

HANOVER PUBLIC SCHOOLS



BULLYING PREVENTION

&

INTERVENTION PLAN

Approved by the Hanover School Committee on December 20, 2010
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INTRODUCTION

As required by M.G.L. c. 71 § 370, the district's bullying prevention and intervention plan was written by a large group of stakeholders (The Safe Schools Planning Team) (SSPT) who were charged with developing the Hanover Public Schools' *Bullying Intervention and Prevention Plan*. A team of twenty-six (26) administrators, professional staff, support staff, middle and high school students, school council members, school committee members, police representative, and special interest groups (i.e., Parent Advisory Council, Hanover Safe, and Respectful Schools) met on the following dates: September 20, 2010; October 4, & 25, 2010; November 15, 2010; and December 6, 2010; from 4:00 P.M. – 6:30 P.M. In February 2020, this plan was updated to reflect the changes in M.G.L. c. 71 § 370 which was amended on April 24, 2014.

The SSPT members were subdivided into seven smaller sub groups comprised of four to five members. Each group was led by a principal and/or central office administrator who acted as the group facilitator. Utilizing the Massachusetts Department of Elementary and Secondary Education's model *Bullying Prevention and Intervention Plan* as a guide, sub groups were charged with writing various plan components. The timeline for the development of the plan was the following:

- September 20th – Vision Statement developed and group assignments discussed
- October 4, 25, & November 15th – Teams complete their component of the plan
- November 16th – Plan components reviewed and put into a draft document
- November 17th – Draft document for the district's Bullying Intervention and Prevention Plan completed and presented to School Committee
- November 22 – December 5th - Draft document posted on website for public comment period
- December 6, 2010 – Final meeting of the SSPT to edit draft based on feedback
- December 20, 2010 – Plan submitted to the School Committee for final approval
- Prior to December 31, 2010, plan submitted to Department of Elementary & Secondary Education

SECTION 1 - HANOVER PUBLIC SCHOOLS - STATEMENT PROHIBITING BULLYING, CYBER-BULLYING, & RETALIATION

Hanover Public Schools is committed to maintaining a school environment where all students are free from bullying, cyber-bullying, and retaliation. To that end, Hanover Public Schools has developed the following district belief statement:

Hanover Public Schools is committed to providing a community where all members are valued and respected. Bullying, cyber-bullying, harassment, and retaliation are not tolerated. We work proactively with our students, staff, families, law enforcement agencies, and the community to provide a safe and supportive learning environment.

SECTION 2 – HANOVER PUBLIC SCHOOLS- POLICY PROHIBITING BULLYING

The Hanover Public Schools is committed to maintaining a school environment where students are free from bullying, cyber-bullying, retaliation and the effects thereof. The school district recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment 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, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Acts of bullying and cyber-bullying are prohibited:

1. 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 the school district; or through the use of technology or an electronic device owned, leased or used by the school district and;
2. 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 the school district, if the acts create a hostile environment at school for the target(s), infringes on the rights of the target(s) at school or materially and substantially disrupts 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 also is prohibited.

A. Definitions:

Aggressor(s) is a student or a school staff member including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation of a student.

Bullying is defined in **M.G.L. c.71, s. 37O**, is the repeated use by one or more students or by a school staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target(s) that:

1. causes physical or emotional harm to the target(s) or damage to the target's property
2. places the target(s) in reasonable fear of harm to himself or of damage to his property
3. creates a hostile environment at school for the target(s)
4. infringes on the rights of the target(s) at school
5. materially and substantially disrupts the education process or the orderly operation of a school

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-Bullying is defined in **M.G.L. c.71, s. 37O** as bullying through the use of technology or any electronic communication, which 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, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying also includes:

1. The creation of a web page or blog in which the creator assumes the identity of another person.
2. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.
3. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-Bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment is defined in **M.G.L. c. 71, s. 37O**, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target(s) is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

A. Bullying And Retaliation are Prohibited & Will Lead to Discipline:

Hanover Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, and short-term or long-term suspensions as determined by the school administration, subject to applicable procedural requirements. Disciplinary action for staff who has committed an act of bullying or retaliation shall be in accordance with expectations and standards appropriate to their roles and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations:

1. Reporting by Staff

A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the Principal, Assistant Principal, or designee.

