WESTFIELD PUBLIC SCHOOLS

BULLYING PREVENTION AND INTERVENTION PLAN

A GUIDE FOR STAFF, PARENTS AND STUDENTS
WESTFIELD PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

INTRODUCTION AND PRIORITY STATEMENT

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying. The Westfield Public School District is committed to working with students, staff, families, law enforcement agencies, and the community to address these issues. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan in his/her building.

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

The district is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. While activities described in the Plan are intended to address the specific requirements of M.G.L. c. 71, § 37O, the District has chosen to use this legislation as an opportunity to strengthen and expand its longstanding focus on school safety.

The Department of Elementary and Secondary Education (Department) created a Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O, in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The Model Plan was used by the Westfield Public Schools as a framework for developing this local Plan.

Please note that in this plan we use the word “target” instead of “victim” and “aggressor” instead of “perpetrator”.

If you need assistance understanding this information, please contact your building principal to arrange translation services.

Если Вы нуждаетесь в переводе, пожалуйста, сообщите директору школы, и школа обеспечит вас переводчиком. (Russian)

Якщо Вам необхідний переклад даної інформації, будь ласка, повідомте директору школи, і школа забезпечить вас перекладачем. (Ukrainian)

Si Ud. necesita ayuda para entender esta información, favor de comunicarse con el Principal para los servicios de traducción. (Spanish)
# TABLE OF CONTENTS

I. **PROHIBITION AGAINST BULLYING AND RETALIATION**
   - Page 4

II. **DEFINITIONS**
   - Page 4

III. **LEADERSHIP**
   - Page 5

IV. **TRAINING AND PROFESSIONAL DEVELOPMENT**
   - Page 6

V. **ACCESS TO RESOURCES AND SERVICES**
   - Page 8

VI. **ACADEMIC AND NON-ACADEMIC ACTIVITIES**
   - Page 9

VII. **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**
    - Page 11

VIII. **COLLABORATION WITH FAMILIES**
     - Page 14

IX. **RELATIONSHIP TO OTHER LAWS**
    - Page 15

**APPENDIX A:**
REFERRAL TO OUTSIDE AGENCIES

**APPENDIX B:**
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORMS are under review and will be added in January, 2011
I. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

i. on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

ii. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

II. DEFINITIONS

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

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

i. causes physical or emotional harm to the target or damage to the target’s property;

ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

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

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

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

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

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.
III. LEADERSHIP

As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation has included team input sessions, notice to parents and other interested members of the community and a public comment period before the Plan is adopted by the School Committee. Each of the various constituencies will also be involved in future plan review and refinement.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Committee Legislation Overview</td>
<td>Spring, 2010</td>
</tr>
<tr>
<td>Administrative Student Handbook Review</td>
<td>Spring, 2010</td>
</tr>
<tr>
<td>Parent Community Forum</td>
<td>Spring, 2010</td>
</tr>
<tr>
<td>School Committee Policy Review</td>
<td>Spring, Summer 2010</td>
</tr>
<tr>
<td>Staff Information and Initial Training</td>
<td>Fall, 2010</td>
</tr>
<tr>
<td>Meetings with Administrative Team</td>
<td>Fall-December, 2010</td>
</tr>
<tr>
<td>Invitation for Comment from Safety Officials</td>
<td>December, 2010</td>
</tr>
<tr>
<td>Invitation Letters for Comment</td>
<td>December, 2010</td>
</tr>
<tr>
<td>Broadcast Announcement for Parent Comment</td>
<td>December, 2010</td>
</tr>
<tr>
<td>Parent Groups, School Councils, Student Councils</td>
<td>December, 2010</td>
</tr>
<tr>
<td>Public Comment Period on Website</td>
<td>December 9, 2010 to December 17, 2010</td>
</tr>
<tr>
<td>School Committee subcommittee</td>
<td>December 13, 2010</td>
</tr>
<tr>
<td>Public Hearing and Final Approval</td>
<td>December 20, 2010</td>
</tr>
</tbody>
</table>

The following school or district leaders are responsible for the following tasks under the Plan:

