



BULLYING PREVENTION AND INTERVENTION PLAN

Adopted by School Committee
December 22, 2010

Updated: 4-22-19

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I. INTRODUCTION

In accordance with M.G.L. c. 71, § 370 prohibiting school bullying, the Commonwealth of Massachusetts requires all schools to develop, adhere to, and update a PLAN to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

Our Bullying Prevention and Intervention Plan was originally developed in 2010 and continues to be reviewed and updated as needed every two years. The archived PLAN 2010 as well as the district Bullying Prevention Policy and other information pertaining to bullying prevention and intervention in the Needham Public Schools can be found on our bullying prevention and intervention web page.

http://www.needham.k12.ma.us/departments/student_support_services/bullying_prevention_and_intervention

Anti-bullying Priority Statement

The Needham Public Schools is committed to providing all students with a safe, supportive, and inclusive learning environment where all students are welcome and respected for their differences. We understand that a strong and healthy school culture is critical to every student's success and to that end strictly prohibit bullying, cyber-bullying, and retaliation. We believe that preventing and intervening in these harmful behaviors is one component of our larger effort to promote social-emotional learning and anti-bias education within our school environment. Our comprehensive efforts to support all students, preschool through grade 12, include:

- implementing policies and practices to help students develop culturally sensitive social-emotional competencies and culturally proficiency;
- providing a caring and safe school environment where all students have an opportunity to participate and learn;
- clearly articulating expectations for student behavior and providing the support necessary to help each student meet those expectations; and
- developing and maintaining a Bullying Prevention Plan consistent with State and Federal laws, Needham Public Schools core values, and best educational practice.

The Needham Public Schools recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. Needham Public Schools will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

II. LEADERSHIP

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plans ("the Plan") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership should be defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

A. Development of the Plan

During school year 2017-18 and 2018-19 a working group comprised of the Director of METCO, Director of Guidance, ELL Coordinator, Director of Special Education K-8, High School Director of Special Education, Director of Nursing, and Assistant Superintendent for Student Support Services reviewed and revised the existing Plan to align with amendments made to the school bullying law, revised school committee policy, and current district practices. A draft Plan was circulated for review and feedback from the School Leadership Team.

B. Assessing needs and resources

The Plan is the district's blueprint for enhancing its capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. The district has a long-standing commitment to Social and Emotional Learning for all students and has established a foundation of teaching approaches, curriculum and building leadership to support the continued implementation of social emotional and anti-bullying education. This Plan outlines steps the district has taken to reach compliance with the law and lays out a blueprint for those areas that have been determined to be in need of further development and refinement.

The district uses several sources of data to assess school climate and school safety issues as well as the prevalence and characteristics of bullying, including the biennial district survey and Metrowest Adolescent Health (MWAH) survey, and most recently an SEL classroom survey,

which is in a pilot phase. Information is used to inform practices, identify vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses.

The Metrowest Adolescent Health Survey (MWAHS) was last administered in October 2018 and results will be available at the end of the 2018-2019 school year. Students in grades 6-12 provided current data on bullying in our schools and community. Needham’s most recent MWAHS results from 2016 included Middle School students in grades 7-8. The key findings were that 15% of the middle school youth had been bullied in the past 12 months, 2% reported bullying other students, and 10% were bullied on school property. More males than females were victims of bullying overall (17% compared with 13%) and on school property (11% compared with 8%). There has been a significant decline in the percent of Middle School students experiencing bullying: Victimization on school property decreased from 42% in 2008 to 10% in 2016. Regarding cyberbullying, 14% of middle school youth reported being victims of cyberbullying in the past 12 months with females far more likely to be victims of cyberbullying than males (17% vs 10%). After decreasing from 17% in 2006 to 11% in 2010, cyberbullying increased to 15% in 2012 and remained steady over the two most recent surveys. In all areas of bullying, Needham’s students report significantly less activity than the average of the 26 Metrowest communities.

