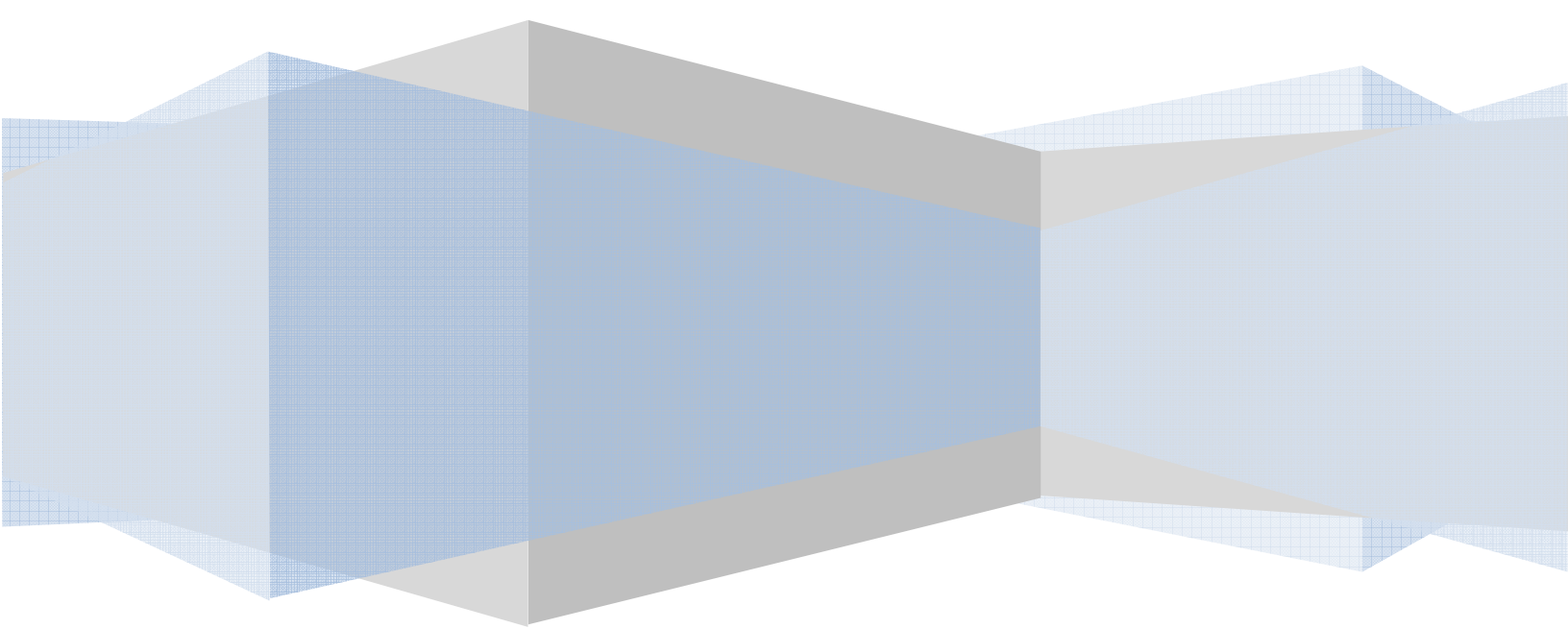


Malden Public Schools

Bullying Prevention and Intervention Plan

2011



Introduction

The following Plan addresses the nine mandated areas of compliance which are required under M.G.L. c.71, § 370, added to Chapter 92 of the Acts of 2010 entitled *An Act Relative to Bullying in Schools* as signed by the Governor in May 2010. In addition to the following current efforts, the administration, faculty, and staff of the Malden Public Schools commit to improve, enhance, and update both the plan and its implementation annually in order to best serve the students, parents, and the citizens of Malden.

Priority Statement

The Malden Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences. We are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school or district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

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

I. Leadership

Schools as well as District Leadership at all levels will play a critical role in the ongoing development, implementation, and evaluation of the plan in the context of other whole school and community efforts to promote positive school climate in the Malden Public Schools. School leaders and others have the responsibility to model and teach students to be civil to one another and promote understanding of and respect for diversity and difference. School leaders

also play a critical role in setting priorities and for currency with the research on ways to prevent and respond to incidents and behaviors that may lead to bullying.

