

Randolph Public Schools

Elementary Schools Bullying Prevention and Intervention Plan

On May 3, 2010, Governor Patrick signed into law comprehensive legislation to address bullying in public and non-public schools. [An Act Relative to Bullying in Schools](#), Chapter 92 of the Acts of 2010,¹ requires school leaders to create and implement strategies to prevent bullying, and to address bullying promptly and effectively when it occurs. The following Plan represents Randolph Public Schools response to this legislation.

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¹ The law, in its entirety, may be found at <http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>. You may also consult the Massachusetts General Laws for information described in this memorandum.

I. 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.

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, § 37O for the legal definition of cyberbullying.

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, cyberbullying, or retaliation has been perpetrated.

II. LEADERSHIP

A. Public involvement in developing the Plan.

As required by M.G.L. c. 71, § 37O, this 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.

- Starting in Spring 2010, a Task Force to select a new Social/Emotional Task Force was convened. The Task Force selected an array of new curriculum materials, the centerpiece of which was the Second Step program.
- During the summer, a group of administrative and faculty leaders received extensive professional development in the new program, which prepared them to provide professional development to the entire elementary staff on the new program in September 2010.

- In addition, each building had a Task Force during the summer of 2010 to develop pro-social school climate improvement strategies, which have been implemented in the buildings over the course of the fall. Planning included:
 - i. Development of procedures for reporting and dealing with bullying incidents; these procedures were implemented in fall 2010. See Appendix B for a sample.
 - ii. Documents establishing behavioral expectations for students, staff, parents and administrators. See Appendix C for a sample.
 - iii. A variety of programming to encourage and reinforce pro-social behavior in the buildings.
- Throughout the 2010 year, Central Office personnel have supported building-based personnel in a variety of ways: convening the Social & Emotional Learning Task Force; funding the new curriculum purchase and implementation; conducting research into best practices and guidance regarding state legal requirements; etc.
- Over a period of three months in the fall, six Task Force meetings involving a wide array of constituents, staff and administrators were conducted to develop this Plan. The draft Plan was reviewed by the Task Force members between December 3rd and 7th, and will be posted for public comment on the district website from December 8th through 13th with final edits made prior to December 16th. The Plan will be reviewed by the School Committee at its December 16th meeting and submitted to the Massachusetts Department of Elementary and Secondary Education thereafter.

B. Assessing needs and resources.

A District Task Force was established in July 2010, to assess what procedures, resources and curriculum were currently in place to address Bullying in Randolph Public Schools, and to ascertain what additional steps were required to meet the requirements of the law. Representatives from each level (elementary, middle school and high school) assessed current procedures, resources and curriculum available in their schools and identified need areas. Administrators were trained in the requirements of the law and convened working groups in their schools (see above) to develop their own school Bullying Prevention & Intervention Plans.

The Plan is the district's outline 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 and staff, assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. This "mapping" course of action helped us to identify resource gaps and the most significant areas of need. Based on these findings, we revised and developed the policies and procedures in this plan; and worked to strengthen our partnerships with community agencies, including law enforcement.

It is our expectation that on a periodic basis, the Randolph Public Elementary Schools will continue to conduct needs assessments: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on

identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

Assessment Task	Persons Responsible	Timeline
Development of surveys (See Appendix D for sample)	Building Administrators	Fall 2010
Survey implementation	Building Administrators	Initially by January 2011; subsequently biannually in September and May
Analysis of building incident data	Building Administrators	Ongoing
Survey Data Analysis	School climate Task Forces	Initially in February 2011; subsequently biannually in October and June
Assessment of efficacy of Second Step	Various staff, system-wide	June 2011

C. Planning and oversight.

Randolph Public Schools participated with the Attorney General’s Office in a Safe Schools Planning Initiative in 2006. One outcome of that planning group was the development of documentation and reporting protocols, which remain in place. These protocols, now routine in RPS, include Bullying behaviors as a category requiring report, investigation and documentation by Principals. The documentation in place in RPS meets the requirements of the law.

At each school, the principal tracks incident reports for individual students. They submit these reports to the Director of Students Services, who maintains confidential records. Administrators have recently revised reporting tools, making adjustments to better address reporting demands.

Planning for professional development required by the law will be handled by the Professional Development Committee. Annually, training on reporting requirements will be included in the district’s fall mandated training program for all staff. More extensive training on social and emotional issues and promoting pro-social behavior will be incorporated on annual basis into the district’s Professional Development Plan.

