

HINGHAM PUBLIC SCHOOLS

BULLYING PREVENTION / INTERVENTION PLAN 2013-2014 (Updated 3/19/14)

RESPECT, RESPONSIBILITY, RELATIONSHIPS: THE THREE “Rs” FOR SAFE AND SUPPORTIVE SCHOOLS

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

Our school district is committed to providing all **students** with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

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 retaliation and take prompt action 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.**

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing **bullying and cyberbullying and the district is committed to working with students, staff, families, law enforcement agencies and the community to prevent issues of violence.** In consultation with these constituencies, we have established this plan for preventing, intervening and responding to incidents of bullying, cyberbullying and retaliation. Acts of bullying by students and staff which include cyberbullying are prohibited. Retaliation by students and staff against a person who reports bullying or provides information during a bullying investigation is also prohibited.

ESSENTIAL ELEMENTS OF THE PLAN

- I. Leadership
- II. Training and Professional Development
- III. Access to Resources and Services
- IV. Academic and Non-academic Activities
- V. Policies/Procedures for Reporting and Responding to Bullying, Cyberbullying and Retaliation
- VI. Collaboration with Families

Appendix	A.	Prohibition Against Bullying, Cyberbullying and Retaliation
Appendix	B.	Definitions
Appendix	C.	Relationship to Other Laws
Appendix	D.	Bullying Prevention/Intervention Incident Reporting Form

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BULLYING PREVENTION / INTERVENTION PLAN 2013-2014

Essential Element I: Leadership	
A.	Public Involvement in Plan
B.	Needs Assessment
C.	Planning and Oversight
D.	Priority Statement

A. Public Involvement in Plan	
District:	School:
<ol style="list-style-type: none"> 1. The Hingham Public Schools District Bullying Prevention/Intervention Plan was developed in collaboration with a Bullying Prevention Planning Task Force with 29 members, representing teachers and staff, administrators, parents, law enforcement and community representatives. Two informational summer meetings for the Task Force parent volunteers were conducted on Aug. 12 and 19, 2010. The Task Force met on Sept. 20 and Nov. 5, 2010. In addition to the meetings of the district Task Force, parent representatives from the group met regularly with each of the six principals with school councils (etc.) to develop and write the school-based Bullying Prevention/Intervention Plans. 2. Notice and a public comment period on the Plan was scheduled from Nov. 22 to Dec. 6, 2010. The proposed district Plan was announced in the superintendent's newsletter and posted on the district website for comment. Principals at all schools included notice of the Plan and the public comment period in school newsletters and principal/parent list serves. 3. The Hingham School Committee approved the Plan at the Dec. 6, 2010 school committee meeting. 	<p>South School's Bullying Prevention/Intervention Plan was developed by the Anti-Bullying Committee (referred to as ABC throughout the rest of the document) and the School Council.</p> <p>Opportunity for review by the PTO, law enforcement, nurse, adjustment counselor, school psychologist, teachers, staff, administrators, parents/guardians, and students was offered from Nov. 22 to Dec. 6, 2010.</p>
B. Needs Assessment	
District:	School:
District/school leaders, with input from families and staff, assessed adequacy of current programs, reviewed current policies/procedures, reviewed available data on bullying and assessed available resources to identify areas of need and set priorities. At a district Leadership Team meeting on Oct. 28, 2010, school-based and district administrators and department resource leaders (37) completed a comprehensive needs assessment to identify strengths, resource gaps and significant areas of need. The needs	<ol style="list-style-type: none"> 1. The ABC and the School Council (now one group) will seek input annually from parents, staff, and students through the use of resources including but not limited to surveys and focus groups. 2. Upon completing the needs assessment, the strengths and weaknesses of South School's bullying prevention and intervention plan will be identified.

