian Signature:			Date:
Administrator/Investigator Signature			Date:

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. Do not file in the cumulative record

Medford Public Schools			
INDIVIDUAL BEHAVIORAL PLAN			
			Date:
Name of student:	Age:	Grade:	School :
Reason for Behavior Plan:			
Student Behavior Goal:			
1. Objective			
2. Objective			
3. Objective			
Student Supports			
Timeline/Monitoring Of Plan And Progress Towards Goals			
Daily__ Team Contact _____			
Weekly__ Team Contact _____			
Termination From Plan			
Date Of Termination:			
Student Signature:		Date:	
Parent/Guardian Signature:		Date:	
Plan Coordinator:		Date:	
Administrator/Investigator Signature		Date:	

DEFINITIONS

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

Aggressor is a student who engages in bullying, cyber-bullying, 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.

Cyber-bullying, 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, § 37O for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, 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, cyber-bullying, or retaliation has been perpetrated.