



**BOSTON PUBLIC SCHOOLS**

**BULLYING PREVENTION AND INTERVENTION PLAN**

**DRAFT – DECEMBER 2010**

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**Boston Public Schools  
Bullying Prevention and Intervention Plan  
Draft – December 2010**

STATEMENT OF PURPOSE

*The Boston Public Schools are committed to providing our students with equal education opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all student community members treat each other with respect and appreciate the rich diversity in our schools. This Bullying Prevention and Intervention Plan (“Plan”) is an integral part of the Boston Public Schools comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.*

*Boston Public Schools will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, cyberbullying, discrimination, retaliation, or hate crimes in our schools or at school-related activities. Boston Public Schools will promptly investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. Boston Public Schools will support this Plan in all aspects of its activities, including its curricula, instructional programs, staff development, technology programs, extracurricular activities, and parental involvement.*

**I. LEADERSHIP**

District and school leadership at all levels in the Boston Public Schools will play a critical role in the ongoing development and implementation of the Bullying Prevention and Intervention Plan in the context of other whole school and community efforts to promote positive school climate. School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. School leaders have a responsibility for setting priorities and for staying up to date with current research on ways to prevent and effectively respond to bullying.

On or before December 31, 2010, the BPS will submit the Boston Public Schools Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the BPS website. The Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 37O.

Public Involvement. As required by M.G.L. c. 71, § 37O, this Plan has been developed in consultation with various constituencies. Since May 3, 2010, the Boston Public Schools has reached out to parents, teachers, school administrators, students, Central Administrators, Boston Health Commission, and community

stake holders to develop this Plan. In addition, members of the Superintendent’s task force met throughout the fall to assist in the development of this Plan. This process will be conducted biennially.

Consultation will include, at a minimum, notice and a public comment period prior to adoption.

- A. Assessing Needs & Measures. During the summer and fall, the planning team met with various school and city agencies to assess what efforts were already underway and how these resources could be coordinated. The district reviewed the Bully Prevention curriculum that was already in place. There were early meetings to assure that the Student Handbook contained anti-bullying language and the AUP (Acceptable Use Policy) contained language defining cyberbullying. The Student Code of Conduct was also amended to include language prohibiting bullying and clearly defining the consequences connected to it.

The School Department has established a Bully Hotline (617-592-2378) for anonymous reporting of bullying in the Boston Public Schools. The Superintendent placed the Bully Prevention Intervention Initiative under leadership of the Office of Special Education and Student Services Assistant Superintendent, John Verre.

- B. Planning & Oversight. The Boston Public Schools in accordance with MA Law M.G.L. c. 71, § 37O has designated the principal/headmaster or designee of each school as the person responsible for receiving reports, recording incidents and investigating all incidents. The principal/headmaster or designee is responsible for responding to and resolving all cases.

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

1.) receiving reports on bullying	Administrators
2.) collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes	Contingent upon funding; building based
3.) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors	Administrators, school counselors, school-based teams.
4.) planning for the ongoing professional development that is required by the law	Bullying Prevention Task Force
5.) planning supports that respond to needs of targets and aggressors	Administrators and staff

6.) choosing and implementing the curricula that the school or district will use	Administrators and School Committee
7.) developing new or revising current policies and protocols under the Plan, including an Internet safety Plan, and designating key staff to be in charge of implementation of them	Administrators and School Committee
8.) amending district-wide and school based student and staff handbooks and codes of conducts	Administrators and School Teams
9.) leading the parent or family engagement efforts and drafting parent information materials	Administrators and school counselors
10.) reviewing and updating the Plan biennially, or more frequently as needed	Anti-Bullying Task Force

Each School Community Member is responsible for:

1. complying with this Plan, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person’s race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability;
3. ensuring that (s)he does not bully another person on school grounds or in a school-related activity;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. cooperating in the investigation of reports or complaints of harassment, bullying discrimination, retaliation, or a hate crime.

## II. TRAINING & PROFESSIONAL DEVELOPMENT

The Boston Public Schools ongoing professional development plans reflect the requirements under M. G. L. c. 71, § 37O and 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.

- A. Annual staff training on the Plan. Boston Public Schools will offer professional development to all administrators, teachers, para-

professionals, and all ancillary staff members under the employment of the Boston Public Schools. This professional development will include; Identifying Bullying Behavior, Types of Bullying, Roles of Bullies/Targets/Bystanders, Rights and Responsibilities under the Law M. G. L. c. 71, § 37O, Information of our most at-risk population, Internet Safety and Responsibility.

