Wayland Public Schools
Bullying Prevention and Intervention Plan

Created Nov. 2010. Revised: April 2011, Dec. 2015, Mar. 2025, & Oct. 2026

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Introduction

On May 3, 2010 Governor Patrick signed an Act Relative to Bullying in Schools (M.G.L. c. 71, § 37O(b)). This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to prevent and address bullying incidents. The law was updated in April 2014.

As a result of this law, every school district in Massachusetts submitted a Bullying Prevention and Intervention Plan (the "Plan") to the Department of Elementary and Secondary Education (DESE) no later than December 31, 2010. Plans included information about the policies, procedures, curriculum, and activities that the district would follow to prevent bullying and retaliation, and how to respond to bullying when it occurs.

In order to develop Wayland's Plan, we convened an Anti-Bullying Work Group ("Work Group") composed of teachers, counselors, special education liaisons, and administrators who worked tirelessly to meet the spirit and letter of the law. This plan has been regularly updated to ensure compliance with changing legislation and best practices.

Highlights of the Plan

1. Reporting and investigative procedures were formalized and adopted by all WPS schools.
2. We have mechanisms for collecting student survey data regarding bullying.
3. Anti-bullying language is in place in all student and faculty handbooks.
4. All staff received an introduction to the law and our procedures.
5. Each school implemented a full range of reporting mechanisms at all levels, including mechanisms for anonymous reporting, and making reporting forms more available to staff, students, and parents.
6. Our Special Education staff were trained (and continued to be trained) in the requirements of the law; they modified IEPs as required.
7. The acceptable use policy (for technology) was updated to include cyber-bullying.
8. We developed a core of anti-bullying "trainers" who trained all staff at the high school.
9. Anti-bullying curriculum is in place at the elementary and middle schools.
10. All schools have excellent resources and referral processes for students and families in need of additional supports (e.g., Student Support Teams, partnerships with Wayland Youth and Family Services, etc.).
11. Elements of the intervention plan were presented to parents at all schools.

Organization of the Plan

- **Leadership:** The first section of our plan tells the story of the development of our plan including the steps we took to assess our current readiness to prevent bullying, the processes we used to gather data and input, and a list of who is responsible for implementing and overseeing the various aspects of the Plan.

- **Training and Professional Development:** this section details the steps we have taken and will continue to take to keep our staff familiar with this Plan and our procedures for preventing and responding to bullying.
- **Access to Resources**: this section details the resources and strategies Wayland employs for ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.
- **Bullying Prevention Curriculum:** this section details the academic and non-academic curriculum we employ for bullying prevention and social skills development.
- **Policies and Procedures:** this section details our policies pertaining to bullying and procedures we use to report, investigate, and respond to bullying.
- **Collaboration with Families:** this section provides an overview of our existing and planned strategies for educating and partnering with our families to prevent bullying.
- **Prohibition Against Bullying and Retaliation**
- **Problem Resolution System**
- **Definitions:** this section includes key definitions of the terms used in this Plan
- **Relationship to Other Laws:** this section includes how the new Bullying Law relates to existing laws, particularly as they pertain to discrimination and harassment.
- **Appendix:** the appendix includes copies of the important forms we use for responding to incidents of bullying. The appendix also includes a checklist designed to help school leaders perform annual checks of their compliance with our Plan and the new law

A note about the April, 2011 version of this plan: This version of the plan includes updates to the policy and procedures section, including provisions for disciplinary action for a student who knowingly makes a false accusation of bullying or retaliation.

A note about the December 2015 version of this plan: This version of the plan includes updates to the policy and procedure section, including provisions related to the definition of bullying which addresses those acts performed by school staff members.

A note about the March 2025 version of this plan: This version of the plan includes updates to the policy and procedure section, including updates to align with our Non-Discrimination Protocol, and the curriculum section.

A note about the October 2026 version of this plan: This version of the plan removes language to appeal a finding of bullying (from page 26) as state law does not require an appeal process.

Leadership and the Development of our Bullying Plan

Wayland Public Schools engaged in the following activities to ensure that our schools are in compliance with the Act Relative to Bullying in Schools (M.G.L. c. 71, § 37O(b)) and its amendment in April 2014.

- **Anti-Bullying Policy and a reaffirmation of our priorities:** The School Committee created and passed an updated Anti-Bullying Policy that affirms our commitment to creating a safe and respectful learning environment for all students.
- **Established an Anti-Bullying Work Group:** composed of teachers, counselors, special education liaisons, and administrators, the Work Group provided the district with a comprehensive review of our

current bullying prevention practices and substantively revised our procedures for responding to bullying. Currently, building principals and assistant principals at each school are responsible for the implementation of bullying prevention and intervention.

- **Procedures for responding to bullying:** the Work Group created procedures and forms for reporting, investigating, and documenting allegations of bullying. These procedures also include guidelines for creating "safety plans" for targets of bullying and creating "remediation and discipline plans" for aggressors (see appendix for copies of the forms).

- **Building Leaders:** Each building leader is responsible for the implementation of the Bullying Prevention and Intervention Plan, including

    - Inserting anti-bullying language into student and faculty handbooks,
    - Inserting Acceptable Use Policy into student handbooks,
    - Supervising the training of their faculty,
    - Ensuring that bullying prevention curriculum is in place, and
    - Following the adopted procedures for responding to bullying

- **Solicited public involvement in developing the Plan:**

    - The Superintendent posted an initial plan (along with an introductory letter) on the school website and invited feedback.
    - Each school leader hosted a parent information session regarding bullying and our plans to address bullying.
    - Each school leader wrote a letter to parents and guardians with an overview of our anti- bullying efforts.
    - The high school empowered students to develop initiatives that will enhance school climate and prevent bullying.
    - The high school convened a parent work group to help us develop effective parent education opportunities.
    - The Superintendent posted a draft of the Plan that incorporated the ideas and concerns of the community.

