

DARTMOUTH SCHOOL COMMITTEE POLICIES

File: JICFB

BULLYING PREVENTION

The Dartmouth Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

DARTMOUTH PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION PLAN

The Dartmouth Public Schools prohibits any form of bullying, cyberbullying, or retaliation. The District promptly investigates all reports of bullying, cyberbullying, or retaliation, and takes action to end that behavior and restore the target's sense of safety. The District's prohibition against bullying, cyberbullying, and retaliation is supported throughout the District through the curricula and instructional activities, professional development, and parent/guardian involvement.

A. Purpose

Dartmouth Public Schools is committed to fostering and maintaining a safe and nurturing learning environment that encourages mutual respect, dignity and equality and is free from all forms of bullying, cyberbullying, and retaliation. The purpose of this policy is to prevent bullying, cyberbullying and retaliation between or among students who believe they have been subject to bullying, cyberbullying, and retaliation, and to provide an efficient and effective means by which to report and end it.

B. Definitions

Aggressor is a person who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more persons of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: 1.) causes physical or emotional harm to the target or damage to the target's property; 2.) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; 3.) creates a hostile environment at school for the target; 4.) infringes on the rights of the target at school; or 5.) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

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

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.

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.

Target is a person against whom bullying, cyberbullying, or retaliation is directed.

C. Scope

This policy applies to all students of the Dartmouth Public Schools while attending school and all extracurricular and school-sponsored activities and events. This includes events both on school property and at off-site locations, consistent with M.G.L. c.71, §37O and accompanying regulations.

Bullying may occur in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions and will not be tolerated. Such behavior will be grounds for disciplinary action up to and including suspension and expulsion for students.

Bullying may occur at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, that creates a hostile environment at school for the target, infringes on his/her rights at school or materially and substantially disrupts the education process or orderly operation of a school, and is also prohibited.

All Dartmouth students are afforded the same protections regardless of their legal status under the law.

D. Violations of the Policy

Any student who violates this policy will be subject to appropriate disciplinary action, including but not limited to warnings, reprimands, physical restraint/restrictions, discharge, suspension or expulsion. Students' disciplinary action will be in accordance with each school's discipline procedures.

E. Reporting Bullying, Cyberbullying, and Retaliation Incidents

1. Reporting by students, parents, guardians, or others:

Any student, parent, guardian, or other person who believes that a student(s) has been subjected to, or has witnessed acts of bullying, cyberbullying, or retaliation should report the incident(s) to the school principal or designee. Dartmouth students will be provided age-appropriate support to report bullying, cyberbullying, or retaliation, and the principal or designee can assist any reporter in completing the Incident Reporting Form. Parents, guardians, students, and others may make reports of bullying, cyberbullying, or retaliation anonymously in writing and/or orally, however no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. A student who knowingly makes a false allegation of bullying, cyberbullying, or retaliation, may be subject to disciplinary action.

2. Reporting by staff:

Staff members shall respond immediately to any observed acts of bullying, cyberbullying, or retaliation consistent with the District's policies and procedures. Staff members shall complete an Incident Reporting Form and file with the principal or designee when the staff member becomes aware of conduct that may be bullying, cyberbullying, or retaliation.

Individuals who report bullying or retaliation incidents are not promised confidentiality; however, the District will enforce the anti-retaliation provisions of this policy to protect reporters and witnesses, and endeavor to protect all parties, consistent with M.G.L. c.71, §37O

F. Retaliation is Prohibited

Behavior that is interpreted as retaliatory in response to a report of bullying is in violation of this policy and subject to the same reporting and investigative procedures as the initial complaint. Filing of false reports of bullying or retaliation is also in violation of this policy. A student who knowingly makes a false allegation of bullying, cyberbullying, or retaliation, may be subject to disciplinary action.

G. Responding to a Report of Bullying or Retaliation

1. Safety

Upon receipt of a report of bullying, cyberbullying, or retaliation, the Principal or designee will conduct an investigation. Before the investigation occurs, the Principal or designee will take steps to ensure a sense of safety to the target to ensure that another incident does not occur, and will take steps to ensure a sense of safety for the student who reports bullying, provides information during an investigation, witnesses an act of reported bullying, or provides reliable information about an act of bullying. Such strategies may include providing a safe space for the target and/or the aggressor in classrooms, common spaces, and on the bus; providing a "safe adult" to check in with the student on a consistent basis (daily if warranted); additional supervision during transition times; pre-arranged seating during lunch or on the bus. If necessary, the principal or designee may make programmatic and/or schedule changes. The Principal and/or designee will make certain that strategies are in place to protect the student who was targeted, witnessed targeting or provided information during the investigation.