- B. Ongoing professional development. Boston Public Schools will continue to offer professional development throughout the year at the Counseling & Intervention Center. The Advanced Professional Development for “Teachers as Trainers” (see attachment 1) will continue throughout the year. Staff will continue to receive literature covering the latest information in Bullying Prevention & Intervention.

Schools will be given written reminders on Bullying Prevention protocol. Principals/Headmasters will be updated at monthly administration meetings with the Boston Public School’s efforts in Bullying Prevention & Intervention.

### **III. ACCESS TO RESOURCES AND SERVICES**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors, or bystanders of bullying or cyberbullying. The Boston Public Schools will also address the emotional needs of these students’ families.

- A. Identifying resources. School counselors, together with building administrators, will work to identify the school’s capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Boston Public Schools will continue to work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventive services to students, parents and guardians, and faculty and staff.
- B. Counseling and other services. School counselors, nurses, school psychologists and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students’ academic emotional, and behavioral concerns as

collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSA's) within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skills weaknesses. In addition, school counselors, school psychologists, and special education professionals' work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

- C. Students with disabilities. As required by M. G. L. c. 71B, § 37O, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines that the student has an autism spectrum disorder or has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. The Boston Public Schools will establish a referral protocol for referring students and families to outside services. School counselors and other specialists will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Boston Public Schools Bullying Prevention and Intervention Plan, and revised as needed.

#### **IV. ACADEMIC & NON-ACADEMIC ACTIVITIES**

The Boston Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula will be evidenced-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

- A. Specific bullying prevention approaches.
  - Listen and start conversations with students about bullying
  - Be empathic and compassionate and encourage those qualities in your students
  - Be proactive and ready to intervene when necessary

- Let students know that they don't have to solve everything by themselves
- Encourage students to report bullying and always follow up
- Whenever bullying or any other type of harassment comes up in conversation, give a clear message that you disapprove; your silence will be taken as acceptance and approval
- Don't expect peer mediation to work in cases of bullying because of nature of bully-target dynamics, especially the innate power imbalance that is typically present
- Help all students develop assertiveness and conflict-resolution skills and focus more intensely on students who are involved in bullying incidents
- Model the behaviors of respect and tolerance that you expect from your students. Track bullying incidents and how they were addressed; share effective strategies with others
- Deal with bullying consistently and immediately and focus on outcomes, not punishments
- Always consider the needs of students with exceptionalities when they are involved in bullying incidents

B. General teaching approaches that support bullying prevention efforts.

- To develop school-wide positive behavior and intervention systems that support nurturing and supportive school cultures
- To create a strong anti-bullying Plan that will be enforced first and foremost by adults
- To empower bystanders who witness bullying activities and do not intervene
- To promote acceptance, tolerance and respect in order to improve the school climate to include all students in meaningful ways
- To recognize the dynamics and complexities involved in bully-target relationships
- To develop intervention programs that will reduce the prevalence of bullying behaviors and create a safe school climate that fosters positive learning experiences for all students
- To be creative in developing strategies to promote social competence for children who bully, targets of bullying, and bystanders
- To develop ways to help students who bully find more socially acceptable ways of experiencing positive rewards
- To build an effective support system for protecting targets of bullying



## V. **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

To support efforts to respond promptly and effectively to bullying and retaliation, the Boston Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, staff – know what will happen when incidents of bullying occur, (see Appendix B).

### 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 must be recorded in writing. All employees required to report immediately to the principal/headmaster 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 non-employees may be made anonymously. The schools will make reporting resources available to the school community including, but not limited to, The Boston Public Schools Bullying Prevention and Intervention Incident Reporting Form, available on the Boston Public Schools website, (see Attachment 2 for the Boston Public Schools Bullying Prevention and Intervention Reporting Form and Attachment 3 for the Boston Public Schools Bullying Prevention and Intervention Anonymous Reporting Form).

Use of the Boston Public Schools Bullying Prevention and Intervention Reporting Form Report is not required as a condition to making a report. Schools will: 1) include a copy of the Incident Reporting Form in the beginning for 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/headmaster or designee; and 3) post it on the school's website.

At the beginning of each school year, schools 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/headmaster or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Boston Public Schools Bullying Prevention and Intervention Plan that is available to parents or guardians.

