

**Randolph Public Schools
Randolph High School
Bullying Prevention and Intervention Plan 2010-2011**

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. LEADERSHIP

A. Public involvement in developing the Plan

An Anti Bullying Task Force was established at Randolph High School in September 2010. The Task Force was comprised of teachers, students, guidance counselors, adjustment counselors, parents, the school Resource Officer, and administrators. Other contributors included members of the PTSO who were apprised of and provided feedback on the high school's Bullying Action Plan focusing on: the reporting process and intervention action steps, school to community support services, training curriculum for all adults at RHS, grades 9-12 curriculum and implementation, the revised RPS reporting tool, and peer mediation and mentoring programs.

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. Principals were trained in the requirements of the law and convened working groups in their schools to develop their own school Bullying Prevention & Intervention Plan.

The High School Task Force focused on the data collection process in terms of data sources and what type of information should be collect. The Task Force recommended that data sources should include: parents, students, SRO, and RHS staff members. The information to be collected would focus on: school climate perceptions, characteristics of bullying targets and aggressors, the likelihood of bullying behavior in and around RHS, and common/prominent types of bullying that could/are occurring at RHS. A random sample of parents, students, and RHS staff members were surveyed yielding data suggesting the following behavior patterns that need to be addressed in the RHS prevention plan:

- Cyber bullying - denigration via online "put downs" including sending or posting hurtful gossip or rumors to cause the target embarrassment
- Harassment – via repeated messages (electronic or direct/indirect verbal contact) and electronic images/video of an offensive or derogatory nature directed toward a specific target
- Bullying confrontations are most likely to occur - outside of classrooms in unsupervised areas around the high school locker rooms, hallways, cafeteria, while students are commuting to and from school
- Bullying is usually not reported to school staff or parents

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.

The RHS Bullying Task Force recommended the following systems and assigned responsibilities:

- The Assistant Principal for Student Development and the Student Development Specialist will be responsible for documenting, collecting, analyzing and graphing all annual bullying data collected via parent focus groups, PTSO meetings, School Council meetings, contact with the

Crisis Team, contact with the SRO, and various annual survey tools created by the RHS Bullying Task Force

- The Assistant Principal for Student Development and the Student Development Specialist will be responsible for creating and maintaining an Excel data base for recording, tracking, and analyzing all bullying referrals
- The Bullying Task Force will meet quarterly with the Crisis Team to review data and enhance procedures to support the needs of targets and aggressors, review/revise current policies and protocols that connect with the RHS Bullying Intervention Plan
- The Assistant Principal for Student Development will be responsible for revising the Teacher and Student Handbooks every year based on recommendations from the Bullying Task Force
- The Bullying Task Force will create and conduct annual reviews (during 4th quarter) of parent information materials that will accompany all Student Handbooks to be distributed on the first day of school annually
- The Bullying Task Force will annually revise the RHS Bullying Prevention and Intervention Plan (BPIP)

D. RPS Priority Statement

The Randolph Public Schools are committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the district's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

Randolph Public Schools will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. Randolph Public Schools will promptly investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. Randolph Public Schools will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

The Randolph Public Schools prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our School District. Randolph Public Schools also prohibits bullying or harassment of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. Randolph Public Schools will also not tolerate retaliation against persons who take action consistent with this Policy.

Violation of this Policy is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action to correct and end the conduct, prevent its reoccurrence, and protect the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future. Each School Community Member is responsible for:

- Complying with this Policy, where applicable
- Ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability
- Ensuring that (s)he does not bully another person on school grounds or in a school-related

activity;

- Ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime
- Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime

Each School Employee, Independent Contractor and School Volunteer is also responsible for:

- Responding appropriately, and intervening if able to take action safely, when witnessing harassment, bullying, discrimination, retaliation, or a hate crime on school grounds or in a school-related activity
- Cooperating with the Randolph Public Schools efforts to prevent, respond effectively to, and eliminate harassment, bullying, discrimination, and hate crimes
- Promptly reporting all information s(he) knows concerning possible harassment, bullying, discrimination, retaliation, or a hate crime to a designated school official when (s)he witnesses or becomes aware of that conduct occurring on school grounds or in a school related activity

Randolph Public Schools will take appropriate steps to protect from retaliation persons who take action consistent with this Policy, or who report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action. Randolph Public Schools will implement administrative procedures consistent with this policy.

II. 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. Annual training for van drivers included information about bullying and a process for reporting incidents to school based personnel.

Randolph High School will utilize the Bullying and Cyberbullying Professional Development Program for K-12 Faculty and Staff. This program was developed by the Massachusetts Aggression Reduction Center (MARC) at Bridgewater State University under the leadership of Dr. Elizabeth Englander. Two Randolph High School teachers have been trained by MARC and will conduct a whole school training session at the beginning of semester II during the 2010-2011 school year. Following the current school year, the MARC bullying training will be conducted during the first weeks of every school year going forward. Additional training sessions will be provided for those staff members who are hired after the initial training session.