2. Reporting by Students, Parents/Guardians, and Others

The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal, Assistant Principal, or designee. An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

3. Reporting to Parents/Guardians

Upon determining that bullying or retaliation has occurred, the Principal, Assistant Principal, or designee will promptly notify the parents or guardians of the target(s) and the student aggressor(s) of this. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. If the alleged target(s) and alleged aggressor(s) attend different schools, the Principal receiving the report shall inform the Principal of the other student's school, who shall notify the student's parents of the report and procedures. All notices to parents will be consistent with the state regulations at 603 CMR 49.00.

4. Reporting to Local Law Enforcement

Subject to state regulations, at any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the Principal, Assistant Principal, or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Principal, Assistant Principal, or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

5. Reporting to Administrator of Another School District or School

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Hanover Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

D. Investigation:

The Principal, Assistant Principal, or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

1. Pre-Investigation

Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target(s) and/or protect the alleged target(s) from further potential incidents of concern. A reasonable

effort will be made to contact the target(s) parents or guardians. In taking any such action, however, the rights of both the alleged target(s) and alleged aggressor(s) must be considered.

2. Written Statement of the Complaint

The Principal, Assistant Principal, or designee will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: (1) what specifically happened, (2) who committed the alleged acts, (3) who was present or may have information about the events, (4) when the events occurred (date, time of day), and (5) where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

3. Interviews

Once the allegations of the complainant are established, the Principal, Assistant Principal, or designee will gather other evidence, which often involves interviews of the alleged aggressor(s) and/or other witnesses. If appropriate, the Principal, Assistant Principal, or designee should remind the alleged aggressor(s) and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

4. Confidentiality

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

5. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "*reasonable person*" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See **Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991)**.

1. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target(s) is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition

to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation: meet with parents and guardians to encourage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;

2. transfer student's classroom or school;
3. limit or deny student access to a part, or area, of a school;
4. enhance adult supervision on school premises;
5. exclude from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
6. provide relevant educational activities for individual and groups of students with guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may helpful in providing such programs;
7. develop a Personalized Action Plan and directives for future conduct including providing the target(s) with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;
8. arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power);
9. provide counseling (or other appropriate services) or referral to such services for the target(s) and/or the aggressor(s) and/or for appropriate family members of said students.

E. Closing the Complaint and Possible Follow-up:

The Principal, Assistant Principal, or designee will promptly provide notice to the parent/guardian of a target(s) and a student aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians—unless it involves a “stay away” or other directive that the target(s) must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the Principal, Assistant Principal, or designee will contact the target(s) to determine whether

there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Any parent wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <http://www.doe.mass.edu/prs> or individuals may send emails to compliance@doe.mass.edu or may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

SECTION 3 - PROCEDURES FOR REPORTING

A. Staff

A staff member, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, will immediately report any instance of bullying or retaliation he/she has witnessed or become aware of to the principal, assistant principal, or designee.

As part of its staff reporting procedures, Hanover Public Schools has developed a district-wide "*Staff Behavior Incident Report*" form (Addendum A) which is provided electronically to staff. Staff members are encouraged to make electronic written reports of bullying using this incident report form. However, if a verbal referral is made by a staff member, a form will be completed by the building administrator. All K-12 bullying and retaliation incidents will be tracked through this electronic reporting procedure.

B. Students, Parents, Guardians and Others

The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal, assistant principal, or designee. Students, parents, guardians, and others may report a suspected incident of bullying and/or retaliation in the following ways:

- i. verbally to an administrator or his/her designee
- ii. in writing on the district's "Bullying /Retaliation Incident Report" form
- iii. electronically using the "Bullying /Retaliation Incident Report" form

C. Anonymous Reporting

An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Anonymous reporting can occur in the following manner: (1) students, parents/guardians or others may leave a voice or telephone message after school hours in the general mailbox or on the principal's extension, (2) students, parents/guardians or others can leave a written unsigned note in an unmarked box designated in an identified location in each school in the school office, or (3) students, parents/guardians or community can complete an anonymous reporting form (on district website) or write a letter and send it in anonymously to the attention of the principal.