#### 1. Reporting by Staff

A staff member will report immediately to the principal/headmaster or designee when he/she witnesses or becomes aware of conduct that may be bullying or

retaliation. The requirement to report to the principal/headmaster or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

2. Reporting by Students, Parent or Guardians, and Others  
Boston Public Schools expects students, parents or guardians, and other who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal/headmaster or designee. Reports may be made anonymously, by calling the Bully Hotline (617-592-2378), but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents, 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/headmaster.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal/headmaster 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. There may be circumstances in which the principal/headmaster or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for 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/headmaster or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal/headmaster 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. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

2. Obligations to Notify Others

a. Notice to parents or guardians:

Upon determining that bullying or retaliation has occurred, the principal/headmaster 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.

b. Notice to Another School or District:

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the principal/headmaster or designee first informed of the incident will promptly notify by telephone the principal/headmaster 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 23.00.

c. Notice to Law Enforcement:

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal/headmaster or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal/headmaster or designee 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/headmaster 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/headmaster will, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement/school resource officer, and other individuals the principal/headmaster or designee deems appropriate.

C. Investigation:

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

Interviews will be conducted by the principal/headmaster or designee, other staff members as determined by the principal/headmaster 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/headmaster or designee will maintain confidentiality during the investigative process. The principal/headmaster or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations and for possible disciplinary action. If necessary, the principal/headmaster or designee will consult with the Superintendent/Assistant Superintendent regarding consultation with legal counsel pertaining to the investigation of the alleged report.

D. Determinations:

The principal/headmaster or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal/headmaster 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/headmaster or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal/headmaster or designee may choose to consult with the student's 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/headmaster 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/headmaster 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:

The Boston Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of bullying and/or retaliation.

##### **1. Teaching Appropriate Behavior through Skills-Building**

Upon the principal/headmaster 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. Skill building approaches that the principal/headmaster 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 school counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti bullying curricula and social skills building activities at home;

- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

## **2. Taking Disciplinary Action**

If the principal/headmaster or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal/headmaster 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 Boston Public Schools Bullying Prevention and Intervention Plan, the Boston Public Schools Code of Conduct, and with the school's code of conduct/student handbook. 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/headmaster or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

## **3. Promoting Safety for the Target and Others**

The principal/headmaster or designee(s) 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.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal/headmaster 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/headmaster or designee will work with appropriate school staff to implement them immediately.

# **VI. COLLABORATION WITH FAMILIES**

The Boston Public Schools Bullying Prevention and Intervention Plan include strategies to engage and collaborate with students' families in order to increase the capacity of each of our schools as well as the district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The bullying prevention and intervention curricula used by the schools and made available to parents and families include information about: (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 will also be notified in writing each year about the student-related sections of the Boston Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with School Councils and parent organizations to create parent resource and information networks. Schools will join with these parent groups to 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 school(s).

Schools will annually 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 cyber bullying and online safety. The schools will send parents written notice each year about the student related sections of the Boston Public Schools Bullying Prevention and Intervention Plan and the Boston Public Schools Internet Acceptable Use 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. Each school will post the Boston Public Schools Bullying Prevention and Intervention Plan and related information on its website.

## **VII. PROHIBITION AGAINST BULLYING AND RETALIATION**

The Boston Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Boston Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of bullying, which include cyberbullying, are prohibited:

- 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 through the use of technology or an electronic device owned, leased, or used by a school district, and
- 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, 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.

## VIII. DEFINITIONS

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

**Aggressor** is a student who engages in bullying, cyber bullying, 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:

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

**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.

**School Community Members** consist of students, parents and staff

**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, cyber bullying, or retaliation has been perpetrated.



## **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 Boston Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

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

### **Current Massachusetts Laws**

- ▣ Assault, G.L. c. 265, s 13A
- ▣ Assault and Battery, G.L. c. 265, s 13A
- ▣ Assault and Battery with a Dangerous Weapon, G.L. c. 265, s 15A
- ▣ Assault with a Dangerous Weapon, G.L. c. 265, s 15B
- ▣ Violation of Constitutional Rights, G.L. c. 265, s 37
- ▣ Assault or Battery for Purpose of Intimidation, G.L. c. 265, s 39
- ▣ Stalking, G.L. c. 265, s 43
- ▣ Criminal Harassment, G.L. c. 265, s 43A
- ▣ Identity Fraud, G.L. c. 266, s 37E
- ▣ Destruction of Place of Worship etc., G.L. c. 266, s 127A (schools and educational facilities are covered under the statute as well)
- ▣ Annoying Telephone Calls, G.L. c. 269, s 14A
- ▣ Hazing, G.L. c. 269, s 17
- ▣ Disturbance of School Assembly, G.L. c. 272, s 40
- ▣ Threats, G.L. c. 275, s 2
- ▣ Dissemination of harmful material to a minor, G.L. c. 272, s 28