This MARC training will be administered to all staff, including educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of this professional development shall include, but not be limited to:

- (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally 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.

Randolph High School is piloting new Anti-Bullying 9-12 curricula provided by MARC. RHS will begin implementation of the MARC curriculum in semester 2 of the 2010-11 school year.

B. Ongoing professional development

In addition to the MARC professional development program, in which all staff members will be trained, small group sessions will also be utilized via the high school's Administratively Lead Professional Development. Starting in 2011-2012, one Friday PD session will be utilized for anti bullying training. The Admin PD session will allow staff members to reflect on their MARC training and collaborate on strategies to improve their skills regarding: maintaining safe classroom climates, recognizing at-risk behavior, incident reporting, and conducting check-ins with students.

RHS is also committed to fostering an understanding of and respect of diversity and difference throughout the high school. As a result, a Cultural Proficiency workshop was initiated during semester I of the 2010-2011 school year. This training will become an annual professional development program and will complement the MARC training.

The RHS Special Education Department will conduct annual professional development training that will focus on strategies to prevent and respond to bullying or retaliation for students with disabilities. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

C. Written notice to staff

Once approved, Randolph High 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. Randolph High School will provide all staff with an annual written notice of the Bullying Prevention and Intervention Plan outlining all policy updates including sections related to staff training and duties.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources

Randolph High School has structured the following teams that work together to identify and support the educational and emotional needs of students. At RHS, the 9th and 10th grades have been structured so that these students are placed into teams that simulate the middle school structure to enhance their transition and support at the high school. The freshman teams (White and Blue) and the sophomore teams (Yellow and Green) are designed so that students are assigned to a specific multi-disciplinary team that will focus on each student's academic achievement and social/emotional needs. Each team has a facilitator and meets twice per week to identify students at risk and employ strategies to support their needs. Each team is comprised of core teachers and others from all disciplines including special education inclusion teachers, guidance counselors, social workers, and administrators.

If the team feels that more support is needed for certain students, their names are forwarded to the Student Support Team (SST). The SST is comprised of teachers, social workers, administrators, guidance counselors, and the school nurse. The SST meets as needed, to identify students (grades 9-12) at a higher risk in terms of their education and/or social emotional achievement and well-being. The SST

collaborates to develop strategies and interventions to include, but are not limited to the following: classroom accommodations to improve curriculum access, instructional strategies to improve a student's academic skill building, added emotional support from a social worker, accommodations/modifications to support student physical health issues, and changing the placement of a student's academic setting.

The RHS Crisis Team focuses on more immediate services and interventions regarding student safety issues. This team is comprised of administrators, social workers, guidance counselors, school psychologist, school nurses, Main office secretaries, and the School Resource Officer. The Crisis Team reacts to all issues in the building that impact the school climate. The Crisis Team will utilize the services of community agencies such as the South Shore Mental Health Collaborative and community liaisons working with the school district to provide additional support for students and their families outside of school. Additionally, RHS has created a Bullying Action Team that will meet each semester to review current policies and programs that support the creation of positive school environments by focusing on early interventions and intensive services for aggressors and targets of bullying and other types of harassment. The Bullying Action Team will collaborate with RHS administrators to create student safety plans for aggressors and targets of bullying to protect against retaliation of aggressors against targets and reporters/complainants. This collaborative Team process has enhanced the capacity for RHS to identify social emotional issues, to include bullying and other mal-adaptive behavior, educational deficits, and to provide educational supports, counseling and other services for students and their families.

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.

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.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches

Randolph High School will supplement its MARC Bullying and Cyberbullying Prevention curriculum with additional non-academic annual programs. Youth Speak is a student Leadership program presented by Dove, Inc., and provides training for students designed to teach teenagers about healthy dating

relationships including appropriate boundaries and respect. Students also learn how to recognize warning signs of unhealthy and/or abusive relationships. In addition, students will learn about the resources available to them at RHS and in the greater community. Upon completing the training, Dove will present each student with a certificate designating him/her as a Youth Speak leader. These Youth Speak leaders are scheduled to present educational trainings to classmates throughout the school year focusing on: the warning signs of unhealthy relationships, teen dating violence, and domestic violence. This program is also focused on empowering students to support their peers, resulting in RHS Youth Speak Leaders developing a mentoring program as part of a joint effort from Dove and Harvard University Mentors. The program will focus on mentoring a select group of 9th grade students and will start at the beginning of the second semester of the 2010-2011 school year.

