SOUTH HADLEY PUBLIC SCHOOLS

ANTI-BULLYING TASK FORCE
TO PROMOTE CIVIL AND ETHICAL BEHAVIOR

Final Report

June 2010

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SOUTH HADLEY PUBLIC SCHOOLS

ANTI-BULLYING TASK FORCE TO PROMOTE CIVIL AND ETHICAL BEHAVIOR
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SUMMARY OF RECOMMENDATIONS

Background

In January 2010 the tragic death of Phoebe Prince, a student at South Hadley High School, focused attention on the problem of bullying in South Hadley schools. In response to the tragedy and the behavioral and disciplinary concerns it raised, the South Hadley Schools convened an **Anti-Bullying Task Force to Promote Civil and Ethical Behavior** with the charge of evaluating current school district policies, programs and procedures and researching and recommending new or revised policies, programs and procedures to support a safe, caring and peaceful community for students, staff and families. More than three hundred participated in the first meeting of the task force on February 23, 2010.

The Task Force was divided into eight working subgroups, and a steering committee was formed to oversee the process. The subgroups and steering committee met on alternate Monday evenings between the initial meeting in February and the final meeting of the Steering Committee on June 14. All meetings were public, and minutes of those meetings are available on the School District website. While the Task Force was at work, the Massachusetts General Court debated and adopted an anti-bullying bill, subsequently signed into law by Governor Deval Patrick on May 3, 2010. Consequently, the recommendations of the Task Force reflect the language and requirements of the new law.

The major work of the Task Force is reflected in the reports of each Task Force subgroup, and their recommendations form the substance of this report. The aim of this introduction is to summarize the major themes of the subgroup reports, highlight key recommendations, suggest priorities for action, and identify areas requiring sustained commitment.

Major Themes

Task Force discussions focused on two broad areas of concern: First, the need for a more effective response to *incidents of bullying, harrassment or intimidation* within South Hadley schools; second, the need to address a *culture of bullying* that includes the schools but extends beyond them.

The first area of concern is amenable to specific and immediate action. Indeed, such action is now required by state law. Consequently, the most detailed and specific recommendations of the Task Force are focused on discipline related policies and procedures related to bullying behaviors. Since one major barrier to combating bullying is students' reluctance to tell adults, one of the most prominent themes in subgroup discussions was the pressing need for safe, reliable, and anonymous/confidential reporting of bullying incidents. Once an incident is reported, procedures for discipline of those who engage in bullying and procedures to protect

those who are targets of bullying must be transparent, clearly defined and consistently applied. A particular focus of discussion with regard to policy was the need to acknowledge exclusion or shunning as a form of bullying. Finally, a theme that ran through these discussions was the "bystander" problem, and the need for ongoing training to enable both staff and students to intervene effectively to stop bullying behaviors.

The second broad area of concern -- erosion of community norms and the culture of bullying this erosion enables -- is far more complex and difficult to address, but a number of the Task Force subgroups took on this challenge. In the schools themselves responding to the roots of bullying requires proactive programs rather than simply procedures to deal with bullying after the fact. The recommendation of a district-wide, research-based anti-bullying education program is a response to this need, as are the many specific proposals for parent and student educational programs. The subgroup reports also reflect the awareness that efforts to address the problem of bullying must extend beyond the schools. As a result the subgroup reports are peppered with creative ideas for community outreach and education. Among the most creative of these are proposals from the Online Behavior group for ways of educating both parents and students on safe, responsible internet activity. Indeed, addressing the problem of cyber- bullying in the rapidly changing environment of electronic communication and social networking was a concern of all of the subgroups. Another prominent theme in these discussions is the need for widespread community involvement, and this is especially reflected in the Community Programs group's proposed "Community Code of Conduct" and also in that group's urging of increased emphasis on community service programs. There is also broad consensus, reflected in these reports, that the education of children and families about bullying must begin in the earliest years, and be repeated often at all grade levels.

Key Recommendations

To the School Committee: The primary recommendation of the Task Force is that the School Committee review and adopt the comprehensive Anti-Bullying Policy drafted by the District Policy subgroup in accordance with Massachusetts General Law. The proposed policy defines and prohibits bullying and sets out specific commitments on the part of the School Committee and the Superintendent of Schools. These requirements include the development of administrative procedures to deal with bullying incidents, the development of a bullying prevention and intervention plan, the review of this plan every two years, and the implementation of district wide anti-bullying programs including staff development and parent/guardian education.

To the District Administration: Adoption of the anti-bullying policy will require administrators within the school district to take further specific actions. The following recommendations offer proposals for implementing the requirements of the proposed policy:

1. The Task Force recommends that the Superintendent of Schools adopt the procedures and documents included in the School Procedures subgroup report for district wide implementation. These procedures outline a comprehensive system for reporting, identifying, responding to and documenting incidents of bullying, harassment or intimidation. Since a key to the effectiveness of such procedures is implementation of an

accessible and efficient system to encourage reporting of bullying incidents, the Task Force recommends the implementation of an anonymous electronic reporting system, and further recommends the adoption of the Earshot Technologies system. A review of the Earshot system and alternative systems, including their capabilities and costs is included in the School Procedures subgroup report.

2. The Task Force recommends that the School District adopt and fund a district-wide, comprehensive, research-based program for anti-bullying education. Proposals for such a program are contained in two reports, the Staff Programs subgroup report and the Student Programs report. The Staff Programs subgroup recommends adoption of the *Olweus* anti-bullying program as the basis for district wide staff education. The Staff Programs group also recommends continued support for programs such as Responsive Classroom, Second Step, and Steps to Respect which are already in use in some South Hadley schools and which satisfy the state mandate for research-based programs. The Student Programs report recommends two stages of implementation: first, immediate adoption of a research based program at the High School, followed by further study of a comprehensive program for district-wide implementation. Since effective implementation of a comprehensive, district-wide program will require significant resources and commitment, and needs to be approached with care and deliberation, the Task Force endorses the Student Programs recommendation.

3. The Task Force recommends that the School District support regular educational programs and publish educational materials for parents and students related to bullying prevention and online behavior. The reports of the Parents' Programs subgroup and the Online Behavior subgroup offer a variety of ideas for such programs. Proposals include the development of a parent handbook, regular dissemination of information on cyberbullying and online behavior, and required in-school training on cyberbullying and online behavior.

4. The Task Force recommends that the School Committee and the Selectboard formally adopt the South Hadley Community Code of Conduct proposed by the Community Programs subgroup. The Task Force further recommends that the Code of Conduct be posted in all town offices and buildings.

5. The Task Force recommends that the Task Force Steering Committee be reconvened at the beginning of the 2010-11 school year to review and facilitate implementation of the recommendations contained in this report.