### **Attachments**

1. Professional Development - Teachers as Trainers
2. Bullying Prevention and Intervention Reporting Form
3. Bullying Prevention and Intervention Anonymous Reporting Form

Attachment 1  
**BOSTON PUBLIC SCHOOLS**  
30 Hour Professional Development “Teachers as Trainers in Bully  
Prevention and Intervention”

**PURPOSE** Teachers can take the knowledge obtained through this training and lead the Bully Prevention and Intervention in their home schools.

**RATIONALE** As this law takes effect and bullying affects our schools in a negative way we will need more teachers at the school level trained in Bully Prevention and Intervention. As the year goes on these teachers will be vital members of our student support teams. They will be able to deliver Professional Development to school staff and workshops to parents and caretakers. These teachers will also spearhead the effort at their school to create Caring Communities and Bully Free Schools.

**TIME** 3:00pm to 6:00 pm / Tuesdays November 2, 9, 16, 23, 30 (15 hours)

**LOCATION** Counseling and Intervention Center, 515 Hyde Park Ave

(Limit 20 teachers per cohort)

\* There is the capacity to do this workshop several times through out the year.

**TOPICS:**

- Bully Prevention Intervention Law
- School Administration and Teachers Responsibility
- Bullies/targets/Bystanders
- Special Needs Concerns
- IEP’s and Social/Emotional curriculum
- Teacher/Staff PD
- Parent Workshops
- Classroom Curriculum Development

**FINAL PRODUCT:**

All participants will create a PowerPoint presentation for teachers and parent workshops.

Attachment 2  
**BULLY PREVENTION AND INTERVENTION HOTLINE – (617) 592-2378**  
**BOSTON PUBLIC SCHOOLS**

**APPENDIX A**  
**BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

1. **Name of Reporting/Person Filling 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:** \_\_\_\_\_  
**If staff member, state your school or work site:** \_\_\_\_\_
  
5. **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):** \_\_\_\_\_
  
6. **Witnesses (List people who saw the incident or have information about it):**  
**Name:** \_\_\_\_\_  Student  Staff  Other  
**Name:** \_\_\_\_\_  Student  Staff  Other  
**Name:** \_\_\_\_\_  Student  Staff  Other
  
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 back if necessary.**

FOR ADMINISTRATIVE USE ONLY

8. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_  
(Note: Reports may be filed anonymously.)

9. Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX A

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

II. INVESTIGATION

1. Investigator(s): \_\_\_\_\_ Position(s) \_\_\_\_\_

2. Interviews:

Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Any prior documented incidents by the aggressor? \_\_\_\_\_  Yes  No

4. If yes, have incidents involved target or target group previously? \_\_\_\_\_  Yes  No

5. Any previous incidents with findings of BULLYING, RETALIATION \_\_\_\_\_  Yes  No

6. Summary of Investigation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:  YES  NO

2. Incident documented as  Bullying  Retaliation  Discipline referral only

3. Contacts:

Target's parent/guardian \_\_\_\_\_ Date: \_\_\_\_\_

Aggressor's parent/guardian \_\_\_\_\_ Date: \_\_\_\_\_

**4. Action Taken:**

- Loss of Privileges     Detention     STEP referral     Suspension  
 Community Service     Education     Other \_\_\_\_\_

**5. Describe Safety Planning:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Follow-up with Target:** scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

**7. Follow-up with Aggressor:** scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

**8. Report forwarded to Principal:** Date \_\_\_\_\_

**9. Report forwarded to Superintendent (If principal was not the investigator)** Date \_\_\_\_\_

**Signature and Title:** \_\_\_\_\_ **Date** \_\_\_\_\_

**BULLY PREVENTION AND INTERVENTION HOTLINE**

**(617) 592-2378**

Attachment 3

**Appendix A**  
**Anonymous Reporting**

1. Has the school been notified? YES \_\_\_\_ NO \_\_\_\_

2. If yes, what action was taken? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Who was the school contact? \_\_\_\_\_

If reporter answers “no” to question 1:

4. Is there a reason you did not contact the school?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Inform the reporter that the school will be contacted and that the reporter will be contacted for follow up.**

Signature of Person Filing this Report: \_\_\_\_\_ Date \_\_\_\_\_

**REMEMBER: Document Everything!**