2. Obligation to Notify Others

Notice to parents or guardians:

When an investigation concludes that bullying or retaliation has occurred, the Principal or designee will notify the parent or guardian of the target and the aggressor of a bullying or retaliation incident, consistent with state regulations at 603 CMR 49.00, including notice to parents/guardians of actions to prevent further incidents.

Notice to Another School or District:

If an incident is reported that involves students from another school, the Principal or designee will notify the Principal or designee of the other school so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement:

When the Principal or designee reasonably believes that criminal charges may be pursued against the aggressor; the Principal will notify the Dartmouth Police Department. This notification will be consistent with the requirements of 603 CMR 49.00. Also, if an incident occurs on school grounds and involves a person who is no longer enrolled in the school, the Principal or designee will contact the Dartmouth Police Department and may issue a “no trespass” order. The Principal will consult with the school resource office, Superintendent, Assistant Superintendent, or other individuals deemed appropriate in determining whether to notify law enforcement.

H. Investigation

Investigation on any report of bullying, cyberbullying, and/or retaliation shall promptly occur in the Dartmouth Schools, including interviewing students, staff, witnesses, parents or guardians and anyone else who might have information about the incident. The investigator shall remind the aggressor, target and any witnesses that retaliation is strictly prohibited and will result in disciplinary action.

I. Determination

Once the investigation is completed and the Principal or designee finds there is sufficient evidence to substantiate a bullying, cyberbullying, and/or retaliation incident, the Principal or designee will take steps to prevent recurrence of the incident and to ensure that the target is not restricted in participating in school or any school events. The Principal or designee will determine age-appropriate disciplinary action that may be warranted. Parents or guardians of the target and the aggressor shall be notified when there has been a determination that bullying, cyberbullying, or retaliation has occurred and the action is being taken to prevent further incidents. All notices to parents will comply with state and federal privacy laws and regulations.

Note that a student’s misconduct may constitute not only bullying, cyberbullying, or retaliation, but may also constitute a violation of other applicable state and/or federal laws. If so, the aggressor may be subject to disciplinary consequences on the basis of other applicable laws.

J. Disciplinary Action

When a determination is made that disciplinary action is appropriate, the Principal will follow the school handbook’s Code of Conduct pertinent to bullying, cyberbullying, and retaliation. Depending on the nature of the incident, students may face a range of possible disciplinary actions including:

- Verbal warning;
- Written warning;
- Reprimand;
- Detention;
- Short-term or long-term suspension;
- Expulsion from school as determined by the school administration and/or the school committee, subject to applicable due process requirements.
- Counseling;
- Contracting for appropriate behavior; or
- Mediation.

**In the event the aggressor student is a special education student or a Section 504 student, the school will comply with the procedural safeguards specified under the IDEA 2004 20 U.S.C. 1415(k) and 34 CFR 300.530-300.536.*

K. Restoring Safety for the Target and Others

The Principal will oversee the restoration of the target's sense of safety in the school environment, as well as the safety of others, **and will implement strategies to ensure a sense of safety for a person who reports bullying, provides information during an investigation, witnesses bullying, or provides reliable information about an act of bullying. Such strategies may include providing a safe space for the target and/or the aggressor in classrooms, common spaces, and on the bus; providing a "safe adult" to check in with the student on a consistent basis (daily if warranted); additional supervision during transition times; pre-arranged seating at lunch or on the bus. If necessary, the principal or designee may make programmatic and/or schedule changes.**

L. Counseling and Other Support Services

The Dartmouth Public Schools has a variety of services available to targets, aggressors, and appropriate family members within the District through its staff. Specifically, the District's guidance counselors, social workers, and school psychologists assist in developing safety plans for targeted students, and they may offer educational and intervention services, including but not limited to behavioral intervention plans, social skills groups, and individual counseling for both targets and aggressors. Additionally, District staff may provide information and referrals to community-based services to targets, aggressors, and families.

M. Professional Development

The Dartmouth Public Schools will meet the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, paraprofessionals, cafeteria workers, custodians, bus drivers, athletic coaches, and advisors to extracurricular activities.