Only the major recommendations of the Task Force have been highlighted here, and the School Committee is urged to thoroughly review all of the proposals included in the attached subgroup reports.

Priorities for Action

Throughout our work the members of the Task Force have recognized that the problems we have been charged with addressing have deep roots, and that efforts to effectively deal with the roots of bullying behavior require long-term, sustained commitment not only from the school

department, but from families, members of the community and community organizations. The subgroup reports reflect this larger concern. Problems as serious and deep rooted as bullying, harassment and intimidation cannot be ended by a Task Force report, no matter how well meaning, nor can the school administrators or teachers alone solve problems which have their roots outside of the schools.

This recognition of a need for a sustained community-wide effort to deal with a culture of bullying should not, however, distract from immediate and urgent action that the School District can and must take. In particular, the Task Force calls for immediate action on the revision and implementation of policies and procedures related to bullying. In particular:

- The proposed district wide policy, and the administrative procedures (highlighted in items 1 and 2 above and detailed in the subgroup reports that follow) should be reviewed, offered for public comment, and adopted as soon as is practicable.

- Immediate steps should be taken toward the adoption of the *Olweus* program, or a similar research-based anti-bullying program, for district-wide application. While full implementation may require some time, we urge that steps be taken immediately to begin the process, and that a deadline be set for full implementation of such a program

Ongoing commitments

The creativity and commitment represented in the work of the Task Force needs to find expression in ongoing, sustainable forms so that the many extraordinary ideas and initiatives reflected here are not buried in a file drawer. Many of the recommendations of the Task Force subgroups are not amenable to immediate implementation, and in any case a number of these recommendations extend beyond of the purview of the School District. Moreover, even the policy and procedural recommendations, while they might be easily and quickly adopted, are not self-implementing. Consequently, the ultimate fruitfulness of the proposals in this report will depend on ongoing, sustained commitment not only on the part of the School Committee and School administrators, but also on the part of concerned citizens. Some of the Task Force subgroups, in particular the Community Programs group and the Online Behavior group, intend to remain active and the Task Force recommends that the School Committee and district administration encourage, recognize and remain responsive to the creative work of these groups. Furthermore, to encourage continued public input and accountability for the implementation of this report's recommendations, we further urge that the Task Force reconvene at the beginning of the 2010-2011 school year, and that it continue in operation with the charge of overseeing the implementation of anti-bullying initiatives and programs as well as proposing new initiatives.

District Policies Subgroup Report

The district policy subcommittee of the Anti-Bullying Task Force met on six occasions between February 23, 2010 and May 3, 2010. The group consisted of an average size of six people per meeting. Meetings were chaired by Dr. Gus Sayer, Superintendent of Schools, and the note-taker was Dr. Joyce Butler, Director of Pupil Personnel Services.

Our work as a subcommittee began with a definition of what a policy is and what it is not, and a review of a variety of existing anti-bullying policies from across the nation. The group defined the key components that should be included in a policy. This committee's process was also significantly guided by the legislature's draft (and its ongoing revisions) of the amendment of Chapter 71 of Massachusetts state regulations on anti-bullying that was signed into practice on May 3, 2010.

One item in the proposed bullying policy requires further explanation. Both the subgroup and the steering committee were concerned that deliberate acts of exclusion or shunning be recognized as a form of bullying. Rather than amending the definition of bullying established by state law, however, the Task Force opted to insert an explanatory footnote to the policy, indicating that the South Hadley School District will interpret the definition to include such acts. Some participants in the subgroup felt very strongly that the definition itself should include the words "or exclusion", and the Task Force, while unable to agree with this revision, advises that the possibility remain open for future discussion.

The subcommittee's draft policy evolved through four working drafts. It is written to follow "An Act Relative to Bullying in Schools", the amendment to Chapter 71 of the Massachusetts State Laws. The final draft is attached to this document for your review, feedback, and ultimate approval.

Once this document receives School Committee approval, we will move to coordinate a step-by-step plan to implement the guidelines of this document within each of the schools. The newly signed and approved Act, specifically outlines the components of the plan and the implementation of said plan. These guidelines will be strictly adhered to. Handbooks will also be adapted to include information regarding anti-bullying guidelines and procedures, and the district's web site will be updated to include this information.

SOUTH HADLEY PUBLIC SCHOOLS
ANTI-BULLYING POLICY
DRAFT as of June 14, 2010

COMMITMENT

The South Hadley Public School District is committed to creating a safe, caring, respectful learning environment for all students. We will treat all members of our community with civility and respect in an inclusive environment. Key words that represent our actions and our words are kindness, dignity, responsibility, courage and honesty. Our schools strictly enforce a prohibition against bullying of any students or staff. The School Committee expects that in collaboration with teachers, families and community members, each school will develop and implement a plan for education and discipline, including curriculum, to prevent bullying and to help adults and students to respond effectively to reports and observations of bullying.

DEFINITION OF BULLYING

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

(a) causing physical or emotional harm, or of damage to his/her property,
(b) placing a target in reasonable fear of harm or of damage to his/her property,
(c) creating an unwelcoming or hostile environment at school for another person,
(d) infringing on the rights of another person at school, or
(e) materially and substantially disrupting the education process or the orderly operation of a school.

BULLYING PROHIBITED

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by the district, or through the use of technology or an electronic device owned, leased or used by the school district.

Bullying is also prohibited 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 district, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school.

The School Committee expects administrators to make clear to students and staff that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate all allegations of harassment, including bullying. The principal of each building will be responsible for handling all complaints alleging

* Deliberate acts of exclusion which have the same effect are also considered forms of bullying under this policy.

harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

PROCEDURES

The superintendent will develop administrative guidelines and procedures for implementation of this policy, including

- a student complaint process,
- a reporting process for staff,
- an investigation process,
- a process for communication with parents/guardians, and
- record keeping and reporting.

The superintendent will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71 Section 37 of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

PREVENTION/INTERVENTION PLAN

The school district shall develop and update at least every two years a bullying prevention and intervention plan in consultation with school staff, students, parents and community members. The School Committee will provide an opportunity for public comment prior to approving this plan. The bullying prevention plan shall:

1. include descriptions of and statements prohibiting bullying, cyber-bullying and retaliation,
2. establish clear procedures for students and staff to report bullying or retaliation,
3. include a provision that reports of bullying or retaliation may be made anonymously, provided that no disciplinary action shall be taken against a student solely on the basis of an anonymous report,
4. establish clear procedures for promptly responding to and investigating reports of bullying or retaliation,
5. identify the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation,
6. establish clear procedures for restoring a sense of safety for a victim and assessing that student's needs for protection,
7. establish strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation or is witness to or has reliable information about an act of bullying,
8. establish procedures for promptly notifying the parents or guardians of a victim and a perpetrator, for notifying the parents or guardians of a victim of the action taken to prevent any further acts of bullying, and for notifying local law enforcement officials where criminal charges may be pursued against the perpetrator,
9. include a provision that a student who knowingly makes a false accusation of bullying shall be subject to disciplinary action, and
10. include a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of the students.