A. District Collaboration with the Police Department

The Hanover Police Department has provided support to Hanover Public School by assisting the administrators, staff, students and parents with any questions that may arise in the area of the new bullying law. Before the first day of each school year, the Superintendent of Schools or designee will communicate with the chief of police or designee about relevant aspects of the Hanover Public Schools' Bullying Prevention and Intervention Plan, such as methods for the principals to notify the Police Department of conduct relating to bullying/retaliation as described in this plan and for any procedures available for informal communication.



Hanover Public Schools

Bullying /Retaliation Incident Report

☐ Cedar Elementary
☐ Center Elementary

☐ Middle School
☐ High School

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 ☐ Parent ☐ Other (specify) _____

4. Your contact information/telephone number: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ 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 use additional space on back if necessary.

Office Use Only:

Received by: _____

Date: _

X2 Input by: _____

Date: _

SECTION 4 - PROCEDURES TO RESTORE SAFETY FOR A TARGET(S) OF BULLYING AND/OR RETALIATION

This list has been compiled by Hanover Public School administrators and educators as examples of steps that may be considered and used by administrators and staff to provide and restore a sense of safety for the target(s) of bullying and/or retaliation.

- i. provide for increased supervision from staff in common areas (halls, cafeteria before/after school)
- ii. provide target(s) with contact people in school (nurse, guidance, adjustment counselor, special education liaison, requested teacher, administrator, other safe adult) for immediate reporting
- iii. contact parents and inform them of plans so they can reinforce the plan at home
- iv. provide counseling or other services in house to target(s)/aggressor(s)
- v. change schedule of the aggressor(s) so classes/lunch do not overlap
- vi. impose social probation on the aggressor(s)
- vii. have aggressor(s) eat lunch in office or guidance
- viii. restricted pass list for aggressor(s)
- ix. restricted access to parts of building for aggressor(s)
- x. earlier dismissal from class for aggressor(s)
- xi. suspension of aggressor(s)
- xii. report to police
- xiii. provide aggressor(s) with contact people to report to if they are feeling anxious or if they believe they are about to, or have behaved inappropriately
- xiv. reconvene team if the target(s) or aggressor(s) is on an IEP
- xv. increase supervision and awareness in areas that the target(s) identified as problematic
- xvi. provide options to target(s) such as class changes, lunch schedule changes, etc.
- xvii. meet with the aggressors' teachers
- xviii. meet with targets' teachers
- xix. periodic check-ins by guidance, nurse, etc. with target(s) and/or aggressor(s)

- xx.** implement plan to lift restrictions on the aggressor(s) and return to normal school activity when appropriate
- xxi.** provide referrals for outside counseling to target(s)/aggressor(s)
- xxii.** coordinate with established outside counseling of target(s)/aggressor(s)

SECTION 5 - RESOURCES AND PROFESSIONAL DEVELOPMENT

A. Hanover Public Schools - District

Each year all mandated reporters will receive training to increase their understanding of the complexities and issues related to bully, cyber-bullying, and retaliation. In addition, focused training may be provided to specific professional staff (i.e., special educators, speech/language therapists, school adjustment counselors, guidance counselors, nurses, and school psychologists) that may be called on to provide counseling and/or referral to other services for target(s), aggressor(s) and/or their families.

At least once every four years, beginning with the 2015/16 school year, the district will administer a Department of Elementary and Secondary-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.

