

HINGHAM PUBLIC SCHOOLS

BULLYING PREVENTION / INTERVENTION PLAN 2015-2016

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. 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.

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. This plan applies to students and members of staff, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraeducators.

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
<u>VII.</u>	Prohibition Against Bullying, Cyberbullying and Retaliation
<u>VIII</u>	Problem Resolution System
<u>IX.</u>	Definitions
<u>X.</u>	Relationship to Other Laws
<u>Appendix</u>	Bullying Prevention/Intervention Incident Reporting Form

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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: Foster Elementary 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 listservs. 3. The Hingham School Committee approved the Plan at the Dec. 6, 2010 school committee meeting. 	<ul style="list-style-type: none"> • The Foster School Bullying Prevention/Intervention Plan was developed in collaboration with the Foster School Council, Faculty, Faculty Council and Foster members of the Bullying Prevention Planning Task Force. These groups represent parents, community, teachers, staff and administrators. • Foster Task Force members met 10/8/10, 10/20/10, and 11/12/10. Faculty meetings scheduled on 9/1/10, 9/21/10, and 10/19/10 included items related to our Foster Plan. School Council agendas on 9/19/10, 10/20/10, 11/17/10, and 12/8/10 included further details and development of the Foster Plan. Volume 4 # 5 and #9 of the Green Sheet shared information with the community. The Principal's reported at PTO meetings on 9/15/10, 10/27/10, and 12/8/10 shared information and requested input and suggestions. • School Council final review of the plan is 12/8/10, after the 12/6/10 School Committee approval of the town plan. Foster School Plan to Superintendent 12/23/10. • Annual update and review of the Foster School Plan occurs at regularly scheduled meetings of the Foster School Council. Agendas are available for review.

B. Needs Assessment	
District:	School: Foster Elementary 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	<ul style="list-style-type: none"> • With the use of the MARC survey tools for staff (12/2010), students (grades 4/5; 1/2011) and parents (1/2011), strengths, needs, and priorities of the plan will

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<p>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 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> <p><u>At least once every four years beginning with the 2015-16 school year, the district will administer a DESE-developed student survey to assess school climate and the prevalence, nature and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.</u></p> <p><u>Similar tools to the student survey can be used with faculty, staff and parents/guardians to assist in determining school climate needs.</u></p>	<p>be identified. Surveys will take place and strengths, needs and priorities modified, as needed.</p> <ul style="list-style-type: none"> • Additional input to identify strengths, needs and priorities will be requested at Faculty Council, PTO meetings, PTO Board meetings, staff meetings, School Council and/or Principal Coffees. Foster Family Facts, Foster School Improvement Plan, Website, and Foster Bulletin are written communications informing and requesting information.
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C. Planning and Oversight	
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<p>District:</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 Rodriguez, School Counseling Director; Karen Beatty, Health Education Resource Teacher • Developing new/revised policies and procedures: Dorothy Galo, Superintendent; Policy Subcommittee, School Committee 	<p>School: Foster Elementary School</p> <p>The principal/designee(s) are responsible for:</p> <ul style="list-style-type: none"> • Receiving reports on bullying • Collecting/analyzing school data on bullying • Creating a process for recording/tracking incident reports and accessing information • Planning supports for targets/aggressors • Implementing policy/procedures • Amending student/staff handbooks to make clear that bullying of students by school staff or other students will not be
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<ul style="list-style-type: none"> • Amending Codes of Discipline handbooks 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 	<ul style="list-style-type: none"> tolerated • Family/engagement information • Revising/updating School Plan annually
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D. Priority Statements

District: (See page 1 of the Plan)	School: Foster Elementary School (See page 1 of the Plan)
<p>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.</p> <p><u>We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take 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.</u></p>	

Essential Element II: Training and Professional Development
<ul style="list-style-type: none"> A. Annual Staff Training on the Plan B. Ongoing Professional Development C. Written Notice to Staff

A. Annual Staff Training on the Plan

District:
<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 • Paraeducators: school opening paraeducator meetings and in-service training– Dec. 1, 2010 • 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 2. Training on the Plan: Jan. 2011 3. Annual training shall be provided for school employees in preventing, identifying, responding to, and reporting incidents of

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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
2. MARC "certified" staff conducted ongoing professional development including the required elements: Oct.-Dec., 2010 on various dates for all staff members

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 district-wide special education staff on 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 will occur on Dec. 3, 2010, Feb. 4, 2011 and Mar. 4, 2011.

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, including sections related to staff duties and bullying of students by school staff.