PROGRAMS
The school district will implement an anti-bullying program as a required part of the curriculum at each grade level. It will be based in age-appropriate instruction on bullying prevention using evidence-based curricula. Furthermore, the district will provide instruction on civil and ethical behavior at each grade level and hold students and adults responsible for behaving with respect toward one another at all times. Instruction will include appreciation of human differences and avoidance of behaviors that discriminate against others based on their gender, gender identity and gender expression, sexual orientation, race, national origin, religion or disability.

STAFF DEVELOPMENT
The bullying prevention and intervention plan shall include annual professional development of all members of the school staff to build the skills to prevent, identify and respond to bullying and to implement the bullying prevention and intervention plan. The content of such professional development shall include, but not be limited to (1) developmentally appropriate strategies to prevent bullying incidents; (2) developmentally 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 the perpetrator, the victim and any witnesses to the bullying; (4) research findings on bullying; (5) information on the incidence and nature of cyber-bullying; (6) internet safety issues as they relate to cyber-bullying; and (7) legal issues and responsibilities related to bullying. The school staff shall receive annual written notice of the bullying prevention and intervention policy.

PARENT/ GUARDIAN EDUCATION
The bullying prevention and intervention plan shall include provisions for educating parents and guardians about the bullying prevention curriculum at each school, how they can reinforce the curriculum at home, how they can support the district's prevention and intervention plan, the dynamics of bullying and online safety and cyber-bullying.

The district shall provide to students and their parents or guardians in age-appropriate terms and in the most prevalent languages of families, annual written notice of relevant sections of the bullying prevention plan in the student handbook.

LEGAL REFERENCE: M.G.L. Chapter 71, Section 37 O

School Discipline Policy Subgroup Report

This section of the student handbook has been adapted from the South Hadley Public School's District Civil Rights Policy for promoting civil rights and prohibiting harassment, bullying, discrimination, retaliation, and hate crimes. Copies of the District Civil Rights Policy for staff and students are available upon request, and may be viewed at the main office of any school building within the district.

Disciplinary Policy (Draft) regarding Civil Rights Issues
The South Hadley Public School District prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability. The South Hadley Public School District also prohibits bullying, as defined below. The schools will also not tolerate retaliation against persons who take action consistent with this disciplinary policy or the District's Civil Rights Policy.

The prohibitions against harassment, discrimination, hate crimes, bullying, and retaliation applies to all individuals:

(a) on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions, or programs whether on or off school grounds, at school bus stops, on school buses, or other vehicles owned, leased, or used by our district or school, or through the use of technology or electronic devices owned, leased, or used by our school district or school and
(b) at locations, activities, functions, or programs that are not school-related, or through the use of technology or electronic devices that are not owned, leased, or used by our school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of our school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Harassment, Discrimination, or Hate Crimes
Disciplinary sanctions and corrective actions will include, but are not limited to, one or more of the following, taking into consideration the frequency and severity of the incident(s):

Disciplinary Sanctions

- A written warning
- Parent conference
- Exclusion from participation in school-sponsored functions and school-sponsored after-school program/extracurricular activities
- Short-term or long-term suspension
- Expulsion from school
- Referral to School Resource Officer and/or police department for criminal action
- Any other action authorized by and consistent with the disciplinary code

Possible Corrective Actions

- Restorative justice
- Awareness training (to help students understand the impact of their behavior)
- Participation in empathy development, cultural diversity, anti-harassment, anti-bullying, or intergroup relation programs
- Mandatory counseling
- Classroom or school transfer
- Limiting or denying student access to a part or area of a school
- Adult supervision of student on school premises

False Charges

Any student who knowingly makes false charges or brings a malicious complaint regarding bullying, harassment, discrimination or hate crimes may be subjected to any of the disciplinary and/or corrective action(s) detailed above.

Student Responsibilities

Each student is responsible for:

1.) Complying with the District's Civil Rights Policy;
2.) Ensuring that (s)he does not bully, harass, discriminate or commit a hate crime because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability against another person on school grounds or in a school-related function, event, or activity;
3.) Ensuring that (s)he does not retaliate against any other person for reporting or filing a bullying or Civil Rights complaint, for aiding or encouraging the filing of a bullying report or Civil Rights complaint, or for cooperating in an investigation of bullying, harassment, discrimination, or a hate crime; and
4.) Cooperating in the investigation of reports or complaints of bullying, harassment, discrimination, hate crime, or retaliation,

Key Definitions

Bullying **-** 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: (a) causes physical or emotional harm to the victim or damage to the victim's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. Deliberate acts of exclusion which have the same effect are also considered forms of bullying. For the purpose of this section, bullying shall include cyber-bullying.

Cyber-bullying **-** 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 (a) the creation of a web page or blog in which the creator assumes

the identity of another person or (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or 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 (a) to (e), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of 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 (a) to (e), inclusive, of the definition of bullying.

Hostile environment - a situation in which 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.

School grounds - 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.

Target - a person against whom bullying or retaliation has been perpetrated.

Perpetrator - a person who engages in bullying or retaliation.

Discrimination - treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges, or courses of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e. protected status). A person may not be subjected to discipline or more severe punishment, nor denied the same rights as the other students, because of his/her membership in a protected class.

Harassment - the oral, written, graphic, electronic, or physical conduct on school property or at a school-related event, function, or activity related to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e. protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or offensive environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating, or offensive environment. A single incident, depending on its severity, may create a hostile environment.

Retaliation - any form of intimidation, reprisal, or harassment by a student directed against any student, staff, or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the District's Civil Rights Policy, or for taking action consistent with policy.

Hate Speech – any speech not protected by the First Amendment because it is intended to foster hatred against individuals or groups based on race, religion, gender, sexual preference, place of national origin, or other improper classification.

Hate Crime - a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability, or sex.

Citations

M.G.L. Chapter 71, Section 37 O

Attorney General's Safe School Initiative (2005). M.G.L. Chapter 76, Section 5

File: JBA

DRAFT
South Hadley Public Schools District Civil Rights Policy

Harassment of a student by other students will not be tolerated in the South Hadley Public Schools. This policy is in effect while students are on school grounds, school district property, or property within the jurisdiction of the school district, school buses, or attending or engaging in school-sponsored activities.

Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, gender, creed, national origin, sexual orientation, religion, marital status, or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment as described above may include, but is not limited to: verbal, physical, or written harassment or abuse; repeated remarks of demeaning nature; implied or explicit threats concerning one's grades, achievements, or other school matters; demeaning jokes, stories, or activities directed at the student.

The district will promptly and reasonably investigate allegations of harassment. The principal or a designated compliance officer of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another student in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The superintendent will develop administrative guidelines and procedures for the implementation of this policy.

REFS.: "Words that Hurt", *American School Board Journal*, September 1999, National Educational Policy Network, NSBA

LEGAL REF.: M.G.L.151B:3A Title VII, Section 703, Civil Rights Act of 1964 as amended Board of Education 603 CMR 26:00

School Procedures Subgroup Report

The *School Procedures Subgroup* of the **Task Force to Promote Civil and Ethical Behavior** has focused its efforts on two distinct areas:

A. The creation of a set of documents (including written procedures, a flowchart, and accompanying forms) for the schools to use when an incident of Bullying, Harassment, or Intimidation (BHI) occurs or is suspected.

B. The adoption of an electronic reporting and incident management system.

What follows is a brief summary of our work and subsequent recommendations with regard to the two areas.

A. DOCUMENTS

Our group is submitting for approval three distinct documents:

1. A set of written procedures that all schools in the SH school district would use which outline both proactive and reactive measures regarding the reporting, investigation, and follow up of suspected or actual events of BHI.
2. A flowchart that is designed to assist users (presumably administrators) in both determining whether a BHI event occurred (as determined by the Massachusetts anti-bullying law and as adopted by the Policy subgroup), and then following through on the required set of procedures.
3. A set of forms that ensure thorough documentation of the reporting, investigation, and follow up of suspected or actual BHI events.

Recommendations:
It is the recommendation of the School Procedures Subgroup that these documents be adopted into the School Handbook for each of the schools in the district, and that any/all practices as prescribed therein be put into practice as quickly as is practical.

B. ELECTRONIC REPORTING SYSTEMS

It is widely understood that the failure to report remains a significant hurdle in attempting to respond effectively to incidents of BHI. To address this concern, the new Massachusetts anti-bullying law requires that schools make provisions for anonymous reporting, and the procedures we are proposing adequately address that concern. There remains, however, the question of providing the community with the ability to anonymously report incidents of BHI electronically. It is our recommendation that such a system be adopted for the South Hadley Schools for the following reasons:

- What we have learned from the past is that many students knew of bullying incidents but lacked the confidence to alert the administration. An electronic anonymous system will open the door to reporting and take away the fear associated with reporting an incident.

- The presence of an electronic anonymous reporting system will serve as an immediate deterrent for bullying behavior. It will empower bystanders and victims while shifting the balance of power away from those that engage in bullying behavior.
- Drafting strong penalties for the misuse of the system will help curb inappropriate use.
- Offering an electronic anonymous system sends a strong message to the students and the community that the district is ready and able to tackle this problem by any means necessary.

One significant concern that has been raised is the question of false reporting and/or abuse of an anonymous reporting system. Our research has shown that schools that have adopted anonymous electronic systems report minimal issues with false reporting. We also recognize that the provision of anonymous reporting, regardless of the format, will always carry an associated risk of false reports.

Recommendations:
After researching the programs that provide this service, our group is recommending the product offered by *Earshot Technologies*. The following features have helped factor into this decision:

- *Earshot* is a locally owned product, developed by local businessman Edward Wall (SHHS class of ’82).
- *Earshot*, in addition to providing anonymous reporting, provides Incident Management service, which allows schools to track incidents from multiple perspectives.
- *Earshot* will allow South Hadley significant input into the development of the product.
- *Earshot* is being provided to South Hadley free of charge.

A complete synopsis of the products that have been researched, as well as a comparative matrix of their features, are enclosed in this report.

ENCLOSURES

The following documents are included in this report:

1. Procedures Related to acts of Bullying, Harassment, or Intimidation
2. BHI Flowchart
3. BHI Reporting Form
4. BHI Investigation & Determination Form
5. BHI Safety/Conduct Plan
6. Comparison of Anonymous Reporting Systems and Incident Management Systems
7. Preliminary Research on Anonymous Reporting Systems and Incident Management Systems

South Hadley Schools; Procedures Related to acts of Bullying, Harassment, or Intimidation

A. Procedures for Reporting Acts of Bullying, Harassment or Intimidation

1. If any employee of the SH school district observes, has reported to, or otherwise becomes aware of a possible act of bullying, harassment, or intimidation, that person must report the event to a school administrator (Principal or Assistant Principal) within 1 full school day, using the Bullying, Harassment, or Intimidation (BHI) Reporting Form, or other appropriate means of communication.
2. If a student expresses a desire to report or discuss a possible incident of bullying, harassment or intimidation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. Reporting forms may be obtained in the school's main office, counselor's office, on the respective school and district web sites, and other locations determined by the school. All members of the community (students, staff, family members, or members of the community at large) may report an act of BHI to a school administrator via the BHI reporting form or other appropriate means of communication. If a student requires help completing the form, a staff member will provide the necessary assistance.
4. Each school will devise ways in which the reporting forms may be submitted to school administration, including means to report anonymously.
5. Information obtained from the Bullying, Harassment or Intimidation Report Forms shall be recorded in the district electronic student management system as a "complaint" for the reporting student.

B. Procedures for the Prompt Investigation of Acts of Bullying, Harassment, and Intimidation

1. The Principal or administrative designee must initiate an investigation of a report of BHI within one (1) school day after being notified of a possible BHI incident, consistent with due process rights, using the Bullying, Harassment or Intimidation Incident Investigation Form.
    a. If the target is injured, medical treatment will be provided without delay, and the student's parents will be notified immediately.
2. The Principal or administrative designee will conduct an investigation to determine both whether an act of BHI occurred, and which person(s) were responsible for the act(s) and/or played a role in perpetuating it. The BHI flowchart will be followed.
3. Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigative process.
4. The Principal or administrative designee will contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.

5. Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.
6. When an act of BHI has been determined, the Principal or administrative designee will apply consequences consistent with due process rights using the school Code of Conduct as a guide.
7. If the aggressor's actions are delinquent acts, they shall be reported by the Principal or administrative designee promptly to the responsible law enforcement agency according to the laws of the State of Massachusetts.
8. The Principal or administrative designee will notify parents/guardians of all parties involved of the incident, the outcome of the investigation, and whether disciplinary action was taken.
9. The Principal or administrative designee will create a written record of the BHI incident and any disciplinary actions taken, as well as the statements of the victim, witnesses, and offender. No material records or evidence will be discarded until all students involved have left the school district.
10. The Superintendent shall be notified and will summarily document the investigation.

