

# Wayland Public Schools Bullying Binder Contents

December 28, 2010

Each school has a “Bully Binder.” Use this binder to store this document and all completed incident and investigation forms, alphabetically by aggressor and their date of graduation. You may also find it useful to store blank incident and investigation forms in the binder.

- ∞ Discipline information is part of each student’s temporary record. Keep bullying records for six years.
- ∞ Temporary records must be destroyed no later than seven years after the student graduates. (this includes electronic records)
- ∞ Your personal “notes” can be kept indefinitely, as long as you don’t share with or consult them in the presence of parents or students.

Please also note the **Building Administrator Checklist** at the end of this packet to be used annually to ensure that your building is in compliance with the Anti-bullying law.

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# I. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

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## WPS Bullying and Cyber-bullying Policy

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

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

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

“Bullying” is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant messages or facsimile. Cyber-bullying includes (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is a violation under the law. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting is a violation of the law.

It is the responsibility of every student, parent and employee of the school district to recognize acts of bullying, cyber-bullying and retaliation. Any student who believes that he or she has been the victim of bullying, cyber-bullying or retaliation should report it immediately to his or her teacher or principal. Students, parents and members of the school staff ( including but not limited to educators, administrators, school nurse, cafeteria worker, custodian, bus driver, coach, advisor, advisor to an extracurricular activity, or paraprofessional), who witness or become aware of bullying cyber-bullying or retaliation should immediately report it to the principal.

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

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

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

Chapter 92 of the Acts of 2010

Approved: August 3, 2010

***Wayland Public Schools***

## Definition of Bullying<sup>1</sup>

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

- repeated use** by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least one of the following)
  - causes **physical or emotional harm** to the target or damage to the target’s property;
  - places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
  - creates a **hostile environment** at school for the target;
  - infringes on the rights** of the target at school; or
  - materially and substantially **disrupts the education process** or the orderly operation of a school.
  - Retaliation from reporting of previous incident (not part of official School Committee definition)*

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

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

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<sup>1</sup> This definition is a summary of the legal definition supplied by the DESE and WPS draft “Bullying and Cyber-bullying Policy” as of June 2010.

## 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).
- ∞ **Intervene immediately; bullying is common, but not benign.** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- ∞ **Separate alleged bully & target:** do not use mediation or attempt to force them to confront one another.
- ∞ **Bullying is different from conflict.** Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
- ∞ **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
- ∞ **Don't make promises** or deals until your investigation is complete.
- ∞ **Reassure reporters and target(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 of Facebook”).
- ∞ **Maintain confidentiality but ACT:** it is important to protect reporters from retaliation, but information on bullying **MUST** be acted upon. There are no “off-the-record” conversations.
- ∞ **Be objective** in your note-taking; your emails and the notes you take in meetings about students 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.

### 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 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, 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: 1) include a copy of the *Incident Reporting Form* in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The *Incident Reporting Form* will be made available in the most prevalent language(s) of origin of students and parents or guardians 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

1. Review the definition of bullying (see 4), ideally with the reporter present (e.g., target, friend of target, parent, etc.).
  - a. If incident does not seem to meet the definition of bullying, treat the incident with standard school disciplinary or conflict resolution procedures.
  - b. If 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.
2. 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 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).
3. Refer investigation to administrator or administrator's designee.
4. If time allows, complete a copy of the *Incident Reporting Form* (see appendix).

## **Administrative Investigation Procedures**

1. Use *WPS Bullying Investigation Form* (see appendix).
2. Review *Incident Reporting Form* if one was submitted.
3. 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.
4. Prepare to interview students:
  - Review students’ discipline and school records (include: IEP, 504s) to see if there are prior similar incidences.
  - 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 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 need to be interviewed. Include target(s), aggressor(s), and bystander(s).
5. Interview all students 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 a summary of his or her 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.
6. If physical injuries occurred, ask nurse to examine target.



7. 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.
8. Determine whether bullying has occurred.
  - If the student has an IEP, work with his or her liaison to determine whether the behavior is a manifestation of the student's disability.

## Response Plan

9. Working with the aggressor, complete a ***Behavioral Remediation Agreement*** (included in the packet) that includes 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.
  
