

*Hampden-Wilbraham Regional School District
621 Main Street
Wilbraham, MA 01095*

BULLYING PREVENTION AND INTERVENTION PLAN

(Revised March 2018)

INTRODUCTION

The Hampden-Wilbraham Regional School District is committed to providing our students equal educational opportunities within a safe and respectful learning environment free from bullying and cyber-bullying. This commitment is essential to the District's vision of educational excellence, and is further strengthened by M.G.L. c. 71, § 370, Act Relative to Bullying in Schools, prohibiting all forms of bullying and retaliation in all Massachusetts public and private schools. In accordance with this legislation, the District has developed the following Bullying Prevention and Intervention Plan.

The Plan, and its components as listed in the following Table of Contents, is developed in consultation with local public and private agencies and organizations, school personnel, families and other interested parties. It serves as a school and community guide to the activities and strategies the District is implementing or planning to implement in support of our systemic and comprehensive bullying prevention and intervention efforts including curricula, instructional programs, staff development, extracurricular activities, and parental/community involvement. While activities described in the Plan are intended to address the mandated requirements of M.G.L. c. 71, § 370, the District utilizes this new legislation as an opportunity to strengthen and expand its longstanding focus on school safety and positive school climate. We recognize that this can only be accomplished in partnership with parents, students, and community partners who share the vision of a safer, healthier and stronger community in which our children will live, learn and thrive. Questions and feedback regarding this plan should be addressed to John Derosia, Director of Curriculum, Instruction, and Professional Learning.

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BULLYING PREVENTION AND INTERVENTION MISSION STATEMENT

In implementing this plan, the Hampden-Wilbraham Regional School District affirms that any unlawful or disruptive behavior, including any form of bullying and cyber-bullying in our schools or school-related activities will not be tolerated. The District will promptly investigate all reports and complaints of bullying and cyber-bullying and take prompt, effective action to end that behavior and prevent its recurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this commitment in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

The HWRSD Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyber-bullying, and the District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. While each principal is responsible for ensuring implementation and oversight of the Plan at the building level, it is the collective responsibility of all members of the school community to support the Plan and to model the respectful and responsible behaviors that are needed to create and maintain a positive school climate.

I. LEADERSHIP

Leadership at all levels of the Hampden-Wilbraham Regional School District plays a critical role in developing and implementing the Bullying Prevention and Intervention Plan in the context of other whole school and community efforts to promote positive school climate. All school personnel have a role in teaching students, directly and by example, to be civil to one another and promote an understanding of and respect for diversity and difference. The Administrative Team is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. District administrators and principals, utilizing established council and advisory mechanisms, will involve representatives from the greater school and local community in developing, implementing and evaluating the Plan.

Public Involvement in Developing the Plan

As required by M.G.L. c. 71, § 37O, the original (2010) draft Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation included team input sessions, notice to parents and other interested members of the community and a public comment period prior to formal plan adoption. Opportunities for consultation, input and comment during the period of Plan development are summarized below, and include the most recent review as examples of mechanisms that will be used for future Plan review and refinement:

Consultation	
School Committee M.G.L. c. 71, § 370 Legislation Review	Spring, 2010
Student Handbook Review Team	March-July, 2010
School Committee Policy Review and Approval	April 13, June 22, July 13, 2010
School Adjustment Counselors and Health/Physical Education Teachers	August 30, 2010
Special Education Parent Advisory Committee	September 13, 2010
Bus Safety Planning Team	October 14, 19, 2010
Citizens Curriculum Advisory Committee	October 21, 2010
Safe Schools/Healthy Students Inter-Agency Advisory Team	October 25, 2010
Town Police and Fire Chiefs Annual Meeting with Superintendent	October 29, 2010
District Safety and Emergency Advisory Team (SEAT)	November, 2010
Assistant Principals PLC Planning Session	November 12, 2010
Communication, Comment, Feedback	
Superintendent's Roundtable, "Perspectives on Bullying"-WPA-TV Local Public Access	March/April 2010
Seminar with Dr. Robin D'Antona-Bullying Prevention: Everybody In	May 24, 2010
District Open Forum	October 6, 2010
Public Comment Period on Website with Survey Monkey Feedback Tool	November 5-19, 2010
School Council Teams	November, 2010
Invitation for Public Comment – Principal's Newsletters	December 1-10, 2010
Reviews and Updates	
Student Handbook Team Review	Annually, spring
Review of Comprehensive Plan	March 1, 2018

Assessing Needs and Resources

The Plan represents the HWRSD blueprint for understanding the nature, frequency and impact of current conditions, and enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As an ongoing part of the process, our school leaders, with input from families and staff, assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. The School Climate Teams are responsible for the collection and analysis of building and district data.