C. Procedures for Following Up Acts of Bullying, Harassment or Intimidation

1. After the determination that an act of BHI has occurred and after appropriate discipline has been enforced, the Principal or administrative designee will develop with the target student and their parents or guardians a safety plan; and with the aggressor student and their parents or guardians a conduct plan. Both plans will include notifying the teachers not only of the incident, but also of all the parties involved, specifying their roles.
2. The safety plan for the victim will include, but not be limited by, the following. A staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:
    a. No acts of retaliation have occurred.
    b. Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
    c. Information regarding outside support services are provided to student and family.
    d. The frequency and duration of check-ins will be determined on a case-by-case basis, but will not be less than two (2) times per week for a period of four (4) weeks.
    e. After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the Principal or administrative designee.
    f. The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the Principal or administrative designee.
3. The conduct plan for the aggressor will include, but not be limited by, the following: The Principal or administrative designee will conduct compulsory conduct meetings to ensure the following:
    a. No further acts of BHI have been committed.
    b. The student has been educated regarding acceptable alternative behaviors.

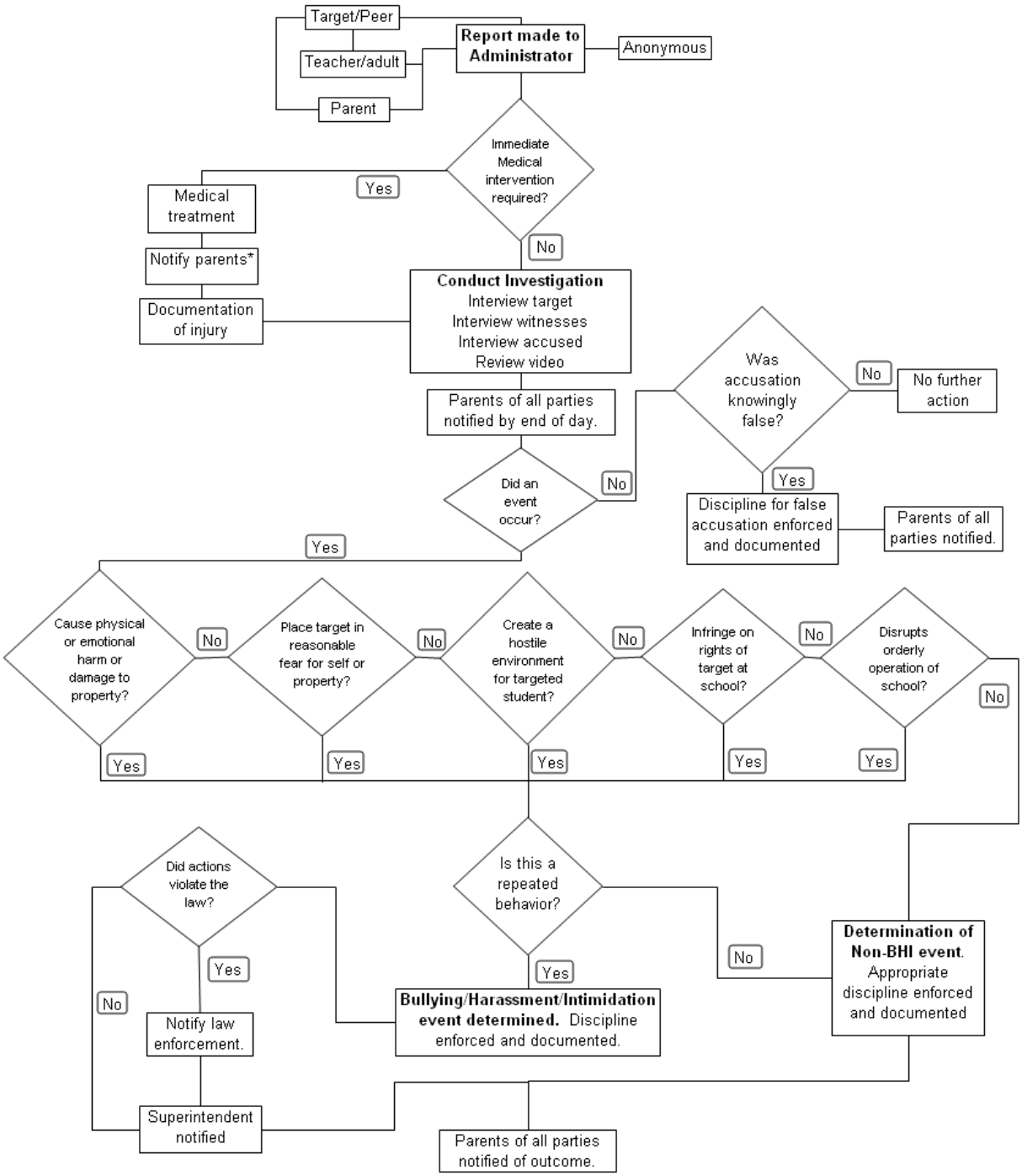
c. The student has received further education of the school's anti-bullying policy, including the potential for more severe school consequences and/or criminal charges being filed.

d. The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the minimum requirement should be at least two (2) times per week for a period of four (4) weeks.
e. Information regarding outside support resources will be made available to the student and their parents/guardians.
f. A progress report identifying student conduct will be provided after two weeks.
g. Discontinuation of the conduct plan will be determined by the Principal or administrative designee. All meetings and the ending of the conduct plan should be documented and kept throughout the student's school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