B. Current Elementary Resources

At the elementary schools the following resources are currently available:

- i. Social-Emotional Learning Curriculum/Second Step- SEL
- ii. Positive Behavioral Intervention and Support-PBIS
- iii. a therapist working with outreach students (3 and 4 year olds) in the areas of speech, language occupational therapy, and physical therapy
- iv. school psychologist has libraries of books for students and parents to access
- v. PK, K and 1 programs designed to improve pragmatics and social thinking include, but are not limited to the following:
 - a. Let's Be Social - Language-Based Social Skills for Preschool At-Risk Children
 - b. Second Step Violence Prevention Curriculum PK-K (Ages 4-6)
 - c. Social Skills Lessons and Activities for Grades PK-K

C. Current Middle School Resources

At the Middle School the following resources are currently available:

- i. school adjustment counselors implement Second Step curriculum in Grades 5-8
- ii. 1:1 and small group counseling are available

- iii. small group counseling is available as needed
- iv. referrals to appropriate clinicians/services in the community are made to families as needed
- v. consultation with the school adjustment counselors and the grade level teaching teams is regularly scheduled

D. Current High School Resources

At the high school the following resources are being used:

- i. guidance counselors and/or the school adjustment counselor run social skills groups as needed or as dictated by the student's IEP
- ii. peer facilitators have been trained to address various social skills needs

E. Hanover Public Schools Counseling Services

The High School is currently staffed with guidance counselors, an adjustment counselor, and one school psychologist. The Hanover Middle School staff includes adjustment counselors and a school psychologist. One adjustment counselor oversees students with social, emotional, and/or executive functioning concerns. The other adjustment counselors concentrate on the general population. Each elementary school has a school psychologist who also provides counseling services to students.

F. Hanover Public Schools - Intervention Strategies

The High School provides several early intervention strategies, the first being a peer facilitator group, consisting of approximately thirty-five to forty upper classmen and trained mentors to help special needs' students develop appropriate social skills. In addition, there are periodic proactive meetings on issues such as Internet safety. High School also has a Staff Intervention Team (SIT) that is comprised of guidance counselors, the nurse and the assistant principal. This team meets weekly to proactively review referrals from staff. The Hanover Middle School counselors provide instruction using "Second Step," a violence prevention curriculum, to all sixth, seventh, and eighth grade students. Fifth grade teachers provide instruction using "Second Step" during academic support. All homeroom teachers use one or more periods per month to provide anti-bullying strategies. In addition, counselors conduct lunch and social groups and if necessary, individual counseling. The Hanover Middle School also provides an "Assistant Principal's Breakfast," in which students are rewarded for appropriate and positive contributions to the school climate. Additionally, a new program has been instituted as a positive reward for students who demonstrate the following: responsibility, respect, citizenship, empathy, and honesty. Students are recognized for their positive efforts/behavior with a ticket that entitles them to participate in a monthly special activity. There are numerous activities throughout the school year to increase school spirit that include, but are not limited to, sports days, Harvest Fest, Harvest Jam, Turkey Trot, Spirit Day, Math Fair, Performance Troupe, and the School Council sponsored events.

Both elementary schools provide direct instruction in the classroom using “Responsive Classroom.” In addition, the elementary schools utilize Responsive Classroom proactive strategies for positive behavior and school meetings to embed positive social values. In addition, all schools in the district develop student plans that include, if necessary, a functional behavioral analysis. Typically these behavioral health are developed through the collaboration with the administrators, adjustment counselors and teachers on an as needed basis. Finally, all schools provide counseling services for students who exhibit bullying behaviors. These services occur within the regular school day in small group settings or on an individual basis as needed. Professional staff (i.e. counselors) typically will lead these groups.

G. District Training

Hanover Public Schools has developed the following professional development plan for future consideration as part of the district’s ongoing training for all staff. This plan is contingent on funding and time.

Focus Area	Content	Process	Timeline	Cost
Strategies to prevent bullying	School-wide Behavior Plan K-4 through RTI model	Training in RTI All Teaching Staff	Annually	TBD
	Administrator meets with students to explain expectations	Varies with each building	Annually in September	No cost
	Steps to Respect (K-4) Second Step (5-8)	Teachers/Counselors present curriculum to grades K-8	Annually	TBD
Strategies to prevent bullying	Olweus Bullying Prevention Program 9-12	Principal/Counselors to research in 2010-2011	Annually	TBD
Positive Reinforcement	Positive Behavioral Intervention System-PBIS Training	Train-the-trainer: Professional Staff, Support Staff School Wide Program	Annually	TBD