Examples of additional input include:

- Annual administration of the Youth Risk Behavior Survey, grades 7-12.
- Annual school climate assessment.
- Periodic family/community survey.

The teams engage in ongoing assessment and mapping of data in the context of resources, strengths and gaps in services. This process assists schools and districts in identifying resource gaps and the most significant areas of

need. Based on these findings action steps may include revising or developing policies and procedures; expanding partnerships with community agencies, including law enforcement; and setting priorities for future prevention and intervention efforts.

Planning and Oversight

The Principal or designee will be responsible for:

1. Receiving reports on bullying.
2. Collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes.
3. Maintaining the district-established process for recording and tracking incident reports, for collaborating with law enforcement when needed, and for accessing information related to targets and aggressors.

The District Administrative Team will be responsible for:

1. Implementing ongoing professional development that is required by the law.
2. Planning supports that respond to the needs of targets and aggressors.
3. Choosing and implementing the curricula that the school or district will use.

The Superintendent or Designee, with the assistance of the Administrative Team, will be responsible for:

1. Developing a new policy, or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of the implementation
2. Amending student and staff handbooks and codes of conduct
3. Leading the parent or family engagement efforts and drafting parent information materials
4. Reviewing and updating the Plan each year, or more frequently.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Background and Description of Legal Requirements

The Plan must reflect the requirements under M.G.L. c. 71, § 370 to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, lunch and/or recess monitors, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. The Plan should state the content and frequency of staff training and ongoing professional development as determined by the school's or district's needs, and list other topics to be included in these staff programs. The locally identified additional areas of training should be based on needs and concerns identified by school and district staff. Plans should also identify which trainings will be provided districtwide and which will be school-based.

The law lists the following six topics that must be included in professional development:

1. Developmentally (or age-) appropriate strategies to prevent bullying.
2. Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents.
3. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying.
4. 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.
5. Information on the incidence and nature of cyber-bullying.
6. Internet safety issues as they relate to cyber-bullying.

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 with autism or students whose disability affects social skills development. Additional topics may be identified by the school or district leadership as they consider the unique needs of the school or district community.

TYPE OF ACTIVITY	TARGET AUDIENCE	FREQUENCY	TOPICS
Bullying Prevention Global Compliance Network Tutorial <i>(District-wide)</i>	All staff	Annually	See #1-6 listed above
Overview of Policy and Plan <i>(District and Building-based)</i>	All District Staff with the support of the school and District climate teams.	Annually	<ul style="list-style-type: none"> ● Staff duties under the Plan. ● An overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation. ● An overview of the bullying prevention curricula to be offered at all grades in the school. ● 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 with autism or students whose disability affects social skills development.
Responsive Classroom and Advisory Models <i>(District-wide)</i>	PK-12 Teachers	Ongoing refreshers and annual training of new staff.	<ul style="list-style-type: none"> ● 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. ● Maintaining a safe and caring classroom for all students.
Written Notice <i>(District-wide)</i>	All staff	Annually	Information about the policy and the Plan, including sections related to staff duties in the school or district employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

Available Services and Tools

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. A continuum of services is available to enhance the District's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors.

1. ***Available Resources.*** As previously noted, bullying prevention and intervention is a collective effort and priority of all district staff. Because students who may be targets or bystanders are taught to seek help from a trusted adult, training for all personnel in the identification and response to bullying is the first step in ensuring that available resources are made available to targets, aggressors, witnesses and other impacted by bullying behaviors. Key staff includes Health/PE teachers, school nurses, guidance and adjustment personnel, Special Education staff, paraprofessionals, building and department chairpersons/directors, support staff, monitors, coaches, teachers and administrators. Assessing the availability of prevention/intervention programs and support staff is a component of each building's School Climate Team assessment, and the annual Safety Audit. The District incorporates data and gap analysis to develop recommendations and action steps to fill resource and service gaps. This includes reviewing performance targets for evidence-based curricula, reorganizing staff, establishing training protocols for safety teams, and identifying other agencies that can provide or support additional services.