<p>assessment summary was shared and input was collected from the parents and staff at the Nov. 5 Task Force meeting.</p> <p>Based on the needs assessment findings, the following priorities were established and action steps were planned and completed:</p> <ol style="list-style-type: none"> 1. School Committee Policy: Definitions/Prohibition of Bullying, Cyberbullying and Retaliation 2. School Committee Policy: Internet Safety 3. Administration: Procedures to Report and Respond to Bullying, Cyberbullying and Retaliation <p>At the school level, students, staff and parents will be surveyed utilizing the MARC surveys. Survey results and the collection of additional data will be used on an ongoing basis to inform decision-making and planning for school-based bullying prevention/intervention initiatives.</p>	<ol style="list-style-type: none"> 3. The committee shall meet three times a year to assess the adequacy of established school wide programs, review policies and procedures that support the Code of Discipline, review available data on bullying and to inform decision making for prevention strategies and recommend changes to the administration. This will be included in School Council Meetings 4. The principal/designee may call additional meetings throughout the year, as needed. <p>Survey/Focus Group Dates: TBD</p> <p>School Council/ABC Meeting Dates: 9/25/23, 10/30/13, 11/20/13, 1/29/14, 2/26/14, 3/26/14, 4/30/14, 5/28/14</p>
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C. Planning and Oversight

<p>District:</p>	<p>School:</p>
<p>The following district leaders and groups are responsible for:</p> <ul style="list-style-type: none"> • Planning professional development: Ellen Keane, Assistant Superintendent • Developing/revising curriculum: Ellen Keane; Heather Lewallen, School Counseling Director; Karen Beatty, Health Education Resource Teacher • Developing new/revised policies and procedures: Dorothy Galo, Superintendent; Policy Subcommittee, School Committee • Amending Codes of Discipline: to make clear that bullying of students by school staff or other students will not be tolerated: : Dorothy Galo • Leading district parent/family engagement/information: Dorothy Galo, Ellen Keane • Reviewing/updating Plan annually: Dorothy Galo, Ellen Keane 	<p>The following people are responsible for:</p> <ul style="list-style-type: none"> • Receiving reports on bullying: Mary Eastwood, Principal; Lori Jacobs, Asst. Principal; Cathy Rein, Adjustment Counselor; Kim Kerr, School Psychologist; Teacher Leaders: Nate Thorsteinson, Liz O’Neill, Marian Hamrock, • Collecting/analyzing school data on bullying: Mary Eastwood, Lori Jacobs, Cathy Rein, Kim Kerr, School Psychologist • Continuing process for recording/tracking incident reports and accessing information: Mary Eastwood, Lori Jacobs • Planning supports for targets/aggressors: Mary Eastwood, Lori Jacobs, Cathy Rein; Kim Kerr • Implementing policy/procedures: Mary Eastwood, Lori Jacobs • Amending student/staff handbooks to make clear that bullying of students by school staff or other students will not be targeted: <ul style="list-style-type: none"> • : Mary Eastwood <p>Revising/updating School Plan annually: School Council/ Anti Bullying Committee (ABC)</p>

D. Priority Statements

District:

See page 1 of the Plan

The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the superintendent or designee shall be responsible for investigating the report, and the other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the superintendent is the alleged aggressor, the school committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

School:

In addition to the district priority statement on page one, South School envisions a school community where all students, staff, parents/guardians feel safe, are being kind, and are comfortable and can focus on learning.

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Essential Element II: Training and Professional Development

- A. Annual Staff Training on the Plan
- B. Ongoing Professional Development
- C. Written Notice to Staff

A. Annual Staff Training on the Plan

District:

1. Introductory district trainings on the Bullying Prevention/Intervention Law including definitions, staff duties, an overview of steps taken by principal/designee(s) upon receipt of bullying/retaliation report, and overview of bullying prevention curriculum K-12 were conducted on the following dates:
 - **Administration – Leadership Team meetings: Sept. 23 and Oct. 28, 2010**
 - **Teachers and staff: school opening faculty meetings–Sept. 1, 2010 and K-12 early release/in-service trainings–Oct. 6, 2010**
 - **Para-educators: school opening para-educator meetings and Dec. 1, 2010 in-service training**
 - **Coaches: Nov. 8, 2010**
 - **Bus drivers: Nov. 4, 2010**
 - **Cafeteria, custodians/maintenance and administrative assistants: elementary–various dates and middle and high school–Dec. 1, 2010**
3. **Training on the Plan: Jan. 2011**
 Annual training shall be provided for school employees in preventing, identifying, responding to, and reporting incidents of bullying, including 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.

