Nashoba Regional School District

Positive Climate Plan

December 2010
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Nashoba Regional School District
Positive Climate Plan

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I. Leadership

A. Public Involvement

The Nashoba Regional School District's (NRSD) School Health Advisory Council (SHAC) is the group responsible for having developed the state mandated Bullying Prevention/Intervention Plan (this document shall be referred to as the NRSD/Positive Climate Plan). The council is comprised of teachers, nurses, guidance personnel, community representatives, parents and students. The council meets at least quarterly and is responsible for designating a subcommittee to review the state required plan and the NRSD Positive Climate Policy biennially. The subcommittee will present changes to the SHAC for review. Any changes in the policy will then be presented to the school committee for approval. Approved changes to the plan and/or policy will be posted on the NRSD district website.

B. Assessing Needs and Resources

The subcommittee will review current policies and procedures including the Harassment Policy, the Internet Acceptable Use Policy and the current disciplinary actions plans at each school level, submitting them to the appropriate person for revision if needed.

C. Planning and Oversight

Each Principal/Assistant Principal at NRSD shall oversee the collection of Positive Climate Incident Reports on bullying (Appendix A). The Principal/Assistant Principal will investigate incidents of harassment/bullying and determine the severity of the complaint. Once harassment/bullying have occurred according to M.G. L. c. 71, s370 the Principal/Assistant Principal shall formally investigate, using the Administrative Positive Climate Incident reporting form (Appendix B). Each Principal/Assistant Principal will review and amend student and staff handbooks on an annual basis to reflect the policies stated within the law. Ongoing Professional Development will be available for school personnel through the Department of Teaching and Learning.

D. Priority Statements

Nashoba Regional School District is committed to providing a learning and working atmosphere for students, employees and visitors free from bullying (sexual harassment, cyber-bullying, hazing and intimidation.) Such action may occur on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or for any other reason.

It is a violation for any employee, student, or visitor to engage in or condone bullying in school or at school related functions, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying.

The school will take remedial and/or disciplinary action when such bullying occurs in or out of school, but has a nexus to school, or is disruptive to an employee's or student's work or participation in school related activities. This includes reports of harassment, verbal, physical, electronic or in any other form.

Parents and guardians of students alleged to have engaged in bullying (verbal, physical or electronic) will be invited to attend a meeting at which the activity, words, or images connected to the complaint will be reviewed.

A student disciplined for bullying will not be readmitted to the regular school program until parents or guardians have come into the school to discuss the circumstances of the event(s).

It is the responsibility of every employee, parent, and student to recognize acts of bullying and to take every action necessary to see that necessary protocols and procedures are followed. An employee, parent or student who believes they have been the target of bullying has the right to file a complaint and receive a prompt, confidential response in accordance with district protocol and policy. In some cases, in order to proceed, outside agencies may be contacted and involved so information relating to the complaint may be released.

II. Training and Professional Development

A. Staff Training on the Plan

Annual training or review shall be provided to school employees who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Designated staff throughout the district has attended professional development seminars for "Train-the-Trainers, Bullying & Cyber-bullying". Review shall be provided to staff at the beginning of each academic year. This review shall be developed to include:

- Recognizing bullying and cyber-bullying behaviors
- Strategies for interventions to stop bullying
- Information regarding the power differential that can take place among an aggressor or target, and witnesses to bullying.
- Information on students who are at risk for bullying.
- Information on cyber-bullying
- Internet safety issues as they relate to cyber-bullying

Relevant sections of the Positive Climate Plan relating to the duties of faculty and staff shall be included in new hire packets as part of the mandatory policy review.

B. On-Going Professional Development

The NRSD Department of Teaching and Learning, in conjunction with the Professional Development Committee, will assess and discuss the professional development needs of the NRSD staff as related to bullying and retaliation. Identified education and training opportunities will be made available both on site during regular calendar approved professional development time or off-site when approved by the building administrator.

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 of students whose disability affects social skills development.

Additional areas identified by the district 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

III. Access to Resources and Service

A. Identifying Resources

Print, non-print (DVDs, streaming video), online, and curriculum-based resources for educators, parents and students are detailed in the 'Positive Climate Resources' document located on the NRSD district website. As new resources are identified, they will be added to this document and made available.

