

## MEDWAY PUBLIC SCHOOLS

### BULLYING PREVENTION AND INTERVENTION PLAN

The Medway Public School District is committed to providing our students equal educational opportunities and a safe learning environment that is free from bullying and harassment. This will be possible when all members of the Medway school community treat each other with respect. This plan is an integral part of the Medway Public Schools' comprehensive effort to promote learning and eliminate all forms of violent, harmful and disruptive behavior. All students require this support to achieve their personal and academic potential.

The Medway Public Schools will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. All reports of bullying will be promptly investigated by the Medway Public Schools.

**Bullying is defined as a verbal, physical, written, or electronic action, or incident or other direct or indirect behavior that is repetitive.** The Medway Public Schools' response to bullying actions will include, when appropriate, referral to a law enforcement agency. The Medway Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

#### DEFINITION OF BULLYING

Bullying is the repeated use by one or more students of written, verbal or electronic expression or a physical act or gesture, or any combination thereof, directed at a target that has the effect of:

- causing physical or emotional harm, or of damage to his/her property,
- placing a target in reasonable fear of harm or of damage to his/her property,
- creating an unwelcoming or hostile environment at school for another person,
- infringing on the rights of another person at school, or
- materially and substantially disrupting the education process or the orderly operation of a school.

#### BULLYING PROHIBITED

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by the district, or through the use of technology or an electronic device owned, leased or used by the school district.

Bullying is also prohibited 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

district, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school.

The Medway School Committee expects administrators to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees. All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate all allegations of harassment, including bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

**MEDWAY PUBLIC SCHOOLS**  
**BULLYING PREVENTION AND INTERVENTION PLAN**

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**LEADERSHIP**

A. Public Involvement

In developing the Medway Bullying Prevention and Intervention Plan, Medway Public Schools understands the importance of community and public involvement. Prior to the development and creation of the Medway Bullying Prevention and Intervention Plan, the Medway Public Schools Anti-Bullying Policy was constructed. This policy was presented to and accepted by the school committee in the summer of 2010. The Medway Bullying Prevention and Intervention Plan will be displayed for public discussion on December 2, 2010 at the scheduled school committee meeting. In addition, Medway Public Schools will hold yearly parent and community discussion forums to discuss bullying curricula being used and online safety, as well as any other relevant information that may be deemed appropriate.

B. Needs and Resources

In assessing and identifying needs and resources for the district, the Medway Public Schools have gleaned information from several sources. There are Student Assistance Teams at the Middle, High and Elementary Schools. The Open Circle Social Competency Curriculum is used at the elementary level. The elementary schools are piloting a Bullying Prevention Program in conjunction with the Open Circle Program. They have created a Bullying Prevention Team comprised of administrators, teachers, specialists and parents. Surveys have been conducted with parents, teachers and fourth grade students to assess current perceptions about bullying in the schools. The results of the surveys will guide the team in determining next steps. Dr. Judy Evans, Superintendent of Medway Public Schools has overseen a K-12 survey on school climate, and will make results available to all staff, parents, students and community members via the school website. Need is also identified and assessed through the participation in the MetroWest Youth Risk Behavior Survey, which includes middle and high school students.

C. Planning and Oversight

The following identifies the school and district leaders responsible for the planning and oversight of the Medway Bullying Prevention and Intervention Plan:

<b>Receiving Reports on Bullying</b>		
Medway High School	Medway Middle School	Medway Elementary Schools
Principal, Deans, School Resource Officer, Guidance Counselors, School Psychologist, Adjustment Counselor	Principal, Assistant Principal, School Resource Officer, Guidance Counselors, Adjustment Counselor, School Psychologist	Principal, Assistant Principal, Counselors, School Resource Officer
<b>Collecting and analyzing building and/or school wide data on bullying to assess the present problem and to measure improved outcomes.</b>		
Medway High School	Medway Middle School	Medway Elementary Schools