1. Annual staff training on Dartmouth's Bullying Prevention and Intervention Plan Annual training for all District faculty and staff will include the staff's obligations and responsibilities under the Plan, an overview of the steps that the Principal will follow upon receipt of a report of bullying, cyberbullying, or retaliation, and an overview of the bullying prevention curricula to be offered at the faculty and staff members' assigned school. The training shall include the following components:
 - Strategies to prevent bullying incidents;
 - Strategies for interventions to stop bullying;
 - Information regarding the complex interaction and power differential that can take place among an aggressor, a target, and a witness to bullying;
 - Research and information on students who are at risk for bullying;
 - Information on cyberbullying; and
 - Internet safety issues as they relate to cyberbullying.

Dartmouth Elementary Anti-Bullying Policy

Everyone at the Dartmouth Elementary Schools is committed to making our schools safe and caring places for all students. We will treat each other with respect, and we will refuse to tolerate bullying. In addition, cyber bullying, even if it occurs off school grounds, which creates a hostile environment at school for the target, infringes on their rights at school or materially and substantially disrupts the education process or orderly operation of a school will not be tolerated. Our schools define “**bullying**” as follows:

- One or more students repeatedly causing harm (or fear of harm) to a person’s body, feelings, or property;
- Causing a situation where a person is scared, intimidated, or fearful at school;
- Interfering with a person’s education;
- Or disrupting the school day or school activities.

Bullying includes cyber bullying.

Our schools define “**cyber bullying**” as follows: Using technology or any electronics (e-mail, text messages, social networking sites, and so on) to bully.

Our schools define “**retaliation**” as follows: Engaging in acts of bullying toward a person as revenge because he or she reported bullying or provided information during a bullying investigation.

Reporting Bullying

Adult receiving a report from a student. First, assess the child’s safety by asking questions about what he or she needs to feel safe now. Second, affirm the student’s feelings. Third, ask questions about the suspected bullying. Finally, tell the child that you will be making a report and offer support.

Adult reporting to administration. School staff that witness bullying or receive a report of bullying from a student **must tell the principal or assistant principal immediately**. Be prepared to report on the following information: date and time of incident, who was involved, where the incident occurred, the behaviors witnessed, if there are immediate safety needs, specific concerns for the child who was bullied or the child who did the bullying, and what immediate action was taken. This information must be reported on the school *Bullying Incident Report* form.

Protecting students who report. Retaliation against students for reporting bullying is prohibited. Students who retaliate against others will receive appropriate consequences as outlined in our school discipline code. Students may report bullying anonymously. No disciplinary action will be taken solely on the basis of an anonymous report unless substantiated by further investigation. False accusations of bullying against others are not allowed and will result in consequences outlined in our school discipline code. When interviewing the student accused of bullying or other students about the bullying, do not name the student who reported if possible. In some cases, however, the bullying may be too severe to protect confidentiality. In these cases, assure the student that adults will do everything they can do to protect them from retaliation.

Consequences of Bullying

When a confirmed report of bullying is received the *Bullying Incident Report* must be completed. The student who bullied (aggressor) will face appropriate consequences as outlined in our school discipline code. If a law is believed to have been broken, law enforcement will be notified by the school as well. The target of the bullying will receive additional supports and referrals as necessary.

Parent Notification

The parents and/or guardians of both the child who was bullied (target) and the child who bullied (aggressor) will be notified of all incidents of bullying that involve their child. The parents and/or guardian of the child who was bullied will also be notified of the action taken by the school to prevent any further acts of bullying or retaliation toward their child.

Staff Education and Responsibilities

Each year, our school will provide written notice to all school staff of the bullying prevention plan. Staff will be trained annually on the plan and curriculum chosen by our schools. The training will cover ways to prevent and intervene in bullying, information about the complex nature of bullying, research on bullying and children who may be more vulnerable to bullying by others, and information on cyber bullying and internet safety.

Staff at our school will do the following things to prevent bullying and help students feel safe at school:

- Closely supervise students in all areas of the school and playground
- Watch for signs/signals of bullying and (preceding bullying when possible) stop it when it happens
- Teach lessons that support social and emotional skills
- Teach students about bullying
- Respond quickly and sensitively to all reports of bullying
- Take families' concerns about bullying seriously
- Teach and incorporate the Second Step program
- Complete the Dartmouth Elementary School suspected bullying incident report
- Report suspected bullying to the administration

Parent Education

Our schools will use the following evidence-based bullying prevention curriculum to help address bullying at our schools: *Second Steps/Steps to Respect: A Bullying Prevention Program*. Each year, our school will provide parents and/or guardians with information about this program and how they can reinforce the curriculum at home and in the community. Parents will also be provided with information describing the dynamics of bullying and cyber bullying and information about Internet safety.