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent, Principals and Administrator of Student Support Services</td>
<td>Receiving reports on bullying</td>
</tr>
<tr>
<td>Superintendent, Principals and Administrator of Student Support Services, Unified Life Education Supervisor</td>
<td>Collecting and analyzing building and school wide data on bullying to assess the present problem and measure improved outcomes</td>
</tr>
<tr>
<td>Superintendent, Principals and Administrator of Student Support Services</td>
<td>Creating a process for recording and tracking incident reports and accessing information related to targets and aggressors</td>
</tr>
<tr>
<td>Superintendent, Chief Officer of Operations/HR, Director of Curriculum, Principals, Unified Life Education Supervisor</td>
<td>Planning for the ongoing professional development required by the law</td>
</tr>
<tr>
<td>Superintendent, Principals and Administrator of Student Support Services</td>
<td>Planning supports that respond to the needs of targets and aggressors</td>
</tr>
<tr>
<td>Superintendent, Principals and Director of Curriculum, Unified Life Education Supervisor</td>
<td>Choosing and implementing the curricula that the school or district will use</td>
</tr>
<tr>
<td>School Committee, Superintendent, Principals, Administrative Team</td>
<td>Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them</td>
</tr>
<tr>
<td>School Committee, Superintendent, Principals, Administrative Team</td>
<td>Amending student and staff handbooks and codes of conduct</td>
</tr>
<tr>
<td>Superintendent, Principals and Administrator of Student Support Services</td>
<td>Leading the parent or family engagement efforts and drafting parent information materials</td>
</tr>
</tbody>
</table>
IV. TRAINING AND PROFESSIONAL DEVELOPMENT

Annual training on the plan for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years. 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.

This plan includes ongoing professional development for all staff, including administrators, teachers, counselors, nurses, paraprofessionals, athletic coaches, club advisors, cafeteria workers, bus drivers and custodians. Training will build the skills of the staff to prevent, identify and respond to bullying.

The school-based and district-wide professional development will be based on the needs and concerns identified in the district through data collection, analysis and research. The topics to be included in professional development will be as follows based on the legislation:

- 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;
- Internet safety issues as they relate to cyberbullying; and
- 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 and students whose disability affects social skills development.

Additional areas identified by the school or district for professional development may include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Audience</th>
<th>Implementation Strategies</th>
<th>Outcomes/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyberbullying, Cyber Safety and Parenting Today</td>
<td>Parents/Community</td>
<td>Public Forum presented by Elizabeth Englehardt, MARC (Massachusetts Aggression Reduction Center)</td>
<td>November 2009 • Parent Awareness Program addressing research findings on bullying in the school environment as well as on the internet</td>
</tr>
<tr>
<td>Preventing Bullying</td>
<td>Parents/ Community</td>
<td>Public Forum presented by WPS (Westfield Public Schools) staff</td>
<td>March 2010 • Presentation, policy review and public comment session in the district and community to address the issue of bullying</td>
</tr>
<tr>
<td>Activity</td>
<td>Audience</td>
<td>Implementation Strategies</td>
<td>Outcomes/Timeline</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| Bullying and Culture Change- Presented by WSU (Westfield State University) Center for Teacher Education and Research | Administrators/Teachers/Nurses/Extra curricular Advisors/Counselors | Staff Professional Development- Overview of the Issues- Baseline training | November 2010  
- All professional staff was presented the research, definitions, best practices, reporting obligations and new MA law information |
| Support Staff Training- Update on Bullying and the New Legislation | Paraprofessionals  
Cafeteria Worker  
Custodians  
Athletic Coaches  
Bus Drivers | Staff Professional Development- Overview of the Issues | Fall 2010- Then Annually  
- Continual update on prevention and intervention strategies to address the interaction and power differential among students |
| Train the Trainers | Identified School Reps | MARC- In depth look at strategies to implement staff development within each school building. | November 2010  
- Ten district administrators obtained this training and are prepared to disseminate information to build the skill levels related to bullying prevention and intervention of their staff |
| Policy and Plan Update | Building Based Staff | Review plan and procedures for reporting and responding to bullying and retaliation | Annually  
- Administrator facilitation |
| Special Education Training | Special Education Staff | Training to address ways to prevent and respond to bullying an retaliation for students with disabilities | Annually  
- Staff development |
| Bullying Prevention Tutorial (anticipated) | Initially all staff, new staff each year | Web Based Anti Bullying Tutorial | 2011, then annually  
- Overview of required topics for all staff and as an update new staff |
| Peer Leadership Training (anticipated) | School Student Teams and Advisors | WSU Center for Teacher Education and Research program for Students presented in conjunction with MARC | Spring 2011  
- Development of bully free schools as the cultural norm within the school environment |
- Implementation Strategies for Schools |
| Second Step/Steps to Respect | Building Based Staff  
(Participating Schools) | Presentation of evidence-based social competency curricula to staff | Initial/then as needed  
- Overview of curriculum for teachers presenting the curriculum |
### Responsive Classroom
- Building Based Staff (K-5 in participating schools)
- Presentation of evidence-based behavioral management practices
- Annually
  - Update for new staff