2016 MIDDLE SCHOOL Metrowest Adolescent Health Survey Data

	Grade 7	Grade 8	Female	Male	Total	Metrowest
Been victim of bullying	11.1%	19.4%	13.3%	16.6%	15.2%	25.1%
Bullied someone else	0.7%	4.1%	1.0%	3.7%	2.4%	8.0%
Been victim of bullying on school property	8.7%	10.7%	7.8%	10.9%	9.7%	20.6%
Been victim of cyberbullying	12.3%	16.1%	17.2%	10.4%	14.2%	18.8%

The 2016 MWAHS results for the High School indicated that 19% of high school youth had been bullied in the past 12 months, 8% of students reported bullying other students, and 15% were bullied on school property. More females than males were victims of bullying in general (22% compared to 16%), but bullying victimization on school property was similar by gender. Reports of bullying at school were higher in 9th grade (19%) compared with 10th to 12th grades (13-14%). School bullying declined substantially from a high of 27% in 2008 to about 15% in 2016; but reports of cyberbullying victimization in 2016 (17%) were slightly higher than in 2006 (15%). Overall, Needham High results were below the average of the 26 Metrowest communities.

2016 HIGH SCHOOL Metrowest Adolescent Health Survey Data

	Grade 9	Grade 10	Grade 11	Grade 12	Female	Male	Total	Metrowest
Been victim of bullying	23.9%	17.8%	16.1%	18.4%	22.0%	16.0%	19.1%	20.6%

Bullied someone else	11.1%	8.8%	5.8%	5.2%	6.4%	9.4%	8.0%	9.4%
Been victim of bullying on school property	18.5%	13.1%	13.5%	13.1%	15.3%	13.9%	14.6%	17.1%
Been victim of cyberbullying	23.4%	16.2%	14.0%	14.1%	21.3%	12.7%	17.2%	19.3%

C. Planning and Oversight

Task	Responsible Leader
Ensure the district's policies and Bullying Prevention Plan are implemented and evaluated	Superintendent
Receive and investigate reports on bullying	Principal or designee (see Appendix)
Collect and analyze school-wide data on bullying to assess the present problem and to measure outcomes	Principal
Collect and analyze district-wide data on bullying to assess the present problem and to measure outcomes	Assistant Superintendent for Student Support Services
Create a process for recording and tracking incidents and accessing information related to targets and aggressors	Principal
Plan for professional development required by law	Assistant Superintendent for Student Support Services; Assistant Superintendent for Human Resources
Plan supports for targets and aggressors	Director of Guidance
Choose and implement appropriate bullying curricula	Principals and Assistant Superintendent for Student Support Services
Choose and implement appropriate cyber-bullying curricula	Directors of Technology/ Assistant Superintendent for Student Support Services
Devise policies and protocols under the plan, including an Internet Safety Policy/Acceptable Use Policy	Assistant Superintendent for Student Support Services
Amend Student and Staff Handbooks and codes of conduct	Assistant Superintendent for Student Support Services
Lead the parent or family engagement efforts	Director of Community Education
Review and update the plan	Assistant Superintendent for Student Support Services

III. TRAINING AND PROFESSIONAL DEVELOPMENT

The Plan must reflect the requirements under M.G.L. c. 71, § 370 to 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. The Plan should state the content and frequency of staff training and ongoing professional development as determined by the school's or district's needs, and list other topics to be included in these staff programs. The locally identified additional areas of training should be based on needs and concerns identified by school and district staff.

A. Annual Staff Training

The Plan will include a variety of opportunities for staff to be trained on anti-bullying initiatives. Staff training includes:

1. Staff duties/responsibilities described in the district Policy and Handbooks;
2. Reporting and investigation procedures;
3. Overview of anti-bullying curricula offered in the district

The district will provide staff training for new employees during summer orientation sessions. 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 district will provide annual training to all employees including but not limited to:

- Educators
- Teaching Assistants
- Nurses
- Office staff; office aides
- Recess and lunch duty teachers
- Athletic coaches
- Extra-curricular advisors
- Food Service Workers
- Bus Drivers and monitors
- Administrators
- Custodians

Annual Staff Training for returning employees will take place in several ways:

- An on-line training module will be completed by each returning employee by September 30.
- In-person training will be provided periodically and in response to any district or legislative changes

- Reporting and Investigation procedures will be reviewed with Principals and their designees by September 30.
- Guidance staff will review the Bullying Prevention and Intervention Plan by September 30 of each year and insure that procedures are in place in each of the schools to implement the Plan.

