

2010

# Bullying Prevention and Intervention Plan –Hampshire Regional Schools

Hampshire Regional School District, Chesterfield-Goshen  
Regional School District, and the Public School Districts of  
Southampton, Westhampton, and Williamsburg



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## INTRODUCTION

The schools of the Hampshire Regional School District including Westhampton, Southampton, and Williamsburg elementary schools and the Chesterfield-Goshen and Hampshire Regional High School expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Hampshire Regional Schools 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 student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgendered, and homeless students are often more vulnerable to becoming targets of bullying, harassment, or teasing. Bullying is not tolerated regardless of a student's race, color, sex, religion, national origin or sexual orientation.

The Hampshire Regional Schools 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, intimidation, 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 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 first step in Bullying Prevention is our school district's social emotional curriculum. Our district has made this aspect of curriculum explicit by including social emotional and responsibility standards in the district Standards-Based report card. Social and emotional learning does not happen in a vacuum but is fully integrated into the school day. Also important is the connection of social and emotional learning in our community and among our families.

School staff have identified preventive, collaborative, and instructional methods as effective or promising in reducing school violence or disruptions. Social and emotional learning is the process through which children acquire the knowledge, attitudes, and skills to:

- Recognize and manage their emotions
- Set and achieve positive goals
- Demonstrate caring and concern for others
- Establish and maintain positive relationships
- Make responsible decisions
- Handle interpersonal situations effectively

Responsive Classroom methodologies form the framework for the delivery of elementary social and emotional curriculum. Teachers model conversations, social situations, problem solving, and selecting books/materials that support the building of community. In addition, specific units are developed and implemented that explore issues related to friendship, family and community. Community service is

modeled at the elementary level and fully developed at the secondary level through programs of Community Service Learning (CSL).

As students learn to recognize and manage their emotions, set and achieve positive goals, demonstrate caring and concern for others, establish and maintain positive relationships, make responsible decisions and handle interpersonal situations effectively, bullying will be less apt to occur. In addition, a socially connected and emotionally resilient student body will not support bullying. The Bullying Prevention Plan that follows is another tool that helps support the district's broad based efforts to support student learning in a safe and caring environment.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the Hampshire Regional Schools 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. The principal is responsible for the implementation and oversight of the Bullying Prevention and Intervention Plan.

## DEFINITIONS

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

For the purposes of this section, bullying shall include cyberbullying.

**Cyberbullying:** Cyberbullying 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. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying 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 enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

**Hostile environment:** A hostile environment is a situation in which bullying causes a student's 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.

**Perpetrator:** A student who engages in bullying or retaliation is considered to be a perpetrator.

**School grounds:** School grounds are the property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved

private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

**Victim:** A student against whom bullying or retaliation has been perpetrated is the victim.

## **DESCRIPTION**

### **Prohibiting Bullying, Cyberbullying and Retaliation**

Bullying shall be prohibited: (i) on school grounds, 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, 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. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

## **PROCEDURES**

### **Reporting Procedures for students, staff, parents, guardians and others**

The Hampshire Regional Schools will follow and take action, as appropriate and necessary, consistent with the Memorandum of Understanding between the Hampshire Regional Schools, the Chesterfield, Goshen, Southampton, Westhampton, and Williamsburg Police Departments, the Massachusetts State Police and the Northwestern District Attorney's Office.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. All staff members are required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not Hampshire Regional Schools staff members may be made anonymously.

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

The Hampshire Regional Schools will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

**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**

Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Hampshire Regional Schools' policies and procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others

The Hampshire Regional Schools expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

**Procedures for promptly responding to and investigating reports of bullying or retaliation**

Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Obligations to Notify Others

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and of the aggressor of this situation, and of the procedures for responding to it. If the principal believes that a crime may have been committed, the local police department will be notified. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) associated with the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR49.00.

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable Hampshire Regional Schools policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, or other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

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

**Determinations.** The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's and/or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the

aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent any further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. (Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.)

### **Disciplinary actions that may be taken against a perpetrator for bullying or retaliation**

#### **Taking Disciplinary Action**

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

#### **Procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection;**

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

#### **Ongoing professional development to build the skills of all staff members:**

Annual training for all school staff on the Plan 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, and an overview of the bullying prevention curricula to be offered at all grades throughout the Hampshire Regional Schools. Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide professional development will be informed by research and will include information on: (i) developmentally (or age-) appropriate strategies to prevent bullying; (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;

(iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) 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; (v) information on the incidence and nature of cyberbullying; and (vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs. Additional areas identified by the Hampshire Regional Schools for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

The Hampshire Regional Schools will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the Hampshire Regional Schools employee handbook and the code of conduct.