- **Assessed Needs and Resources:**
    - The Work Group mapped the district's "social" curriculum for students (including bullying, advisories, etc.). The Work Group discovered that our elementary and middle school curriculum was/is particularly strong. Our high school curriculum was relatively weaker but was enhanced by the adoption of the Bullying Prevention Cyberskills curriculum soon-to-be published by MARC (Massachusetts Aggression Reduction Center).
    - The Anti-Bullying Coordinator assessed our relationship with community agencies, including meeting with the police department to clarify how they want us to include them in reporting bullying.
    - The high school and middle schools analyzed our data from the MetroWest Youth Risk Behavior Survey (MYRBS) concerning reported bullying and discovered that our rates of reported bullying (~20%) are less than average (~25%). We explored other survey tools because students had reported to us that some of their peers do not always take the MYRBS seriously (e.g., an

unlikely 10% report bringing handguns to school!). Currently, we use the MetroWest Adolescent Health Survey instrument to gather data.

- The elementary schools use a home-grown "School Climate Survey" which includes safety and bullying issues. Their data also shows that bullying is less of a problem in our elementary schools than the national norms (we attribute this success to the strong "Open Circle" social-skills curriculum).
- The elementary schools also gather qualitative data during annual visits by guidance counselors to classes in which they ask students about safe/unsafe interactions, physical- and social-safety, and students' emotional needs. That data mirrors the findings of the School Climate Survey.
- We augmented our current data-collection tools with a survey administered by Massachusetts Aggression Reduction Center (MARC) that collects input from parents about our handling of bullying.
- Students worked with administrators to identify vulnerable populations and "hot spots" to help us develop prevention strategies (See "A call for proposals for preventing bullying and improving school climate" in the Appendix)

At least once every four years beginning with the 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Wayland uses the Metrowest Adolescent Health Survey. Additionally, the school or district will annually report bullying incident data to the Department.

- **Planning and oversight:** We have designated leaders at each level to oversee and accomplish each of the following tasks:

Task	Leader Responsible
Receiving reports on bullying	• Administrators at each building
Collecting and analyzing building-wide data on bullying to assess the present problem and to measure improved outcomes	• Administrators at each building
Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors	• Anti-bullying Work Group • Each building has created a "bullying binder"
Planning for the ongoing professional development that is required by the law	• The High School sent five staff members to the "train-the-trainer" workshop offered by MARC • The Cluster Leaders at the Middle School meet regularly to plan their advisory and BERT-related curriculum • The elementary school principals work with teacher leaders to coordinate Open Circle training for all staff
Planning supports that respond to the needs of targets and aggressors	• Building level administrators and guidance counselors

Choosing and implementing the curricula that the school or district uses	• Director of Student Services • K-12 Wellness Curriculum Coordinator • Building Leaders • Climate Committee (Student group at the high school)
Developing new and/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	• Anti-bullying Work Group • Director of Technology
Amending student and staff handbooks and codes of conduct	• Anti-bullying Work Group • Building-level Administrators
Leading the parent or family engagement efforts and writing parent information material	• Building-level administrators • Building-level parent groups
Developing new events and traditions to improve school climate at the High School	• Student-led Climate Committee
Reviewing and updating the plan each year, or more frequently	• School Administrators
Facilitating the administration of the MARC survey to parents	• School Administrators

- **Developing Priority Statements:** The Wayland Public Schools district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

  The Core Values of the Wayland Public Schools emphasize the district's commitment to providing an educational environment that is free from bullying, cyberbullying, bias, harassment, retaliation, hate, and discrimination.

  Teaching and Learning

  The Wayland Public Schools believe that the teaching and learning of all children is the fundamental goal of its educators and that all children can reach their full potential irrespective of race, to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, ethnicity, culture, language, religion, parental or marital status, pregnancy or pregnancy related conditions, socio-economic status, age, gender, gender identity and expression, sexual orientation, disability and physical, emotional, behavioral, or learning abilities, , color, ancestry, national origin, sex, homelessness, academic status, physical appearance, parenting status, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

  The Wayland Public Schools strive to:

  - Create classroom and building communities where every student and staff member feels a sense of belonging
  - Engage students in learning experiences that promote mastery and lead to lifelong inquiry
  - Create a learning environment in which all students are appropriately supported and challenged

- Provide opportunities for educators to reflect and actively participate in the development of their craft
- Identify and remove barriers that contribute to inequitable academic outcomes for historically marginalized people and specific sub-groups, including students of color, students with limited English proficiency, and students with special needs.
- Consistently utilize resources and implement best practices proven most effective at helping historically marginalized groups perform at high levels.
- Offer and actively promote opportunities during and outside the school day that allow all students to refine skills, receive the academic support they need, explore interests, engage in new activities, and build relationships.

Collegiality

The Wayland Public Schools will establish, maintain, and nurture a professional culture that encourages and values risk-taking, mutual support, collegiality, and collaboration.

The Wayland Public Schools strive to:

- Support collaborative planning and meaningful conversations about teaching and learning.
- Offer professional development experiences that are timely and relevant for Wayland educators, and that are effective in stimulating policies, processes, and practices that improve student learning and belonging.
- Offer opportunities for educators to share expertise through various leadership roles (teacher mentors, curriculum leaders, lab classroom teachers, professional developers, etc.)

Respect for Human Differences

The Wayland Public Schools recognize and value the full range of human differences reflected in our community.

The Wayland Public Schools strive to:

- Demonstrate a districtwide commitment to acknowledge and respect differences in race, to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, ethnicity, culture, language, religion, parental or marital status, pregnancy or pregnancy related conditions, socio-economic status, age, gender, gender identity and expression, sexual orientation, disability and physical, emotional, behavioral, or learning abilities.
- Institute practices and supports that recognize and address the ways in which the above differences can influence learning.
- Provide professional learning to expand teacher capacity to meet the needs of their diverse learners and create culturally responsive and engaging learning environments.
- Continually examine our understanding of the diverse ways in which students receive instruction, understand concepts and skills, and demonstrate learning, in order to maintain and achieve high expectations and achievement for all.