**DARTMOUTH SCHOOL DEPARTMENT
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM I.**

REPORT

1. Name of Reporter/Person Filing the Report:

2. Check whether you are a: Student Staff member (specify role)
 Parent Administrator Other (specify)

3. Your contact information/telephone number:

4. State your school:

5. Information about the incident:

Name of Target (of behavior):

Name of Aggressor (person who engaged in the behavior):

Date(s) of Incident(s):

Time When Incident(s) Occurred:

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

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

Name: _____	Name: <input type="checkbox"/> Student	<input type="checkbox"/> Staff	<input type="checkbox"/> Other _____	Student
Name: _____	<input type="checkbox"/> Staff	<input type="checkbox"/> Other _____	<input type="checkbox"/> Student	Staff
	<input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>	

7. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

8. Signature of Person Filing this Report:

_____ Date: _____

9. Form Given to: _____

Position _____ Date: _____

II. INVESTIGATION

1. Investigator(s): _____

Positions(s): _____

2. Interviews:

Interviewed Aggressor Name: _____

Date: _____

Interviewed Target Name: ___ Date: _____

Interviewed Witnesses Name: _ Date: _____

Interviewed Witnesses Name: _ Date: _____

Interviewed Witnesses 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: (Use additional paper and attach to this document as needed)

Dartmouth Elementary School Anti-Bullying Activities

All instructional staff, Preschool through Grade 5, within the district have had training in and currently use *Second Step*, a violence prevention curriculum. This program is research-based and meets federal and state requirements and is top-rated by the U.S. Department of Education, Safe and Drug-Free Schools, U.S. Department of Health and Human Services and other highly recognized organizations.

This program uses hands-on, activity-based lessons to captivate our young learners. Children gain language and communication skills while learning to identify feelings, solve problems and get along with others. Research indicates that children who are socially competent perform better academically.

Second Step lessons give students tools to help them become socially skillful and to form healthy relationships. Students learn how to respond to others empathetically and how to calm down, reduce irritating behaviors and solve problems. This research-based program promotes an increased knowledge of social skills while decreasing levels of disruptive behavior.

Social skills are building blocks for respectful behavior, healthy relationships and school connectedness. These skills also relate to paying attention, focusing on academics, following directions, and achieving in school. The *Second Step* lessons not only teach social and emotional skills but give practical, step-by-step strategies for thinking through problems. By implementing this program, we are once again attempting to meet the needs of the whole child.

Summary of Curriculum Activities

- Weekly *Second Step* lessons
- Compliance with all procedures and protocols listed in the Student Handbook.
- Weekly Leader Lunch – One student from each class in each grade level meets with an administrator to have a lunch group discussion
- Annual review training of our teaching assistants in *Second Step*
- Bi-annual training of our lunch time monitors in *Second Step*
- Six to eight week Social Skills groups of 4-6 students on Friendship, Organization, Attention, and Empathy conducted 3-4 times a year by our Social Workers
- Monthly activities/assemblies

September

- 5th graders are invited to be leaders in our anti-bully initiative; using themes from *Second Step* and leadership skills from Stephen Covey's The Leader in Me. Posters are created and hung throughout the building. Students read friendship and kindness announcements.
- Grade level assemblies reviewing our RESPECT campaign, recess rules/expectations & reinforcing *Second Step* problem-solving steps

October

- *Second Step* Kick Off Assembly. Fifth graders perform a skit "What To Do with a Bully" written by a fifth grader.

November

- We participate in our 6th annual Mix-It Up Day (sponsored by Teaching Tolerance). This national event whereby schools across America mix up who they sit with at lunch in order to break down social barriers and celebrate differences. Students and staff mixed up their clothing and with parent volunteers enjoyed a special lunch time with musical entertainment.
- Annual Thanksgiving canned food drive. We donated 38 boxes of food to the Dartmouth Council on Aging for their food pantry.