### Written Notice
- All staff/parents/students
- Sharing of updated policy information, code of conduct
- Annually
  - Update in student/staff handbooks

---

**V. ACCESS TO RESOURCES AND SERVICES**

The Westfield Public Schools provides Administrator(s) and an Adjustment Counselor in each of our schools. In addition to School Adjustment Counselors the Middle Schools and High Schools also provides Guidance Counselor who are available to meet with students individually. The District also employs School Psychologists, who in addition to their other duties participate on the Crisis Team in each of the schools. Each building also provides a full time nurse who is available to meet with students and to provide individual support for students. It should also be noted that all support staff members have been trained in recognizing, reporting and protecting students against bullying.

### Support Services Available in each building

<table>
<thead>
<tr>
<th>School</th>
<th>Guidance Counselor</th>
<th>Adjustment Counselor</th>
<th>School Nurse</th>
<th>Additional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Meadow Early Childhood Center</td>
<td>None</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Staff</td>
</tr>
<tr>
<td>Abner Gibbs K-5</td>
<td>None</td>
<td>.5 FTE</td>
<td>.9 FTE</td>
<td>Health Teacher</td>
</tr>
<tr>
<td>Franklin Ave K-3</td>
<td>None</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher</td>
</tr>
<tr>
<td>Juniper Park K-3</td>
<td>None</td>
<td>.5 FTE</td>
<td>1 FTE</td>
<td>Health Teacher</td>
</tr>
<tr>
<td>Highland K-5</td>
<td>None</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher</td>
</tr>
<tr>
<td>Munger Hill K-5</td>
<td>None</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher</td>
</tr>
<tr>
<td>Paper Mill K-5</td>
<td>None</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher</td>
</tr>
<tr>
<td>Southampton Rd. K-5</td>
<td>None</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher</td>
</tr>
<tr>
<td>North Middle School 6-8</td>
<td>2 FTE</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher .5 FTE Substance Abuse Prevention Counselor</td>
</tr>
<tr>
<td>South Middle School 6-8</td>
<td>2 FTE</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher .5 FTE Substance Abuse Prevention Counselor</td>
</tr>
<tr>
<td>Westfield High School 9-12</td>
<td>7 FTE</td>
<td>2 FTE</td>
<td>2 FTE</td>
<td>Health Teachers Substance Abuse Prevention Counselor</td>
</tr>
<tr>
<td>WVTH 9-12</td>
<td>2 FTE</td>
<td>1 FTE</td>
<td>1 FTE</td>
<td>Health Teacher</td>
</tr>
</tbody>
</table>

---

*Westfield Public Schools*

*Bullying Prevention and Intervention Plan*

*Approved School Committee March 7, 2011 mtg.*

8
Students with Disabilities
When a student has been determined to have a disability through the special education evaluation process, it is the responsibility of the Team to consider social emotional issues. When the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his disability, the Team will consider what should be included in the IEP regarding this issue.

Linguistically and Culturally Diverse Students/English Language Learners
When a staff member believes that a culturally diverse student is a target of bullying due to lack of language proficiency or cultural differences, pertinent staff members will gather to address concerns and put a plan of action into place to protect the targeted students and to deter bullying behaviors.