Community

The Wayland Public Schools recognize that we are a community of individuals, and each individual has a place in, and responsibility to, the communities to which they belong which may include one's family, classroom, school, religious and cultural affiliations, city/town, and the world.

The Wayland Public Schools strive to:

- Model a positive environment for all people regardless of race, to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, ethnicity, culture, language, religion, parental or marital status, pregnancy or pregnancy related conditions, socio-economic status, age, gender, gender identity and expression, sexual orientation, disability and physical, emotional, behavioral, or learning abilities.
- Teach and demonstrate that concern for the well-being of others, including the community as a whole, is part of one's civic obligation
- Create a physical and emotional environment for our students, staff, and families that supports a community of learning and belonging
- Engender in the individual a sense of responsibility to family, school, community, and the world at large, including the environment
- Provide effective internal and external communications for receiving and disseminating timely information to the school community
- Maintain and enhance local political and financial support for high quality public education

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take 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.

Wayland Public Schools has established separate discrimination or harassment policies that include these or other categories of students (Wayland's Non-Discrimination Protocol). Nothing in this section shall alter the obligations of the Wayland Public School District school district to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law

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 promptly investigate 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.

Wayland's Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is 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. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Training and Professional Development

Under M.G.L. c. 71, § 37O Wayland Public Schools must provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

- **Annual staff training on the plan.** The annual training for all school staff regarding 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 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.

- **Ongoing professional development.** The goal of our professional development activities 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. Our professional development has and will continue to 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 (or age-) appropriate strategies to prevent bullying;
    - developmentally (or age-) 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 an aggressor, target, and witnesses to the bullying;
    - 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;
    - information on the incidence and nature of cyberbullying; and
    - internet safety issues as they relate to cyberbullying.

  Our 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 topics for professional development include:**

- promoting and modeling the use of respectful language;
- fostering a culture of belonging and understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- using restorative circles to build community
- applying constructive disciplinary practices;
- teaching students skills including: self awareness, social awareness, self management, relationship skills, and responsible decision making
- understanding the needs of culturally and linguistically diverse students
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.
- training in anti-bias and non-discrimination protocol

- **Written notice to staff**. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Table 1: Current and Planned Professional Development.

Who	What	When	Trainer
Bus Drivers	Focused on recognizing and reporting bullying	September Orientation Meeting	First Student
All teachers (K-12)	Initial training regarding new law, school policies, recognizing, and reporting procedures	Sept., 2010 Beginning of each school year	Building Administrators
All Classroom Aides K--12)	New law, school policy, and reporting procedures	August, 2010 Beginning of each school year	Building Administrators/ Spec. Ed. Team Leaders
Elementary teachers	Training in District-Adopted SEL curriculum, grounded in CASEL competencies	Ongoing	Building Administrators and Teacher Leaders
Middle School teachers	Bullying prevention, cyber-bullying, and review of reporting procedures; and wellness classes	Ongoing	Building Administrators and Teachers

High School staff in small sessions	Bullying prevention, cyber-bullying, and review of reporting procedures; and wellness classes	Ongoing	Building Administrators and Teachers

Access to Resources and Services

Wayland Public Schools has very robust long-established strategies for ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. These strategies include identifying students who need additional resources and providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

Pathways and access to resources vary by student need and case, but they follow the general pathway of moving from teachers identifying concerns (Tier One, see below), to guidance counselors working with students and/or their families (Tier Two), and, in the most difficult cases, referrals to each school's Student Support Team (SST) for referral to resources in and out of school including special education or outside counseling (Tier Three).

Tier One School Resources and Services

- Grade-level PLCs: for elementary teachers to discuss student issues
- Cluster meetings: for middle school teachers to discuss student issues
- Drop ins with school counselors (at all levels) and advisory teachers

Tier Two School Resources and Services

- Weekly counseling meetings: for counselors to discuss sensitive or difficult cases
- Social Skills Programs: formal and informal programs aimed at bolstering social skills and developing students' social connections. "LunchGroups" and "Social Skills Groups" at all levels.
- Peer Mediation (middle and high school)

Tier Three School Resources and Services

- School adjustment counselors: crisis intervention counseling and consultation
- School psychologists and social workers
- Student Support Teams (SST): at all levels. Used for conferencing about particularly difficult cases that may require referrals to special school-provided services, outside service providers, referrals for tiered instruction, and/or special education (see more detailed description below).
- Special Education: for students who are determined to have a disability that affects social skills development or the student may participate in or is vulnerable to bullying,

Tier Three Outside Resources and Services

- Human Relations Services: Wellesley (781) 235-4950, www.hrshelps.org Clinical, consultation, community education, and employee assistance mental health services.
- Wayland Youth & Family Services: Wayland (508) 358-4293, www.wayland.ma.us/youthservices Free individual, group, and family counseling.

- METCO Inc. referrals for support in Boston
- Massachusetts Family Resource Center: https://www.waysideyouth.org/about-us-overview/ourservicesoverview/services/waysidemetrowest/framinghamfamilyresourcecenter/

Overview Student Support Teams (SST)

Student Support Team (SST) is a universal intervention model that assists and supports students and teachers in addressing the academic, emotional, social, and behavioral needs of our students. This model supports teachers in addressing identified student needs to increase academic performance by means of strategies and interventions. The processes and forms contained within this packet have been designed to allow the staff of the Wayland Public Schools the opportunity to provide promising educational methodologies for students in need through a team-based, data-driven model.

Supporting teachers and students in overcoming obstacles to assist our students in achieving their fullest personal and academic potential is the goal. SST calls upon parents and professionals to work together as a team, and encourages professionals to engage in out-of-the-box thinking. As the team focuses on interventions for the success of the student, the team will create an action plan that will include progress monitoring.

The Referral Process

Students may be referred to SST for assistance with:

- Academic learning issues, including issues related to OT/PT/Speech.
- Behavioral patterns that interfere with learning or relationships
- School avoidance and other attendance-related issues
- Family matters that may impact educational or social performance

SST referrals may be made by any member of the school community who feels that additional support is needed to promote the success of a student. The goal of the SST process is to accelerate student learning by identifying supports, interventions and accommodations to help a student make effective progress in the general education setting. For this reason, the process often does not result in a referral to special education as the student is able to make progress through SST in the general education classroom.