December

- Dimes for Deeds celebration. Students earn dimes by doing extra chores at home and then donate their dimes to purchase holiday gifts for less fortunate.
- Fifth graders start to collect Kindness and Caring Slips. Children are encouraged to write down acts of kindness and caring as well as when they see classmates do a good deed. These are stapled together throughout the year with the goal being to have enough strips completed to Wrap Our School in Kindness.
- Students in Kindergarten, Grade 1 and 2 learned about name-calling by watching “Rudolph the Red-nosed Reindeer” and then having discussions on name-calling and isolation led by our social workers.

January

- Peacemakers’ Assembly in honor of Dr. Martin Luther King Jr’s birthday. First graders perform the Peacemakers’ Song, Second graders create our PEACE sign filled with ways to be a Quinn Peacemaker and this is posted in our gym so that our students are invited to sign the peace wall when they display good sportsmanship. Our 4th graders read sections of Dr. King’s “I Have a Dream” speech.
- “Souper Bowl” collection. We set and reached a goal of 1000 cans of soup which we donated to PACE for the Greater New Bedford area.

February

- MARC (Massachusetts Aggression Reduction Center) contest at Bridgewater State College Anti-Bully Essay/Poster contest. One hundred and four grade 3-5 students participated in either creating posters or writing essays or poems about anti-bullying. These are also read over the intercom to keep this as a daily topic.

March

- One Book, One School was initiated for the first time and was such a huge success, we have decided it will be an annual event. A children’s picture book, The Teddy Bear, was purchased for and read in each class. The book with an emphasis on societal issues sent home with each student with suggested family discussion ideas. Students were asked to write about an act of kindness that they had performed as a result of reading this book and these acts, over 700 of them, line the halls.

April

- Grade level assemblies were conducted in March and April based on the anti-bullying curriculum, “Quit It” which teaches the students to recognize the difference between teasing and bullying, how to identify a target, bully and bystander and what to do when you see bullying happen. According to national research, one of the most powerful groups that can decrease bullying is the bystanders. Upper grade level students also viewed a short video entitled “Don’t Laugh At Me” while our K-1 students listened to and discussed the children’s book, Jean Mean, the Recess Queen.

May

- As part of our annual poetry contest, some students created poems about bullying while a second grade class created a song which will be used during our June day of Kindness.

June

- An end of the year Kindness day is celebrated by creating our Chain of Kindness and Caring and having every student in the school hold a piece of the chain as we wrap it around the entire school while listening to a anti- bullying song created by a second grade class.

On-going Initiatives for 2010-2011

1. Create a positive behavior support system plan to be posted throughout the school.
2. Align the themes of empathy, problem-solving, impulse control and anger management with our new literacy program, Storytown, so that we continue to integrate these themes throughout the day and week.
3. Plan how to assist teachers in creating their classroom plan so that it aligns with the school-wide plan.
4. Plan and implement a data collection method to record behaviors that will then drive our instructional and intervention practices.
5. Review and adapt as necessary RTI-behavior materials so that we can enhance our interventions on a tiered model.

Second Step materials and trainings have been funded through the Safe and Drug-Free Grant, Fund Code 332.

DMS Bullying/Harassment Policy

Harassment/Bullying and Cyber-bullying

The Dartmouth Middle School takes a **proactive** stance when addressing bullying and cyber-bullying issues. The Dartmouth Middle School believes that every student has the right to attend school without fear of threat or intimidation by other students. Bullying is a form of harassment and may take the form of verbal or written taunts, threats or intimidation. Students who experience threats, harassment/bullying by a student or students or an adult in school or on the way to or from school, are expected to report these incidents to a school guidance counselor and/or school administrator. Students who witness or have knowledge of another student's mistreatment are asked to report this to a guidance counselor and/or school administrator. Students may report the incident verbally or in writing. In addition, our Middle School staff, when aware that a student is being bullied, will report this to a guidance counselor and/or school administrator.

Definitions of bullying and cyber-bullying:

Bullying is defined as the repeated use of a written, verbal, or electronic communication, or a physical act 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 of 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; or
- materially and substantially disrupting the education process or the orderly operation of a school.

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.

In accordance with the Middle School's disciplinary policies/procedures, a four- step plan will be implemented when processing cases of bullying.

Step One: Complete incident report form

Step Two: Conduct investigation - interview target of bullying, interview the student(s) accused of bullying, interview witnesses and bystanders

Step Three: Educate and assign consequences if needed

Step Four: Document incident and consequences and contact parent/guardian of target and alleged aggressor

Note: Depending on circumstance and degree of bullying, the police may be contacted and a report filed. Other steps may also be taken to assure the safety of our students.