B. Ongoing Professional Development

Ongoing professional development opportunities for teachers, guidance staff and administrators will be sponsored by the district. The goal for such professional development is to train trainers within each school so that the curricula, reporting, investigating and the prevention and intervention plan are implemented with fidelity throughout the district.

Professional development will include:

1. Age-appropriate strategies to prevent bullying;
2. Age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
3. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to the bullying;
4. Information about specific categories of students who are particularly at risk;
5. Information on the nature of cyber-bullying;
6. Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development 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;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors

C. Written notice to staff

The 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.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. The Plan should describe the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. Plans must include a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students. These locally established strategies should be reflected in the school or district Plan.

A. Identifying resources

The Guidance staff at each of the schools in the Needham Public School district will be responsible for identifying the resources and services needed by the targets, aggressors, and their families. The Guidance Department will also be responsible for making the referrals for these services.

1. One level of services will be the counseling to both targets and aggressors, provided by the guidance staff at each school, whose caseload includes the students and their families.
2. The guidance staff is also responsible for identifying resources and services that are available outside of the school district. Staff will identify and maintain contact information for programs that address the underlying emotional needs of targets, aggressors, and families. The guidance staff will be responsible for referring students and families to these services.
3. The guidance staff will use the mental health referral service, Project Interface, to provide counseling referrals to students and their families. The guidance staff will also use their own referral network to augment the information provided by Project Interface. The Guidance Department will be responsible for ensuring that resources are culturally and linguistically appropriate and will maintain an up-to-date listing of available services for Needham students and their families whose home language is not English.

4. Upon referral from the Guidance Department or parents, Needham Youth Services will provide a 10 hour Bullying Intervention Program to students who have been involved as aggressors in bullying incidents in the secondary schools.
5. The Guidance Director will annually assess the training needs of the Guidance Department and provide the appropriate level of training needed by the counseling staff.

B. Action Plan for Bullying

One critical aspect of supporting the emotional needs of targets is to ensure their emotional and physical safety after a bullying incident has occurred. Likewise, the intervention with a student aggressor must be timely and educational and reflect the Principal's expectation that bullying incidents will not be repeated. An "action plan" may be appropriate for both the target and the student aggressor. The guidance counselor or the Principal's designee will be responsible for the development of "action plans" in their schools. The following are the responsible staff members:

- High School – Assistant Principal
- Pollard Middle School – House Administrator
- High Rock – Principal and guidance counselor
- Elementary Schools – Principal/Assistant Principal and guidance counselor

The action plans may include, but are not limited to, the following:

- The identification of a trusted adult in the school who will be available to the target or aggressor as needed;
- A "script" that the target will follow whenever s/he/they feels intimidated or "at risk" from the aggressor for continued bullying or retaliation;
- A description of the level of supervision to be provided during identified periods of the day when the target desires support and/or protection;
- Any other actions that the school will take to insure a safe school environment for the target;
- Frequent check-ins, meetings with the guidance counselor, a family meeting or referral for outside supports for the aggressor;
- Each action plan will be developed in collaboration with the student.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may be vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

V. **ACADEMIC AND NON-ACADEMIC ACTIVITIES**

The law requires each school or 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 <http://www.doe.mass.edu/ssce/bullying/> including social and emotional learning guidelines. Plans should include specific information about local priorities and approaches that will be used, and how schools and districts will integrate the Plan into the school's and/or district's curricula.