The person making the referral will consult with the Assistant Principal to discuss the academic, behavioral, familial, or social issues that may necessitate a formal referral. The Assistant Principal will then coordinate the completion of the SST Google form with the classroom teacher and coordinate a date and time for the first SST meeting. In some instances, professionals who work with the child will be asked to complete forms and prepare data for the initial SST meeting. Prior to the first meeting, the parents/guardians of the student will be informed of the SST process.

Meetings

Time Frame

The time frame in between each individual SST meeting for any student shall be 20 – 30 school days, but may be adjusted at the discretion of the building principal. To ensure that all students have equal access to SST, meetings will be structured to take place within a 30-minute time frame. The following agenda will be used to guide all meetings:

- Presentation of data related to reason for referral (clear definition of problem)
- Brainstorm solutions and strategies with experts
- Create a goal(s) to help facilitate student progress
- Design an action plan based on a goal for the student and clearly define personnel responsible for implementation and data collection. Data from this plan should be available at subsequent SST meetings.
- State next steps including date for next SST meeting

For any student referred to SST a minimum of three meetings should be held before consideration of a referral for special education testing. The principal may, in special circumstances, accelerate the SST process for a student.

Participants

The SST will be defined differently for each student based upon the nature of their needs. The student's classroom teacher and Assistant Principal will attend all related meetings. Other personnel who may be asked to attend may include, but are not limited to:

- Teacher from this or the previous school year
- Reading Teacher
- Guidance Counselor
- School Psychologist
- Math Coach
- Interventionists
- Administrator(s)
- EL Teacher
- Special Education Teacher
- Board Certified Behavior Analyst (BCBA)
- Social Worker/Adjustment Counselor
- School Nurse
- Speech and Language Pathologist (SLP)
- Occupational Therapist (OT)

- Physical Therapist (PT)
- Interpreter (must be requested through the Lynn Featherstone: using this Google form)

Role of the SST Coordinator

- Serves as facilitator of SST process – schedules, sends out invitations for, and attends and chairs all SST meetings
- Ensures completion of all documentation for referral and meetings
- Determines, invites and ensures attendance of appropriate personnel for each meeting
- Ensures communication with parent/guardian to explain process and encourage parent participation
- Records minutes and communicates status of referrals with pertinent staff
- Maintains records for possible referral to special education
- Communicates meeting outcomes with building principal
- Ensures action plans are shared with all appropriate personnel
- Reinforces team roles
- Supports/provides coverage for professionals to attend SST meetings
- Informs principal of all SST action plans
- Ensures faculty and staff follow through with SST action plans

Teacher Participation (Elementary)

- Attends all SST meetings
- Prepares and presents specific requested data
- Assists in the creation of action plan
- Implements action plan with fidelity
- Records data on action plan (progress monitoring) for presentation for subsequent SST meetings

Use of Data Analysis

SST members are asked to come to meetings prepared with student data for analysis and discussion. The types of data may include, but is not limited to analysis of:

- Records from the Cumulative Folder
- Curriculum Assessments

- Report cards
- Medical records
- MCAS (Summative Assessment Data)
- ACCESS Scores
- DIBELS and other samples of Formative Assessment Data
- Attendance record
- Behavioral information
- Screens and checklists made available by related services personnel
- Student observations

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 their 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.

Academic and Non-Academic Activities

The law requires each district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Other resources are currently available on the Department's website at https://www.doe.mass.edu/sfs/bullying/ including social and emotional learning guidelines.

- **Specific bullying prevention approaches.** The current bullying prevention curricula listed in Table 2 (next page) is 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 cyber safety, 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.

- teaching students about the student-related sections of the Bullying Prevention and Intervention Plan.

- **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, and those who may be targets of bullying based on race, color, religion, ancestry, national origin, sex, socioeconomic status, as well as students who are lesbian, gay, bisexual, transgender, or homeless;
  - 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

Table 2: Current and Planned Bullying Prevention Curriculum

Elementary (K-5) Claypit Hill Happy Hollow Loker	**District Adopted SEL curriculum** • Comprehensive, grade-differentiated social and emotional learning curriculum for grades K-5 children, their teachers, administrators, other school staff, parents and caregivers • Provides the whole school community with a common language and school values (PAWS, WE SOAR, & PRIDE) for creating and maintaining a safe school climate for all students. • Topics addressed in health include: o Sexual abuse awareness (grades 1, 3, 5) o CASEL Core Competencies o Grades 4-5: targeted lessons on the definition of bullying, and the role of the bystanders in bullying episodes

Middle (6-8) Wayland Middle	**TAG (teacher advisory groups)** • CASEL Core Competencies • Curriculum developed with consultation of and training by Rachel Poliner (Educators for Social Responsibility) • House leaders design and disseminate TAG activities • TAG groups, two adults per homeroom of 24 students each • Activities stress team-building, identity clarification, service and school-wide positive behavior concept BERT (belonging, empathy, respect, trust) • Topics embedded in wellness curriculum include Healthy Relationships, Consent, Assertiveness training, Suicide Prevention, etc. • Homeroom meets every day, TAG once a week as extended homeroom
High (9-12) Wayland High	**Current Wellness Curriculum and Topics Embedded in Content Classes** • CASEL Core Competencies Relevant topics include: o social dynamics o bullying and cyberbullying prevention o sexual/physical harassment o awareness of power differentials (high-status vs. low-status) o healthy relationships/teen dating violence Student-Developed Events and Traditions (2025) • The Student Advocacy Committee composed of students and faculty mentors is currently exploring events and new traditions to improve school climate. • M.O.S.S. (Make Our Schools Safe) • Student Council - Developing inclusive events • See Appendix for copy of Invitation for Proposals School-wide Initiatives • Advisory program 4x/week

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

File: JICFB

BULLYING PREVENTION

The Wayland Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve their own highest academic standards. No student shall be subjected to bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or school staff members 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 him/herself, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic, photo-electronic or photo-optical systems, including but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, parents or guardians of students involved in incidents of bullying, cyber-bullying or retaliation are expected to cooperate fully with the administration.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

It is a violation of this policy for any student or school staff members to engage in Bullying or retaliation or for any employee of the Wayland Public Schools to condone or fail to report acts of bullying that they witness or become aware of.