#### **Academic and non-academic activities**

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

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 cyber-safety, 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.

General teaching approaches that support bullying prevention efforts 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.

#### **Provisions for informing parents and guardians about the bullying prevention curriculum**

The Hampshire Regional Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

Each year the Hampshire Regional 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 Hampshire Regional Schools will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians.

**Annual written notice of the plan to staff and faculty.** The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.

**Plan to be posted on the website:** The Hampshire Regional Schools "Bullying Prevention and Intervention Plan" is posted on each school's individual website, as well as on the Superintendent's website. The plan will be updated on all websites as necessary and required.

**Implementation:** Each school principal shall be responsible for the implementation and oversight of the plan.

### **Acceptable use policy**

Each school in the Hampshire Regional School District has a policy regarding internet safety to protect students from inappropriate subject matter and materials that can be accessed via the internet. The policy for HRSD is attached to the Bullying Prevention and Intervention Plan.

### **Addressing Children with Special Needs**

Whenever an evaluation by the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

### **Civil Penalties**

(a) Whoever (1) willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person which seriously alarms or annoys that person and would cause a reasonable person to suffer substantial emotional distress, and (2) makes a threat with the intent to place the person in imminent fear of death or bodily injury, shall be guilty of the crime of stalking and shall be punished by imprisonment in the state prison for not more than 5 years or by a fine of not more than \$1,000, or imprisonment in the house of correction for not more than 2 ½ years or by both such fine and imprisonment. The conduct, acts or threats described in this subsection shall include, but not be limited to, conduct, acts or threats conducted by mail or by use of a telephonic or telecommunication device or electronic communication device including, but not limited to, any device that transfers 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.

### **Cyberbullying**

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

Section 14A. Whoever telephones another person or contacts another person by electronic communication, or causes a person to be telephoned or contacted by electronic communication, repeatedly, for the sole purpose of harassing, annoying or molesting the person or the person's family, whether or not conversation ensues, or whoever telephones or contacts a person repeatedly by electronic communication and uses indecent or obscene language to the person, shall be punished by a fine of not more than \$500 or by imprisonment for not more than 3 months, or by both such a fine and imprisonment.

For purposes of this section, "electronic communication" shall include, but 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.

**RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Hampshire Regional Schools, no person shall:

1. be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the Hampshire Regional 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 Hampshire Regional 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, §§ 37H or 37H½, other applicable laws, or local Hampshire Regional Schools policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

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## Acceptable Use Policy (AUP)

### I. Introduction

This document is for the purpose of guiding appropriate use of technology in education for the Hampshire Regional School District. Technology use in our school is provided for in consonance with our mission to:

- Empower students to be capable, confident and prepared to meet the challenges of life.
- Encourage our students to explore opportunities that develop the knowledge and skills needed to be life-long learners and responsible participants in society.

In addition, we seek to ensure the appropriate use of technology resources by making provisions for the:

- Prevention of access by users to inappropriate matter on the Internet.
- Safety and security of users when using electronic forms of communications.
- Prevention of unauthorized access, including “hacking” and other unlawful activities.
- Prevention of unauthorized disclosure, use and dissemination of personal information regarding minors.
- Prevention of inappropriate or illegal use.

Hampshire Regional’s electronic resources, including but not limited to, computers, handheld devices and it’s network/internet connection, allows users access to local, national and international sources of information and collaboration which is vital to intellectual inquiry and democracy. These resources are intended solely for educational purposes.

In return, every computer and network user has the responsibility to respect and protect the rights of every other user in our school community and on the Internet. Users are required to conduct themselves in a responsible, ethical, and legal manner, in accordance with school/district policies, rules, regulations and guidelines and the laws of the Commonwealth of Massachusetts and the United States when using Hampshire Regional’s computer and network resources.

Use of computer networks and the Internet are revocable privileges dependent upon compliance with school/district policy and these procedures. A user’s failure to comply with this policy shall result in disciplinary action, including, but not limited to, suspension of access to technology, suspension from school and/or other disciplinary action including termination or expulsion.

We respect each family's decision whether their child should or should not have access to the Internet. Parents should notify the school in writing if they do not want their child to use the school’s computers.