B. Counseling and Other Services (Guidance/School Adjustment Counselor)

The NRSD Guidance team currently has a strong staff of service providers who assist our schools in developing safety plans for students who have been targets of bullying or retaliation as well as for the perpetrators. Social skills programs and intervention services which assist in preventing bullying in the school setting include:

- Individual and/or group counseling
- Community referrals
- Consultation/collaboration with appropriate staff
- Parent meetings/consultations
- Consultation with outside providers
- Regular meetings with teacher teams
- Functional Behavioral Analyses (FBAs) and Behavioral Implementation Plans (BIPs)
- Classroom observations
- Social pragmatic lessons within the classroom and group settings
- Facilitation of social pragmatics
- Coordination of anti-bullying interventions for students, parents and staff members utilizing bullying prevention services such as MARC-trained trainers

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to better avoid and respond to bullying, harassment, or teasing.

D. Students with Sexual Orientation or Gender Identity/Expression

Bullying incidents involving actual or perceived sexual orientation or gender identity/expression will be referred to the school adjustment counselor or interventionist who will contact the necessary people (administration, parents, DCF, community counselor or police) as appropriate after a thorough assessment of the situation. Ongoing assessment and intervention will continue as needed to insure the student's safety. Assessment and discussion will focus on facts regarding the student's involvement as a target or aggressor and on safety planning not on information that reveals the actual or perceived gender identity or sexual orientation of the student.

E. Referral to Outside Services

Site-based access to resource guides, links to outside information services and community resources for the NRSD community is available through Interventionists, Nursing staff and Administrators.

IV. Academic and Non-Academic Activities

A. Specific Bullying Prevention Approaches

Students at the K-12 level, district-wide, are being educated on the importance of bullying prevention through a variety of methods:

Best Buddy Chapters: Create effective friendships between students with special needs and their typical peers. Best Buddies relationships possess many of the qualities that are known to be important components of adolescent friendships, as well as some additional relationship dynamics that may have important consequences for social-psychological development.

Student Ambassadors: Students volunteer to assist in creating an environment that is positive for new students to the high school. As an ambassador, they focus on welcoming students to the school by personally guiding them around the school, meeting with students at lunch and volunteering as tour guides for high school transition.

Rape Aggression Defense (RAD): This program is designed to help women overcome the effects of sexual harassment and sexual violence on campus by teaching **assertiveness awareness, risk reduction, risk recognition, avoidance and physical defense strategies,** since it has been well established that sexual harassment and sexual violence on campus are forms of sexual discrimination prohibited by Title IX. The classes consist of a Power Point presentation, warm-ups and stretches, learning and practicing self-defense techniques. The final class is a controlled live simulation assault where students will put knowledge, instinct, and self-defense techniques into action.

Mentors in Violence Prevention (MVP): A course, through discussion and role playing, focuses on creating strategies to empower students to be pro-active in helping promote a positive and safe school environment (high school, college, work place, etc.). This innovative curriculum has been developed by Northeastern University and is co-taught by both a male and female wellness instructor. Students gain a heightened sense of awareness and explore safe ways to confront issues of violence, harassment, and abusive peers to make a difference in our society.

Gay/Straight Alliance (GSA): The mission of NRSD's Gay/Straight Alliance is to promote equality and acceptance within the school environment. We encourage the development of character and kindness that students can carry with them into their lives after high school. You don't have to be gay, lesbian or bisexual to join.

Social Skills Groups: K-12 Interventionists conduct social pragmatic training with students in small group settings. These groups focus on topics such as: improved conflict resolution, tolerance, increased self awareness and effective communication skills.

Therapeutic Programming: Increased therapeutic support and counseling during the school day is provided to students with identified emotional disabilities.

Second Step Curriculum: Classroom teachers and interventionists work collaboratively in teaching the bullying prevention curriculum, at varying levels in the separate elementary schools, grades K-8. A second step resource person has been assigned to offer guidance and support for classroom teachers teaching the curriculum at one K-5 site and interns are providing support at another K-5 site. This support may be expanded and permanently implemented if effective. An assessment of the utilization of the Second Step program in the NRSD Middle Schools will be done by interventionists in conjunction with the Coordinator of Health, Guidance and Wellness by June 2011, resulting in an expansion plan for the program. (See Appendix E for more information.)

Health Classes: Health classes address the topic of bullying and bullying prevention sporadically through books, discussion, and role play. Ongoing assessment of bullying prevention across the curriculum will need to occur during Job-Alikes to explore additional opportunities to integrate positive climate approaches into the district-wide curriculum.