Ongoing discussions during Leadership Team or Principal meetings relevant to decision-making on instruction and curriculum included (but not limited to):

- Superintendent of Schools – Sid Smith
- Assistant Superintendent – Nancy Kassabian
- Director of Guidance – Manjula Karamcheti
 - Guidance Counselors
- Director of Health – Dan Keefe
 - Physical Education and Health Educators K-12
- Principals and Assistant Principals –
 - Ferryway School: Principal Thomas DeVito, Assistant Principals-Erin Francescone and Michael Ciampa
 - Beebe School: Principal Susan Vatalaro; Assistant Principals, Gerard Ruane and Richard Bransfield
 - Linden School: Principal Dael Angelico-Hart; Assistant Principals, Leba Heigham and Edward Scheld
 - Forestdale School: Principal Sally Orme; Assistant Principal, Paul McCarthy
 - Salemwood School K-4: Principal Jonathan Ponds; Assistant Principal Joanne Lanergan
 - Salemwood School 5-8: Principal Carol Keenan; Assistant Principal, Michael Dube

District Committee:

- Nancy Kassabian, Assistant Superintendent, Committee Co-Chair
- Adam Weldai, Malden School Committee, Committee Co-Chair
- Peg Crowe, Malden School Committee
- John Froio, Malden School Committee
- Lenny Iovino, Malden School Committee
- Greg Lucey, Malden City Council (and parent)
- Barbara Murphy, Malden City Council
- Gary Christenson, Malden City Council
- Lori Rittner, Parent Representative
- Steve Rose, Parent Representative
- Candace Julyan, Community Representative
- Arlene Ceppetelli, teacher Malden High School
- Richard Bransfield, Assistant Principal Beebe School
- Manjula Karamcheti, Director of Guidance
- Captain John Amirault, Malden Police Department

- David Desiderio, Student Representative
- Malorie MacDonald, Student Representative
- Heather Thompson, Student Representative

II. Training and Professional Development
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The Malden Public Schools' Plan includes annual training prior to the start of the academic year for all school staff and will include

- Staff duties under the Plan
- An overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation
- An overview of the Bullying Prevention and Intervention curricula to be offered at all grades in the Malden Public Schools
- In addition new hires (2011-2012) will be required to take the Faculty and Staff Training on Bullying Prevention and Intervention that was given to staff in the 2010-2011 academic year.

There will also be ongoing professional development in order to:

- Establish a climate and common understanding of the tools necessary to promote safety, civil communication, and respect for differences
- Build the skills of staff on preventing, identifying, and responding to incidents that may lead to bullying. As required by M.G.L. c.71, §370 the content will be informed by research and will include information on
 - Developmentally and/or age appropriate strategies to prevent bullying
 - Developmentally and/or age appropriate strategies for immediate, effective interventions to stop bullying incidents
 - Information regarding the complex interaction and power differential that can take place between an aggressor, target, and witnesses to the bullying
 - Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
 - Information on the incidence and nature of cyberbullying
 - Internet safety issues as they relate to cyberbullying

- Ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' individualized education programs (IEPs).

Related Activities to Date through September 2011

Date (s)	Group	Focus
August through September 2010	All Staff and Faculty PreK-12	Topics included: Bullying Policy Mandated Reporting Confidentiality Civil Rights Laws and Responsibilities PowerPoint
Summer 2010 – present	Designated Staff (Guidance Counselors, Assistant Principals Physical Education / Health Teachers)	Train the Trainer for delivering Professional Development for Faculty and Staff MA Aggression and Reduction Center
December 8, 2010	All K-8 Faculty and Staff	Bullying Prevention and Intervention Training MARC Curriculum
January 10, 2011	Faculty and Staff Training 9-12	Bullying Prevention and Intervention MARC Curriculum
January, 2011	Administrators, School Committee	The Law and Bullying Prevention and Intervention
January – February 2011	Surveys / Needs Assessment (to be conducted grades 3-12 using the MARC Survey Tools)	To increase the capacity of all faculty and staff to prevent and respond to issues of bullying looking at current programs, curricula, and behavioral health services
January – June 2011	Faculty, Staff, Students, Parents	Ongoing meetings at both the school and district level for program assessment, evaluation and planning for implementation 2011-2012
August – September	All Faculty and Staff Training Opening of School	

III. Access to Resources and Services

Identifying Resources:

The Malden Public Schools is staffed to be able to identify and provide counseling and other services for targets, aggressors, and their families aiming to support the creation of positive school environments / climates by focusing on the appropriate interventions and services.