### II. General Provisions

**Computer and network use is a privilege offered each year to the following people:**

1. All students of Hampshire Regional.

2. All faculty and staff at Hampshire Regional.

Occasionally, guest access to technology resources is granted on a limited basis to non-faculty/staff personnel. When such access is granted, it is with the understanding that these individuals abide by this policy as well.

Substitute teachers are not allowed to use technology resources unless prior written approval is granted by a school administrator or the Technology Director.

Hampshire Regional has established certain protocols to ensure the safety of our school community, the security of computer networks, and compliance with applicable law.

*All users should be aware of the following provisions:*

**Network and Internet Monitoring:** Software and systems are in place that monitor and record all Internet usage.

- Systems are capable of recording web site visits, chats, newsgroups, e-mail messages, and file transfers into and out of our internal networks for each user.
- We reserve the right to monitor Internet traffic and other usage of electronic resources by tracking individual user activity (i.e. destination URLs, etc.).
- Users should have no expectation of privacy when browsing the web, sending or receiving e-mail, or using other electronic resources.

**Filtering:** In accordance with the Children's Internet Protection Act (CIPA), passed by the U.S. Legislature in January 2001 (Public Law 106-554), our school employs filtering software to block access to inappropriate content on all computers with Internet access. Users are restricted from accessing visual depictions of subject matter that are obscene, pornographic, child pornographic or harmful to minors. In compliance with CIPA, our school and district shall, in furtherance of this set of Acceptable Use Procedures regarding Internet safety, monitor the online activities of users.

- Users should be aware that filtering software does not always block ALL inappropriate web sites. Therefore, users should report all inappropriate sites not blocked by filters to the Technology Director or a school administrator for appropriate action.
- Filtering software may be temporarily disabled for users 18 and over by the Technology Director for educational purposes.
- Users who intentionally by-pass these filters, without the expressed written consent of the Technology Director, are in violation of this AUP.
- Hampshire Regional cannot be held responsible for misuse of material downloaded from any online service, or for inappropriate or sexually explicit material being obtained through the network.

### **III. User Specific Provisions**

#### **A. All users shall not:**

1. Use the network to access and/or transmit material in violation of any U.S. or

Commonwealth law.

2. Purposefully access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic. If this type of material is accidentally accessed you should immediately delete it.
3. Degrade, damage, vandalize or disrupt equipment, system performance or other user's data.
4. Gain unauthorized access to computer or network resources.
5. Electronically harass or bully someone online.
6. Download, install, or load programs on school computers without the written permission of the Technology Director.
7. Use or install personal computing equipment on the school's network. This includes, but is not limited to, laptop computers, switches/hubs, palm pilots, wireless internet phone service, etc.
8. Use school computer/network resources to run a business or commercial enterprise.
9. Use inappropriate, offensive, foul or abusive language.
10. Knowingly make use of pirated software or violate software-licensing agreements on school computers.
11. Engage in the practice of "hacking" or knowingly engage in any other illegal activity while using the computers and/or network. This includes, but is not limited to, the theft of installed programs.
12. Electronically impersonate any another school community member, without their knowledge. This includes, but is not limited to, email correspondence, newsgroup and forum postings, etc. You should also be aware that civil and possible criminal charges could be brought against you by the person you were impersonating.
13. Permit another person to use school assigned login name and password.
14. Use an account of any other person.
15. Engage in any other inappropriate use of the system.

In addition, **students:**

- ✓ May not use the Internet without faculty or staff supervision.
- ✓ May not give out personal information (i.e. home address, telephone number, date of birth, etc.) including pictures, about themselves, unless otherwise authorized by a parent/guardian. Nor can you disseminate personal information of other students, faculty or staff without their written permission.
- ✓ May not use computer and network resources for personal use. All computer and network use is strictly for teacher approved projects and research.
- ✓ May not permit or authorize any other person to use their login name or password.
- ✓ May not alter or circumvent pre-established computer settings such as changing the desktop image.
- ✓ May not chat, instant message, stream/listen to music/videos or play games unless such activity is directly related to class assignments and may only be used with explicit permission of a classroom teacher.
- ✓ May not electronically harass or bully school community members on line.

**All Users must:**

1. Use the Internet and other electronic resources only for legitimate educational purposes.
2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to the Technology Director or a school administrator.
4. Treat all computer areas and equipment with the utmost care and respect.
5. Conform to the rules of e-mail archiving and document retention.
6. Abide by this policy.