Principal	Principal	Bullying Prevention Team
Creating a process for recording and tracking incident reports and for accessing information related to targets and aggressors.		
Medway High School	Medway Middle School	Medway Elementary Schools
Principal, Deans, Student Assistance Team	Principal, Assistant Principal, Student Assistance Team	Principal, Assistant Principal
Planning for the ongoing professional development that is required by the law.		
Medway High School	Medway Middle School	Medway Elementary Schools
Principal	Principal	Principal, Bullying Prevention Team
Planning supports that respond to the needs to targets and aggressors.		
Medway High School	Medway Middle School	Medway Elementary Schools
Principal, Deans, Guidance Counselors, Adjustment Counselor, School Psychologist	Principal, Guidance Counselors, Adjustment Counselor, School Psychologist	Principal, Counselors, School Psychologist, Bullying Prevention Team
Choosing and implementing the curricula that the school will use.		
Medway High School	Medway Middle School	Medway Elementary Schools
Principal	Principal	Principal
Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them.		
Medway High School	Medway Middle School	Medway Elementary Schools
Principal, Deans	Principal, Assistant Principal	Principal, Bullying Prevention Team
Amending student and staff handbooks and codes of conduct.		
Medway High School	Medway Middle School	Medway Elementary Schools
Principal	Principal	Principal, School Council
Leading the parent and family engagement efforts and drafting parent information materials.		
Medway High School	Medway Middle School	Medway Elementary Schools
		Bullying Prevention Team
Reviewing and updating the Plan each year, or more frequently.		
Medway High School	Medway Middle School	Medway Elementary Schools

D. Priority Statement

The Medway Public School District 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.

## **TRAINING AND PROFESSIONAL DEVELOPMENT**

### A. Annual Staff Training

The bullying prevention and intervention plan shall include annual professional development of all members of the school staff to build the skills to prevent, identify and respond to bullying and to implement the bullying prevention and intervention plan.

### 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:

- developmentally appropriate strategies to prevent bullying incidents
- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents
- information regarding the complex interaction and power differential that can take place between and among the perpetrator, the victim and any witnesses to the bullying
- research findings on bullying
- information on the incidence and nature of cyber-bullying
- Internet safety issues as they relate to cyber-bullying
- legal issues and responsibilities related to bullying

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing 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.

### C. Written Notice to Staff

The Medway Public School District will provide all staff with an annual updated notice of the Bullying Prevention and Intervention Plan at the beginning of each school year.

## **ACCESS TO RESOURCES AND SERVICES**

### A. Resources, Counseling and Other Services

Medway High School (Grades 9 – 12)

Guidance Counselors – There are three full time guidance counselors, responsible for academic, social/emotional, and future planning.

Adjustment Counselor – There is one full time adjustment counselors for social/emotional

well being for all students. The adjustment counselor runs the Walk-In Center, which is open to all students during the school day.

School Psychologist – There is one School Psychologist at the high school, responsible for social/emotional well being of students, as well as psychological testing.

School Resource Officer – The School Resource Officer is a Medway Police Officer shared by all the schools in the district.

Student Assistance Team – The Team consists of the Deans, Guidance Counselors, School Psychologist, Adjustment Counselor, School Resource Officer and the School Nurse. The Student Assistance Teams meets weekly to discuss all high risk students, as well as student achievement and attendance.

#### Medway Middle School (Grades 5 – 8)

Guidance Counselors – There are two full time guidance counselors, responsible for academic, social/emotional, and future planning.

Adjustment Counselor – There is one part time adjustment counselor for social/emotional well being of students.

School Psychologist - There is one full time School Psychologist at the middle school, responsible for social/emotional well being of students, as well as psychological testing.

School Resources Officer – The School Resource Officer is a Medway Police Officer shared by all the schools in the district.

Student Assistance Team – The Team consists of the Principal and Assistant Principal, Guidance Counselors, School Psychologist, Adjustment Counselor, School Resource Officer and the School Nurse. The Student Assistance Teams meets weekly to discuss all high risk students, as well as student achievement and attendance.

#### Memorial Elementary School (Grades 3 & 4)

Adjustment Counselor – There is one part-time adjustment counselor, (three days per week) responsible for all needed counseling services.

School Psychologist – There is one School Psychologist shared by the Burke and Memorial Elementary Schools. The School Psychologist is responsible for individual and group counseling, along with psychological testing.