The RHS Guidance Department will roll out the Rachel's Challenge program. This is a standards-based character education program designed to have students reflect on their own humanity and integrity through the following pathways: positive mental attitude, respect, integrity, compassion, cooperation, perseverance, and initiative. This program will be offered to all students and will start during the 2011-2012 school year.

The RHS Peer Mediator Program has been and will continue to be an important social/educational tool that builds leadership skills and promotes a safe school climate. This program enhances students' skills for engaging in healthy relationships and respectful communications; and utilizes the skill building that tie in all of the other programs at RHS.

B. General Teaching approaches that support bullying prevention efforts

The culmination of these programs will work toward establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives via:

- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students, including 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
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength
- Train parents in recognizing the warning signs of bullying, the reporting process, and collaborating with RHS designated staff to support the needs of all students involved

V. 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. While reports may be made anonymously, 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 an RHS administrator or staff member to complete a written report. Copies of the incident reporting form will be made available on the RHS website, in the Guidance Department, or at the Main Office. RHS will launch a school wide campaign in 2011-2012 entitled, "Don't keep the secret; talk to someone about it." This slogan will spearhead efforts to provide students with practical, safe, private and age-appropriate ways to report and discuss an incident of bullying and other types of harassment with an RHS staff member or anyone else that the target will trust. This information will accompany the MARC curriculum in all 9-12 Health/Wellness classes.

Randolph Public Schools has a clear policy for reporting, investigating and documenting cases of Bullying which is outlined in the District Handbook and is provided to all parents and is posted on the District Website. Randolph High School utilizes the following incident reporting process:

PROCESS FOR REPORTING AN INCIDENT

1. Any school employee, independent contractor, or school volunteer who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity must promptly report the alleged incident(s) to an RHS administrator
2. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity is strongly encouraged to and should promptly report the incident(s) to a designated official. In situations where a student or other person does not feel comfortable reporting the incident to an RHS administrator, (s)he may report it to a trusted school employee, who must promptly transmit the report to an RHS administrator.
3. Any school community member may also report alleged incidents of harassment, bullying, discrimination,-retaliation, or a hate crime directly to a Principal, the Title VI and Title IX Coordinator of a school, the District Equity Coordinator, or to the Superintendent
4. Upon receipt of a written or oral report or complaint, the principal (or his/her designee) and the District Equity Coordinator will promptly notify one another of the facts alleged and any initial action taken.
5. When a report or complaint involves physical injury, the principal (or his/her designee) will promptly report the incident to the Superintendent
6. All complaints or reports about a violation of this policy should be documented on a standard form prepared by the Randolph Public Schools. If a complainant or reporter is either unwilling or unable to complete the standard form, an RHS administrator who receives the oral complaint or report will promptly prepare a written report, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation on the written report, the designated official will summarize any initial action taken.

FILING A COMPLAINT OR REPORT

The complainant or reporter files a written complaint or report with a designated official, identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.

A complainant or reporter may also file an oral complaint or report. In those circumstances, a designated official will complete a written report based on the oral information, using, to the extent practicable, the complainant or reporter's own words. The complainant will sign the written report.

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. RHS has provided such provisions to guard against bullying retaliation via student safety planning as referred to in section III of this plan.

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).

The RHS principal or designee will utilize the following student support process to enhance social skill building after initiating disciplinary consequences for students who exhibit bullying behavior:

- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- Mandatory counseling with an assigned social worker where behavioral interventions can be implemented as part of the student's individualized safety plan
- Mandatory check-ins with the student's social worker throughout the rest of the school year to ensure compliance of safety plan
- Additional disciplinary action and modified social skill building strategies for students exhibiting non-compliant behavior of safety plan

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 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 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.

The principal will collaborate with the Crisis Team to deploy team members 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.

VI. COLLABORATION WITH FAMILIES

A. Parent education and resources

Randolph High School will provide an annual evening training session for parents that will focus on bullying and cyberbullying prevention. The parent training session will include the same curricula and training that the high school staff received from the Massachusetts Aggression Reduction Center (MARC). There will also be opportunities for parents to reflect on their training and follow up with questions and concerns through upcoming PTSO and School Council meetings that can be coordinated to follow the MARC parent training session.

B. Notification requirements

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

Each year the Randolph High School will inform parents/guardians of enrolled students about the grades 9-12 anti-bullying curricula provided by (MARC). A summary of these curricula, along with a pamphlet for parents about social networking and cyberbullying, will accompany the district and high school handbooks that students receive on the first day of school. Parents and students are required to read all of this information and sign a contract. Randolph High School will make every effort to post an abstract of the anti-bullying curricula, along with strategies for parents provided by the MARC pamphlets, on the school website in multiple languages so that this information is more accessible to parents.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber bullying, 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.

VIII. 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:

- 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 of damage to his or her property
- Creates a hostile environment at school for the target
- Infringes on the rights of the target at school
- 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.

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.