Building based administrators, in conjunction with school adjustment counselors, are responsible for responding to the needs of targets and aggressors. This includes recommendations for counseling, supports within the school day and interventions that will facilitate safety for all parties.

The curriculum recently implemented was selected by a district-wide Task Force on Social and Emotional learning.

The Randolph Public Schools’ School Committee is responsible for revisions to the district’s existing anti-bullying policies, and is currently in the second reading of new policies governing bullying and inappropriate use of social media. Changes to procedure and

reporting protocols are ultimately the responsibility of the school administration, though the protocol revisions made this summer were informed by the work of all members of the summer task forces.

On an annual basis, Building Principals will review and, as appropriate, revise student handbooks and codes of conduct. The Director of Human Resources is responsible for annual updates to the staff handbook and code of conduct. Both handbooks will be revised in summer 2011 to incorporate all changes required by this Plan.

On an annual basis, the District Equity Officer/Director of Student Services will convene the Elementary Principals for the purposes of revising/updating this Plan.

D. Developing priority statements.

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

Randolph's Elementary Schools are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. Randolph's Elementary Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We 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.

We are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. Each building principal is responsible for the implementation and oversight of the Plan in their building.

Randolph is a place where all of our children and youth have a voice, learn social responsibility and self advocacy, and where all school community members treat each other with respect and appreciate the rich diversity in our schools. We are committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes. Randolph identifies needs before they become problems and provides access to needed services and

resources to support student safety, learning, and development. The following plan reflects our commitment to create and sustain the nurturing school community our students deserve.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan.

Information about the requirements of MGL c71, & 370, on Bullying was integrated in the District's annual Mandated staff training presentation and provided to all staff within the first week of school. This will be an annual procedure. Annual training for Van Drivers included information about Bullying and a process for reporting incidents to school based personnel.

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. 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 schoolwide and districtwide 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;
- (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.

Once approved, each school's Bullying Prevention & Intervention Plan will be posted on the school & District websites. Any additional staff duties resulting from updated Bullying prevention & Intervention planning will be distributed in writing to all staff and amended to the Employee handbook and code of conduct.

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.

IV. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources.

A key aspect of promoting positive school climate is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. This Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance our 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 and aggressors. This plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

B. Counseling and other services.

Randolph Public Schools employs licensed Social Workers in all of its schools. Social Workers provide both individual and group counseling for students. When necessary, they develop Functional Behavioral Assessments and Behavioral Intervention Plans for students and work with staff to implement them effectively. The District employs a full time Board Certified Behavior Analyst (BCBA) who works with staff, students and families to develop social skills goals for students with communication and social skills deficits. RPS also partners with local counseling agencies to provide counseling services in other languages when necessary.

The district also employs multilingual Liaisons who are able to provide translation and cultural interpretation for non-native English-speaking families. These individuals are able to support families to understand the schools' behavioral expectations, to make sense of information regarding incidents that take place in the schools, and to access the supports that the schools provide.

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. At every RPS Annual Review the special education Team will determine the need for specific Goals or interventions necessary for the student

D. Referral to outside services.

Randolph Public Schools employs licensed Social Workers in all of its schools, who refer students and families to outside agencies as needed. If individual students, or family members require additional counseling, social services or legal services, referrals will be made to proper agencies. Social workers will consult with Principals prior to making referrals to legal agencies.

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

A. Specific bullying prevention approaches.

Randolph's Elementary Schools have implemented Second Step, a bullying prevention curriculum. This curriculum is informed by current research which, among other things, emphasize 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; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

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, 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.