DMS Bullying & Harassment Incident Report

Student(s) Name _____ Referring _____ Date _____
 Guidance Counselor Casserly Teacher Decas

Caito

Reason for Harassment/Bullying

- Race/Color/Religion
- Sexual Orientation
- Age
- National Origin
- Physical or Mental Disability
- Other

Location of Incident

- Hallway
- Classroom
- Cafeteria
- Bathroom
- Bus
- Other

Person was bullied in the following ways

- Electronic Communications (includes text messaging)
- Written Communication
- Verbal
- Physical
- Other

Witnesses to alleged bullying:

- Name _____
- Name _____
- Name _____

Please describe the specific behavior that resulted in this referral.

Guidance/Administrative Interventions

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Apology <input type="checkbox"/> Verbal warning <input type="checkbox"/> Written warning <input type="checkbox"/> Parent(s) notified <input type="checkbox"/> Parent Conference <input type="checkbox"/> Mediation <input type="checkbox"/> Signed no contact order <input type="checkbox"/> Counseling/Anger management <input type="checkbox"/> Educational materials given to bully <input type="checkbox"/> | <ul style="list-style-type: none"> <input type="checkbox"/> Restricted privileges <input type="checkbox"/> Specialized seating <input type="checkbox"/> Detention <input type="checkbox"/> Out of school suspension _____ days <input type="checkbox"/> In school suspension _____ <input type="checkbox"/> Bus suspension <input type="checkbox"/> Law enforcement/Youth Court <input type="checkbox"/> Expulsion <input type="checkbox"/> Other |
|---|--|

DEPARTMENT OF EDUCATION

DISTRICT

X2

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Incident Report | <input type="checkbox"/> Student Discipline | <input type="checkbox"/> Parent Notice | <input type="checkbox"/> Student Discipline |
|--|---|--|---|

Dartmouth Middle School Anti-Bullying Activities

September: All instructional staff was trained in new bullying procedures at DMS. Staff was also informed of the details and their responsibilities under Chapter 92.

Students were given a welcome back speech that was conducted by team. During this small assembly setting students were informed of the new bullying law and were given tips on how to deal with it as a victim and as a bystander.

October: Linda Pacheco from the Bristol County Sheriff's office was brought in and conducted an assembly on both traditional bullying and cyber-bullying. This was delivered by grade level and was held in the auditorium.

November: November 24th was designated as anti-bullying day at DMS. The whole day was devoted to the topic. See attachment for details.

A district wide anti-bullying night for parents was held at DMS. Parents were informed of the law and how best to help and protect their children.

Each RARE activity conducted at DMS will touch upon an area of respect and responsibility that will be tied in to bullying. These events occur approximately every six weeks here at school.

DARTMOUTH MIDDLE SCHOOL BULLYING CURRICULUM (Health Classes)

December

- Definition of Bullying
- Statistics
- 3 P's of the school (People, Policy, Procedure)
- Student Survey on Bullying (Pre)

January

- How To Handle A Bully (Worksheet)
- How To Handle A Bully (Group Role Plays)
- Kelsey Gibree Newspaper Article (Read and Discuss)

February

- *Cruel School* Video
- *Cruel School* Fact Sheet
- Continuum Of Violence (Worksheet)
- How Bullying Leads to Violence (Columbine, Dartmouth High, etc.)

March

- Cyber Bullying
- Definition
- Technologies used in Cyber Bullying
- Strategies for dealing with Cyber Bullying

April

- Caring Majority/School Climate
- Empathy (Definition and Examples)
- Student Survey (Post)

We will continue to look for programs that will best fit our students and meet their needs in the area of bullying and cyberbullying. We have two staff members within our health department who are certified instructors in 2nd Steps violence prevention and we are exploring our options to train all staff members here at DMS.

Dartmouth High School Anti-Bullying Policy School Year 2010-2011

Every student has the right to attend school without fear of threat or intimidation by other students. Harassment/bullying/cyber-bullying will not be tolerated at Dartmouth High School.

Harassment is defined as any conduct of a verbal or physical nature that embarrasses, distresses, agitates, disturbs, causes fear, causes an apprehension of harm, harms or troubles a student on the basis of race, color, national origin, age, sex, sexual orientation or disability.