2. ***Counseling and other Services.*** Counseling staff are trained to assist in the delivery of universal prevention and social competency programs such as Responsive Classroom, Developmental Designs, Second Step, Aggressors, Victims and Bystanders, and Lifeskills Training. School Psychologists and School Adjustment Counselors are trained in more intensive interventions, such as the District's Risk/Threat Assessment Protocol, Youth Mental Health First Aid, Crisis Response, and Post-Traumatic Stress management. A trained Crisis Response Team and a Student/Teacher Assistance Team is designated at each building and at the District level. School-based mental health staff are also trained to assist the building Principal in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. These resources include behavioral intervention plans, social skills groups, and individually focused curricula. When appropriate, interventions include collaboration with other community agencies and service providers in support of students with more targeted needs (refer to section III-D).
 - a. ***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 that increases the likelihood of the student's participation in or vulnerability to bullying, harassment, or teasing, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
 - b. ***Referral to Outside Services.*** Referral protocols have been developed with the Behavioral Health Network/Child Guidance Clinic, the Department of Mental Health, and the Department of Children and Families to improve access to community-based services when appropriate. A Memorandum of Understanding between the District, Local Law Enforcement and the Hampden-County District Attorney's Office establishes protocols for cooperation and sharing of information.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Background and Description of Legal Requirements

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Plans should include specific information about local priorities and approaches that will be used, and how schools and districts will integrate the Plan into the school's and/or district's curricula.

- 1. *Specific Bullying Prevention Approaches.*** Curricula is informed by current research which emphasize the following approaches: using scripts and role plays to develop skills; empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance; helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance; emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies; enhancing students' skills for engaging in healthy relationships and respectful communications; and engaging students in a safe, supportive school environment that is respectful of diversity and difference. Initiatives are designed to also teach students about the student-related sections of the Bullying Prevention and Intervention Plan, with specific information about how and when the school or district will review/ instruct the Plan with students.

- 2. *General Teaching Approaches that Support Bullying Prevention Efforts.*** The following approaches, captured within the District's MTSS (Multi-Tiered Systems of Support) systems, underscore the importance of our bullying intervention and prevention initiatives, are an integral to establishing a safe and supportive school environment:
 - a. Setting clear expectations for students and establishing school and classroom routines.
 - b. Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students.
 - c. Using appropriate and positive responses and reinforcement, even when students require discipline.
 - d. Using positive behavioral supports.
 - e. Encouraging adults to develop positive relationships with students.
 - f. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors.
 - g. Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development.
 - h. Using the Internet safely.
 - i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

STRATEGY	APPROACH	IMPLEMENTATION	RESPONSIBLE PARTY
Effective Instruction	Responsive Classroom (<i>Elementary Level</i>) or Developmental Designs (<i>MS Level</i>)	Daily, across curricular areas in grades PK-8	Teachers
Whole School Initiatives	Responsive Classroom and Advisory Curricula	Daily, across curricular areas in grades PK-8, bi-weekly grades 9-12	Principal
Whole School Initiatives	Character Values and Bullying Awareness Assembly	Annual	Principal School Resource Officer
Evidence Based Curriculum	Second Step	Grades K-2	Health/PE Teacher
Evidence Based Curriculum	Steps to Respect	Grades 3-5	Health/PE Teacher
Evidence Based Curriculum	Aggressors, Victims, and Bystanders	Grades 6-8	Health Teacher w/School Resource Officer
Evidence Based Curriculum	Botvin LifeSkills	Grades 3-9	PE or Health Teacher School Resource Officer
Curriculum	Internet Safety	Grades 3-8 - Health and InfoTech Curriculum	PE or Health Teacher Info Tech. Teachers School Resource Officer
High School Non-Academic	Peer mentors, training provided by coaches on anti-hazing.	Grades 9-12	Student Activities Director Athletic Director

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, HWRSD has established policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

1. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other

individuals who are not school or district staff members, may be made anonymously. Anonymous reports may be made to school personnel by phone, mail, or any means available for contact. A box will be designated in each nurse's office in which anonymous reports may be deposited. The district will ensure that a variety of additional school-based reporting resources are available to the school community including, but not limited to, an Incident Reporting Form¹. Use of an Incident Reporting Form is not required as a condition of making a report. The Reporting Form is included in the Handbook for Students and Families, can be accessed online for anonymous reporting, and is available in paper form upon request. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians. At the beginning of each school year, Hampden-Wilbraham Regional School District will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the district website, and in information about the Plan that is made available to parents or guardians.