Bullying and retaliation is prohibited:

- On school grounds;
- On 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 school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Wayland Public schools;

Bullying and retaliation 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 Wayland Public Schools if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupts the education process or the orderly operation of a school, as determined by school administrators.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan shall represent the School District's philosophy of prevention built-on education, discipline, and intervention, and it shall set forth the administrative guidelines and procedures for the implementation of this policy. Such plan shall include, but not be limited to; procedures for reporting, responding to and investigating reports of bullying or retaliation; the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation or against someone for making a false accusation of bullying; procedures for remedying incidents of bullying and restoring a sense of safety for a target of bullying and assessing that target's needs for protection; strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation; any notification requirements consistent with applicable law; a strategy for providing counseling or referral to appropriate services for perpetrators, targets and family members; and provisions for informing parents about the School District's bullying prevention curriculum. The Bullying Prevention and Intervention Plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the Bullying Prevention and Implementation Plan within their school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are strongly urged to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

Each school shall have a means for anonymous reporting by students and adults of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

A member of a school staff (including but not limited to educators, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor, advisor to an extracurricular activity, or paraprofessional) who witnessed or becomes aware of alleged Bullying, Cyber- bullying or retaliation shall immediately report it to the school principal or designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report of alleged bullying, shall promptly conduct an investigation. The investigation shall be completed within a reasonable amount of time from the date of the report. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on an as necessary basis.

The school principal or a designee will use a Bullying/Cyber-bullying Report Form during their investigation, which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses. The school principal or designee may also contact the parents or guardians of the alleged target or perpetrator during the investigation.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

If the school principal or a designee determines that bullying has occurred he/she shall:

- Notify the parents or guardians of the perpetrator;
- Notify the parents or guardians of the target. and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying, cyber-bullying or retaliation;
- Take appropriate disciplinary action; and
- Notify the police if the principal or designee, after consulting with the Superintendent of Schools, believes that criminal charges may be pursued against the perpetrator.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Assistance

The Wayland Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary as well as anyone that provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying.

Training and Assessment

Annual training shall be provided for school faculty and staff in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Wayland Public Schools website. Each building principal shall be responsible for the implementation and oversight of the plan at their school. The building principal or designee shall assist students, parents and employees of the School District who seek guidance or support in addressing matters relating to any form of Bullying, Cyber-bullying or retaliation.

REFERENCES:	Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan
LEGAL REFS.:	Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission Title IX of the Education Amendments of 1972 603 CMR 26.00 MGL 71:370 MGL 265:43, 43A MGL 268:13B MGL 269:14A

CROSS REFS.:

AC, Nondiscrimination

ACA, Sexual Harassment

JBA, Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

APPROVED December 11, 2015

Definition of Bullying

Massachusetts law gives school officials the power to investigate and discipline bullying that occurs **on or off school grounds** (e.g., cyber bullying from a home computer) if that bullying creates a hostile environment at school for the victim ('target"), infringes on the rights of the target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

repeated use (more than once) by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least one of the following)

- □ causes **physical or emotional harm** to the target or damage to the target's property;
- □ places the target in **reasonable fear of harm to themself** or damage to their property;
- □ creates a **hostile environment** at school for the target;
- □ **infringes on the rights** of the target at school; or
- □ materially and substantially **disrupts the education process** or the orderly operation of a school.

Retaliation from reporting of previous incident (not part of official School Committee definition)

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

- □ the creation of a web page or blog in which the creator assumes the identity of another person, or
- □ the knowing impersonation of another person as the author of posted content or messages, or
- □ the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons

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

Reminders to all staff responding to bullying

- **Do not ignore bullying.** Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002).
- Some students may be more vulnerable to becoming a target. Students with actual or perceived differentiating characteristics—or who associate with students with actual or perceived differentiating characteristics—may be more vulnerable to becoming a target of bullying or harassment. Examples of these characteristics include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, ethnicity, national origin, ancestry, culture, language, religion, parental or marital status, pregnancy or pregnancy related conditions, socio-economic status, age, gender, gender identity and expression, sexual orientation, disability and physical, emotional, behavioral, or learning abilities.
- **Intervene immediately; bullying is common, but not benign.** Students who engage in bullying are more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.

- **Separate alleged bully & target.** In conjunction with an investigation, mediation should be used only if the target and target's family is open to the conversation and the District thinks it is appropriate given the circumstances. Students who bully and their targets should not be forced to confront one another. If there has been reflection and agreement between the students, supervised mediation can be helpful.
- **Bullying is different from conflict**. Conflict is a mutual quarrel or problem between two or more students. Bullying, by contrast, is a targeted repeated action against a student or students.
- **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
- **Don't make promises** or deals until your investigation is complete.
- **Reassure reporters and target(s)** that they have done the right thing by reporting. Make sure they know they will be protected from retaliation.
- **Empower aggressors to change**. Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., "for now, stay off social media").
- **Maintain confidentiality but ACT**. It is important to protect reporters from retaliation, but information on bullying MUST be acted upon. There are no "off-the-record" conversations.
- **Be objective in your note-taking.** Your emails and the notes you take in meetings about students become part of their official record.
- **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

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.

❖ 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.

❖ Reporting by Students, Parents or Guardians, and Others

The district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student or a staff member 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, parents, and others 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.

Oral reporting: Oral reports made by or to a staff member shall be recorded in writing onto an Incident Reporting Form (see appendix).

Anonymous reporting: Reports may be made anonymously using the anonymous reporting form available on each school's web site.