Bullying is defined as the repeated use of written, verbal, or electronic communication, or a physical act, gesture, or any combination thereof, by one or more students directed at another that has the effect of:

- Causing physical or emotional harm to the other student or of 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; or
- Materially and substantially disrupting the education process or the orderly operation of a school.

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.

Retaliation is defined as engaging in acts of bullying toward a person as revenge for that person reporting bullying or providing information during a bullying investigation.

Reporting Bullying

Any student who believes that he or she has been subjected to bullying and/or harassment should report the incident verbally or in writing to any member of the school staff (teacher, guidance counselor, social worker, administrator, nurse, school resource officer, security guard, etc.). *Adult receiving a report from a student.*

First, affirm the student's feelings. Second, ask questions about the bullying. Third, assess the child's safety by asking questions about what he or she needs to feel safe. Finally, tell the student that you will be making a report and offer support.

Adult reporting to administration.

School staff that witness bullying or receive a report of bullying from a student must tell the principal or assistant principals immediately, followed up with a completed "Bullying Prevention and Intervention Incident Reporting Form" (on Integrity). Information should include date and time of incident, who was involved, where the incident occurred, the behaviors witnessed, if there are any safety needs, specific concerns for the student who was bullied or the student who did the bullying and what immediate action, if any, was taken.

Consequences of Bullying

A report (verbal or written) of harassment and/or bullying will be investigated promptly and in an impartial and confidential manner, to insure prompt and appropriate action. Any individual who is found, after an appropriate investigation, to have engaged in harassment and/or bullying will be subject to disciplinary action up to and including expulsion. A "Bullying Prevention and Intervention Incident Reporting Form" will be completed. A student's misconduct that falls under our anti-bullying policy may constitute discrimination or harassment in violation of other applicable state and/or federal laws. If a law is believed to have been broken, law enforcement will be notified by the school.

Parent Notification

If an incident of bullying has been determined, the parents and/or guardians of both the student who was bullied (target) and the student who bullied (aggressor) will be notified. The parent and/or guardian of the student who was bullied will also be notified of the action taken by the school to prevent any further acts of bullying or retaliation toward their child.

Staff Education and Responsibilities

Each year, our school will provide written notice to all school staff of the bullying prevention plan. Staff will be trained annually on the plan and curriculum chosen by our school. The training will cover ways to prevent and intervene in bullying, information about the complex nature of bullying, research on bullying and students who may be more vulnerable to bullying by others, information on cyber bullying and internet safety and our investigative/reporting procedures.

Staff at Dartmouth High School will do the following to prevent bullying and help students feel safe at school:

- Watch for signs of bullying and stop it when it happens
- Teach students about bullying and provide lessons that support social and emotional skills

- Respond quickly and sensitively to all reports of bullying
- Take families' concerns about bullying seriously

Student & Parent Education

Throughout the four years at Dartmouth High School, all students will be provided bullying prevention instruction during health classes, freshman seminar classes, advisories and grade 10 English classes through the teaching of the novel *Speak*. We will also have a presentation of *Rachel's Challenge* whose objective is to create a safe learning environment for all students by re-establishing civility and delivering proactive antidotes to school violence and bullying. The *Rachel's Challenge* initiative will be sustained through training and ongoing meetings and activities planned by the *Rachel's Challenge* team. Parents will be provided with information describing the dynamics of bullying and cyber-bullying and information about Internet safety as well as our anonymous reporting procedures. Parents/guardians will also be provided with a copy of *Net Cetera-Chatting with Kids About Being Online*.

Dartmouth High School Safety Plan

Dartmouth High School has zero tolerance toward bullying. If a student feels threatened or harassed, he/she should notify an adult and ensure that they are in a safe area.

1. Student should seek the closest adult if feeling threatened or harassed. The closest adult could be a classroom teacher, administrator, school resource officer, security guard, school nurse, custodian, cafeteria worker, or other staff member.