B. Ongoing Professional Development

District:

1. District representatives from all six schools attended and were certified at the MARC Train-the-Trainer session: Oct. 7, 2010, November 13, 2012
2. MARC “certified” staff conducted ongoing professional development including the required elements: Oct.-Dec., 2010 on various dates for all staff members. Representatives were re-trained on November 13, 2012.

 Ongoing professional development programs on social/emotional development and school climate have been conducted with staff. These programs include Responsive Classroom, Second Step/Steps to Respect and Positive Behavioral Interventions and Support (PBIS).

 District professional development addressing ways to prevent/respond to bullying or retaliation for students with disabilities were conducted as follows:
 - Training was provided for all districtwide special education staff in the bullying law, definitions, identification of signs of bullying, protocol to address bullying, harassment and teasing, modifications of the HPS social skills curriculum, problem solving and conflict resolution on Sept. 1, 2010.
 - Further training was provided for districtwide special education chairpersons/school psychologists on Sept. 1, 2010, Oct. 8, 2010

and Nov. 5, 2010. Continued training occurred on Dec. 3, 2010, Feb. 4, 2011 and Mar. 4, 2011. Representatives attended the MARC Training on November 13, 2012

C. Written Notice to Staff

District:

Annual written notice of the Plan will be published in the HPS Employee Handbook and distributed to all staff at the beginning of each school year. Training is also re-visited with staff at the opening meeting of each school year, including sections related to staff duties and bullying of students by school staff.

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Essential Element III: Access to Resources and Services

- A. Identifying Resources
- B. Counseling and Other Services
- C. Students with Disabilities
- D. Referral to Outside Services

A. Identifying Resources

District:

1. The Director of School Counseling completed a process to review/map district counseling and other services by reviewing school counseling staff levels and student to counselor ratios. Counseling responsibilities and capacity to provide services offered as well as available community services will continue to be reviewed annually. (completed Oct. 15, 2012)
2. The following district existing and needed resources were identified:
Strengths: Existing Second Step and Steps to Respect curriculum in grades K-8
Responsive Classroom and PBIS at elementary level
Health class curriculum and counseling seminars in grades 9 and 10
Programming offered to grades 9-12 – Rachel’s Challenge (Sept. 9, 2010)
Suicide Prevention Peer Leader programming for grade 9 (completed Fall 2010)
Collaboration with outside community resources such as South Shore Mental Health, Youth Health Connection, and South Shore Coalition of Independent Therapists
Needs: Cyberbullying lessons for K-5
Bullying prevention/intervention curriculum integrated in grade 9/10 health classes/counseling seminars
Bullying and cyberbullying prevention for grades 11 and 12
3. Recommendations/action steps to fill resource and service gaps:
 - Explore supplemental curriculum and programming to address bullying and cyberbullying in grades K-5
 - Adapt and integrate bullying and cyberbullying prevention curriculum more fully in grades 9 and 10 (Winter/Spring of 2011)
 - Develop bullying and cyberbullying prevention curriculum and programming in conjunction with health department in grades 11 and 12 (**Spring 2011**)

B. Counseling and Other Services

District:

District staff/service providers and counseling and other services have been identified:
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| <ul style="list-style-type: none">• Second Step and Steps to Respect curriculum provided by school adjustment counselors, school psychologists, and classroom teachers in grades K-5• Second Step curriculum provided by school counselors in grades 6-8• Social skills intervention provided by school adjustment counselors in grades K-8, and grades 9-12 as needed• Behavioral intervention plans completed by school adjustment counselors and school psychologists K-12• Threat Assessment Protocol developed by School Adjustment Counselors and School Counselors in place K-12 |
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C. Students with Disabilities

District:

1. In accordance with M.G.L. c. 71B Sec. 3, as amended by Chapter 92 of the Acts of 2010, (Bullying Law), the special education team will take under consideration the requirements whether or not 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 their disability. Such concerns will be addressed in the student's IEP.
2. Special Education Chairperson/School Psychologists will share instruction responsibilities in Second Step and Steps to Respect with school adjustment counselors at the elementary level.
3. Special Education Chairperson/School Psychologists will use Functional Behavioral Assessments, Behavioral Intervention Plans and ongoing collaboration with staff, students and parents to address concerns related to bullying.