#### McGovern Elementary School (Grades 1 & 2)

Adjustment Counselor – There is one part-time adjustment counselor at McGovern three days a week, responsible for all counseling services.

School Psychologist – There is one School Psychologist shared by McGovern and Medway Middle School. The School Psychologist is at McGovern two days a week, and is responsible for counseling and psychological testing.

#### Burke Elementary School (PreK – K)

Adjustment Counselor – There is one part-time adjustment counselor (three days per week) at Burke Elementary School, who is responsible for all counseling services.

School Psychologist – There is one School Psychologist shared by the Burke and Memorial Elementary Schools. The School Psychologist is responsible for individual and group counseling, along with psychological testing.

B. 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.

C. Referral to Outside Services

When a referral to an outside agency is appropriate, or when it is determined that outpatient counseling would benefit the target, aggressor or bystander, information regarding access to outside counselors can be obtained from adjustment counselors, guidance counselors, school psychologists and the school nurse. A comprehensive list of outside services has been distributed throughout the district.

## **ACADEMIC AND NON-ACADEMIC ACTIVITIES**

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Bullying Prevention and Intervention Plan should include specific information about how and when the Medway Public School District will review the Bullying Prevention and Intervention Plan with students.

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.
- implementing the Open Circle Social Competency curricula at the elementary level to develop social and emotional well being in our students.

C. Positive relationships between students and adults. Supportive connections between adults and students can serve as a foundation for the development and promotion of behavioral health. Supports to encourage positive relationships between students and adults can include:

- Opportunities for staff and students to develop relationships that extend beyond the academic role (e.g., at lunch time or with an extracurricular project).
- Promotion of student engagement in school events and extracurricular activities (e.g., sports, clubs).
- Thoughtful attention to fostering relationships with adults with whom the student already has a natural affinity.

D. Safe learning environments. School environments should be physical, socially, and psychologically safe for all students. Safe classrooms have clearly established behavioral expectations and crisis or safety plans in place to deal with difficult and unsafe situations. Safe classrooms also have clear distinctions between office-referral and classroom-managed behavioral difficulties to prevent unnecessary or excessive disciplinary referrals. In situations where problem behaviors occur, options exist to allow for classroom instruction to resolve the situation. In cases of emergency in the classroom, all students should be familiar with the school's emergency plans.

## **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. The Medway Public School District will make a variety of reporting resources available to the school community including, but not limited to, the Harassment or Bullying Reporting Form,<sup>1</sup> a voicemail box, a dedicated mailing address, and an email address.

Use of the Harassment or Bullying Reporting Form is not required as a condition of making a report. The Medway Public School District will: 1) include a copy of the Harassment or Bullying 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 Harassment or Bullying 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 Medway Public School 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 Bullying Prevention and Intervention Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

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

## B. Responding to a report of bullying or retaliation.

1. Safety

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<sup>1</sup> See Appendix A for Harassment or Bullying Reporting Form.  
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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. (Include locally established student safety planning policies and procedures here.)

## 2. Obligations

### i. 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.

### ii. Notice to 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

### iii. 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 Bullying Prevention and Intervention 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.

Procedures for investigating reports of bullying and retaliation will be consistent with the Medway Public School District policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

#### 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 Medway Public School 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.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Discipline will be consistent with the Bullying Prevention and Intervention Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

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

One strategy that the principal or designee may use is to increase adult supervision at

transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

## **COLLABORATION WITH FAMILIES**

### A. Parent Education and Resources

The Medway Public Schools will offer yearly parent and community forums that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the Medway Public Schools.

### B. Notification Requirements

Each year, the Medway Public School District will inform parents or guardians of enrolled students about the anti-bullying curricula being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. All notices and information made available to parents and guardians will be in hard copy and electronic formats. Medway Public Schools will post the Plan and related information on its website.

## **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 Medway Public School District to staff any non-school related activities, functions, or programs.

## **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:

- causing physical or emotional harm, or of damage to his/her property,
- placing a target in reasonable fear of harm or of damage to his/her property,
- creating an unwelcoming or hostile environment at school for another person,
- infringing on the rights of another person at school, or
- materially and substantially disrupting 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.