2. Safe places at DHS that student should utilize in case of continued threat or harassment:

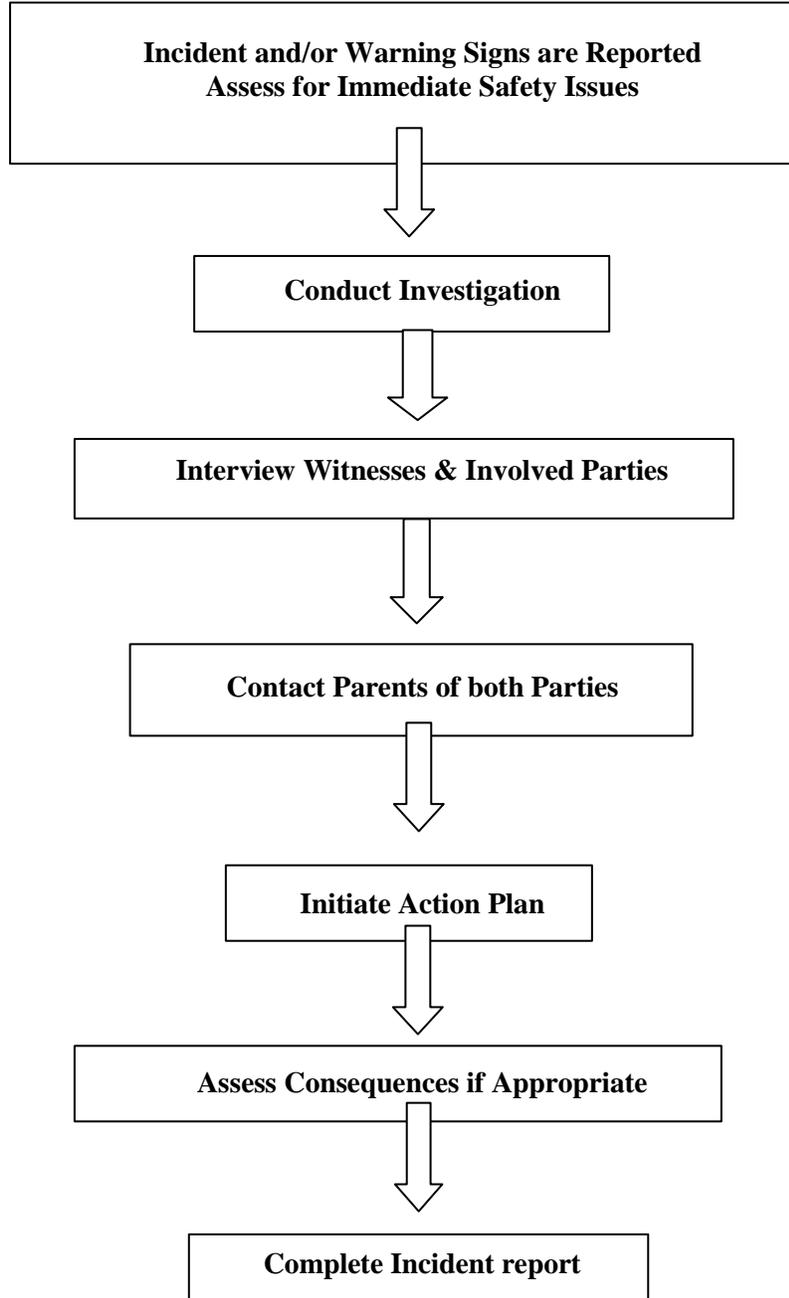
- Classroom with students and teacher present
- Assistant principal's offices-main hallway near LMC
- School Resource Officer's Office-cafeteria hallway
- Security Office-main entrance
- Nurse's office-main hallway across from guidance
- Guidance Office – mail hallway near auditorium entrance and Nurse's office
- Principal's Office-near main entrance
- School library-end of main hallway

3. Student should be aware that the school is monitored by video surveillance.

4. If feeling threatened or harassed student should avoid the following:

- Leaving the school building
- Entering a bathroom or other isolated area
- Entering an empty stairway or other low traffic area

PROCESS FOR RESPONDING TO A REPORT OF BULLYING



II. INVESTIGATION

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

2. Interviews:

Interviewed Aggressor Name: _____ **Date:** _____

Interviewed Target Name: _____ **Date:** _____

Interviewed Witnesses Name: _____ **Date:** _____

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: (Use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

YES Bullying Retaliation

NO Incident documented as _____ Discipline referral only

2. Contacts:

Target's parent/guardian date: _____

Aggressor's parent/guardian date: _____

Law Enforcement date: _____

3. Action Taken:

Loss of Privileges Detention Suspension Community service Education

Other _____

4. Describe Safety Planning:

Follow-up with Target: scheduled for _____

Follow-up with Aggressor: scheduled for _____

Report forwarded to Principal: (If principal was not the investigator)

Date _____

Report forwarded to Superintendent: Date _____

Signature and Title: _____