**Faculty and Staff Only (non-students):**

**Email:** School and district resources for electronic communication shall be used for educational purposes. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost for the district, but such messages will be treated no differently from other messages on the network.

**Computer and Network Resources:** Hampshire Regional's computer and network resources are to be used for educational purposes. However, incidental and occasional personal use of these resources may occur when such use does not generate a direct cost for the school/district. Please note that such activity will be treated no differently from other monitored activity on the network.

**IV. Prohibited Electronic Communication:** All Users (include, but are not limited to):

1. Use of electronic communications to send copies of documents in violation of copyright laws.
2. Use of electronic communication systems to send messages, access to which are restricted by laws and regulations.
3. Use of electronic communications to intimidate others or to interfere with the ability of others to conduct school/district business.
4. Constructing electronic communications to appear to be from someone else.
5. Obtaining access to the files or communications of others for the purpose of satisfying idle curiosity, with no substantial school/district business purpose.
6. Any other communication in violation of this or other school policy.

**V: Student Owned Laptops**

In addition to the above, the following pertains to student owned personal laptop usage while at school. This includes laptops obtained via the school's laptop program (LEEP) and those obtained by other means (non-LEEP).

Hardware (Non-LEEP laptops):

If you did not obtain your laptop via the LEEP program, it must be able to run the Macintosh OS X version 10.3.9 or higher operating system. **No other operating systems are allowed on Hampshire's network.** The speed and capacity of the laptop is the concern of the student, not the district. Laptops must include a wireless card compatible with the 802.11n protocol and be capable of supporting WPA and WEP network security encryption.

#### Software - (Non-LEEP Laptops):

Parents/guardians must agree to the installation of anti-virus software at their own expense. The student agrees to maintain updated virus definitions for the antivirus software.

#### **Software:**

- You must agree to only have legally owned and installed software on your laptop. You may be asked to produce proof of purchase during the laptop setup or anytime thereafter. If a student is found to have illegal software on their laptop they will be solely responsible for any legal action that results from their possession thereof and their privilege to bring a laptop to school may be revoked.

#### **Support:**

- Hampshire Regional does not provide technical support for laptops that were not acquired via the LEEP program. It is the responsibility of the owner to obtain technical assistance from outside resources. Hampshire Regional does provide technical support for laptops that were acquired via the LEEP program. This includes troubleshooting and other types of maintenance.

#### **Computer Settings and Accounts:**

- The parent/guardian/student agrees to not remove any computer settings and accounts established by the district's technology department for the purpose of enforcing our Acceptable Use Policy.
- Specifically, you agree to allow Hampshire Regional to create an administrative account on your laptop for the purpose of remote monitoring while the laptop is at school. You also agree to let the school change the computer's name for ease of identification on the school's network. In addition, you agree not to change the established computer name.

#### **File Sharing:**

- Students must not use, install, participate in, or promote illegal file or music sharing on the school's network. These activities include using electronic services such as Morpheus, Limewire, Frostwire (etc.). Students can not use local computer peer to peer tools to share personal files or (legal) music over the school's network.

#### **Downloading:**

- Students cannot download any non-school related files over the school's network. This includes downloading email attachments, music, applications, etc.

#### **Stickers on Laptops:**

- Stickers on laptops are not allowed at Hampshire Regional. The ONLY stickers allowed on laptops are asset tags and Hampshire Registration stickers.

### **Miscellaneous Rules for Laptop Use While at School:**

#### **NEVER:**

- ✓ Use your laptop for non-school related work
- ✓ Use a proxy server to go around the school's internet filters
- ✓ Send anonymous messages to other computers or printers
- ✓ Use illegal or pirated software
- ✓ Download non-school related items off the internet
- ✓ Tease other students who do not have a laptop
- ✓ Bring your laptop to the cafeteria
- ✓ Leave your laptop in a location where it can be damaged or stolen
- ✓ Video or audio tape others without their knowledge/consent
- ✓ Take still pictures of others without their knowledge/consent
- ✓ Change the Hampshire Regional "Admin" user account password

#### **VI. Hardware:**

1. The school/district does not support equipment brought in from the outside by any user (except via LEEP program – see above).
2. The Technology Director and/or a school administrator has the right to confiscate any outside equipment that interferes with operation of the system/network.
3. The school/district is not responsible for damage to or loss of equipment brought in from the outside.
4. Permission to set up any outside equipment on school premises must be given in advance by the Technology Director or his/her designated agent.
5. Permission must be granted by the Technology Director for use of electronic devices not owned or provided by the school/district.