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Westfield Public Schools will provide instruction on bullying prevention throughout the K-12 curricula. Curricula will be evidence-based in addition to locally generated programming. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Students will also be taught about the Bully Prevention and Intervention Plan and their role in fostering a safe school environment. The age appropriate curricula offerings will emphasize the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, 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.

Other school wide approaches to insure a safe school environment and support bullying prevention efforts will include:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, non-native speaking students and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.
<table>
<thead>
<tr>
<th>Academic Approaches</th>
<th>Programming</th>
<th>Strategy</th>
<th>Implementation Focus</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responsive Classroom</td>
<td>Positive Class Management and Instruction</td>
<td>K-5</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>Second Step</td>
<td>Evidence-based Curriculum</td>
<td>PK-5; under current consideration 6-8</td>
<td>Health Teacher</td>
</tr>
<tr>
<td></td>
<td>Steps to Respect</td>
<td>Evidence-based Curriculum</td>
<td>3-5</td>
<td>Health Teacher</td>
</tr>
<tr>
<td></td>
<td>Aggressors, Victims and Bystanders</td>
<td>Evidence-based Curriculum</td>
<td>7-8</td>
<td>Health Teacher</td>
</tr>
<tr>
<td></td>
<td>All Stars*</td>
<td>Evidence-based Curriculum</td>
<td>6-7</td>
<td>Health Teacher</td>
</tr>
<tr>
<td></td>
<td>Michigan Model*</td>
<td>Evidence-based Curriculum</td>
<td>K-5</td>
<td>Health Teacher</td>
</tr>
<tr>
<td></td>
<td>Reconnecting Youth*</td>
<td>Evidence-based Curriculum</td>
<td>9-11</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Netsmartz/MARC</td>
<td>Internet Safety Curriculum</td>
<td>3-8</td>
<td>Technology/Health teacher</td>
</tr>
<tr>
<td></td>
<td>Bullying Legislation Education</td>
<td>Curriculum</td>
<td>9-12</td>
<td>Classroom teacher/SRO (School Resource Officer)</td>
</tr>
</tbody>
</table>

*Although the main focus of these curricula is not solely bullying/aggression several lessons do address anti-social behaviors and school community connectedness.

<table>
<thead>
<tr>
<th>Non Academic Approaches</th>
<th>Programming</th>
<th>Strategy/Location</th>
<th>Implementation Focus</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gay Straight Alliance</td>
<td>Westfield High School-Non Academic-Peer Support</td>
<td>9-12</td>
<td>Teacher Advisors</td>
</tr>
<tr>
<td></td>
<td>Best Buddies</td>
<td>Westfield High School-Non Academic-Peer Support</td>
<td>9-12</td>
<td>Teacher Advisors</td>
</tr>
<tr>
<td></td>
<td>Bridges-Peer Leadership</td>
<td>Westfield High School-Non Academic-Peer Support</td>
<td>9-12</td>
<td>Teacher Advisors</td>
</tr>
<tr>
<td></td>
<td>You Lead</td>
<td>Westfield Vocational Technical High School Leadership Program</td>
<td>9-12</td>
<td>Teacher Advisor</td>
</tr>
<tr>
<td></td>
<td>Anti Bullying Pledge Initiative</td>
<td>Westfield Vocational Technical High School-Whole School Initiative</td>
<td>9-12</td>
<td>Student Council</td>
</tr>
<tr>
<td></td>
<td>Renaissance Program</td>
<td>Westfield High School and Westfield Vocational Technical High School: Leadership and academic motivation and recognition</td>
<td>9-12</td>
<td>Teacher Advisor</td>
</tr>
<tr>
<td>Programming</td>
<td>Strategy/Location</td>
<td>Implementation Focus</td>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Adult Student Mentors</td>
<td>Westfield Vocational Technical High School- adult support for social skill building, dropout prevention and motivation</td>
<td>9 (anticipate expansion 9-12)</td>
<td>Assistant Principal/ Teacher Advisor</td>
<td></td>
</tr>
<tr>
<td>Freshman Teaming</td>
<td>Westfield Vocational Technical High School- Whole School Initiative- increase bonding</td>
<td>9</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Aspirations Initiative</td>
<td>North and South Middle Schools- School Bonding and Enrichment</td>
<td>6-8</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Peer Ambassador Program</td>
<td>North and South Middle Schools- School Bonding</td>
<td>6-8</td>
<td>Students/Teacher Advisor</td>
<td></td>
</tr>
<tr>
<td>Elementary School Based Recognition Programs</td>
<td>Various- Recognize and reinforce positive behaviors</td>
<td>K-5</td>
<td>Principals/Teachers</td>
<td></td>
</tr>
</tbody>
</table>