Responsive Classroom: Responsive Classroom (RC) pedagogy is used throughout grades K-5. This curriculum is based upon important school-wide core values and universal language addressing cooperation, assertion, responsibility, empathy, and self-control. These values are constantly being addressed in the classroom, during specials, and at school meetings. The K-5 discipline policy is currently under revision and the goal is to have the policy coincide with responsive classroom language and consequences. Our primary goal is to train as many teachers as possible in RC practices, especially Morning Meeting, as a means of building community, social academic competency, and a core value focus. (See Appendix C for more information.)

Internet Safety: Nashoba Regional School District includes in its curriculum Internet Safety. The curriculum includes teaching students about appropriate and safe online behavior, including intellectual property, personal safety, and cyber-bullying awareness and response. To the extent practical, staff supervises and monitors appropriate usage of the online computer network and access to the Internet in accordance with our Internet Acceptable Use Policy (Appendix D). Investigation into expansion of these lessons of safety awareness is ongoing within our 21st Century Skills initiative with a focus on ethical and moral usage of electronic technology.

B. General Teaching Approaches that Support Bullying Prevention Efforts

Best Teaching Practices:
NRSD encourages teachers to follow *Best Teaching Practices* in all areas of the curriculum. Some of these practices also pertain to school climate. The following strategies are *Best Teaching Practices* which will continue to be encouraged on multiple levels to discourage bullying/harassment and promote a positive climate:

- Classroom expectations are designed so that all members of each class are respected
- Staff strives to praise and acknowledge individual differences and achievements among students (both in and out of school)
- Areas outside of the classroom where most incidents may occur such as hallways, cafeteria, recess areas etc. should be monitored closely for inappropriate behavior
- Incidents should be thoroughly discussed and students should be encouraged to report inappropriate behavior
- Be accessible and empathetic

Bullying can also be addressed within many areas of the curriculum. As more approaches are developed, they will be added to this plan as appendices.

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

Reports of bullying or retaliation may be made by staff, students, parents, guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. NRSD staff members are required to report promptly to the Principal/Assistant Principal, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make reporting resources available to the school community including, but not limited to, an Incident Reporting Form (see appendix A) and an anonymous online reporting system. The online reporting system will be developed and implemented in a safe and confidential manner with the support of the Network Manager.

A. Reporting

The Nashoba Regional School District expects staff, 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/Assistant Principal. All staff members are required to report any bullying or harassment incident they see or learn about. Other 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.

B. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal/Assistant Principal 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 (See Appendix E). 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/Assistant Principal will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Assistant Principal 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 including, but not limited to, the above stated accommodations.

C. Obligations to Notify Others

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal/Assistant Principal will notify the parents or guardians of the target and the aggressor within twenty four hours, and of the procedures for responding to it. There may be circumstances in which the Principal/Assistant Principal contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to another school or district: 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/Assistant Principal first informed of the incident will promptly notify by telephone the Principal/Assistant Principal of the other school(s) of 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 CMR 49.00.

D. Investigation

The Principal/Assistant Principal 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/Assistant Principal may, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal/Assistant Principal 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/Assistant Principal or other staff members as determined by the Principal/Assistant Principal, and in consultation with the school counselor, as appropriate. The Principal/Assistant Principal will maintain confidentiality during the investigative process. The Principal/Assistant Principal will maintain a written record of the investigation. If necessary, the Principal/Assistant Principal will consult with legal counsel about the investigation after consultation with the Superintendent.

E. Determinations

The Principal/Assistant Principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal/Assistant Principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in any school activities. The Principal/Assistant Principal 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/Assistant Principal may choose to consult with the student's teacher(s) and/or school counselor, and the target's 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/Assistant Principal will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if evidence of bullying or retaliation is found, what actions will be taken to prevent 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/Assistant Principal 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.

Taking disciplinary action: If the Principal/Assistant Principal decides that consequences are appropriate, the disciplinary action will be determined on the basis of facts found by the Principal/Assistant Principal, 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 district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA).

If the Principal/Assistant Principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting safety for the target and others: The Principal/Assistant Principal will consider what adjustments, if any, are needed in the school environment to help ensure the target's safety and that of others. The Principal/Assistant Principal may 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/Assistant Principal 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/Assistant Principal will work with appropriate school staff to implement them immediately.

F. Disciplinary Actions

School administrators and staff may use their professional discretion in administering disciplinary consequences to students, taking into consideration the nature of the offense, the impact of the student's inappropriate behavior upon the general welfare of the school, and the student's prior history of misconduct. The following actions may be used by the administration and staff in responding to disciplinary problems.