Identified resources include:

- Principals
- Assistant Principals
- School Attendance Officer
- Guidance Counselors
- Adjustment Counselors
- Licensed Social Workers
- School nurses
- School Psychologists
- Consulting Psychiatrist for MPS – Dr. Xenia Johnson, Cambridge Hospital
- Physical Education / Health educators
- After school activities and programs
- Extended Day Programs

Counseling and Other Services:

- Clinical Health Care Agencies
- Malden Police Department
- School Resource Officers
- Middlesex District Attorney / Project Alliance
- Department of Children and Families

Students with Disabilities:

As required by M.G.L. c. 71B § 3, amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of 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.

IV: Academic and Non-Academic Activities

Introduction:

In choosing appropriate programs for the students of the Malden Public Schools the following were taken into account:

- Does it address bullying and cyberbullying prevention?
- Is it age-appropriate?
- Has it been evaluated through research?
- Is there a parent-education component?

The Malden Public Schools will review the present curriculum through June 2011 and based on surveys from parents, students, and faculty and the guidelines to come from the DESE, the district will modify the curriculum as necessary.

The research-based **STEPS TO RESPECT** program teaches elementary student to recognize, refuse, and report bullying, be assertive, and build friendships. A recent study found that the program led to a 31 percent decline in bullying and a 70 percent cut in destructive bystander behavior. The lessons can help children feel safe and supported by the adults around them so that they can build stronger bonds to school and focus on academic achievement. The program supports staff with school wide policies and training to help create a safe environment free from bullying.

MASSACHUSETTS AGGRESSION REDUCTION CENTER K-12 ANTI-BULLYING PROGRAM:

This program stresses prevention and is designed to help schools change their culture to discourage incidents of bullying and violence. It is comprehensive in that it presumes that any attempt to change the culture of a school will only succeed if all persons in the school community have heightened awareness and education about the problem of violence and bullying in schools. Components include:

- Student Programming – raising awareness and education. With older students it emphasizes student-led programs, giving teenagers a primary responsibility for changing their own school climate
- Teacher/faculty/support staff trainings
- Engaging parents

Grade	Curricula	Who Delivers	Who Monitors
K	Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
1	Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
2	Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
3	Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
4	Steps to Respect Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
5	Steps to Respect Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
6	Steps to Respect Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
7	Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
8	Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance
Grades 9-12	Curriculum Review In Progress	Guidance Counselors, Physical Education and Health Teachers	Principals, Assistant Principals Superintendent Assistant Superintendent Directors of Health and Guidance

In addition the Malden Public Schools will adhere to the following guidelines and approaches from the DESE:

A. Specific bullying prevention approaches:

The bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

The following policy, approved in spring of 2010, was published on the Malden Public Schools website as well as included in all Student / Parent / Faculty handbooks for the 2010-2011

academic year.

Bullying (including cyber-bullying and harassment) are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully.

Bullying behavior often starts in elementary school and peaks in the middle school years. However, it can attract more attention from adults when it appears in high school. The students are older and physically larger and the behavior is recognized as being less tolerable and more inappropriate.

Most bullying by students starts out verbally — teasing and put-downs — and may become progressively worse and assume physical dimensions. Bullying of any type, including cyber-bullying, is unacceptable in our schools and our community. The Malden Public Schools, in partnership with our students and families, will endeavor to maintain a learning and working environment free of bullying.

Definition: Bullying, including cyber-bullying, as defined by Chapter 92 of the Massachusetts Acts of 2010, 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 victim that:

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

Cyber-bullying, as defined by Chapter 92 of the Massachusetts Acts of 2010, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person or
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions included in the definition of bullying above

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be

accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying above.

Jurisdiction: Bullying is 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 the school district
- through the use of technology or an electronic device owned, leased or used by a school district or school, and
- at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Note: Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

In addition:

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

District Responsibilities: Each year, the district shall...

- Provide all staff members with written notice of the bullying policy.
- Provide students and parents/guardians with written notice of the relevant, student-related sections of the bullying policy in age-appropriate terms and in the languages which are most prevalent in the district.
- Provide age-appropriate instruction on bullying prevention in each grade through an evidence-based curriculum.
- Provide professional development to build the skills of all staff members to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to:
 - developmentally appropriate strategies to prevent bullying incidents
 - developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents
 - information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying
 - research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
 - information on the incidence and nature of cyber-bullying, and

- Internet safety issues as they relate to cyber-bullying.
- Inform parents and guardians about:
 - the bullying prevention curriculum of the school district
 - how parents and guardians can reinforce the curriculum at home and support the school district
 - the dynamics of bullying, and
 - Online safety and cyber-bullying.

In addition, the district shall...