D: Availability of the Bullying, Harassment or Intimidation Reporting Form

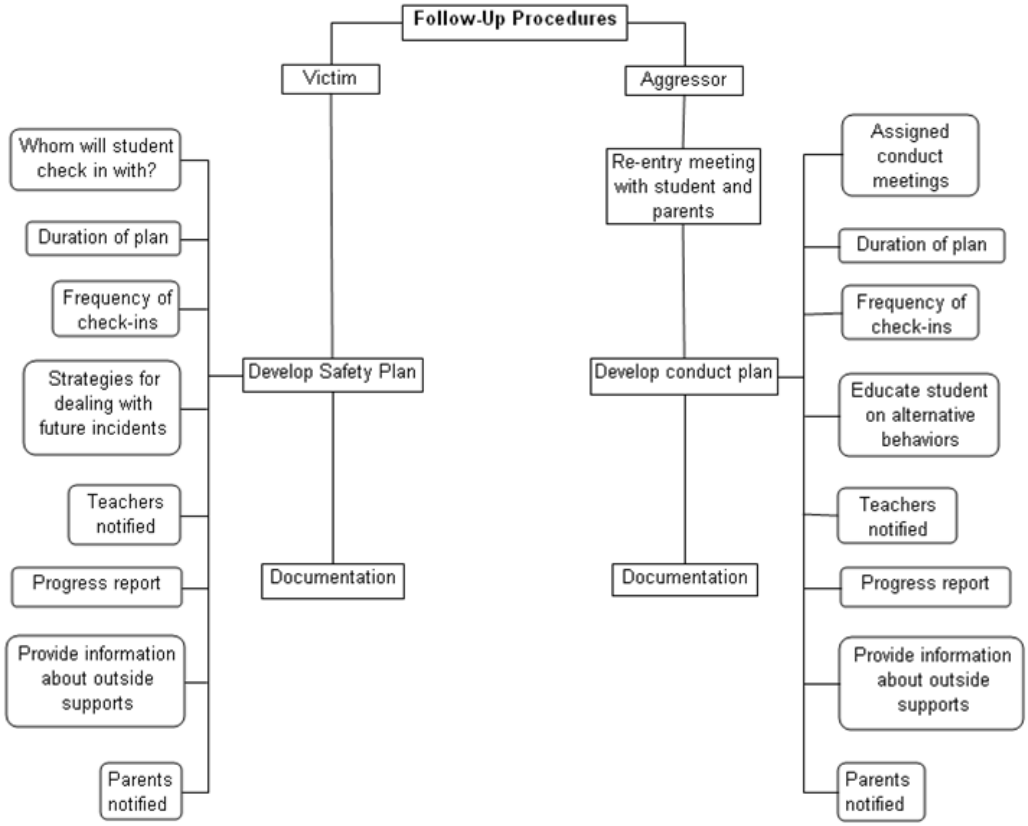
1. Schools will inform staff about the availability of the BHI Reporting Form for their use during opening-of-school meetings and then periodically throughout the school year.
2. Schools will inform students about the availability of the form and its use during orientation sessions and periodically throughout the school year.
3. Samples of the form, as well as a description of the form's availability (as described below), will be included in the faculty and student/parent handbooks.
4. Forms will be available in the school's main office, counselor's office, library, and other locations as determined by the individual schools. Electronic versions of the form will be available on the district and individual school websites.
5. Each school will devise ways in which the reporting form may be submitted to school administration, including means to submit anonymously.

South Hadley Schools Bullying/Harassment/Intimidation Flowchart



*The term "parents" anywhere in this document refers to parents or guardians. May 20, 2010

South Hadley Schools Bullying/Harassment/Intimidation Flowchart



*The term "parents" anywhere in this document refers to parents or guardians. May 20, 2010

South Hadley Public Schools Bullying/Harassment/Intimidation Incident Reporting Form

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. Incident Report to be filed in the disciplinary record and incident entered into the <*electronic database*>.

Directions: Bullying/Harassment/Intimidation are serious offenses and will not be tolerated. If you are a student, the parent/guardian of a student, a volunteer or visitor, and wish to report an incident of alleged bullying/harassment/intimidation, complete this form and return it to the Principal or Administrative Designee at the student's school. All school employees are required to report alleged violations. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name and returning to the <appropriate location>.

Every reported act of bullying/harassment/intimidation will be investigated, and parents/guardians will be informed.

Name of Student Target: _____ Grade/School: _____

Name(s) of Alleged Offenders	Grade	School	Is she/he a student?
_____	_____	_____	☐Yes ☐No
_____	_____	_____	☐Yes ☐No

Incident Date: _____/____/_____

Where did the incident occur? (Check all that apply)	What happened during the incident? (Check all that apply)		Did a physical injury result from this incident? (Check one)
☐School Bus/Stop	☐Taunting	☐Retaliation	☐No
☐To/From School	☐Threat	☐Humiliation	☐Yes, medical attention required
☐Text/Phone/Internet/ Social Media	☐Intimidation	☐Exclusion	☐Yes, medical attention NOT required
☐School sponsored activity	☐Stalking	☐Physical Contact	**Student absent from school as a result of the incident?**
☐Event off school property	☐Theft	☐Cyber-bullying	☐Yes ☐No
☐School Grounds ☐Other_____	☐Other_____		Number of days absent:

Describe the incident: (use the back of this sheet for additional space) _____

_____

_____

Are you: ☐Student ☐Faculty/Staff ☐Parent/Guardian ☐Other: _____

Leave blank if reporting anonymously.

Person reporting incident: (Please Print) _____

Telephone/Cell Information: _____

Signature:_____ Date: _____

South Hadley Public Schools
Bullying/Harassment/Intimidation Investigation & Determination Form

BHI Investigation Form to be filed in the disciplinary record and incident entered into the *<electronic database>*.

Principal/Administrative Designee conducting Investigation:_____

Dates of Investigation: _____/_____/_____ to _____/_____/_____

Targeted Student: _____ _____ _____
Name Date Name of Parent

_____
Method of Contact

Alleged Aggressor (1): _____ _____ _____
Name Date Name of Parent

_____
Method of Contact

Alleged Aggressor (2): _____ _____ _____
Name Date Name of Parent

_____
Method of Contact

If additional sheets are necessary, print the appropriate sections and attach to this form.

INTERVIEWS

Target's Interview Date: _____ Relationship between the students: _____

Description of Incident: _____

_____

_____

_____

_____

How frequently do incidents occur? (times & places): _____

_____

_____

Does the target perceive physical or emotional harm or damage to property?	☐Yes	☐No
Is the target in reasonable fear for them self or their property?	☐Yes	☐No
Does the target perceive that a hostile environment exists?	☐Yes	☐No
Are the rights of the target being infringed upon?	☐Yes	☐No
Does the target perceive the orderly operation of school to be disrupted?	☐Yes	☐No

BHI Investigation Form 1

South Hadley Public Schools
Bullying/Harassment/Intimidation Investigation & Determination Form

Alleged Aggressor #1 Interview Date: _____ Relationship between the students: _____

Description of Incident: _____

_____

_____

_____

_____

Explanation/Rationale of Incident: _____

_____

_____

_____

_____

Alleged Aggressor #2 Interview Date: _____ Relationship between the students: _____

Description of Incident: _____

_____

_____

_____

_____

Explanation/Rationale of Incident: _____

_____

_____

_____

_____

BHI Investigation Form 2

South Hadley Public Schools
Bullying/Harassment/Intimidation Investigation & Determination Form

Witness #1 Interview Date: _____

Description of Incident: _____

_____

_____

_____

How frequently do incidents occur? (times & places): _____

_____

Did this student play an active role in the incident? ☐Yes ☐No

If yes, re-identify the student as Alleged Aggressor. Please return to the previous page and use one of the sections labeled Alleged Aggressor. Print additional sheets as necessary, staple to this form.