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

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of alleged bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address. If the person making the report has concerns regarding reporting to the Principal or designee, the report may be made to the Superintendent or Administrator of Student Support Services directly for further action.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school’s main office, the counseling office, the school nurse’s office, and other locations determined by the principal or designee; and 3) post it on the school’s website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit

---

1 See Appendix B for Incident Reporting Forms
the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or
district policies and procedures for behavior management and discipline.

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

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

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to
assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from
possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal
safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch,
or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the
aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote
safety during the course of and after the investigation, as necessary.

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

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the
principal or designee will promptly notify the parents or guardians of the target and the aggressor of
this, and of the procedures for responding to it. There may be circumstances in which the principal
or designee contacts parents or guardians prior to any investigation. Notice will be consistent with
state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one
school district, charter school, non-public school, approved private special education day or
residential school, or collaborative school, the principal or designee first informed of the incident
will promptly notify by telephone the principal or designee of the other school(s) of the incident so
that each school may take appropriate action. All communications will be in accordance with state
and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including
after an investigation, if the principal or designee has a reasonable basis to believe that criminal
charges may be pursued against the aggressor, the principal will notify the local law enforcement
agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established
agreements with the local law enforcement agency. Also, if an incident occurs on school grounds
and involves a former student under the age of 21 who is no longer enrolled in school, the principal
or designee shall contact the local law enforcement agency if he or she has a reasonable basis to
believe that criminal charges may be pursued against the aggressor.
In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. **Investigation.** The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

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

D. **Determinations.** The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary, and 3) provide written notice to the Superintendent of Schools.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

E. **Responses to Bullying.**

1. **Teaching Appropriate Behavior Through Skills-building**

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;

- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;

- adopting behavioral plans to include a focus on developing specific social skills; and

- making a referral for evaluation.

3. Taking Disciplinary Action

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

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

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

4. Promoting Safety for the Target and Others

The principal or designee will consider adjustments, needed in the school environment to enhance the target’s sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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

VIII. COLLABORATION WITH FAMILIES

A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the Building Based Parent School Organizations, School Councils, Special Education Parent Advisory Council, Coordinated School Health Advisory Council, WHPS (Westfield Helps Its Public Schools), Title I Parent Outreach or similar organizations. Efforts will be made to have parent resources available to parents in the home language of the family to assist culturally diverse families in understanding policies and procedures and practices related to bullying. The school/district will provide the family members of targets or aggressors referrals to appropriate community based counseling agencies for services as needed.
B. Notification requirements. Each year the school or district will 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 school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district posts the Plan and related information on its website.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 61, §§ 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 A: REFERRAL TO OUTSIDE AGENCIES

The following is a list of possible referrals for support outside of the school environment. The following is not intended to be an exhaustive list.

Domestic Violence and Sexual Assault

Donna Suckau, Domestic Violence Advocate, Westfield Police Department 562-5411 press option 5, 642-9377 or 478-9955

YWCA ARCH Program 733-7100 (24-hours) Shelter, counseling and information for battered women and their children, sexual assault services

New Beginnings 562-5739 counseling and information

Safe Link 24-hours 800-796-8711

Psychiatric Services

Westfield Crisis Program 568-6386 24-hour service for psychiatric crisis and suicidal behavior

Individual, group and family counseling for youth and families:

Carson Center for Children and Youth, Westfield 568-1421

James Levine and Assoc., Westfield 572-9900

Massachusetts Society for the Prevention of Cruelty to Children, Holyoke and Springfield 734-4978

Child and Family Services, West Springfield 737-4718

Agawam Counseling Center 786-6410

Substance Abuse Services

Massachusetts Substance Abuse Information Helpline 800-327-5050 (information and referral for inpatient and outpatient services in Massachusetts)