A. **Social Emotional Learning is our Foundation**

For close to two decades, the Needham Schools have focused time and resources on the development of a social/emotional-learning (SEL) program, PreK-12. Equal emphasis has been placed on the creation of healthy school climates as the foundation for learning in our schools. Our SEL programs compliment and support our efforts around bullying prevention. The district has adopted the CASEL Framework which emphasizes 5 key areas of SEL competencies:

- self-management
- self-awareness
- social awareness
- relationship skills
- responsible decision making

Articulated competencies for pre-kindergarten through high school guide our work. Each level has identified where SEL skills and concepts intersect and support school curriculum and needs. Competencies and more information about Needham's SEL program can be viewed at http://www.needham.k12.ma.us/departments/student_support_services/social_emotional_learning

At each level our SEL program focuses on four general approaches to SEL Instruction:

- **Free-standing lessons** that provide explicit, step-by-step instructions to teach students social and emotional competencies across the five core competency clusters;
- **General teaching practices** that create classroom and school-wide conditions that facilitate and support social and emotional development in students;
- **Integration** of skill instruction and practices that support SEL within the context of an **academic curriculum**; *and*
- Guidance to administrators and school leaders on how to facilitate SEL as a **school-wide initiative**.

SEL anchor programs, based on research-based curricula have been established:

- Preschool: **Smart Start** curriculum (scientifically-based)
- Elementary: **2nd Step** curriculum for skill building; Steps to Respect for anti-bullying; **Responsive Classroom** for practices/routines/classroom culture (all well-researched, scientifically-based programs)
- Middle: **Advisory** (20 minutes per day in groups of around 14 students), Health curriculum and 2nd Step curriculum for anti-bullying, incorporated into Advisory
- High: **Mentor Homeroom** (10 minutes per day), with the addition of Extended Mentor Homerooms 3-4 times per year, for school-wide discussion of pertinent topics, **School-wide Resiliency Initiative** and **Positive Coaching Alliance** (Stanford University) for athletics

For example, at the elementary level, the evidence-based Second Step interactive curriculum offers learning and practice of vital social skills such as cooperation, problem solving, empathy, emotion management, and impulse control. Second Step teaching kits include photo-lesson cards, key discussion questions, student role-plays, and video clips. The Second Step lessons can be extended to address the needs of special populations as well.

Responsive Classroom provides the elementary classroom routines that support SEL skill practice. At the heart of Responsive Classroom are ten practices: Morning Meeting, Rule Creation, Interactive Modeling, Positive Teacher Language, Logical Consequences, Guided Discovery, Academic Choice, Classroom Organization, Working with Families, and Collaborative Problem Solving.

At grades 6-8, a small-group advisory block each day provides the structures and routines to connect students to school and to each other. A similar homeroom mentor program provides the same connection at high school. Students remained assigned to their Mentor Homeroom Teacher for the four years of high school, allowing connections and trusting bonds to form. The health curriculum provides continued skill-building opportunities. In addition a number of special programs focus on issues of concern to this age group. Needham High Athletics has recently adopted a philosophy well aligned to our social/emotional learning objectives.

In all of our SEL work, our philosophy has been that basic SEL skill development and practice supports a number of social challenges where the stakes escalate. This includes not only bullying and cyber-bullying, but also the prevention of suicide, racism and risky behaviors, and other forms of violence such as teen dating violence, and child assault.

B. Anti-Bullying Curriculum

Foundational SEL approaches provide the basics to support effective anti-bullying programs for students. In the 5th grade, Second Step is replaced by Steps to Respect, which specifically addresses bullying. During the 2010-11 school year a team of elementary guidance counselors

developed bullying prevention lessons for K-grade 4, based on 3rd and 4th grade Steps to Respect lessons. These lessons were piloted, subsequently refined and are have been implemented district-wide since 2011-12.

The Instructional Technology Specialists have developed and implemented a K-grade 8 cyber-bullying prevention curriculum which has been implemented in all elementary and middle schools.

In grades 6-8 the Advisor Leaders and teachers Implement a bullying and cyberbullying prevention curriculum. Based on Second Step for grades 608, the Advisory program served as the environment in which awareness, ally skills, vocabulary and assertive communication skills could be taught. This curriculum supplements the existing curriculum in grades 6-8 health, and the cyberbullying prevention addressed in the technology curriculum in grades 6-8.