- Institute a policy regarding internet safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet and notify the parents or guardians of all students attending the school of the policy.
- Include the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing in Individualized Education Plans for children with a disability that affects their social skills development and for children who are vulnerable to bullying, harassment or teasing because of the child's disability.

Administrative Guidelines and Procedures: The principal of each school is responsible for the implementation and oversight of the bullying policy at his or her school, including the following guidelines and procedures.

- Students, parents, and other witnesses will report incidents of alleged bullying or retaliation to any staff member, orally or in writing, in a timely manner. Reports may be made anonymously though no disciplinary action may be taken against a student solely on the basis of an anonymous report.
- Staff members who witness or are informed of alleged bullying or retaliation will report the incident to the principal or assistant principal right away and complete a Student Disciplinary Referral form by the close of the school day (or by the following morning should the incident happen during an after-school activity). If an assistant principal receives the report, s/he will immediately inform the principal.
 - If a staff member is a possible victim of bullying or retaliation, s/he will be notified immediately if s/he has not initiated the report him/herself.
- Any principal or assistant principal who receives a report of alleged bullying or retaliation will complete an investigation of the alleged incident within 24 hours of having received the report, including meeting(s) with involved students and witnesses.
 - If the incident includes a possible criminal offense, the Malden Police Department will be notified immediately.
 - If the allegations of bullying or retaliation are substantiated, the principal or assistant principal will determine the appropriate disciplinary response, which may include mediation, detention, suspension (in or out-of-school), or expulsion. The principal or assistant principal will also complete an Incident Report detailing: 1) his/her findings, 2) the disciplinary response, 3) actions that will be taken to prevent further acts of bullying or retaliation, and 4) the procedures and supports that will be used to restore a sense of safety for the victim, as necessary. The principal or assistant principal will attach any related Student Disciplinary Referral form that s/he has received to his or

her Incident Report.

- The target's or aggressor's parents or guardians will be immediately notified of the incident and the disciplinary response.
- Repeated incidents of bullying by a student will result in more severe disciplinary actions.
- The administrator will notify parents / guardians of action(s) taken to prevent any further acts of bullying or retaliation.
- The administrator / principal will provide strategies for protection for a person who
 - Reports bullying
 - Provides information during an investigation of bullying
 - Witnesses or provides reliable information about an act of bullying
- Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action, which may include a warning, detention or suspension (in or out-of-school).
- If any perpetrator of bullying is a staff member, appropriate disciplinary actions will be taken and may include a reprimand, suspension or termination depending on the severity of the incident.
- If an incident of bullying or retaliation involves students from more than one school in or outside the district, the school district or school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.
- If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the district, the Malden Police Department should be contacted immediately.

The school district shall update the Bullying Policy at least biennially.

VI. Collaboration with Families

The Malden Public Schools will engage and collaborate with students' families in order to increase capacity to prevent and respond to bullying. Parents and guardians will be informed about the bullying prevention and intervention curricula used by the Malden Public Schools including

- How parents and guardians can support and reinforce the curricula at home and support the Malden Public Schools' Plan
- The dynamics of bullying
- Online safety and cyberbullying

Parents will 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 and guardians. The Malden Public Schools' specific approaches to partnering with families will take into account age, climate, socio-economic factors, linguistic and cultural makeup of the students and their parents/ guardians.

Parent / Guardian Informational Meetings will continue to be held at the school as well as district level through June 2011.

Parent Education and Resources:

The Malden Public Schools will offer educational programs for parent and guardians that focus on the parental components of the anti-bullying curricula and the social competency curricula used by the individual schools and/or district. The programs will be offered in collaboration with the PTO's, School Councils, Special Education Parent Advisory Councils, Title I and other organizations.

Notification Requirements:

Each year the Malden Public Schools 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 Malden Public Schools will send parents written notice each year about the student-related sections of the Plan and the Malden Public Schools 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 Malden Public Schools will post the Plan, and is in the process of posting related information and resources including websites, etc. for parents on its website: <http://www.malden.mec.edu/mps/districtinfo.cfm>

VII. Prohibition Against Bullying and Retaliation

Please see the Malden Public Schools Bullying Prevention Policy at the beginning of this document based on M.G.L. c. 71 § 370(b) which describes the law's requirements for this prohibition of bullying including Section V.

VIII. Definitions

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

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying is bullying through the use of technology or any 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.

Hostile environment 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 the student's education.

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

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.

IX: Relationship to Other Laws

Consistent with state and federal laws, and the policies of the Malden Public Schools, 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 this Plan prevents the Malden Public Schools 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 Malden Public Schools 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, §§ 37 H or 37H1/2, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.