D. Referral to Outside Services

District:

1. District referral protocols have been evaluated/revised as needed:
 - Creation and implementation of Bullying Prevention/Intervention Incident Report Form K-12 (Dec., 2010)
 - Instructional Student Intervention Team (ISIT) process and procedures in place K-12
 - District Threat Assessment protocol in place grades K-12
2. District established referral protocol for referring students/families to outside services
 - Formalization of written protocol (Winter/Spring 2011)

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Essential Element IV: Academic and Non-academic Activities	
A.	Specific Bullying Prevention Approaches
B.	Review Plan with Students
C.	General Teaching Approaches that Support Bullying Prevention Efforts

A. Specific Bullying Prevention Approaches

District:	School:
<ul style="list-style-type: none"> Hingham Public Schools utilizes the Second Step/Steps to Respect evidence-based curriculum programs (Committee for Children) in K-8. In grades K-3, designated Second Step lessons are taught by classroom teachers, school adjustment counselors and/or school psychologists. In grades 3-5, adjustment counselors also teach bullying prevention/intervention lessons using Steps to Respect. Developmentally appropriate cyberbullying lessons will be added in grades K-5. The Second Step middle school curriculum has been revised to include bullying/cyberbullying instruction. In grades 9-12, evidence-based bullying prevention/intervention curriculum will be integrated into the grades 9/10 health education and school counseling services utilizing lessons from the "Aggressors, Victims and Bystanders" unit of the Teenage Health Modules curriculum. In grades 11 and 12, administrators and staff will develop a plan to implement bullying prevention approaches. 	<p>South School currently uses the evidence-based social/emotional curricula Steps to Respect and Second Step in kindergarten through grade 5. Developmentally appropriate cyberbullying lessons will be added in grades K-5.</p> <p>All classrooms also use the Responsive Classroom approach to building culture.</p> <p>Community/Respect building monthly assemblies will occur to celebrate accomplishments and good behavior.</p> <p>Staff members are being trained in Collaborative Problem Solving and Social Thinking (Michelle Garcia Winner) 2013-2014</p>

B. Review Plan with Students

District:	School:
The Plan will be reviewed with students K-12 Jan. 2011 at each school and annually at the beginning of each school year.	The Bullying Prevention and Intervention Plan will be reviewed with students on an annual basis during the first Steps to Respect or Second Step lessons.

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C. General Teaching Approaches that Support Bullying Prevention Efforts

District:

Schoolwide climate and behavior management programs have been implemented K-12 at all schools. At the elementary level, K-6 staff have been trained in the Responsive Classroom approach and this approach has been implemented at all four schools. In addition, all four elementary schools have implemented school-based Positive Behavioral Interventions and Support (PBIS) programs. At the secondary level, the middle school and high school have ongoing climate committees and a variety of student leadership and support initiatives have been implemented.

School:

South School has developed behavior matrixes to identify appropriate behaviors with concrete examples for behavior in the areas of the school building (playground, bus, cafeteria, classroom, bathrooms, hallways). In addition, there will be continued implementation of the Positive Behavior Support program, "Buzzing with Character" and Responsive Classroom strategies. The theme of South will be to BEE kinder than Necessary (Wonder); BEE Respectful; Bee Responsible; and Bee Ready to Learn... **Be Kinder than Necessary**... The Beehive vertical grouping program for students in grades 1 through 5 will be implemented to build a stronger sense of school community

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Essential Element V: Policies / Procedures for Reporting / Responding to Bullying and Retaliation

- A. Reporting Bullying / Retaliation
- B. Responding to Bullying / Retaliation Report- Allegations of Bullying by a Student
- C. Investigation
- D. Determinations
- E. Responses to Bullying
- F. Responding to a Report of Bullying by School Staff

A. Reporting Bullying / Retaliation

District:

1. The School Committee approved the district bullying prohibition policy at the Dec. 6, 2010 School Committee meeting, after a first reading of the policy at the Nov. 22, 2010 School Committee meeting. The existing student Internet safety policy will be updated, revised and approved by the School Committee. The administration completed written procedures for receiving, reporting and responding to bullying, cyberbullying and retaliation in Dec. 2010.
2. All school and district staff members are required to report immediately to the principal or designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports of bullying or retaliation may be made by staff, students, parents/guardians or others and may be oral or written. Oral reports made by or to a staff member will be recorded in writing using the district Bullying Prevention/Intervention Incident Reporting Form. The requirement to report to the principal or designee does not limit the authority of staff to respond to behavioral or disciplinary incidents consistent with school or district procedures for behavior management and discipline.