During the 2010-11 school year, the SEL Resiliency focus at the High School, in Extended Homerooms, lent itself to discussion about bullying, cyber-bullying and retaliation. A High School student created a multi-media teaching tool about cyber-bullying and its inadvertent consequences that was used as a in the Homeroom program. At all levels guidance staff provide individual or small-group sessions for identified targets or aggressors as appropriate.

The following chart outlines the curriculum and programs at each grade level:

	Bullying	Cyber-Bullying	Foundational SEL programs	Special Programs
PreK			<ul style="list-style-type: none"> • Smart Start 	
K-4	<ul style="list-style-type: none"> • Second Step • Guidance staff- led sessions for Targets/Aggressors • Second Step Supplement – Adapted from Steps to Respect – 3 specific NPS literature-based lessons at each grade level 	<ul style="list-style-type: none"> • Cyber-bullying curriculum within Technology curriculum 	<ul style="list-style-type: none"> • Responsive Classroom 	<ul style="list-style-type: none"> • Child Assault Prevention*** • Disability Awareness
5	<ul style="list-style-type: none"> • Steps to Respect • Guidance staff- led sessions for Targets/Aggressors 	<ul style="list-style-type: none"> • Cyber-bullying curriculum within Technology Curriculum 	<ul style="list-style-type: none"> • Health Curriculum • Responsive Classroom 	

6-8	<ul style="list-style-type: none"> Gr. 6 Advisory Unit implemented Gr. 7-8 Advisory Unit implemented from 2nd Step program Guidance staff- led sessions for Targets/Aggressors 	<ul style="list-style-type: none"> Cyber-bullying curriculum within Technology Curriculum Safe Surf* 	<ul style="list-style-type: none"> Daily Advisory Health Curriculum “Safe Zones” for GLBT students 	<ul style="list-style-type: none"> Picture Perfect (body image)* Students Take Action Day
9-12	<ul style="list-style-type: none"> Health Curriculum Guidance staff- led sessions for Targets/Aggressors 	<ul style="list-style-type: none"> Ext. Homeroom unit on cyber-bullying consequences 	<ul style="list-style-type: none"> Mentor Homeroom Health Curriculum Gay/Straight Alliance Positive Coaching Alliance (athletics) 	<ul style="list-style-type: none"> Teen Dating Violence* Domestic Violence** Make a Statement Day* Best Buddies

* Needham Youth Services in-school programs **Domestic Violence Action Committee *** Child Assault Prevention

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

To support efforts to respond promptly and effectively to bullying and retaliation, schools or districts must put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and school staff – know what will happen when incidents of bullying occur. Schools and districts should describe in the Plan detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee, or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor once a report is made. The Department recommends that districts and schools develop different procedures for reviewing and investigating reports of bullying by students, and of bullying by school staff. Incorporate these procedures into the local Plan.

The Needham Public Schools has implemented the following procedures to receive and respond to reports of bullying or retaliation. This policy and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. All reporting forms and procedures will be shared with all school staff members and parents and guardians at the beginning of school each year, included in new student

packets throughout the year, and posted on each school's and the district websites. An anonymous reporting procedure will also be available to families. Anyone who files a report will be informed of the next steps in the investigatory process. Specific follow through from report will be communicated in a manner consistent with the Needham Public Schools' legal obligations regarding confidentiality.

The following procedures are based on the requirements of M.G.L. c. 71, § 370. In addition to the requirements of M.G.L. c. 71, § 370, where the alleged conduct is on the basis of race, color, national origin, age, gender, gender identity or expression, sexual orientation, disability or religion, the district should also consider whether the conduct constitutes a hostile environment based on those protected classes, consistent with its Discrimination and Harassment Grievance Procedures.

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 will be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The 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 dedicated mailing address, and an email address.

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 s/he/they 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 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. Interventions will consider the rights of both the target and the aggressor, including both the consideration of remedial and disciplinary measures for the aggressor as appropriate.