Incident Reporting Form: Use of an Incident Reporting Form is not required as a condition of making a report.

Notification of reporting procedures and distribution of reporting forms:

Each school will:

- include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians and staff;
- 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
- 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 in the district (i.e., English).

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.

Procedures for School Staff Receiving a Report of Bullying

- Review the definition of bullying (see 19), ideally with the reporter present (e.g., target, friend of target, parent, etc.).
    - If the incident does not seem to meet the definition of bullying, treat the incident with standard school disciplinary or conflict resolution procedures.
    - If the incident meets the definition, or you have any doubts about whether it might be bullying, continue to follow the procedures below or immediately refer the situation to an administrator.
- Notify the reporter that because this incident may constitute bullying, we have an obligation to investigate and take action in a timely manner including:
    - interview all students involved,
    - collect evidence including digital or hard copies of electronic communication, web pages, notes, etc.,
    - review previous disciplinary records of all students involved,
    - notify parent(s)/guardian(s) of all students involved,
    - notify the police if it is believed that criminal charges may be pursued against the aggressor,
    - apply appropriate disciplinary action,
    - notify the target's parent(s)/guardian(s) of action taken to prevent further acts of bullying, to the extent consistent with state and federal confidentiality laws (note: we cannot share the extent of all disciplinary actions with the target's family).
- Refer investigation to administrator or administrator's designee.
- If time allows, complete a copy of the **Incident Reporting Form** (see appendix).

Administrative Investigation Procedures - Responding to a Report of Bullying

- Use WPS Bullying Investigation Form (see appendix).
- Review Incident Reporting Form if one was submitted.
- Develop Initial Safety Plan
    - Before fully investigating the allegations of bullying or retaliation, 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, 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.
    - Take additional steps to promote safety during the course of and after the investigation, as necessary.
    - 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.
- Prepare to interview students and/or staff:
    - Review students' discipline and school records (include: IEP, 504s) to see if there are prior similar incidents.
    - Consult, as needed, with additional staff (e.g., SPED Liaison, METCO advisor, counselor, nurse).
    - Determine which additional staff, if any, needs to be present during student interviews and/or decision process (e.g., SPED Liaison, other administrator, staff member of same gender as target, etc.).
    - Take reasonable precautions to ensure that students or staff members are unable to communicate or undermine the investigation (e.g., confiscate phones, call all students to the office at the same time, but interview separately).
    - Determine which students or staff need to be interviewed. Include target(s), aggressor(s), and bystander(s).
- Interview all students and/or staff involved, ideally one at a time (e.g., confiscate cell phones and house one student in one office while talking to another student in another office).
    - Read back to the student or staff a summary of their account to ensure accuracy of your notes.
    - Remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
    - If applicable, ask students to provide written statements.
- If physical injuries occurred, ask the nurse to examine the target.

- Collect and compile evidence:
    - Print-outs of blog posts, social networking pages, emails, etc
    - Make copies (as applicable) of student notes, nurse report(s), police report(s), and other written statements.
- Determinate whether bullying has occurred.
- If the student has an IEP, work with their liaison and Team to determine whether the behavior is a manifestation of the student's disability.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

False Accusations. If you determine that the accusation was **knowingly false**—that is, that the accuser was, in essence, *using* school officials to harass another student unnecessary questions and attention—you may need to deal with the accuser as you would with any other aggressor.

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

Response Plan

- Working with the aggressor, complete a **Behavioral Remediation Agreement** (included in the packet) that includes a warning against retaliation and repeat offenses. It should include disciplinary actions, strategies and supports to be used to stop the bullying and restore a sense of safety for the target, including steps taken to ensure there is no retaliation against the targets or reporters. See the table below for a menu of options. Note the following:
    - Aggressors can be required to undergo counseling with an in-house counselor (i.e., authorized school staff) as part of their remediation agreement or behavior plan.
    - We can require outside counseling, but the district would pay the cost UNLESS the student has been charged with a felony and/or been expelled (e.g., 37H.5) in which case we can require parent-sponsored counseling as a condition of returning to school.
- Meet with the target and/or bystanders to develop a safety plan.

There are a range of options to consider as you develop plans to ensure **accountability, learning and healing** for the parties involved.

Disciplinary Actions	Remediation Actions	Target Safety
• Admonishment, warning • Temporary removal from the classroom • Loss of privileges including extracurricular activities • Classroom or administrative detention • In-school suspension during the school week or the weekend • Out-of-school suspension • Legal action • Expulsion or termination • Consequences for repeat offenses	• Meetings with parents • Counseling • Education and skill building, including strategies to avoid repeating behavior. • Academic and nonacademic positive behavioral supports • Revision of IEP, if applicable • **Individual Behavior Plan** (for repeat offenders; form is included in this packet) • Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans)	• Guidelines for avoiding further unnecessary contact with the target • Clarification about who will be notified • Notify relevant staff about incident and danger of further contact • Strategies to avoid further bullying (e.g., script, role playing, etc) • Identifying trusted adults and "safe areas" • Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate) • Periodic check-ins • Whole community meetings • Identification and empowerment of bystanders • Education about technology

Notification

- Notify parent(s)/Guardian(s) of the target and aggressor about your determination and—to the extent allowed by confidentiality laws—actions taken.
    - Do not share student and or staff names or disciplinary actions with a third party. Parents of targets do NOT have the right to know the name of the aggressor (or disciplinary actions taken against aggressor).
- 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.
- Consult with police, as needed.

    - There is no such thing as “criminal bullying” but we should consult with police if the aggressor used another criminal action (e.g., harassment, stalking, assault/battery).

- Contact other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student or staff safety actions.
    - School administrators may not share information about students and/or staff with anybody except part or full time “authorized school personnel” (this include coaches and contracted service providers). In order to maximize the privacy and safety of students, administrators should exercise discretion when informing staff members.
    - Administrators may only share information with Wayland Youth and Family Services if we have the permission of the student’s family.