Reports made by students, parents/guardians or other individuals who are not school or district staff members may be made anonymously; however, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. A variety of reporting resources are available to the school community including an Incident Reporting Form and an anonymous Incident Reporting Form available on district and schools websites. A copy of the reporting form will be included in student/parent handbooks distributed at the beginning of the school year, copies of the reporting form are available in the school administrative offices, the counseling office and the school nurse's office and the form is posted on district and school websites. Annual written notice of policies, procedures, and the Plan will be provided to students, parents and staff in student and staff handbooks and on district and school websites.

B. Responding to Bullying / Retaliation- Allegations of Bullying by a Student
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District:

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. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies for protection from bullying or retaliation for 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.
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C. Investigation
District:
The investigation steps are as follows: <ol style="list-style-type: none"> 1. Bullying/retaliation report is made to principal/designee. 2. Incident Report completed by staff, student, parent/guardian or others and forwarded to principal/designee. 3. Upon receipt of a viable report, the principal or designee will promptly contact the parents/guardians of the alleged target or alleged student aggressor. 4. The principal or designee will interview the target(s) and alleged student aggressor(s), students, staff, witnesses, parents/guardians and others as necessary. 5. The principal or designee will remind the target(s), alleged student aggressor(s), and witnesses that retaliation is strictly prohibited and will result in disciplinary action. 6. To the extent practicable, the principal or designee will maintain confidentiality during the investigation process.
D. Determinations
District:
District determination procedures are as follows: <ol style="list-style-type: none"> 1. The principal or designee will make a determination based upon all of the facts and circumstances. 2. If bullying or retaliation is substantiated, the principal or designee will determine what remedial, responsive or disciplinary action is necessary. 3. The principal or designee will promptly notify the parents/guardians of the target(s) and student aggressor(s) about the results of the investigation and, if bullying or retaliation is found, what actions are in place to prevent further acts of bullying or retaliation and the procedures for responding to bullying. 4. All notice to parents must comply with applicable state and federal privacy laws and regulations. 5. If the bullying or retaliation involves students from other schools, the principal or designee will promptly notify by telephone the principal or designee of the other schools so that appropriate action may be taken, in accordance with state and federal privacy laws and regulations. 6. At any point after receiving a report of bullying or retaliation, including after the investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor(s), the principal or designee will notify the local law enforcement agency, consistent with requirements and locally established agreements.
E. Responses to Bullying
District:
District responses to bullying include the following: <ol style="list-style-type: none"> 1. The schools will use a range of responses that balance the need for accountability with the need to teach appropriate behavior, including skills building and other relevant educational activities and positive behavior supports and plans. 2. Disciplinary action will be determined based on the nature of conduct and the age of students involved and will be consistent with the district and school codes of conduct. 3. The principal or designee will consider what adjustment, if any, are needed in the school environment to enhance that target's sense of safety and that of others. 4. Within a reasonable period of time, the principal or designee will contact the target(s) to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed.

F. Responding to a Report of Bullying by School Staff

District:

1. Reporting: Staff members, students, parents or guardians or others who witness or become aware of bullying or retaliation involving a student by a staff member will report it to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor.
2. Responding: Before and during the investigation of the allegations of bullying or retaliation, the principal or designee will assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents, as well as, for students who report, witness, or provide information about the report of bullying by a staff member.
3. Investigation: Upon receipt of a viable report, the principal or designee will contact the parents or guardians of the alleged target. The principal or designee will promptly investigate by interviewing students, staff, witnesses, parent or guardians and others as necessary. The principal or designee will remind the alleged aggressor, target and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
4. Determination: The principal or designee will determine if bullying or retaliation of a student by a staff member is substantiated and will determine what remedial action, responsive actions and/or disciplinary action is necessary. The principal or designee will promptly notify the parents or guardians of the target if bullying or retaliation is found and what action is being taken to prevent further acts. All notice to parents must comply with applicable state and federal privacy laws and regulations. At any point after receiving a report of bullying or retaliation, including after 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 Hingham Police Department.