Written notification to parent; reprimand; written apology; detention; suspension from transportation, athletic participation, social or extracurricular activities/organizations, or other privileges; community service; removal from class; involuntary transfer; environmental cleanup; directed study placement; external/in-school suspension; expulsion; notification of police; referral to counseling/School Psychologist and drug/psychological evaluation.

VI. Collaboration with Families

A. Parent Education and Resources

Principals will offer informative educational sessions for parents and guardians that are focused on the parental components of the anti-bullying curricula, the Plan and any social competency curricula used by the schools. The programs will be offered in collaboration with parent organizations, School Councils, and Special Education Parent Advisory Council and during Open House Events. These programs will be sponsored by and/or presented by the school administration.

- Information on the dynamics of bullying and reporting information will be made available in administrative offices, media centers, nursing offices and guidance departments
- Parent components of the curricula will be shared with parents through building based newsletters
- District and school based websites will provide families access to a wide variety of resources for parents, students and educators on the dynamics of bullying and on line safety.
- Current bullying prevention curriculum resources being utilized within the district to create a positive school climate are available in hard copy and on all school websites (See Appendices A-D).

B. Notification requirements

The Nashoba Regional School District will inform parents or guardians of enrolled students about the anti-bullying curricula through the distribution of the Plan summary that will include information about anti-bullying curricula, the dynamics of bullying, including cyber-bullying and online safety. The district will provide all parents and guardians a written notice of the District's Internet Safety Policy upon enrollment or annually in student handbooks. NRSD will include the Plan summary in each school's handbook.

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 amongst the district's parents or guardians. The school or district will post the plan and related information on its website.

VII. Prohibition against Bullying and Retaliation

Acts of bullying, which include cyber-bullying, are prohibited:
- On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, or 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.
- 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.
- Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. Definitions

A. Aggressor

A student who engages in bullying, cyber-bullying, or retaliation

B. Bullying

As defined in M.G.L. c. 71, § 37O is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

C. Cyber bullying

Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

D. Gateway Behaviors

Isolated, non-repeated, behaviors including, but not limited to, teasing, name calling, making fun of, exclusion, spreading rumors, talking about, staring, making faces, mimicking, rough housing, physical altercation and cyber issues.

E. Hostile environment

As defined in M.G.L. c. 71, § 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.

F. Retaliation

Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

G. Staff

Includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

H. Target

A student against whom bullying, cyber-bullying or retaliation has been perpetrated.

IX. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the 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 Positive Climate Plan prevents the district from taking action to re-mediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the district to take disciplinary action or other action under M.G.L. c. 71, § 37H or 37H½, other applicable laws, or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

X. Appendix

Appendix A: Positive Climate Incident Reporting Form

Appendix B: Administrative Positive Climate Incident Reporting Form

Appendix C: Curriculum Resources for Bullying Prevention and Creating a Positive School Climate

Appendix D: Internet Policy: Use of Networked Information Resources

Appendix E: Safety Plan

Appendix A

POSITIVE CLIMATE INCIDENT REPORTING FORM

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. **Person Filing the Report** _____   **Same as Above**   ☐

3. **Check whether you are the:**   **Target of the behavior** ☐   **Reporter (not the target)** ☐

4. **Check whether you are: Student** ☐   **Staff member** ☐ **Parent** ☐   **Administrator** ☐

    Other (specify) _____

5. **Your contact information/telephone number** _____

6. **If student, state your school:** _____   **Grade:** _____

7. **If staff member, state your school or work site:** _____

8. **Information about the Incident:**

    a. **Name of Target (of behavior):** _____

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

    c. **Date(s) of Incident(s):** _____

    d. **Time When Incident(s) Occurred:** _____

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

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

Name: _____   Student   Staff   Other _____

Name: _____   Student   Staff   Other _____

Name: _____   Student   Staff   Other _____

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10. Describe the incident, using details (including names of people involved, what occurred, and what each person did and said, including specific words used)**.**

APPENDIX B

ADMINISTRATIVE POSITIVE CLIMATE INCIDENT REPORTING FORM

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. **Person Filing the Report:** _____ **(Same as above)** ☐

3. **Check whether you are the: Target of the behavior** ☐   **Reporter (not the target)** ☐

4. **Check whether you are a:** ☐ **Student**   ☐ **Staff member (specify role)** _____