Documentation

- Each school stores incident and investigation forms separately from a cumulative file
- Discipline information is part of each student’s temporary record. Temporary records must be destroyed no later than seven years after the student graduates, after providing the families with written notice. (This includes electronic records.)
    - Your personal “notes” can be kept indefinitely, as long as you don’t share them with other staff members.
- Use your school’s student information system (e.g., eSchool, student files) to document the results of your investigation, including:
    - Determination of bullying
    - Disciplinary, remediation, target safety actions taken
    - Do not use the student information system “alert system” to label aggressors.
- File copies of Bullying Investigation Form, Incident Reporting Form (if any), Behavioral Remediation Agreement (if any), and Individual Behavior Plan (if any, for repeat offenders only) in your school’s Bullying Binder.
- Give copies of relevant forms to Guidance Counselors and Special Education staff (e.g., in cases of repeat offenders)

Collaboration with Families

In creating our plan, we wanted to ensure that we built in strategies to engage and collaborate with students’ families in order to increase the capacity of the district to prevent and respond to bullying. In particular, the law requires us to communicate with families regarding:

- Parent education and resources. The district must 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 each school’s PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
- Notification requirements. Each year the district must inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The district will provide 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 will be made available to parents or guardians in an electronic format, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

Table 3: Family Collaboration Events and Strategies

Schools	Format	Content	Date
All district	WPS Bullying Prevention on district Website	• Includes copies of this Plan, student curriculum resources, Bullying reporting forms/links, resources for parent education	Ongoing
All district	Letters from superintendent and building principals	• Includes copies of this plan • Overview of reporting procedures	Beginning of school year
Building level	Cyberbully presentations	• Review of cyber-safety procedures	Ongoing
Middle School	PTO Meeting: Regarding Advisory Groups and BERT	• Guided parents through activities used by TAG groups to build healthy relationship and resiliency	Ongoing
Middle School	PTO Meeting: Bullying intervention	• Discussion focused on district Plan, particularly procedures used to report and respond to bullying	Scheduled by principal
Elementary Schools	Joint Elementary Night: Anti-Bullying	• Co-sponsored by PTO • Focus on bullying prevention and current curriculum • Also included procedures used to report and respond to bullying	Scheduled by principal
High School	PIE (Parent Information Exchange) Meeting	• Share information and solicit input regarding further engaging parents	Ongoing
High School	Meetings with small groups of interested parents	• Follow-up discussions from PIE meeting	Ongoing

Definitions

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

Aggressor is a student and/or staff 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 and/or staff members 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 their property;

iii. creates a hostile environment at school for the target;

iv. infringes on the rights of the target at school; or

v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of 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 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 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 district policies.

- **Relationship to non-discrimination laws.** Consistent with state and federal laws, and the policies of the 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 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 district policies.

- **Relationship to existing disciplinary regulations.** In addition, nothing in the Plan is designed or intended to limit the authority of the 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.

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

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

Wayland Public Schools
INCIDENT REPORTING FORM

Directions: The Wayland Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students and/or staff member(s), complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. **Every** reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.

Date of report:			
Name of student and/or staff member target:	Age:	Grade:	School :
Name(s) of alleged student and/or staff member aggressor(s) (If known):	Age:	Grade:	School :

Name(s) of witness(es) (If known):

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

□ On school property □ At a school-sponsored activity or event off school property □ Online/via technology

□ On a school bus □ On the way to/from school □ Other:_____

What best describes what happened (choose all that apply):

□ Teasing □ Threat/Property Damage □ Stalking □ Theft/Property Damage

□ Social exclusion □ Intimidation □ Physical violence □ Public humiliation

□ Retaliation □ Sexual Harassment □ Other:_____

What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)

Did a physical injury result from this incident?

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

Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

Name Of Person Reporting Incident (Optional):

Telephone (optional)_____ E-mail (optional _____

Place an X in the appropriate box: □ Student □ Parent/guardian □ Other: _____

Signature:_____ Date: _____

Administrative Action Taken: Date:

Administrator:

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Wayland Public Schools
BULLYING INVESTIGATION FORM

Investigation start date:			
Name of student and or staff member target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (If known):	Age:	Grade:	School :

Investigation

- ☐ Review & Attach ***Incident Reporting Form***
- ☐ Review students' discipline and school records (include: IEP, 504s)
- ☐ Consult as needed with additional staff (e.g. SPED Liaison, METCO liaison, counselor, nurse). Include names here:
- ☐ Determine which additional staff, if any, needs to be present during student interviews and/or decision process.
- ☐ Include names here:
- ☐ Conduct students interviews
- ☐ Read back to each student a summary of their account to ensure accuracy of your notes.
- ☐ If physical injuries occurred, ask the nurse to examine the target.

The following checked items are attached to this report

- o *Incident Reporting Form (if available)*
- o Print-outs of blog posts, social networking pages, emails, etc.
- o Copies of other evidence
- o Copies of investigator's notes (e.g. transcripts of interviews, etc.)
- o Nurse report(s)
- o Police report(s)
- o Written statements from interviewees, reporters, etc.

Determination:

☐ Check all that apply:

- ☐ **repeated use** by one or more students and/or staff member of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least of the following)
  - ☐ causes **physical or emotional harm** to the target or damage to the target's property;
  - ☐ places the target in **reasonable fear of harm to himself** or herself or damage to their property;
  - ☐ creates a **hostile environment** at school for the target;
  - ☐ **infringes on the rights** of the target <u>at school</u>; or
  - ☐ materially and substantially **disrupts the education process** or the orderly operation of a school.
  - ☐ *retaliation from reporting of previous incident*

☐ Provide brief description of the nature of the bullying (if any):

☐ Provide a Final determination:

□ Incidents **did not** meet the standard of bullying
□ Bullying has occurred and will be dealt with in-house
□ Criminal bullying has occurred and police should be notified of possible criminal charges

Response Plan (if any*)* Disciplinary Actions:

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Wayland Public Schools
BULLYING INVESTIGATION FORM

Remediation Actions:
□ *Behavioral Remediation Agreement* attached
□ *Individual Behavior Plan* attached (repeat offenders only)