## **RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Medway Public School District, no person shall be discriminated against in admission to the Medway Public School District 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 Bullying Prevention and Intervention 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 Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the Medway Public School 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 Bullying Prevention and Intervention Plan covers the behavior.

**MEDWAY PUBLIC SCHOOLS**

**HARASSMENT OR BULLYING REPORTING FORM**

Directions: Harassment and bullying are serious and will not be tolerated. If you are a student, the parent/guardian of a student, a volunteer or visitor, and wish to report an incident of alleged harassment and/or bullying, complete this form and return it to the Principal's office at the student's school. All school employees are required to report alleged violations. 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 or harassment will be investigated, and parents will be contacted.

Name of student victim: \_\_\_\_\_ Grade: \_\_\_\_ Age: \_\_\_\_

School: \_\_\_\_\_

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Name(s) of alleged offender(s) (If known):

\_\_\_\_\_ Grade: \_\_\_\_ Age: \_\_\_\_ Student: Yes: \_\_\_\_ No: \_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_ Age: \_\_\_\_ Student: Yes: \_\_\_\_ No: \_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_ Age: \_\_\_\_ Student: Yes: \_\_\_\_ No: \_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_ Age: \_\_\_\_ Student: Yes: \_\_\_\_ No: \_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_ Age: \_\_\_\_ Student: Yes: \_\_\_\_ No: \_\_\_\_

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On what date(s) did the incident happen ?

\_\_\_\_ / \_\_\_\_ / \_\_\_\_      \_\_\_\_ / \_\_\_\_ / \_\_\_\_      \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Month    Day    Year      Month    Day    Year      Month    Day    Year

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Where did the incident happen (choose all that apply)?

\_\_\_\_ On school property    \_\_\_\_ At a school-sponsored activity or event off school property

\_\_\_\_ At bus stop    \_\_\_\_ On a school bus    \_\_\_\_ On the way to/from school    \_\_\_\_ On computer

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Check next to the statement(s) that best describes what happened (choose all that apply):

\_\_\_\_ Teasing    \_\_\_\_ Threat    \_\_\_\_ Stalking    \_\_\_\_ Theft    \_\_\_\_ Cyber Bullying

Intimidation     Physical violence     Public Humiliation

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What did the alleged offender(s) say or do?

(Attach a separate sheet)

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Did a physical injury result from this incident?

No     Yes, but did not require medical attention     Yes, and it required medical attention

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NAME OF PERSON REPORTING INCIDENT: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ E-Mail: \_\_\_\_\_

Student                       Parent/guardian                       Faculty/Staff

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**MEDWAY PUBLIC SCHOOLS**

**HARASSMENT OR BULLYING REPORTING FORM**

**Follow Up Form**

To be completed by Principal/Dean of Student Services/ Dean of Academics and Activities

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**Interviewed target of aggression**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

\_\_\_\_\_ supported him/her, i.e. affirmed his/her feelings

\_\_\_\_\_ brainstormed on solutions for avoiding aggression

\_\_\_\_\_ reminded him/her to report aggression

\_\_\_\_\_ recruited peers to befriend him/her

\_\_\_\_\_ notified parent of target

\_\_\_\_\_ notified teacher of target

\_\_\_\_\_ notified other staff, including: \_\_\_\_\_

\_\_\_\_\_ referred for counseling

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**Interviewed child(ren) accused of aggression**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Confirmation of incident: \_\_\_\_\_ Yes \_\_\_\_\_ No

Discussed importance of reporting incidents of aggression: \_\_\_\_\_ Yes \_\_\_\_\_ No

Aggression confirmed, is this:

\_\_\_\_\_ 1<sup>st</sup> offense

\_\_\_\_\_ 2<sup>nd</sup> offense

\_\_\_\_\_ 3<sup>rd</sup> offense

\_\_\_\_\_ other

Consequence assigned: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ reviewed what would happen if behavior continues

\_\_\_\_\_ notified parent/guardian

\_\_\_\_\_ notified teacher of accused

\_\_\_\_\_ notified other staff: \_\_\_\_\_

\_\_\_\_\_ referred for counseling