Witness #2 Interview Date: _____

Description of Incident: _____

_____

_____

_____

How frequently do incidents occur? (times & places): _____

_____

Did this student play an active role in the incident? ☐Yes ☐No

If yes, re-identify the student as Alleged Aggressor. Please return to the previous page and use one of the sections labeled Alleged Aggressor. Print additional sheets as necessary, staple to this form.

Witness #3 Interview Date: _____

Description of Incident: _____

_____

_____

_____

How frequently do incidents occur? (times & places): _____

_____

Did this student play an active role in the incident? ☐Yes ☐No

If yes, re-identify the student as Alleged Aggressor. Please return to the previous page and use one of the sections labeled Alleged Aggressor. Print additional sheets as necessary, staple to this form.

BHI Investigation Form 3

South Hadley Public Schools
Bullying/Harassment/Intimidation Investigation & Determination Form

ADMINISTRATIVE FINDINGS

1. ☐Yes ☐No Is there physical or emotional harm to the target or damage to the target's property?
2. ☐Yes ☐No Is the target in reasonable fear for themselves or their property?
3. ☐Yes ☐No Is there a hostile environment for the target?
4. ☐Yes ☐No Are the rights of the target being infringed upon?
5. ☐Yes ☐No Is the orderly operation of school being disrupted?

---

1. ☐Yes ☐No Is the behavior repeated?
2. ☐Yes ☐No Is the behavior an act of retaliation?

BHI FINDINGS

☐Yes ☐No BHI determined--complete safety/conduct plans and file BHI Report, Investigation and Safety/Conduct forms in student discipline files

☐Yes ☐No Bullying, Harassment or Intimidation not determined – other actions taken

Describe: _____

☐Yes ☐No Bullying, Harassment or Intimidation not determined – intentionally false claim

ACTIONS

1. ☐Safety Plan ☐Conduct Plan ☐Not Applicable
2. ☐Resource Officer Contacted Date: _____ ☐Not Applicable
3. _____

☐Contact target's parent/guardian	Date: _____
☐Contact aggressor's (1) parent/guardian	Date: _____
☐Contact aggressor's (2) parent/guardian	Date: _____
☐Contact witness' (1) parent/guardian	Date: _____
☐Contact witness' (2) parent/guardian	Date: _____
☐Contact witness' (3) parent/guardian	Date: _____

_____ _____

Principal/Administrative Designee Signature Date

BHI Investigation Form 4

South Hadley Public Schools Safety/Conduct Plan

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. Safety/Conduct Plan to be filed in the disciplinary record and incident entered into the <*electronic database*>.

Directions: After the determination that an act of BHI has occurred and after appropriate discipline has been enforced, the Principal or Administrative Designee develops a safety/conduct plan with the student. 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.**

☐ **Safety Plan for Student Victim**	☐ **Conduct Plan for Aggressor Student**

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:		
Parent Signature:	Date:		

South Hadley Public Schools Safety/Conduct Plan

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. Safety/Conduct Plan to be filed in the disciplinary record and incident entered into the <*electronic database*>.

Objective/Strategy #2:			
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:		
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:** _____

Comparison of Anonymous-Based Reporting and/or Incident Management Systems

	Anonymous Reporting	Incident Management	annual cost	any user may access (parent, student, faculty)	access via web	report via text device	phone hot-line option	option for 2-way text communication	reverse notification to designees in case of emergency	push notification to multiple recipients	software based	web based (ASP model)	security/ server redundancy	generate reports for school use	well-established company
NAME of SYSTEM															
Talk About It!	√	no	$3,000	student only	√	√	no	√	√	√	no	√	√	√	√ 5 yrs
www.ancomm.com															
ReportIt!	√	no	$1,575	√	√	no	√	no	√	√	no	√	√	√	√ 10 yrs
www.report-it.com															
SWIS	no	√	$250	faculty only	√	no	no	no	√	√	no	√	√	√	√10+ yrs
www.swis.org															
TISBIS	no	√	$500	faculty only	√	√	no	no	√	√	no	√	√	√	√ 3 yrs
www.studentbehavior.org															
School Tip Line	√	√	$1 per student	√	√	√	no	√	√	√	no	√	√	√	√ 4 yrs
www.schooltipline.com															
Earshot Technologies	√	√	beta version free	√	√	no	no	no	√	√	no	√	√	√	new
www.earshottechnologies.com															

PRELIMINARY RESEARCH ON ANONYMOUS REPORTING SYSTEMS AND INCIDENT MANAGEMENT SYSTEMS

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Talk About It!®
CATEGORY 1: ANONYMOUS REPORTING WITHOUT INCIDENT MANAGEMENT

Summary:
This is an anonymous online and text-based reporting service that supports all forms of online messaging (email, text), promotes 2-way communication, offers global reverse notification, and ID revelation in dire circumstances.

How it Works:

Anonymous Reporting Function
The district is supplied with a personalized login page for each school which can be accessed by students by entering their Student ID and password. It serves as a "Early Warning System" allowing an immediate 2-way dialogue with the reporting party. Features of the system are as follows:

- Students (only) can send in tips via the web or text using a data-enabled cell phone
- Multiple recipients can be alerted to respond to an incoming incident via email or immediate text message
- Tipsters choose from a customized list of faculty message recipients and topic choices
- ID release of tipster's identity for life-threatening reports
- Anonymous 2-way communication between reporter and recipient
- Reverse notification for broadcasting emergencies to students and staff

Report/Data Function
This system does not include an incident management component for tracking incoming incidents, but its report/data functions can do the following:

- Surveys and polls for school environment surveys, student body & class elections
- Usage reports to measure volume of incidents reported and overall student activity
- Year-end reports and analysis on the number/ types of incidents the school is facing
- No automated incident management tracking system that can link incidents to multiple students

Software/Hardware Requirements:
Talk About It! is built on a web-based platform with access via a school's annual subscription. There are no capital expenditures since there is no software or hardware to purchase and install. It can be accessed over the Internet via a PDA, laptop or cell phone.

Maintaining Security & Confidentiality:
This service is hosted at a top-tier hosting facility with all necessary power, connectivity, security provisions and redundancies to prevent downtime. Data is encrypted with a Secure Sockets Layer (SSL) Certificate to guarantee that all data exchanged remains private and secure. The company, not the school, owns the relationship between students' user credentials and their true identity and therefore serves as an intermediary between school officials and student data to ensure that one's anonymity is protected. Used only in the direst of circumstances and as a last measure, an Identity Revelation feature has prevented multiple life threatening incidents at schools across the country.