10. Notify the aggressor of his or her rights and the process to appeal your decision.
  
11. Meet with the target and/or bystanders to develop a safety plan.

<b>Disciplinary Actions</b>	<b>Remediation Actions</b>	<b>Target Safety</b>
<ul style="list-style-type: none"> <li>○ Admonishment, warning</li> <li>○ Temporary removal from the classroom</li> <li>○ Loss of privileges</li> <li>○ Classroom or administrative detention</li> <li>○ In-school suspension during the school week or the weekend</li> <li>○ Out-of-school suspension</li> <li>○ Legal action</li> <li>○ Expulsion or termination</li> <li>○ Consequences for repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>○ Meetings between parents</li> <li>○ Counseling</li> <li>○ Education including strategies to avoid repeating behavior.</li> <li>○ Academic and nonacademic positive behavioral supports</li> <li>○ Revision of IEP, if applicable</li> <li>○ <b><i>Individual Behavior Plan</i></b> (for repeat offenders; form is included in this packet)</li> <li>○ Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans)</li> </ul>	<ul style="list-style-type: none"> <li>○ Guidelines for avoiding further unnecessary contact with the target</li> <li>○ Clarification about who will be notified</li> <li>○ Notify staff about incident and danger of further contact</li> <li>○ Strategies to avoid further bullying (e.g., script, role playing, etc)</li> <li>○ Identifying trusted adults and “safe areas”</li> <li>○ 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)</li> <li>○ Periodic check-ins</li> <li>○ Whole community meetings</li> <li>○ Identification and empowerment of bystanders</li> <li>○ Education about technology</li> </ul>

## Notification

12. 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 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).
13. 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).
14. Contact other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions.
  - School administrators may not share information about students 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

15. Each school has a “Bully Binder.” Use this binder to store incident and investigation forms, alphabetically by aggressor and their date of graduation.
  - Discipline information is part of each student’s temporary record. Keep bullying records for six years.
  - Temporary records must be destroyed no later than seven years after the student graduates. (this includes electronic records)
  - Your personal “notes” can be kept indefinitely, as long as you don’t share with or consult them in the presence of parents or students.
16. Use your school’s student information system (e.g., iPass, student files) to document the results of your investigation, including:
  - a. Determination of bullying
  - b. Disciplinary, remediation, target safety actions taken.
  - Do not use the iPass “alert system” to label aggressors.
17. 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.
18. Give copies of relevant forms to Guidance Counselors and Special Education staff (e.g., in cases of repeat offenders)

## II. DEFINITIONS

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

**Aggressor** is a student who engages in bullying, cyberbullying, or retaliation.

**Bullying**, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

**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.

### III. 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.

**A. 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.

**B. 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.

## **IV. APPENDIX**

<b>Wayland Public Schools INCIDENT REPORTING FORM</b>			
<b>Directions:</b> 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, 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. <b>Every</b> reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.			
<b>Date of report:</b>			
<b>Name of student target:</b>	Age:	Grade:	School :
<b>Name(s) of alleged aggressor(s) (If known):</b>	Age:	Grade:	School :
<b>Name(s) of witness(es) (If known):</b>			
<b>Where did the incident(s) happen (choose all that apply)?</b>			
<input type="checkbox"/> On school property <input type="checkbox"/> At a school-sponsored activity or event off school property <input type="checkbox"/> Online/via technology <input type="checkbox"/> On a school bus <input type="checkbox"/> On the way to/from school <input type="checkbox"/> Other: _____			
<b>What best describes what happened (choose all that apply):</b>			
<input type="checkbox"/> Teasing <input type="checkbox"/> Threat/Property Damage <input type="checkbox"/> Stalking <input type="checkbox"/> Theft/Property Damage <input type="checkbox"/> Social exclusion <input type="checkbox"/> Intimidation <input type="checkbox"/> Physical violence <input type="checkbox"/> Public humiliation <input type="checkbox"/> Retaliation <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Other: _____			
<b>What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)</b>			
<b>Did a physical injury result from this incident?</b>			
<input type="checkbox"/> No <input type="checkbox"/> Yes, but it did not require medical attention <input type="checkbox"/> Yes, and it required medical attention			
<b>Is there any additional information you would like to provide? (Attach a separate sheet if necessary)</b>			
<b>Name Of Person Reporting Incident (Optional):</b>			
Telephone (optional) _____		E-mail	
(optional): _____			
Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Other: _____			
Signature: _____		Date: _____	
<hr style="border: 1px solid black;"/>			
Administrative Action Taken:		Date:	
Administrator:			

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

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



**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:

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

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

## **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
    - main office
    - nurse’s office
    - counseling office
    - 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