- a. **Reporting by Staff.** A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures,
- b. **Reporting by Students, Parents or Guardians, and Others.** The District expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

2. Responding to a Report of Bullying or Retaliation

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. See student handbook for more specific information regarding student safety planning policies and procedures.

3. Obligations to Notify Others

- a. **Notice to Parents or Guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of

¹ See Appendix A for Sample Incident Reporting Form.

this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

- b. **Notice to Teachers and Educational Staff.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify appropriate educational staff and teachers of the target and the aggressor, and of the safety and response plans to prevent further bullying.
- c. **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 or designee first informed of the incident will promptly notify by telephone the principal or designee 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. **Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and with applicable District policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

4. Investigation

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

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

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

5. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will:

- determine what remedial action is required, if any.
- determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issues that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

6. Responses to Bullying

The District will utilize an array of skill-building strategies and/or individualized interventions to remediate or prevent further bullying and retaliation, such as:

A. Teaching Appropriate Behavior through Skills-Building.

Upon the principal or designee determining that bullying or retaliation has occurred, the District will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- a. Offering individualized skill-building sessions based on the school/district's anti bullying curricula.
- b. Providing relevant educational activities for individual students or groups of students in consultation with guidance counselors and other appropriate school personnel.
- c. Implementing a range of academic and non-academic positive behavioral supports to help students understand prosocial ways to achieve their goals.
- d. Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home.
- e. Adopting behavioral plans to include a focus on developing specific social skills.
- f. Making a referral for evaluation.

B. Taking Disciplinary Action.

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

C. Promoting Safety for the Target and Others.

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

VI. COLLABORATION WITH FAMILIES

The District is committed to utilizing strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration.

Information about the bullying prevention and intervention curricula used by the school district will include:

- How parents and guardians can reinforce the curricula at home and support the school or district plan.
- The dynamics of bullying.

Digital Citizenship

Online/social-media safety and cyberbullying. Parents and guardians will be notified in writing each year, via the Handbook for Students and Families, about the student-related sections of the Bullying Prevention and Intervention Plan in the language(s) most prevalent among the parents or guardians.

Parent Education and Resources

The District will offer educational resources and opportunities for parents and guardians that are focused on the parental components of bullying prevention and social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, and the Hampden-Wilbraham Partners for Youth Coalition.

Notification Requirements

The District, via the Student Handbook, sends written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All electronic notices and information are made available to parents or guardians in hard copy upon request, and are made available in the language(s) most prevalent among parents or guardians. The District will post any updates to the Plan, prevention curricula, and related information on its website, as well as resources for parents about the dynamics of bullying, including cyberbullying and online safety.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

A statement prohibiting bullying, cyber-bullying, and retaliation will be included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 370(b), and describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyber-bullying, are prohibited:

- a. on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school.
- b. 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

In developing the Plan and related policies and procedures, the District will utilize the following definitions from M.G.L. c. 71, § 37O.

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying is the repeated use by one or more students or by a member of a 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. 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. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile environment 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 the student's education.

Perpetrator is when a student or a member of a 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 who engages in bullying or retaliation.

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

School grounds is the property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

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

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

Victim is a student against whom bullying or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws and District policies, 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 Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