Students and parents will be asked to sign and return an *Information Technology Form* to acknowledge they understand the rules set forth in this policy. Student access to computer resources will be granted only after this form is returned with the appropriate signatures.

## BULLYING AND HARASSMENT INCIDENT COMPLAINT REPORTING FORM

*Southampton, Westhampton, Williamsburg & Chesterfield-Goshen*

1. Name of **Reporter/Complainant**: \_\_\_\_\_

2. Check whether you are the:

Target (of behavior)  Reporter (not the target of the behavior)

3. Check whether you are a:

Student  Staff member  Other (specify) \_\_\_\_\_

Parent  Administrator

3A. Provide your **Contact Information/Telephone#**: \_\_\_\_\_

4. If student, state your **School**: \_\_\_\_\_ **Grade**: \_\_\_\_\_  
**Homeroom**: \_\_\_\_\_

5. If staff member, state your **School** or **Work Site**: \_\_\_\_\_

6. Information about the incident:

Name of **target** (of behavior): \_\_\_\_\_  student  staff  other

Name of **subject of report/complaint**: \_\_\_\_\_  student  staff  other

**Date(s)** of incident(s): \_\_\_\_\_

**Time(s)** when incident(s) occurred: \_\_\_\_\_

Incident **location(s)** (be as specific as possible): \_\_\_\_\_

7. **Witnesses** (list people who saw the incident OR have relevant information about the incident):

Name: \_\_\_\_\_  student  staff  other (specify) \_\_\_\_\_

Name: \_\_\_\_\_  student  staff  other (specify) \_\_\_\_\_

8. Describe the details of the incident (names of persons involved, what occurred, and what each person did and said, including specific words used; use additional paper if necessary):

9. Have you taken any action on this matter? Yes \_\_\_\_\_ No \_\_\_\_\_ (if "yes" please describe action taken and when; use additional paper if necessary)

10. Signature of **Reporter/Complainant**: \_\_\_\_\_ Date: \_\_\_\_\_

11. Form provided to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

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

**PLEASE SEND COMPLETED FORM TO BUILDING PRINCIPAL**

DRAFT



**II. CONCLUSIONS FROM THE INVESTIGATION**

1. Finding of bullying or retaliation:

Bullying  Yes  No  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  STEP referral  Suspension  
 Community Service  Education \_\_\_\_\_  
Other \_\_\_\_\_

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: \_\_\_\_\_  
Report forward to Principal: Date \_\_\_\_\_ Report forward to Superintendent: Date \_\_\_\_\_  
(If principal was not the investigator)

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

## **I THINK MY CHILD IS BEING BULLIED**

Children often don't tell their parents they are being bullied for many reasons, including shame, embarrassment, fear and/or reluctance to be seen as a "snitch". If your child is able to tell you about being bullied, it has taken them great courage to do so, and they are asking for your help.

Here are some tips to help the child who is the target of bullying behavior:

### *FIRST*

- ❖ Do not just tell your child to "ignore it". If he or she were able to do that, they probably wouldn't be telling you about the behavior. Also, ignoring the behavior often allows for it to get worse.
- ❖ Don't assume that your child did something to provoke the bullying...this implies the blame is on the target.
- ❖ LISTEN to your child. ASK questions about who was involved, where it took place, how often did it happen and what kind of bullying tactics were used.
- ❖ Thank your child for being brave enough to report the situation. Ask your child what he or she thinks can be done about the situation. Then assure your child that you will think about what needs to be done and let him or her know what your actions will be.
- ❖ DO NOT encourage physical retaliation as a solution. This will only likely escalate the situation and could get YOUR child in trouble.

### *NEXT*

- ❖ Check your emotions. A parent's protective instincts are strong and it is wise to take the time to think the situation through and carefully plan your next steps.
- ❖ Although contacting the parents of the child accused of bullying may be your first thought, it is usually better to contact the school first and allow them to contact the other parents.
- ❖ Work with the school to find a solution to stop the bullying. Expect it to stop, and follow up with your child and the school's staff to find out whether it has.

### *FOLLOW UP*

- ❖ Check in with your child often and if the bullying persists, contact the school authorities again.
- ❖ Teach your child how to access help if he or she is bullied again. Talk about who would be good to go to for help and practice what your child should say.
- ❖ Encourage your child to make contact with friendly students in his or her class. You may also want to help your child make new friends outside of school.
- ❖ Enlist help, such as a therapist, if your child has trouble with learning or social skills that you feel might impact his or her ability to deal with bullying behavior.
- ❖ Keep the lines of communication open and make your home a loving and safe place for your child to take shelter in.