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Essential Element VI: Collaboration with Families	
A.	Parent Education and Resources
B.	Notification Requirements

A. Parent Education and Resources	
District:	School:
District schools will offer education programs for parents/guardians that are focused on the parental components of the bullying prevention and social competency curriculum used at each level. The programs are offered in collaboration with parent groups and have been conducted or scheduled for various dates at each school at PTO, School Council and other parent meetings, including the district Special Education Parent Advisory Council (SEPAC).	<ol style="list-style-type: none"> 1. Information will be shared annually with parents during the school's Open House and Curriculum Night events. 2. Presentations to parents will be offered at Parent/Teacher Organization meetings and at an informational evening event specifically addressing bullying and cyber bullying to take place at Hingham Middle School. The South School Council will notify South parents about the date, time, and place of this event 3. A list of resources and links to the Committee for Children and MARC will be included in the Counseling Corner of the newsletter. 4. Use the home links that correlate to the Steps to Respect/Second Step lessons being taught in the classes.
B. Notification Requirements	
District:	School:
<ol style="list-style-type: none"> 1. Each year district schools will inform parents/guardians about the bullying prevention/intervention curriculum used, including information about the dynamics of bullying, cyberbullying and online safety. 2. District schools will send parents written notice each year about the student-related sections of the Plan and the district Internet safety policy. Notices will be available to parents in hard copy and electronic formats. The district and schools will post the Plan and related information on websites. 	<ol style="list-style-type: none"> 1. Parents will be informed about bullying prevention/intervention curriculum through the Parent/Student Handbook each September. This information will include ways that parents can reinforce the lessons at home, the dynamics of bullying, and online safety/ cyberbullying. 2. Written notice will be included annually in the Parent/Student Handbook about the student-related sections of the Plan and district Internet safety policy. The Handbook will be made available in hard copy, electronically, and on the website.

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Appendix A : Prohibition Against Bullying Prevention / Retaliation

Acts of bullying, which include cyberbullying, are prohibited:

- (i) On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school; or through the use of technology or an electronic device owned, leased or used by a school district or school, and
- (ii) At a location, activity, function or program that is not school-related through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights of school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who report 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 program.

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Appendix B : Definitions

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

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.

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Appendix C : Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school and 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 at such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identify 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 37H1/2, M.G.L. c. 71, §§ 41 and 42 other applicable laws, or local school or district policies or collective bargaining agents in response to violent, harmful or disruptive behavior, regardless of whether the Plan covers the behavior.

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM
Part I – Information

1. **Name of Reporter/Person Filing the Report:** _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)
2. **Check whether you are the:** **Target of the behavior** **Reporter (not the Target)**
3. **Check whether you are a:** **Student** **Staff member (specify role)** _____
 Parent **Administrator** **Other (specify)** _____
- Your contact information/telephone number:** _____
4. **If student, state your school:** _____ **Grade:** _____
5. **If staff member, state your school or work site:** _____

6. **Information about the incident:**
Name of Target (of behavior): _____
Name of Aggressor (Person who engage in behavior): _____
Date(s) of Incident(s): _____
Time When Incident(s) Occurred: _____
Location of Incident(s) (Be as specific as possible): _____

7. **Witnesses (List people who saw the incident or have information about it):**
- Name:** _____ Parent Staff Other _____
- Name:** _____ Parent Staff Other _____
- Name:** _____ Parent Staff Other _____

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

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9. **Signature of Person Filing this Report:** _____ **Date:** _____
(Note: Reports may be made anonymously.)
10. **Form Given to:** _____ **Position:** _____ **Date:** _____
- Signature:** _____ **Date Received:** _____

Part 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

Summary of Investigation:

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

Part III – Conclusions from the Investigation

1. Finding of bullying or retaliation:
- Yes *(please check one below)* No *(please check one below)*
- Bullying Incident documented as _____
- Retaliation Discipline referral only _____
2. Contacts:
- Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____
- District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____
3. Action Taken:
- Loss of Privileges Detention Suspension Other _____
- Community Service Referral Saturday School
4. Describe Safety Planning: _____
- Follow-up with Target: scheduled for _____ Initial and date when completed: _____
- Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____
- Date Report forwarded to Principal: _____ Date Report forwarded to Superintendent: _____

Signature and Title: _____ Date: _____