    ☐ **Parent**   ☐ **Administrator**   ☐ **Other (specify)** _____

5. **Your contact information/telephone number:** _____

6. **If student, state your school:** _____ **Grade:** _____

7. **If staff member, state your school or work site:** _____

8. **Information about the Incident:**

    a. **Name of Target (of behavior):** _____

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

    c. **Date(s) of Incident(s):** _____

    d. **Time When Incident(s) Occurred:** _____

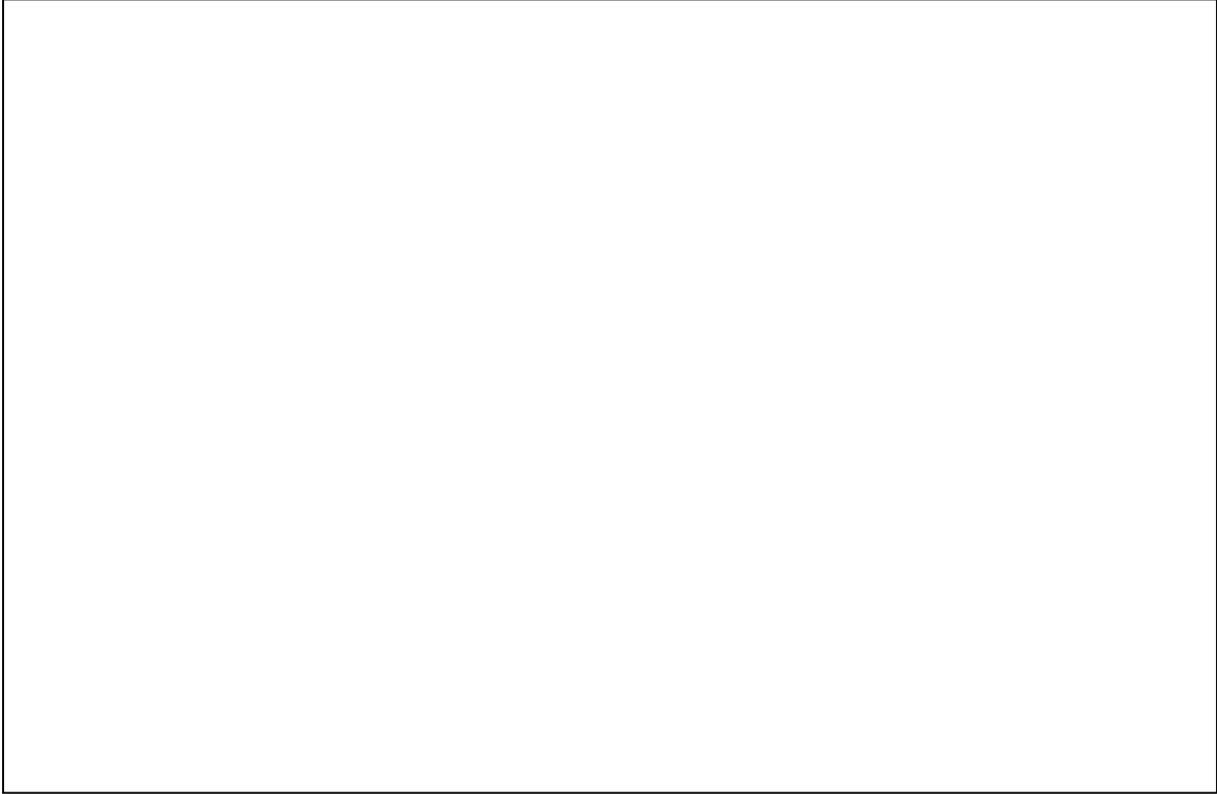   e. **Location of Incident(s)** (Be as specific as possible)**:** _____

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

Name: _____   Student   Staff   Other _____

Name: _____   Student   Staff   Other _____

Name: _____   Student   Staff   Other _____

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10. Describe the incident, using details (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).

FOR ADMINISTRATIVE USE ONLY

11. Signature of Person Filing this Report: _____ **Date:** _____
(Note: Reports may be filed anonymously)

12. Form Given to: _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

_____

II. INVESTIGATION

1. **Investigator(s):**_____ **Position(s):**_____

2. **Interviews:**

□ **Interviewed aggressor**   **Name:** _____   **Date:** _____

□ **Interviewed target**   **Name:** _____   **Date:** _____

□ **Interviewed witnesses**   **Name:** _____   **Date:** _____

                                  Name: _____   **Date:** _____

3. **Any prior documented Incidents by the aggressor?**   □ Yes   □ No

        If yes, have incidents involved target or target group previously?   □ Yes   □ No

        Any previous incidents with findings of BULLYING, RETALIATION   □ Yes   □ No

Summary of Investigation:

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

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III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

□ **YES**   □ **NO**

□ **Bullying**   □ **Incident documented as** _____

□ **Retaliation**   □ **Discipline referral only**_____

2. Contacts:

□ **Target's parent/guardian   Date:** _____ □ **Aggressor's parent/guardian Date:** _____

□ **District Equity Coordinator (DEC) Date:** _____   □ **Law Enforcement   Date:** _____

3. Action Taken:

□ **Loss of Privileges   □ Detention   □ 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 forwarded to Principal: Date_____ **Report forwarded to Superintendent: Date**_____
          (If principal was not the investigator)

Signature and Title: _____ **Date:** _____

Appendix C

Curriculum Resources for Bullying Prevention and Creating a Positive School Climate

NRSD has some all-school and also some discipline-based curriculum that addresses bullying and the creation of a positive and respectful school climate. We currently use Responsive Classroom in all our K-2 schools. Second Step is implemented at various levels in our K-5 schools and our middle schools. Some other resources that are available to consider and evaluate are also listed.

Responsive Classroom

Responsive Classroom: From the Responsive Classroom Website
http://www.responsiveclassroom.org/about/aboutrc.html

"The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school wide practices for deliberately helping children build academic and social-emotional competencies.
Guiding Principles
Seven principles, informed by the work of educational theorists and the experiences of practicing classroom teachers, guide the Responsive Classroom approach:

- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand in hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control
- Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach
- Knowing the families of the children we teach and working with them as partners is essential to children's education
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Since 1981, thousands of classroom teachers and hundreds of schools and school districts have used the Responsive Classroom approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using Responsive Classroom practices report increases in student learning, motivation, and responsibility, and decreases in problem behaviors.

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Northeast Foundation for Children, Inc., a non-profit 501(c)3 organization in Turners Falls, Massachusetts, is the developer of the Responsive Classroom approach and offers professional development services and publications for educators.

Classroom Practices
Responsive Classroom: (ten classroom practices)

- Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- Interactive Modeling - teaching children to notice and internalize expected behaviors through a unique modeling technique
- Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility
- Academic Choice - increasing student learning by allowing students teacher-structured choices in their work
- Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students

Schools implementing the Responsive Classroom approach school wide typically adopt the following practices:

- Aligning policies and procedures with Responsive Classroom philosophy - making sure everything from the lunch routine to the discipline policy enhances the self-management skills that children are learning through the Responsive Classroom approach
- Allocating resources to support Responsive Classroom implementation - using time, money, space, and personnel to support staff in learning and using the Responsive Classroom approach
- Planning all-school activities to build a sense of community - giving all of the school's children and staff opportunities to learn about and from each other through activities such as all-school meetings, cross-age recess or lunch, buddy classrooms, and cross-age book clubs
- Welcoming families and the community as partners - involving family and community members in the children's education by maintaining two-way communication, inviting parents and others to visit and volunteer, and offering family activities
- Organizing the physical environment to set a tone of learning - making sure, for example, that school wide rules are posted prominently, displays emphasize student work, and all school spaces are welcoming, clean, and orderly."

Second Step
From the website: "Second Step: A Violence Prevention Curriculum is a universal intervention designed to be used with all students in a school. Through use of the Second Step program students begin to raise their self-esteem, rather than their fists." This curriculum was developed by the Center for Effective Collaboration and Practice (CECP).
        "Components

Second Step consists of 20 scripted lessons. The lessons are taught for about 45-50 minutes a day to teach development of:

- Empathy
- Problem-solving skills
- Anger management techniques

The 45-50 minute lessons, used one to three times a week, are each broken into three parts: discussion, activity, and role play. In addition, older students in the sixth, seventh and eighth grades, also participate in discussions, use overhead transparencies, and watch video segments demonstrating good behavioral strategies.
Used in a well-organized manner, the Second Step curriculum can dramatically increase student use of pro-social behavior and help students get along better with peers, teachers and family. The program can be integrated into many parts of the students' school day, such as during academic instruction, playground time or even lunch.

Outcome Data
The Second Step program is creating change in student pro social behavior. The Kennedy Middle School used the program throughout its school year and during follow-up it was found that when faced with a hypothetical conflict scenario, 62 percent of students in a language arts class wrote a peaceful response to the problem. Not only are students knowledgeable about peaceful resolutions, but also there has been an effect on student behavior, as a result of the curriculum.
In a randomized control study, researchers found that some students behavior had taken a positive turn after only 17 hours of classroom exposure to the Second Step curriculum. Direct observation of student behavior in various settings (i.e., classroom, cafeteria, and playground) during different stages of the intervention (i.e., baseline, two weeks after completion, and 6 months after completion) revealed:

- Decreases in physical aggression ($p.= .03$)
- Increases in neutral and pro social behavior ($p.= .04$).