Source: <http://stopbullyingnow.hrsa.gov>

## **I THINK MY CHILD IS A BULLY**

No parent wants to think their child is bullying other kids. But if you are concerned this might be the case, you are not alone or helpless. There are clues to look for that your child might be in trouble and things you CAN do to help him or her change.

Bullying always includes three elements: an imbalance of power, an intent to harm and the threat of further aggression. Some characteristics common among bullies include:

- ❖ A sense of entitlement-the privilege and right to control and dominate others. May enjoy using others to get what they want; does not care about the wants and needs of others. Craves attention. Refuses to take responsibility for their own actions.
- ❖ An intolerance towards differences-lack of empathy, sees those who are different as inferior. Justifies intolerant behaviors. Views “weaker” siblings or peers as “prey”.
- ❖ A liberty to exclude-isolates and segregates people deemed not worthy of their respect.
- ❖ Tends to hurt other kids when adults are not present or paying attention.
- ❖ Lacks the ability to foresee the consequences of their actions.

First, consider your own behavior: are you as a parent doing anything to model or encourage the behavior? Many of us are not aware of simple changes we can make in our own reactions to, and interactions with, others that influence our children (think “road rage”). Next, realize that although your child having emotional, mental or physical challenges of their own (such as ADHD) may contribute to the problem, they are NOT the root cause of bullying behavior. This behavior CAN be unlearned and your child’s thinking and behavior CAN change.

Here are some things you as a parent can do to help your child:

- ❖ First, seek help. This may be from your child’s school, his or her pediatrician, or a counselor or therapist.
- ❖ Intervene immediately when the behavior is brought to your attention. Use discipline rather than punishment. Some characteristics of discipline are: clearly stating what the child has done wrong, giving the child ownership of the behavior (no excuses or blaming) and giving the child a process for righting the wrong (which includes owning up to the person he or she has harmed, trying to figure out how to prevent it happening again, attempting to heal the relationship with the person harmed). Discipline leaves the dignity intact and allows for better behavior.
- ❖ Create opportunities for your child to learn empathy and “do good”. This can be through play for younger children or through volunteer activities for older children. Give your child chores and responsibilities around the home and give positive feedback when he or she completes them.

## Resources

These websites may include content that do not necessarily represent the official views of the Massachusetts Department of Elementary and Secondary Education ("the Department"), and listing them here does not imply endorsement of any kind. The Department assumes no responsibility for, or any obligation to monitor the content, privacy practices, operators, availability, accuracy, quality, advertising, products, services, or other materials of these sites.

### General DESE Updates and Information:

11/03/10



Commissioner's Memo: Bullying and Harassment - Office of Civil Rights

10/2010



Department Report on Bullying Prevention and Intervention Professional Development

09/20/10



Commissioner's Memo: Implementation Timelines for Bullying Prevention and Intervention Planning

08/24/10



Commissioner's Memo: Model Bullying Prevention and Intervention Plan under M.G.L. c. 71, § 37O

06/11/10



Commissioner's Memo: Bullying Prevention and Intervention in Public and Non-Public Schools

### Programs and Practices Identified as Evidenced Based:

Please note that the Department will be adding to this list in the near future and that other resources currently listed on this page may contain evidenced based curriculum, strategies, and practices. At no time should this list be considered exhaustive, as other programs and practices may exist that are not posted here. Also note that evidence based programs and practices that address school climate and culture, as well as students' social and emotional wellbeing, should be considered as part of a district's approach to creating safe and healthy learning environments. Each district needs to determine what curriculum and strategies are most appropriate for each school and grade, taking into account developmental stages and other factors.

- [National Registry of Evidence-Based Programs and Practices \(NREPP\)](#) is a searchable database of interventions to help people, agencies, and organization implement practices and programs in their communities.
- U.S. Department of Education: [List of Evidence Based Bullying Prevention Programs](#). Additional resources and information are also available from their conference: [Exploring the Nature and Prevention of Bullying](#).