In determining the steps necessary to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents, the principal or designee shall consider that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identify or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student or staff member who has reported bullying or retaliation, a student or staff member who has witnessed bullying or retaliation, a student or staff member who provides information during an investigation, or a student or staff member 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 comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.
- 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 Needham Police Department. 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 who is no longer enrolled in school, the principal or designee shall contact the Needham Police Department 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. Upon receipt of a report or complaint that would, if true, constitute bullying, cyber bullying, or retaliation, the principal will promptly commence an investigation. If there is concern for physical harm of a student or students, the principal shall take interim measures reasonably calculated to ensure the safety of the student or students during the pendency of the investigation. In investigating any such complaint, the principal or designee will interview students, staff, and any witnesses to the alleged conduct. To the extent practicable and consistent with the principal's obligation to act promptly and to thoroughly investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process and shall not disclose unnecessary or

confidential information to interview subjects. During any such interviews, the principal will inform the target, aggressor, and all witnesses that retaliatory treatment of any individual for reporting or lack of cooperation with an investigation of bullying will result in disciplinary action may include suspension or expulsion from school.

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.

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

At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the Needham Police Department and School Resource Officer if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with the local law enforcement agency. The principal shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.

D. Determinations. After the principal's receipt of the complaint of bullying, cyber bullying, or retaliation, the principal will promptly make a determination based upon all the facts and circumstances. If, after the investigation, bullying or retaliation is substantiated, the principal will determine what remedial action may be required, if any, and determine what responsive actions and/or disciplinary action is necessary. The principal will also consider what disciplinary and/or remedial measures are reasonably calculated to eliminate the bullying and to prevent its reoccurrence.

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.

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.

E. Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify parents or guardians of the target and aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal

shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal's investigation. This communication will be done in the primary language of the home.

In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon, the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

F. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying, cyber-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, § 370(d)(vi). Needham Public Schools administrators and staff may consider the following skill-building approaches:

- 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
- Including offerings, supports and, where appropriate, individual behavior plans addressing the recognition that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion ancestry, national

origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics

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 Plan and with the school's or district's code of conduct. Possible consequences to serious incidents of bullying include suspension and expulsion from school.

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

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

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. He/she may also implement a safety plan. In developing a safety plan, the principal or designee shall consider that certain students may be more vulnerable to becoming a target or bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one more of these characteristics

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.

E. Documentation

Each school will keep a discipline file, including bullying incident reports and investigation information. The Principal or designee will create a process for recording and tracking incidents and for accessing information related to targets and aggressors.

In June of each school year, the Principal or House Administrator of each school in the district will pass on to the Principal of the receiving building (grades 6, 7-8 and 9) the current year's documents regarding bullying investigations and responses. Implications for student groupings will be shared at this time, in written form, with the receiving administrator.

The district is required to collect and report the following data to the Department of Elementary and Secondary Education: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation, and 4) other information required by the Department.

VII. COLLABORATION WITH FAMILIES

*Effective Plans will include strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families **Updated Model Bullying Prevention and Intervention Plan Massachusetts Department of Elementary and Secondary Education June 2014** and communication with them are essential aspects of effective collaboration. The law requires the district or school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians must also be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. School- or district-specific approaches to collaboration should take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.*

Needham Public Schools is committed to promoting a strong home-school partnership regarding bullying prevention. Each school will provide information to families that will support common language across the district as well as sharing prevention and identification strategies. Communication between home and school will be via school notices, school and district websites, and parent conferences/presentations on a regular basis.

It will also focus on school and district-specific approaches to collaboration which will take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

- 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 PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
- 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 will post the Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 370(b), and describes the law's requirements for the prohibition of bullying. It may be tailored to meet the specific priorities of the school or district. Alternative language is included in the draft priority statements in Part I.D above

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, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. IX. Problem Resolution System:

Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the

problem resolution system. This information will be made available in both hard copy and electronic formats:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

IX. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 370, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of a school staff 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, § 370 for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, 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.

School 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.