With continued involvement by all school staff, Second Step should increase the pro social behavior of students and lessen the likelihood of violence, thereby making schools safer environments that are more conducive to learning.

Steps to Respect: A bullying prevention program

The research-based STEPS TO RESPECT program teaches elementary students to recognize, refuse, and report bullying, be assertive, and build friendships. In fact, a recent study found that the program led to a 31 percent decline in bullying and a 70 percent cut in destructive bystander behavior.

Developmental Designs 1
The Nashoba Regional School District is pleased to announce plans to host a *Developmental Designs 1* workshop as a Summer Academy. The *Developmental Designs (DD)* approach is an integrated social emotional learning approach similar to the elementary school based *Responsive Classroom*®. To meet the unique combination of social, emotional, physical and intellectual needs of young adolescents *Developmental Designs* offers an array of strategies to keep young people safe, connected, responsible and engaged in learning.

Miscellaneous lessons for improving school climate

Civility Lessons
Classroom Activities : Disagreeing Without Being Disagreeable found at RaceBridges For Schools
http://www.racebridgesforschools.com/wp/?p=648

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Appendix D

INTERNET POLICY

USE OF NETWORKED INFORMATION RESOURCES

The Nashoba Regional School District recognizes the value and importance of network information sources and related technologies for a well-rounded education. The District supports access of students and staff within appropriate bounds.

The District makes telecommunications, electronic information sources, and networked services available for the enhancement of learning and teaching within various curricula. The District expects the staff to blend thoughtful use of these educational avenues throughout the school experience and provide guidance and instruction to all students in the appropriate use of these resources.

The District realizes the positive and constructive use of these resources; it also recognizes the potential for possible misuse. Therefore, individual users must take full responsibility for their own actions. All users shall assume full liability, legal, financial or otherwise, for their actions. The District reserves the right to access, audit, and review usage. Use shall be governed by administrative regulations, procedures, user guidelines and user agreements. Information stored or transmitted on NRSD computer systems is the property of NRSD and may be reviewed by the District at any time.

In order to comply with the Children's Internet Protection Act (CIPA), this document will serve as Nashoba Regional School District's Internet Safety Policy. Nashoba Regional School District has a content filter in place that blocks and filters Internet sites that are obscene, contain pornography, or contain any material deemed to be inappropriate or harmful to minors as defined by CIPA [Pub.L.No.106-554 and 47 USC 254(h)].

Nashoba Regional School District includes in its curriculum Internet safety. The curriculum includes teaching students about appropriate and safe online behavior, including intellectual property, personal safety, and cyber-bullying awareness and response. To the extent practical, staff supervises and monitors appropriate usage of the online computer network and access to the Internet in accordance with this policy.

The district takes cyber-bullying seriously and appropriate action will be taken to protect students and staff from any form of cyber-bullying. Cyber-bullying is bullying through the use of technology or any electronic means, and includes the distribution of electronic communications or the posting of electronic material that may be accessed by one or more persons.

Bullying is defined as the repeated use of a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, by one or more students directed at another student that has the effect of:
- Causing physical or emotional harm to the other student or damage to his or her property
- Placing the other student in reasonable fear of harm to him or herself or of damage to his or her property
- Creating a hostile environment at school for the bullied student
- Infringing on the rights of the other student at school
- Materially and substantially disrupting the education process or the orderly operation of a school

Ethical participation in academic interactive web resources and electronic forms of communication is expected of all students and staff. Any text, voice or image that is considered inappropriate in the classroom is also inappropriate in all uses of interactive web resources and any electronic communications. This includes, but is not limited to, profanity, racist, sexist or other threatening or discriminatory remarks. Students should promptly inform a staff member if any messages received or material reviewed is inappropriate.

All personal or school-owned technology and electronic devices shall be monitored. All technology and electronic devices should be used primarily for academic purposes during official school hours. Use of the network, technology and electronic devices shall be permitted only upon submission of signed agreement forms by both parents/guardians and students. Some networks may require an additional agreement by users; i.e. outlining standards for behavior and communication. User accounts shall be limited, suspended, or revoked if these resources are misused.