Providence Hospital, Holyoke

- Clinical Assessment Center for outpatient services: 539-2973
- Clinical Assessment Center for inpatient services: 539-2981

Baystate Medical Center Central Intake for inpatient and outpatient services: 794-5555

Alcoholics Anonymous meeting schedule: www.westernmassaa.org or listed in your local paper

Al-Anon and Alateen 782-3406/ 888-327-5050 (self help organization for those living with a substance abuser)
Appendix A

Hotlines and Other Support Services

United Way 737-2712  MA 211 Information: dial 211

AIDS Information and Support  800-235-2331

Missing Children  800-843-5678

National Runaway Switchboard (24 hours)  800-RUNAWAY

Department of Children and Families Holyoke Office  493-2600,  24 hour line: 800-792-5200

Parents Helping Parents and Parental Stress Line  800-632-8188

Western Mass Legal Services (Legal Aid)  781-7814
APPENDIX B: CURRENT FORMS ATTACHED, FORMS TO BE REVIEWED AND REVISED IN JANUARY, 2011

Westfield Public Schools
Bullying Prevention and Intervention Plan
Approved School Committee March 7, 2011 mtg.

18
Appendix B

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: ____________________________________________
   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: ☐ Target of the behavior ☐ Reporter (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) ______________________
   ☐ Parent ☐ Administrator ☐ Other (specify) ______________________
   Your contact information/telephone number: ________________________________________

4. If student, state your school: _______________________________________________ Grade: __________

5. If staff member, state your school or work site: ________________________________

6. Information about the Incident:
   Name of Target (of behavior): ____________________________________________
   Name of Aggressor (Person who engaged in the behavior): ________________________
   Date(s) of Incident(s): _____________________________________________________
   Time When Incident(s) Occurred: ____________________________________________
   Location of Incident(s) (Be as specific as possible): ____________________________

7. Witnesses (List people who saw the incident or have information about it):
   Name: ____________________ ☐ Student ☐ Staff ☐ Other ____________________
   Name: ____________________ ☐ Student ☐ Staff ☐ Other ____________________
   Name: ____________________ ☐ Student ☐ Staff ☐ Other ____________________

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

__________________________________________
FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: __________________________________________ Date: __________
   (Note: Reports may be filed anonymously.)

10. Form Given to: ___________________________ Position: __________________________ Date: __________
    Signature: ___________________________ Date Received: __________________________
II. INVESTIGATION

1. Investigator(s): ___________________________ Position(s): ______________________

2. Interviews:
   - □ Interviewed aggressor Name: ___________________________ Date: ________________
   - □ Interviewed target Name: ___________________________ Date: ________________
   - □ Interviewed witnesses Name: ___________________________ Date: ________________
   Name: ___________________________ Date: ________________

3. Any prior documented incidents by the aggressor? □ Yes □ No
   If yes, have incidents involved target or target group previously? □ Yes □ No
   Any previous incidents with findings of BULLYING, RETALIATION □ Yes □ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:
   □ YES □ NO
   □ Bullying □ Incident documented as ___________________________
   □ Retaliation □ Discipline referral only ___________________________

2. Contacts:
   - □ Target’s parent/guardian Date: ________________
   - □ Aggressor’s parent/guardian Date: ________________
   - □ District Equity Coordinator (DEC) Date: ________________ □ Law Enforcement Date: ________________

3. Action Taken:
   □ Loss of Privileges □ Detention □ STEP referral □ Suspension
   □ Community Service □ Education □ Other ___________________________

4. Describe Safety Planning: ____________________________________________

   Follow-up with Target: scheduled for ____________________________ Initial and date when completed: ____________
   Follow-up with Aggressor: scheduled for ____________________________ Initial and date when completed: ____________

Report forwarded to Principal: Date ________________

(If principal was not the investigator)

Report forwarded to Superintendent: Date ________________

Signature and Title: ___________________________ Date: ________________
ACKNOWLEDGMENT OF RECEIPT

__________________________, hereby acknowledge that I received a copy of
(First and Last Name)

_____Appendix A – Referral to Outside Agencies

_____MARC Pamphlet

on ______________________

(Date)

______________________________
(Signature)

(Date)