C. Randolph Public Elementary Schools Bullying Response Matrix

	PREVENTION	INTERVENTION	RESPONSE
STUDENT	<ul style="list-style-type: none"> • Second Step (awareness) • Safe venues to settle disputes • A clear understanding of the bullying policy • Mentoring program • Buddy system (when appropriate) • Promote good citizenship (e.g. student of the month) • System for student initiated self-regulation (e.g. coming out of class for cool down) 	<ul style="list-style-type: none"> • An anonymous way to report bullying incidents - suggestion box • Second step student trainings in response to particular incidents • Mediation teams (students who can serve as leaders to mediate other students' conflicts) • Small group counseling for aggressors and targets 	<ul style="list-style-type: none"> • Ensure that students involved with bullying have a safe space to reflect on feelings and actions • Create opportunities for students to reflect with regards to responsible behaviors and future implications (21st century skills)
TEACHER	<ul style="list-style-type: none"> • Student support teams to proactively identify individual student needs • Trauma response/ positive climate ongoing trainings for all teachers • Training on classroom management and positive behavior guidance for all teachers • A clear understanding of the anti-bullying policy for all staff • Provide training for all new teachers on the Second Step curriculum 	<ul style="list-style-type: none"> • Communication and reporting of bullying incidents to parents and school administration • Make referrals to support services for student needs (e.g. counseling, afterschool program, tutoring, etc.) 	<ul style="list-style-type: none"> • If the incident of bullying was witnessed by others in the class, talk with the class about the incident in a way that restores community and gently reminds the group that bullying will not be tolerated because it disrupts the community • Assist and support the implementation of a strategic plan for the child that the aggressor and the target • Ensure there is no retaliation towards the target
SCHOOL ADMINISTRATOR	<ul style="list-style-type: none"> • Promote a positive learning environment • Clear, written policies for handling bullying 	<ul style="list-style-type: none"> • Keep a database of student needs • Ensure that the bullying policy is 	<ul style="list-style-type: none"> • Ensure that the parents of the targets are informed about the school's

	<ul style="list-style-type: none"> • Clear, written behavior management guidelines that are consistent with the climate improvement efforts • Promote adequate out of school time activities, especially for students most in need • Assess bullying data annually • Present data on bullying and climate issue and present it to RPS community • Uphold the RPS community code of conduct • Ensure computers are protected and will not facilitate cyberbullying • Revise and update existing forms/ processes to conform with the bullying policy (e.g. parent complaint form) 	<p>consistently followed across all schools</p> <ul style="list-style-type: none"> • Advocate schools to have adequate resources to meet student needs • Establish benchmarks for healthy climate after first bullying survey • Recruit resources and experts to present socio-emotional on various topics 	<p>response to an incident of bullying</p> <ul style="list-style-type: none"> • Inform parents as appropriate of incidents that take place in the school • Implement and uphold bullying plans including disciplining aggressor and offering services to targets and aggressors • Develop restorative/ rehabilitative/ reconciliation processes in lieu of suspensions as appropriate • Schools need to consistently articulate how bullying goes against the core values of the school
PARENTS	<ul style="list-style-type: none"> • Second Step training (awareness) • Promote parent understanding of cyberbullying • Promote parent understanding of the district's policies • Post RPS elementary plan on website • Explore training and workshops for parents on various topics (eg behavior management) 	<ul style="list-style-type: none"> • Provide strategies to help parents stop their own child from displaying bullying behavior • Provide strategies to help parents cope with a child involved in cyberbullying • Provide strategies to help parents whose children have been bullied • Reconvene anti bullying task force on regular basis 	<ul style="list-style-type: none"> • Actively communicate with the schools ideas and suggestions that promote prosocial behavior • Support schools in the establishment of restorative/ rehabilitative/ reconciliation processes to complement suspensions • Foster processes that engage parents as partners

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

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 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.

Randolph Public Schools has a clear policy for reporting, investigating and documenting cases of Bullying which is outlined in the District Handbook, which is provided to all Parents and is posted on the District Website.

The building administrator 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

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 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. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the

target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

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.
- 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. 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.

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 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.

Principals will forward documentation of Bullying investigations to the Director of Student Services

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 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.

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

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;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

3. 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 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.

4. Promoting Safety for the Target and Others

The principal or designee will assess the target's needs and 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.

Consideration may be given by the Principal or designee to provision of increased 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.

VII. COLLABORATION WITH FAMILIES

A. Parent education and resources.

The school or district 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 used by the district or school. The programs will be offered in collaboration with the PTO.

C. Notification requirements.

Each year Randolph Public Schools' Internet Use Policy goes home to all families of students in the Randolph Public Schools as part of the RPS District Handbooks. This includes the dynamics of bullying, including cyberbullying and online safety. District Handbooks are posted online on the District website.

Each year the school or district will inform parents or guardians of enrolled students about the Second Step anti-bullying curriculum. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's 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 school or district will post the Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

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.

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.

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 Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H 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.