Focus Area	Content	Process	Timeline	Cost
Strategies for interventions to stop bullying	Massachusetts Aggression Reduction Center (MARC) Bullying and Cyber- bullying Prevention Plan for Professional Development	Train-the-trainer (two options) Professional Staff Support Staff	Fall 2011	Free
Information on aggressor(s), target(s) and witness relationships	Massachusetts Aggression Reduction Center (MARC) Bullying and Cyber- bullying Prevention Plan for Professional Development	Train-the-trainer (two options) Professional Staff Support Staff	Fall 2011	Free
Social Competencies	Social Emotional Learning Curriculum-Second Step- SEL	Classroom Toolboxes	Throughout the year	None- Have Kits
Positive Reinforcement	Positive Behavior Support- PBS	School Wide Programming	Throughout the year	TBD

Focus Area	Content	Process	Timeline	Cost
Information on nature of cyber-bullying	dynamic, interactive, up-to-date e-Safety curriculum	Process: Make staff aware that these resources are available on the internet.	Ongoing	Varies
	Plymouth County District Attorney's Office			
	National Crime Prevention Council www.ncpc.org			
	Cyber-bullying Research Center www.cyberbullying.us			
Information on nature of cyber-bullying (cont.)	www.pewinternet.org Nonprofit research center that examines the social impact of the internet	Process: Make staff aware that these resources are available on the internet.	Ongoing	Varies
	Massachusetts Aggression Reduction Center (MARC)	Train-the-trainer (two options)		
Internet safety issues related to cyber-bullying	Plymouth County District Attorney's Office www.ncpc.org National Crime Prevention Council	Process: Make staff aware that these resources are available on the internet.		

SECTION 6 - COLLABORATION WITH FAMILIES

A. Parent Notification

Hanover Public Schools has developed a plan for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development may include, but is not limited to the following areas:

- i. developmentally appropriate strategies to prevent bullying incidents
- ii. developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents information regarding the complex interaction and power differential that can take place between and among an aggressor(s), target(s) and witnesses to the bullying
- iii. 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
- iv. information on the incidence and nature of cyber-bullying
- v. internet safety issues as they relate to cyber-bullying

In the fall of each year, annual notification will be sent to parents and students on the bullying policy and reporting procedures. At this time, parents will also receive notice of district curriculum, programs and/or other parent resources on the topics of bullying, cyber-bullying or retaliation. Schools will also distribute either electronically, via the website, or in hard copy bullying brochures and other related information at curriculum nights, open houses and other parent attended events.

B. Parent Resources

The following is a list of examples of typical resources that may be provided to parents by the district:

- i. bullying brochure
- ii. electronic monthly brochures with tips on bullying (cyber, text, social networking, student to student, bystander role, bullying and special education)
- iii. parent presentations on bullying and cyber-bullying
- iv. district website as a vehicle for communicating with parents and as a resource for parents to get educational information, forms, reporting procedures, etc.

SAMPLE BROCHURE

Principles and Guidelines

1. The Internet counts.

If it's illegal in person, it's illegal online. Just because you know you're joking, doesn't mean they will.

2. Yes, adults see what you're doing.

If you don't want your parents, boss, teachers to see it, then don't put it online. Kids think "private" profiles are really private, but they are absolutely not. Even a "private" profile can be read and copied.

3. Don't let your emotions rule your typing.

If you're upset or mad, log off for a while. Never respond to a message or a posting if you are upset or mad. It may be tempting to take revenge, but don't give in to that temptation!

4. Posing as someone else online could result in criminal charges.

Posting a fake profile by using someone else's name, photo, or identifying information (no matter what the content of that fake profile); using someone else's name or username or password; using a very similar screen name, plus that person's real name (posing as that person online using their information) can easily result in your being charged with identity theft, which is a serious crime.

5. If someone bullies you online ...

Never respond. Save the message. Tell an adult. If physical threats or violence are part of the message, tell the police.

6. Your personal information can be used to bully or harass you.

Personal information means any information that can be used to identify you: your name, photo, phone number, address, town, the name of a team you play on, etc. Undercover online police have successfully tracked down kids based only on their first names and athletic team names.