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

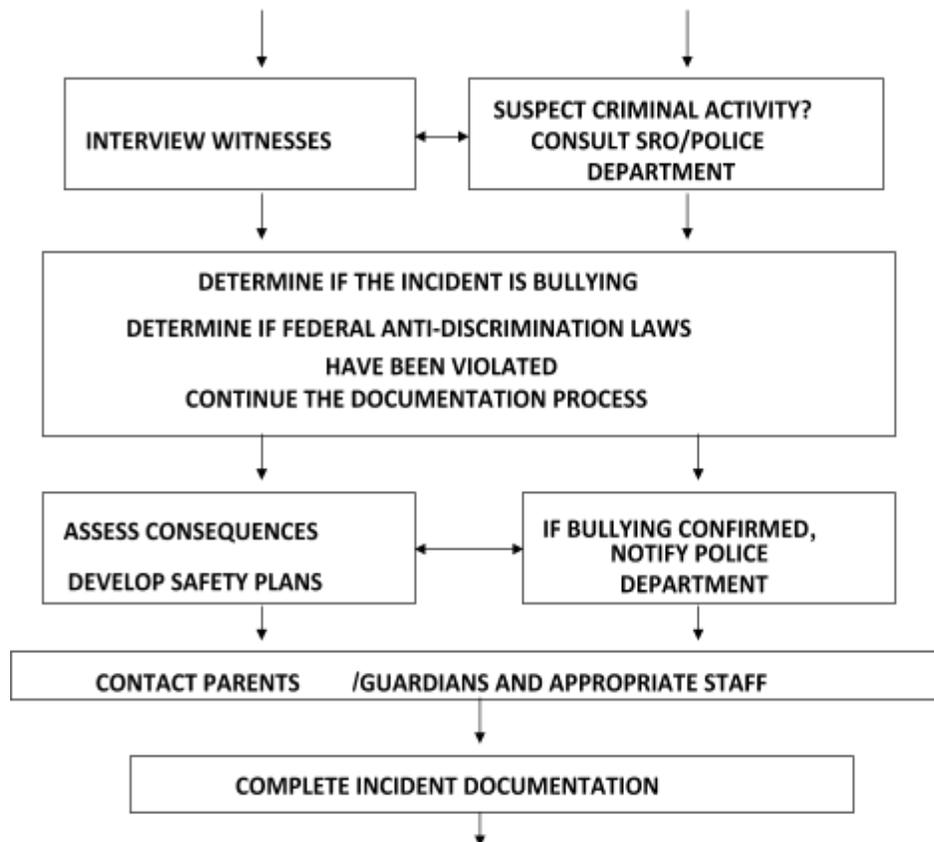
BULLYING INTERVENTION PROCESS

INCIDENT REPORTED



Assess Safety

**Conduct Investigation
Begin the Documentation Process**



APPENDIX B: BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Hampden-Wilbraham Regional School District
BULLYING PREVENTION AND INTERVENTION REPORTING FORM

APPENDIX C: DISTRICT CONTACT INFORMATION

Superintendent of Schools

Albert G. Ganem, Jr.
621 Main Street
Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Director of Finance, Operations and Human Resources

Howard Barber
621 Main Street
Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Director of Student Services

Gina Roy
621 Main Street
Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Directors of Curriculum, Instruction, and Professional Learning

John Derosia (Secondary)
Julie Keefe (Elementary)
621 Main Street
Wilbraham, MA 01095
Phone (413) 596-3884 Fax (413) 599-1328

Director of Safe Schools/Healthy Students Programs

Gina Kahn
HWRSD Center for Health and Safety
Thornton W. Burgess School
85 Wilbraham Road
Hampden, MA 01036
Phone (413) 566-5060 Fax (413) 566-5190

Mile Tree Elementary School

(Grades PreK-1)
Joanne C. Wilson, Principal
625 Main Street
Wilbraham, MA 01095
Phone (413) 596-6921 Fax (413) 596-9319

Green Meadows School

(Grades PreK-8)
Sharon Moberg, Principal
38 North Road, Hampden, MA 01036
Phone (413) 566-3263 Fax (413) 566-2089

Stony Hill Elementary School

(Grades 2-3)
Monique Dangleis, Principal
675 Stony Hill Road, Wilbraham, MA 01095
Phone (413) 599-1950 Fax (413) 596-4497

Soule Road Elementary School

(Grades 4-5)
Lisa Curtin, Principal
300 Soule Road, Wilbraham, MA 01095
Phone (413) 596-9311 Fax (413) 599-1742

Wilbraham Middle School

(Grades 6-8)
Thomas Mazza, Principal
466 Stony Hill Road, Wilbraham, MA 01095
Phone (413) 596-9061 Fax (413) 596-9382

Minnechaug Regional High School

(Grades 9-12)
Stephen M. Hale, Principal
621 Main Street
Wilbraham, MA 01095
Phone (413) 596-9011 Fax (413) 596-8907