### Parent Information:

- [Massachusetts Aggression Reduction Center at Bridgewater State College](#) publishes research on bullying and cyberbullying, resources on bullying prevention for parents, and resources for educators and professionals. The following links to resources on bullying prevention for parents are being posted in collaboration with the Massachusetts Aggression Reduction Center at Bridgewater State College:



Parent Information on Cyberbullying



Parent Information on Social Networking



Parent Information on Security in Children's online games/websites





Parent Information on Responding to Bullying

### **Laws and Regulations:**

- [An Act Relative to Bullying, Chapter 92 of the Acts of 2010](#), approved May 3, 2010
- [Notification of Bullying or Retaliation Regulations](#) (603 CMR 49.00)
- [Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g](#) and [34 CFR Part 99](#)
- [M.G.L. c. 71, § 37O](#) (School Bullying Prohibited: Bullying Prevention Plans)
- [Massachusetts Student Records Regulations, 603 CMR 23.00](#)
- [Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h](#) and [34 CFR Part 98 Student Rights in Research, Experimental Programs, and Testing](#)

### **Resources from State Agencies:**

- Berkshire County District Attorney's Office:
  - [Bullying Prevention Initiative](#), offers various educational presentations for students, staff, and parents
  - [Bullying and Harassment](#)
  - [Internet Safety](#)
- Direct from the Field: A Guide to Bullying Prevention , by Laura Parker-Roerden, David Rudewick and Donald Gorton: A Joint Project of the Governor's Task Force on Hate Crimes, the Massachusetts Commission on Gay, Lesbian, Bisexual and Transgender Youth, and the Massachusetts Department of Public Health
- Massachusetts Department of Elementary and Secondary Education:
  - 6/24/10 Associate Commissioner John Bynoe's Presentation, at the Preparing For the New Bullying Prevention Law: A Day for Administrators Conferences 
  - Learning Support Services: [Safe and Drug Free Schools](#)

- [Massachusetts Department of Public Health \(DPH\) bullying resources](#)
- Massachusetts Office of the Attorney General:
  - [Bullying Prevention Programs](#)
  - [Cyberbullying](#)
- [Massachusetts Trial Court Law Libraries](#) posts links to state laws and other resources on bullying and cyberbullying

### **Additional Resources:**

- The [Federal Partners in Bullying Prevention Steering Committee](#) has partnered with the [Interagency Working Group on Youth Programs](#) to share [information the federal government has prepared to help prevent and address bullying in communities](#).
- [Medline Plus: Bullying](#), a service of the National Library of Medicine and the National Institutes of Health
- [National Criminal Justice Reference Service, U.S. Department of Justice, Internet Safety Information](#)
- U.S. Department of Health and Human Services [Stop Bullying Now Campaign](#)
- [Anti-Defamation League: A World of Difference Institute, A Classroom of Difference](#) addresses diversity issues in pre-kindergarten through 12th grade school communities
- [Center for the Student and Prevention of Violence, Institute of Behavioral Science at the University of Colorado at Boulder](#)
- [Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)
- [CyberSmart! Cyberbullying Package](#), under partnership with National School Board Association's Technology Leadership Network
- [Gay, Lesbian and Straight Education Network: Anti-Bullying Resources](#)
- [Federation of Children with Special Needs, article Vulnerable Targets: Students with Disabilities and Bullying](#)
- [The Hamilton Fish Institute on School and Community Violence at the George Washington University](#)
- [Jane Doe Inc. Voices for Change](#): The Massachusetts Coalition Against Sexual Assault and Domestic Violence - Seek Support and Safety
- Massachusetts Advocates for Children works to ensure that children affected by family violence succeed in school. The [Trauma and Learning Policy Initiative \(TLPI\)](#) activities include outreach to parents and professionals, coalition building, policy analysis and report writing, case advocacy, and legislative and administrative advocacy
- [Mental Health America's Factsheet: Bullying and Gay Youth](#)
- [National School Safety Center](#)
- [Pacer Center, National Center for Bullying Prevention](#)
- [STRYVE: Striving to Reduce Youth Violence Everywhere](#)