7. Online friends are strangers, no matter how long you've "known" them.

It's easy to pose as someone else online. No matter how many years you've corresponded with people online, they are strangers. They may not feel like strangers, but you don't really know them. Never agree to meet them or call them. Tell your parents if they want to meet you. As with most things ... prevention is easier than reaction. Just talking about these issues will help your child a lot.

(Excerpt from Social Networking Guide For Parents by Massachusetts Aggression Reduction Center/MARC Bridgewater State College, www.bridgew.edu/MARC)



Resources

www.bridgew.edu/marc

www.safeyouth.org

www.kidshealth.org

www.stopbullynow.hrsa.gov

www.familyinternet.about.com

www.pacerkidsagainstbullying.org

Books? Dvds?

Hanover Public Schools
District/Administration
188 Broadway
Hanover, MA 02339
Tel 781-878-0786
Fax 781-871-3374
www.hanoverschools.org



Hanover School District

Bullying

What it is

and

What to do



Hanover United



The Hanover Public Schools is committed to providing a community where all members are valued and respected. Bullying, cyberbullying, harassment, and retaliation is not tolerated. We work proactively with our students, staff, families, law enforcement agencies, and the community to provide a safe and supportive learning environment.

www.hanoverschools.org

Bullying: What It Is and What To Do

Bullying (M.G.L. C. 71, s. 370)

...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.

CyberBullying

... bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying 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.

Retaliation

Retaliation is any form of intimidation, reprisal or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Reporting

In a gentle manner, ask your child for details. Ask when the bullying happened, where it happened, if he or she remembers exactly what was said and done, and in exactly what order, and if anyone else (adult or child) was present.

It's important not to interrogate your child as if you don't believe him/her; rather, ask your child gently for these details. If your child wants to know why you are asking ("Don't you believe me?"), explain that you can help him or her best by knowing exactly what happened.

Where did this happen?

Has it happened before?

Is it always the same?

When did this happen?

What happened first, then next, then after that?

Was anyone else there?

Did any kids or adults see this?

How did they react?

Take the specific data you get to your child's teacher and the assistant principal or principal of your school. It's very important that you have, and give, specific details. The more specific you can be about exactly what happened, where, when, any witnesses, any previous occurrences, the better the school will be able to keep the incident from recurring.

(Excerpt from When Your Child Is Being Bullied – A Guide For Parents by Massachusetts Aggression Reduction Center/MARC Bridgewater State College, www.bridgew.edu/MARC)

Where to go

<http://www.hanoverschools.org/bullying/>

Incident Form

http://www.hanoverschools.org/bullying/pdf/HPS_Bullying_and_Retaliation_Incident_Report.pdf

Helping your child cope

•Support your child by telling him or her that this is not his fault, and that he or she did nothing wrong.

•Gently emphasize that above all, your child should not retaliate or attempt to fight or hit the bully.

•Role-play ignoring the bully or walking away.

•With your child, make a list of the adults in school that he or she can go to for help, such as counselors or administrators.

•Give your child some relief. Arrange for him or her to see friends on the weekends, and plan fun activities with the family.

The more your child knows about bullying, the less he or she will be blindsided by this event.

Go online, and explore sites with your child. Discuss them and become experts yourselves.

(Excerpt from When Your Child Is Being Bullied – A Guide For Parents by Massachusetts Aggression Reduction Center/MARC Bridgewater State College, www.bridgew.edu/MARC)



SECTION 7 – RELATIONSHIP TO OTHER LAWS - SUCH AS HARASSMENT

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex religion, national origin, or sexual orientation. Nothing in the Hanover Public Schools Bullying and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in any legally protected category under local, state, federal law, or school district policies. In addition, nothing in the Hanover Public Schools Bullying and Intervention 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 37H ½**

Bullying may occur in tandem with behavior that is criminal in nature. Any action discovered and determined to be criminal harassment, threats, stalking, assault, assault and battery, hazing, annoying telephone calls, identified fraud, disturbance of school assembly, or other violation of criminal law is subject to prosecution under applicable Massachusetts General Laws.

The protections provided under this Plan are afforded to all students regardless of their legal status.