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, 2010)
2. The following district existing and needed resources were identified:
Strengths: Existing Second Step and Steps to Respect curriculum in grades K-8

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Needs:	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 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: <ul style="list-style-type: none">• 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:

- 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

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

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- Formalization of written protocol (Winter/Spring 2011)

Essential Element IV: Academic and Non-academic Activities
<ul style="list-style-type: none"> 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: Foster Elementary School
<ul style="list-style-type: none"> • Hingham Public Schools utilize 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. 	<ul style="list-style-type: none"> • In addition to Second Step/Steps to Respect (lessons completed 11/10/10), Foster School programs include the following: Little Buddies/Big Buddies: Building Relationships School wide celebrations for academic and social success along with “caring and sharing” recognition in the community Building Personal Success through Respect and Responsibility Program: Tuesday – Friday afternoons (Back on Track) Trouble Free Playground / Play Fit Programs: winter 2011

B. Review Plan with Students	
District:	School: Foster Elementary School
The Plan will be reviewed with students K-12 Jan. 2011 at each school and annually at the beginning of each school year.	This will take place at morning meetings (part of Responsive Classroom) January 2011, and fall thereafter, when Family Handbook and Code of Discipline are also reviewed.

C. General Teaching Approaches that Support Bullying Prevention Efforts	
District:	School: Foster Elementary School
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	<ul style="list-style-type: none"> • Ongoing refinement of PBIS (Positive Behavioral Intervention and Support). Initiated study in spring 2010 • Revision of a Fostering Good Citizens behavior expectation matrix - These behaviors are connected to Second Step problem solving, school celebrations, and

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secondary level, the middle school and high school have ongoing climate committees and a variety of student leadership and support initiatives have been implemented.	building relationships <ul style="list-style-type: none">• Annual participation at the MARC Train the Trainer Conference, with updated research shared with staff and placed in individual “Respect, Responsibility and Relationships” (RRR) folders of essential information• Utilization of the Zones of Regulation and Social Thinking curriculum
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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. Copies of the reporting forms will be included in student/parent handbooks distributed at the beginning of the school year, made available in the school administrative offices, the counseling office and the school nurse’s office and 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.

C. Investigation

District:

The investigation steps are as follows:

1. Bullying/retaliation report is made to principal/designee.
2. Incident Report Form 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 and 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:

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.
7. **The principal or designee shall inform the parent or guardian of the target about the DESE problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.**

E. Responses to Bullying

District:

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District responses to bullying include the following:

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 adjustments, 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.

Essential Element VI: Collaboration with Families

- A. Parent Education and Resources
- B. Notification Requirements

A. Parent Education and Resources

District:

District schools will offer education programs for parents/guardians that are focused on the parental components of the bullying

School: Foster Elementary School

- Parent/Community Education:
9/30/10 HMS Cyberbullying Presentation 7:00 PM

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<p>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).</p>	<p>9/15/10 HMS Rachel's Challenge Presentation 7:00 PM 10/16/10 HHS Secret of Happy Families 7:00 PM Foster PTO Meetings: 2/9/11; 4/6/11 Principal Coffee 1/12/11 Green Sheet: January and February 2011 Home/School Connection Website: March 2011</p> <ul style="list-style-type: none"> • Development of a comprehensive home/school plan that includes library resources for "parent check out", a common problem solving language, links to informative websites, and problem solving scenarios for discussion at home and in the community. Target date: spring 2011.
<p>B. Notification Requirements</p>	
<p>District:</p>	<p>School: Foster Elementary School</p>
<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. 	<ul style="list-style-type: none"> • Informing parent/guardians about bullying prevention/intervention curriculum which takes place annually at grade level Curriculum Nights. Lessons/program descriptions will also be included in the Family Handbook and website. Foster Family Facts will highlight throughout the school year how to reinforce at home the programs being delivered at school. The development of a designated connection on the Foster Website with specific links to information that would reinforce school programs and detail plans. • School written notice on student-related sections of the plan and Internet safety policy will be included in the Family Handbook (available hard copy and on line).

<p><u>Essential Element VII : Prohibition Against Bullying Prevention / Retaliation</u></p>
<p>Acts of bullying, which include cyberbullying, are prohibited:</p> <ol style="list-style-type: none"> (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

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substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions or program.

Essential Element VIII : Problem Resolution System

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the DESE Program Resolution system (PRS). That information can be found at: <http://www.doemass.edu/pgq> Emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

Essential Element IX : Definitions

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

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (i) Causes physical or emotional harm to the target or damage to the target's property;
- (ii) Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- (iii) Creates a hostile environment at school for the target;
- (iv) Infringes on the rights of the target at school; or
- (v) Materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet 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

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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 paraeducators.

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

Essential Element X : 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 identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of this 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.**

FOR ADMINISTRATIVE USE ONLY

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