APPENDIX B – Procedure for reporting bullying incidents



“Know the price of success: dedication, hard work, and an unremitting devotion to the things you want to see happen.” – Frank Lloyd Wright

Behavior Intervention Protocol

1. Any staff observes any concerning behavior.

Concerning behaviors are described as the following:

- ~ Child reported to have drugs or a weapon on their body / person / backpack.
- ~ Child reporting they have or have seen a gun at home/in the community.
- ~ Child experienced threatening or aggressive behavior.
- ~ Child using threatening or aggressive behavior.
- ~ Child demonstrating some kind of bullying behavior or exclusionary behavior

Remember: You don't need to determine that the behavior is bullying. All identified behavior should immediately be referred for staff intervention and investigation.

2. Staff Intervene by:

- Calling the office and or
- If you feel safe stop interrupt the behavior
- Escort the aggressor to the office where he/she will meet with the
 - (a) principal
 - (b) assistant principal or special education administrator

(4) Send the target to the nurse's office

If there is a child or children who have been targeted, send the child to the nurse's office whether they are hurt or not. This child should not be sent to the office/classroom so they don't have to reencounter the child that threatened them.



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APPENDIX C – Student responsibilities

Student Responsibilities

It is the expectation of all ___ students to share in the responsibility of a safe and learning focused environment. No student has the right to interfere with the education of his or her fellow students. It is the responsibility of each student to be respectful of the rights of administrators, teachers, students, and all others involved in the education of children.

A student will be discipline appropriately and with logical consequences when he/ she have not complied with his/ her responsibilities or infringe on others rights to learn.

Students have the responsibilities to:

- be aware and respect all rules and guidelines for student behavior and conduct according to the Randolph Public Schools code of conduct
- be able to express their ideas and opinions in a respectful manner that will not offend others
- cooperate, compromise, work together and solve problems in a respectful manner
- be respectful of the diverse and cultural differences within the ___ community
- adhere to the Randolph Public Schools dress code
- take full responsibility for all actions
- exercise the proper care when using all school facilities and equipment
- attend school daily except when excused, be on time, and be ready to learn
- complete all assignments and make up all work when not in school

APPENDIX D – Survey on Bullying and Harassment

BULLYING & HARASSMENT SURVEY

Randolph Public Schools

Please take the time to complete the following survey on bullying and harassment. This survey is confidential. Your responses will help your school create a plan for the future.

School : _____	Grade: _____
Gender: <u>Boy</u> or <u>Girl</u>	

During this school year... (check all that apply.)		
have you seen?	have you done?	has been done to you?
<input type="checkbox"/> Name calling <input type="checkbox"/> Threats/Intimidation <input type="checkbox"/> Personal property damaged <input type="checkbox"/> Physical - pushed, tripped, hit <input type="checkbox"/> Ignored or excluded <input type="checkbox"/> Internet/cyber bullying <input type="checkbox"/> Gossip	<input type="checkbox"/> Name calling <input type="checkbox"/> Threats/Intimidation <input type="checkbox"/> Personal property damaged <input type="checkbox"/> Physical - pushed, tripped, hit <input type="checkbox"/> Ignored or excluded <input type="checkbox"/> Internet/cyber bullying <input type="checkbox"/> Gossip	<input type="checkbox"/> Name calling <input type="checkbox"/> Threats/Intimidation <input type="checkbox"/> Personal property damaged <input type="checkbox"/> Physical - pushed, tripped, hit <input type="checkbox"/> Ignored or excluded <input type="checkbox"/> Internet/cyber bullying <input type="checkbox"/> Gossip

	0 times	1-3 times	4-8 times	9 or more
I have been the victim in a bullying incident.				
I have been the bully before.				
I have missed school because I felt unsafe.				
I have been called a hurtful name.				
I have been threatened by someone.				
I have had personal property(clothes, pencil, book, etc) damaged.				
I have been pushed, kicked, or hit on purpose.				
I have been ignored or excluded.				
I have been bullied on the internet (example:facebook)				
I have been bullied through texting.				

	never	a few times	a lot	always
Bullying happens at school.				
Bullying happens at home.				

(in your neighborhood, social events, team activities).				
I tell an adult when I see a bullying incident.				
There is an adult in the school that I feel comfortable talking to.				
When I see someone being a bully, I try to intervene.				
My teacher has talked to the class about bullying.				

List any places in the school that you think bullying happens the most.

What can adults at school do to help stop bullying?