X. 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, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Appendices

**BULLYING AND HARASSMENT INCIDENT REPORTING FORM
NEEDHAM PUBLIC SCHOOLS**

*If concerned about anyone’s immediate physical safety, please call 911 first, then notify an administrator.

1. Name of Reporter: _____

(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)_____

4. State your school or work site:

Needham High School Pollard Middle School High Rock School

Broadmeadow School Eliot School Hillside School

Mitchell School Newman School

5. Information about the Incident:

Name of Target (of behavior) _____

Name of Aggressor (alleged bully/harasser): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred_____

Location of Incident(s) (Be specific.) _____

6. Witnesses (List of people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Additional List of Witnesses is attached to this form.

7. 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 the back, if necessary.

FOR ADMINISTRATIVE USE ONLY

8. Signature of Person Filing this Report: _____ **Date:** _____

(Note: Reports may be filed anonymously; however, an individual may not be subject to discipline on the basis of an anonymous report of bullying)

9. Form given to: _____ **Position:** _____ **Date:** _____

BULLYING/HARASSMENT INCIDENT INVESTIGATION FORM
NEEDHAM PUBLIC SCHOOLS

Signature: _____ **Date Received:** _____

1. Investigator(s): _____ **Position(s):** _____

2. Interim Measures: Please list any interim measures, if applicable, that have been put in place to ensure the safety of the victim while the investigation is pending:

(check all that apply)

- Scheduling changes for alleged aggressor Safety protocols
- Transfer of alleged aggressor, or, if voluntary, transfer of alleged victim
- Administrative leave during pendency of the investigation

Other: _____

3. Resolution Process Used: Informal Formal

Participation by affected individuals, including alleged victims, in an informal resolution process is entirely voluntary and the Needham Public Schools does not have the authority to require individuals to participate in the informal resolution process. An individual alleging harassment or bullying may elect to end the informal process at any time and request to begin a formal investigation.

If the informal process was used, please describe the process and the resolution:

If the formal process was used, please continue to complete this form.

4. Investigation Checklist/Guidance:

The investigator(s) have gathered as much relevant and reliable information as possible, including but not limited to:

- Witnesses were interviewed separately outside the presence of others with consideration for confidentiality;
- Before beginning the interview, the purpose of the interview and the prohibition/protection against retaliation was explained;
- Explained to witnesses that they may be asked to be interviewed again as a follow up as is often the case in any investigation;
- Explained to both the complainant and the alleged aggressor that they will be notified of the outcome of the investigation after it has been concluded;

- Requested that witnesses maintain confidentiality regarding the investigation to protect the integrity and reliability of the investigation;
- Requested a written statement from the victim, target and other witnesses which are signed and dated;
- Asked witnesses for names of all relevant witnesses;
- Interviewed all witnesses identified by the target and aggressor (and/or their parents);
- Interviewed all other relevant witnesses;
- Maintained contemporaneous notes of all interviews;
- Notes reflect specifics in terms of dates, times and locations of any incidents;
- Reviewed video surveillance; or Video surveillance not available/applicable;
- Sought copies of all relevant documentation including texts, emails, photograph and/or social media evidence from relevant parties and witnesses; and
- Considered information from prior investigations involving the same parties.

5. Interviews:

Interviewed aggressor(s) Name: _____ Date(s): _____

Name: _____ Date(s): _____

Name: _____ Date(s): _____

Interviewed target(s) Name: _____ Date(s): _____

Name: _____ Date(s): _____

Interviewed witnesses Name: _____ Date(s): _____

Name: _____ Date(s): _____

Name: _____ Date(s): _____

Name: _____ Date(s): _____

Name: _____ Date(s): _____

Name: _____ Date(s): _____

6. 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 or retaliation? Yes No

Based on a preponderance of the evidence, the investigation established the following facts:
(please described the facts that were establish through the investigation).