# BULLYING PREVENTION AND INTERVENTION

**March 2010- Spring 2011**

## PARENT/COMMUNITY PROGRAMS

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• 1-10</li> <li>• 3-10</li> <li>• 3-10</li> <li>• 3-10</li> </ul> | <ul style="list-style-type: none"> <li>Williamsburg Parent program w/ Amy Scully and David Sprague (adj. counselor)</li> <li>HRHS Parent program w/Amy Scully</li> <li>Williamsburg Parent program w/ Cindy Boyle</li> <li>HRSD Parent program w/Cindy Boyle</li> </ul> | <ul style="list-style-type: none"> <li>Bullying: A Community Approach</li> <li>Bullying: A Community Approach</li> <li>Internet Safety and Bullying</li> <li>Internet Safety and Bullying</li> </ul> |
| <ul style="list-style-type: none"> <li>• 11-10</li> </ul>  | <ul style="list-style-type: none"> <li>Parent program w/Anne Gilligan from DESE</li> </ul>  | <ul style="list-style-type: none"> <li>“Bullying Prevention &amp; Intervention in Schools</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Spring 2011</li> </ul>  | <ul style="list-style-type: none"> <li>Parent program w/Cyndy Boyle</li> </ul>  | <ul style="list-style-type: none"> <li>“Cyberbullying”</li> </ul>  |

## FACULTY & STAFF

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• 2-10</li> <li>• 3-10</li> <li>• 3-10</li> <li>• 8-10</li> <li>• 8-10</li> <li>• 11-10</li> </ul> | <ul style="list-style-type: none"> <li>HRHS faculty w/Amy Scully</li> <li>Middle school staff w/Amy Scully</li> <li>Norris School Staff w/Jean Kuhn</li> <li>HRSD faculty &amp; staff w/Cyndy Boyle</li> <li>HRSD faculty &amp; staff w/Amy Scully</li> <li>School nurses &amp; adjustment counselors</li> <li>1 rep/each school at Westfield College</li> </ul> | <ul style="list-style-type: none"> <li>Review of Bullying Policy</li> <li>Strategies w/middle school students</li> <li>Review bullying policy/protocol</li> <li>Bullying Law &amp; Cyberbullying</li> <li>Bullying</li> <li>Bully identification &amp; Intervention for School Nurses</li> <li>Train the Trainer Workshop for Bully Prevention</li> <li>Responding to Homophobia</li> <li>Introduction: Responsive Classroom</li> </ul> |
| <ul style="list-style-type: none"> <li>• TBA</li> <li>• 3-11</li> </ul>   | <ul style="list-style-type: none"> <li>Pam Garramone from PFLAG</li> <li>New HRSD faculty &amp; staff</li> </ul>   |   |

## STUDENT PROGRAMS

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• 12-09</li> <li>• 12-10</li> <li>• 3-10</li> <li>• 3-10</li> <li>• 10-10</li> <li>• 1-25-11</li> <li>• Spring 2011</li> </ul> | <ul style="list-style-type: none"> <li>Middle school students w/Cyndy Boyle</li> <li>Middle school students w/Cyndy Boyle</li> <li>Williamsburg- Grade 1 &amp; 2 students</li> <li>NHRES- Grades 5 &amp;6 w/Tina Howard &amp; teachers</li> <li>Task team formed w/HS students &amp; staff</li> <li>HS team of students and faculty</li> <li>Grad students/HS students w/ Westfield College</li> </ul> | <ul style="list-style-type: none"> <li>Internet Safety &amp; Cyberbullying</li> <li>Internet Safety &amp; Cyberbullying</li> <li>Internet Safety</li> <li></li> <li>Improve school climate w/ activities</li> <li>Implementing Bully Prevention Policy</li> <li>Peer Leadership and Facilitation</li> <li>Training for Bully Prevention</li> </ul> |
|---|--|--|

## BUS DRIVERS

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• 1-11</li> </ul> | <ul style="list-style-type: none"> <li>HRSD Bus drivers</li> </ul> | <ul style="list-style-type: none"> <li>Bullying Law, Prevention &amp; Reporting</li> </ul> |
|--|--|--|

# HRSD SCHOOL CLIMATE PROGRAMS

## Elementary schools

- All schools embrace the ***Responsive Classroom*** program (history of 12+ years)  
Faculty and staff (para professionals, cafeteria staff, and bus drivers) are trained in the program and new faculty and staff are trained each year- program is supported by Safe & Drug-Free funds
- Norris School uses the ***PeaceBuilders*** program (for past 7 years)
- New Hingham School has a ***peer mediation*** program (for past 12+ years)

## High School

- Middle school students use ***Owning Up*** program by Rosalind Weisman
- Middle school and high school student ***support groups*** facilitated by guidance department
- ***Peer Leadership & Facilitation Training for Bully Prevention*** High school students will pair with Westfield College under grad and graduate students to complete a needs assessment, identify social problems and then select one problem to work on; college student will mentor the high school students throughout the year
- Implementing ***advisee program*** later this year for HRHS students