Student Safety Actions:

Notification and Documentation

☐ Parent(s)/Guardian(s) of the target

☐ Parent(s)/Guardian(s) of aggressor

☐ School information system (e.g., iPass or student files)

☐ School alert system (if necessary)

☐ Counselor of target

☐ Counselor of aggressor

☐ Special Education (for repeat offenders)

☐ Police (if criminal charges may be pursued)

☐ Other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions. Please describe:

Administrator/Investigator Signature Date:

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Wayland Public Schools **BEHAVIORAL REMEDIATION PLAN**			
		Date:	
Name of student and/or staff member:	Age:	Grade:	School:
Reason for Behavioral Remediation Plan:			
Responsibilities: I am expected to adhere to the following **terms to change my behavior**:			
Supports: I will need the following **support(s)** to help me meet the obligations of my agreement:			
The **implications** of me NOT meeting the expectations are as follows:			
Student and/or staff member Signature:		Date:	
Parent/Guardian Signature (optional):		Date:	
Administrator/Investigator Signature		Date:	
☐ Optional - Parent/caregiver/student response attached			

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Wayland Public Schools
INDIVIDUAL BEHAVIORAL PLAN

		Date:	
Name of student and/or staff member:	Age:	Grade:	School :

Reason for Behavior Plan:

Student Behavior Goal:

1. **Objective**
2. **Objective**
3. **Objective**

Student Supports

Timeline/Monitoring Of Plan And Progress Towards Goals
Daily___Team Contact_____

Weekly Team Contact_____

Termination From Plan

Date Of Termination:

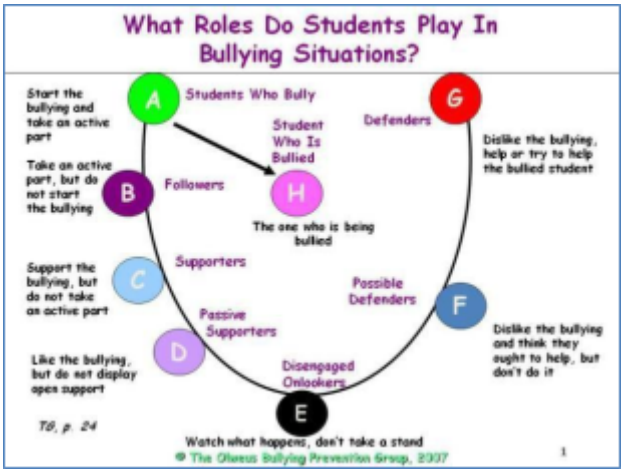
Student and/or staff member Signature:	Date:
Parent/Guardian Signature:	Date:
Plan Coordinator:	Date:
Administrator/Investigator Signature	Date:

☐ Optional - Parent/caregiver/student reponse attached

A call for proposals for preventing bullying and improving school climate

Dear students,

Do you have an idea about how we could better combat bullying at **Wayland High School**? Are you looking for a leadership opportunity? Would you like to earn credit by improving school culture? If so, your proposals are welcome!



As you probably know, the new anti-bullying law (M.G.L. c. 71, § 37O(b)) prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying.

I am convinced that the issue of bullying is related to larger issues in our school culture—issues that could be most powerfully addressed by students instead of adults.

1. Insensitivities to the **real and perceived power differentials** among students on our campus—would students be nicer to one another if they understood one another better? Do students understand how much power they have to hurt one another?
2. Increases in **depression and anxiety**—why are so many students feeling alone and vulnerable?
3. The power of **social networking tools and mobile devices** to amplify negative interactions between students—how much anxiety and bullying at WHS could be prevented if students used cyber tools more responsibly?
4. The **power of bystanders** (B-G in the diagram)—what are the social pressures that prevent students from supporting students in crisis or confronting bullying? Why do our young people "allow" their peers to accumulate social capital by being mean to others?

What is your idea? What do you want to do?

If you are interested in tackling any of the issues listed above, I invite you to discuss your proposal with me. When we meet, be prepared to address the questions in the box to the right.

Students interested in getting credit for their proposal will be enrolled in an independent study class during the second semester. While the specific expectations will vary depending on the proposal, I am looking for students who are serious about dedicating a significant amount of time to making WHS a campus where everybody feels safe, supported, and welcome.

I look forward to hearing your ideas!

Statement of the problem: What specific problem(s) you are trying to address?

Proposed solution: What do you propose to do?

- ☐ Bring a presenter to campus
- ☐ Make a presentation of your own
- ☐ Launch an awareness campaign
- ☐ Create or coordinate an event or activity
- ☐ Start a new tradition in our new building
- ☐ Introduce a new curriculum
- ☐ Reform an existing practice, tradition, and policy
- ☐ Create a video
- ☐ Other:

A theory of action: What is your theory about the causes of this problem? How will your proposed solution address the problem?

Project outline: Who's doing what? By when?

Support/Resource needs: Do you need help, permission, or support from a faculty or community member? Do you need funding?

Building Administrator Checklist

This checklist is designed to be used annually by building administrators to ensure that their buildings are in compliance with the new law and WPS's Bullying Prevention Plan.

- □ Maintain "Bullying Binder" with new forms and procedures
- □ Distributed/publicized mechanisms for reporting
  - □ Incident Reporting Forms
    - o main office
    - o nurse's office
    - o counseling office
    - o on school webpage
  - □ Anonymous web-based reporting form
- □ Student handbook includes definition and reporting procedures
- □ Acceptable Use Policy includes references to cyber-bullying
- □ Faculty handbook includes reporting procedures
- □ Social "curriculum" includes bullying-prevention
- □ Parent outreach (meetings, events, and website)
  - □ Resources
  - □ Information about curriculum
  - □ Information about how the school responds to bullying
  - □ Information about how to report bullying
- □ Implementation of surveys or other mechanisms to collect data re: bullying
- □ Training of faculty and staff
  - □ Bullying prevention
  - □ Procedures for responding to bullying