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

**BULLYING/HARASSMENT INCIDENT CONCLUSION/OUTCOME OF
INVESTIGATION FORM
NEEDHAM PUBLIC SCHOOLS**

I. CONCLUSIONS/OUTCOME OF THE INVESTIGATION

1. Finding of Bullying

Under the Massachusetts Bullying Act, M.G.L. c. 71, 37O bullying is defined as the repeated use by one or more students 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: 1) causes physical or emotional harm to the target or damage to the target's property; 2) places the target in reasonable fear of harm to himself or herself or damage to his or her property; 3) creates a hostile environment at school for the target; 4) infringes on the rights of the target at Needham Public Schools; or 5) materially and substantially disrupts the education process or the orderly operation of the school.

A. Was bullying substantiated by a preponderance of the evidence?

- YES, the evidence established that the victim was subjected to bullying as defined under M.G.L. c. 71, 37O.
- NO, the evidence was insufficient to establish the student(s) was subjected to bullying as defined under M.G.L. c. 71, 37O.

2. Discrimination/Harassment

A. Finding of Discriminatory Harassment

Discriminatory harassment occurs when the conduct established by a preponderance of the evidence creates a hostile environment on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion or age. A hostile environment is created when the established conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- None/Not Applicable. There was no allegation or report that the alleged conduct was based on a protected class (i.e., of race, color, national origin, sex, sexual orientation, gender identity, disability, religion or age)?
- YES, the evidence established that the individual(s) was subjected to a hostile environment on the basis of a protected class (check all that apply):
 - race, color or national origin sex/gender
 - sexual orientation gender identity
 - disability age
 - religion
- NO, the evidence was insufficient to establish the student(s) was subjected to a hostile environment based on a protected class.

3. Retaliation

Definitions:

Under the Bullying Law (M.G.L. c. 71, 37O), “retaliation” is defined as any form of intimidation, reprisal or harassment directed against a person who reports bullying, provides information during an investigation about bullying, or witnesses or has reliable information about bullying. Under civil rights laws, specifically, if a student, parent, teacher, etc. brings forward an alleged civil rights concern to the attention of school personnel, it is against the law to retaliate against this person for doing so. This person cannot be threatened, intimidated, coerced, or discriminated against in any way.

A. Was retaliation alleged or reported? YES NO,

B. Finding of Retaliation

- None/Not Applicable. There was no allegation or report or retaliation.
- YES, the evidence established that the individual(s) was subjected to retaliation under the Bullying Law and/or civil rights laws.
- NO, the evidence was insufficient to establish the student(s) was subjected to retaliation under M.G.L. c. 71, 37O and/or civil rights laws.

4. Police Notification YES NO

If yes, date contacted and name of contact: _____

5. Discipline Referral: YES NO

If yes, disciplinary sanction imposed and/or individual to whom the matter was referred: _____

6. Special Education Status

A. Is the alleged target on a 504 plan or IEP? YES NO

1. If yes, was the building level 504 Coordinator and/or IEP Team Chair notified of the finding? YES NO

II. SAFETY PLANNING/CORRECTIVE ACTIONS

1. Remedial and/or Corrective Actions

- Community Service Education, training or counseling for aggressor
- Restoration (only if voluntarily consented to by both parties)(e.g., apology, mediation)
- Counseling for target Regular check-ins with target to ensure well-being
- Loss of Privileges Detention
- Limitation on extra-curricular activities
- Suspension Dates Excluded: _____
- Staff: written reprimand, suspension or termination

Other _____

Scheduled Follow-up with Aggressor:

Date(s) Scheduled: _____

2. Additional Safety Measures Taken For the Victim
Describe Safety Planning Measures:

Scheduled Follow-up with Target/Victim for safety check-in:

Date(s) Scheduled: _____

NOTICE OF OUTCOME

1. Target's parent/guardian notified of outcome:

Verbal Notification Date: _____ **Person contacted:** _____
Written Notification Date: _____ **Person contacted:** _____

2. Aggressor's parent/guardian notified of outcome:

Verbal Notification Date: _____ **Person contacted:** _____
Written Notification Date: _____ **Person contacted:** _____

Report forwarded to Civil Rights Coordinator: Date _____

(If principal was not the investigator)

Signature and Title: _____ **Date:** _____

Attach any additional notes and written statements as needed with the report.