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The following are not permitted:
1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting or attacking others
4. Unauthorized access, including so-called "hacking" and other unlawful activities by minors online
5. Trespassing in others' electronic files or plagiarizing others' work as their own
6. Violating copyright laws
7. Revealing identifying information such as first and last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs, unless approved by a teacher for the purpose of meeting course requirements.
8. Unauthorized disclosure, use, and dissemination of person identification information regarding minors
9. Sharing a password or using others' accounts and passwords
10. Intentionally wasting limited resources (i.e. excessive printing, downloading or online streaming)
11. Employing the network for commercial or other non-academic purpose
12. Damaging computers, computer systems or computer networks

Publication of information shall be in accordance with the Nashoba Regional School District Publication of Personal Information Policy

Ref: E-Rate Primer Central, 2009
Children's Internet Protection Act (CIPA)
M.G.L.; Chapter 71, Section 370

STAFF/FACULTY CONTRACT FOR USE OF THE INTERNET THROUGH SCHOOL RESOURCES

I, _____, accept and agree to abide by the following rules:
                    (Print Name)

1. I agree to abide by all rules which are listed in the Nashoba Regional School District's guidelines for acceptable use.
2. I realize that the primary purpose of the Nashoba Regional School District Internet connection is educational, and that as such, educational purposes shall take precedence over others.
3. I realize that the use of the Internet is a privilege and not a right. I accept that inappropriate behavior may lead to penalties.
4. I agree not to participate in the transfer of inappropriate or illegal materials through the Nashoba Regional School District Internet connection.
5. I agree not to allow other individuals to use my account for Internet activities nor will I give anyone my password.
6. I realize that the Nashoba Regional School District reserves the right to examine all data stored on all District machines to ensure all users are in compliance with District regulations.

Nashoba Regional School District makes no warranties (expressed or implied) with respect to the service it is providing. Nashoba Regional School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Networked Information Resources is at your own risk.
Nashoba Regional School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
Bargaining unit members are responsible for supervising students and the employer shall use its best efforts to implement safety procedures, including blocks and filters to assist teachers in this effort. A bargaining unit member shall not be disciplined except for just cause in the application of this policy.

Staff/Faculty Signature: _____

Date: _____ School: _____

First Reading: May 27, 1999
Adopted: June 10, 1999
Revision: June 20, 2002
Revision: April 17, 2003
Revision: September 9, 201

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NASHOBA
Regional School District

☐ **Safety Plan for Target**	☐ **Safety Plan for Witness**	☐ **Conduct Plan for Aggressor Student**

Directions: After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the Principal or Administrative Designee may develop a safety/conduct plan with the student(s). The parent/guardian is involved in the development of the plan. Teachers/Teams are notified of the incident, parties involved and their roles in the incident. **Please check the appropriate box.**

Name of Student: _____ Grade: _____ School: _____
Brief description of incident: _____
Check-in person: _____

Frequency and duration will not be less than two (2) times per week for a period of four (4) weeks.
Number of times Weekly: _____ Number of Weeks: _____Duration of Plan: ____/____/_____ to ____/____/_____

For more than three (3) objectives/strategies, attach additional sheets. When objectives/strategies involve seeking outside counseling/assistance, provide a list of qualified agencies. As Progress Reports are completed they should be attached to the Action Plan.

Objective/Strategy #1			
Implementer:			
Steps:			
Progress Report Dates	One:	Two:	Three:
Teachers/Team Notified ☐ Yes ☐ No	Copy to Parent/Guardian ☐ Yes ☐ No	Objective Met ☐ Yes ☐ No Date:	
Implementer Signature:		Date:	
Student Signature:		Date:	

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Parent Signature:	Date:	

Objective/Strategy #2

Implementer:

Steps:

Progress Reports Dates	One:	Two:	Three:
Teachers/Team Notified □ Yes □ No	Copy to Parent/Guardian □ Yes □ No	Objective Met □ Yes □ No	Date:

Implementer Signature:	Date:
Student Signature:	Date:
Parent Signature:	Date:

Objective/Strategy #3

Implementer:

Steps:

Progress Report Dates	One:	Two:	Three:
Teachers/Team Notified □ Yes □ No	Copy to Parent/Guardian □ Yes □ No	Objective Met □ Yes □ No	Date:

Implementer Signature:	Date:
Student Signature:	Date:
Parent Signature:	Date:

Meeting/Contact with Parents (date): _____   Follow up: _____

Meeting/Contact with Parents (date): _____   Follow up: _____

Meeting/Contact with Parents (date): _____   Follow up: _____