Cost: $3,000 annually per customized school site

Contact Information: AnComm | Carter Myers | 662.281.9914 | carter.myers@ancomm.com | 9 Industrial Park Drive, Suite #106, Oxford MS 38655 | web: www.ancomm.com

Report It™
CATEGORY 1: ANONYMOUS REPORTING WITHOUT INCIDENT MANAGEMENT

Summary:
This option provides an anonymous portal that anyone in the school district can use – students, parents, or any bystander who wants to report an incident can do so via any web-enabled computer or data-enabled phone. ReportIt currently has a broad customer base of K-12 and school districts, colleges and universities, public and private companies, and government agencies. Using the school's unique user name and password, the tipster can enter the customized home page that is specific to his/her district. A professionally staffed toll-free 24/7 hotline is offered as an additional way to gather tips.

How It Works/Key Features:

Anonymous Reporting Function
Anyone can access the system using a toll-free tip line or by entering the school's customized web site by using the school's unique username and password. No further identifying information is necessary.

- Anyone can send in tips via the web or by a toll-free phone tip line (no texting option)
- Multiple recipients can be alerted to respond to an incoming incident via email only - not by text message
- Tipsters choose from a customized list of faculty message recipients and topic choices
- ID release of IP address (not tipster's identity) can be made for life-threatening reports
- Reverse notification for broadcasting emergencies to staff (not to students)
- Establish designated report recipient authorization levels
- No 2-way communication between reporter and recipient is currently available

Report/Data Function
This system does not include an incident management component for tracking incoming incidents, but its report/data functions offer the following:

- Establish report alert and retrieval protocol by individual school building
- Establish designated report recipient authorization levels
- Create hotline activity and statistical reports by date range, report type, etc.
- Create charts/graphs of reported activity on an as-needed basis
- Option to post school policies, code of conduct or safety policies
- No automated incident management tracking system that can link incidents to multiple students

Software/Hardware Requirements:
ReportIt is built on a web-based platform; there are no capital expenditures since there is no software or hardware to purchase and install. It can be accessed over the Internet via a PDA, laptop or data-enabled cell phone.

Maintaining Security & Confidentiality:
All data is maintained at a secure, third-party server with redundancy to insure no loss of information or interruption in service. All user information remains confidential unless a life-threatening event requires subpoenas for release of the IP address of the originating computer.

Cost:
$1575 annually

Contact Information Report it.com Inc | Anthony Lavalle | 631.337.2258 | alavalle@reportit.net
P.O. Box 4, 131 Atlantic Ave, West Sayville, New York 11796 | web: www.report-it.com

SchoolTipline™
CATEGORY 2: ANONYMOUS REPORTING WITH INCIDENT MANAGEMENT

Summary:
This option provides a web-based portal for intake of anonymous tips as well as incident report management. Tips can be sent via any internet-enabled computer or by texting using a data-enabled cell phone. Customers must choose between an Open Plan (truly anonymous) or a Log-in With ID Plan (with Identity Revelation).

How it Works:

Anonymous Reporting Function
Anyone in the school district can use this system – students, parents or any bystander who wants to report and incident can do so. Features of the system are as follows:

- Send in tips via the web or by texting using a data-enabled cell phone
- Multiple recipients can be alerted to respond to an incoming incident via email or immediate text message
- Anonymous 2-way communication between reporter and recipient (with optional Log-in with ID Plan)
- ID release of IP address (not tipster's identity) for life-threatening reports
- Reverse notification for broadcasting emergencies to students and staff (with optional Log-in with ID Plan)

Incident Report Management
Once an incident is received, an administrator securely logs on to the site and is able to communicate with the sender of the message via the web portal. Historical entries on each incident are tracked, dated and memorialized automatically. Here are some of the features:

- Administrator can assign other report managers to follow-up on the incident
- Investigation notes and timelines are date and time stamped automatically
- Conduct surveys, polls, or voting through the system
- Easily send state or district reports
- Create an end-of-year report that provides an overview of program effectiveness
- Reports can be extracted monthly or annually to review usage and school issues

Software/Hardware Requirements:
SchoolTipline can be accessed by any internet-enabled computer or any cell phone with texting capabilities. No hardware is required.

Maintaining Security & Confidentiality:
In the "Open-Reporting Plan", no information is available to SchoolTipline that would identify a user of the system. The users enter a generic school code to access the system and create an anonymous tip. In the event of a life-threatening incident, School Tip Line can subpoena the ISP (Internet Service Provider) to obtain the IP (Internet Protocol) address to determine the exact computer from which the message was sent. This can take up to 48 hours to obtain. In the optional "Log-in with ID Plan", a school can require that students/users log in with a unique ID such as a student ID number to access the web site. This encrypted log-in ID is kept completely confidential and does not appear in any reports or communications within the system. In the event that a student threatens the life of himself or another person, School Tip Line can immediately release the identity of the tipster to the school district.

Cost: Approximately $1 per student annually

Contact Information: SchoolTipline | Justin Bergener | Phone: 801.228.0231 | Fax: 800.847.5104 | Email: justin.bergener@schooltipline.com | www.schooltipline.com

Ear Shot Technologies
CATEGORY 2: ANONYMOUS REPORTING WITH INCIDENT MANAGEMENT

Summary:
EarShot is a web-based, secure server application currently being designed to offer both anonymous tip reporting and a robust incident management solution. It is being developed by a South Hadley High School alumnus who has offered the system free to the district. He is amenable to giving South Hadley access to making improvements and customizations for future versions. The computer code would also be given to the district if needed.

How It Works/Features:

Anonymous Reporting Function
The district is supplied with a link on the town web site and/or the specific school's website which will bring a tipster directly into the system to report an incident. There is no personalized/unique log-in required which allows anyone, including parents, to access the system and submit a tip.

- Anyone can send in tips via the web (no texting option)
- Multiple recipients can be alerted to respond to an incoming incident via email or immediate text message
- Tipsters choose from a customized list of faculty recipients and topic choices
- ID release of IP address (not tipster's identity) can be made for life-threatening reports
- Reverse notification for broadcasting emergencies to staff (but not to students)
- No 2-way communication between reporter and recipient currently available

Incident Report Management
The administrator can logon to the site to assign Observers (pre-determined personnel who are in daily contact with the alleged target or aggressor) to keep a watchful eye on the students involved. Requests for investigation write-ups and timelines are automated and easily managed through the administrator's dashboard.

- Ability to link several students to one incident to easily see trends and repeated offenses
- Ability to select "observers" from a pre-loaded list of current teachers or other staff who can provide further perspective or a watchful eye; promotes accountability
- Provide a system for observation and follow-up linked to original reports and claims
- Report functions can create trend reports/analysis of school issues
- Administrator Master Report retains the dated/time-stamped original incident reports, including "observer" follow-up submitted, and additional notes provided
- Behavior Report Management screen, lists all incoming reports from which the administrator or designee will review and activate a report for further attention

Software/Hardware Requirements: Accessible by link to web-enabled computers and incident reports may be submitted via internet enabled "smart phones". There is no software to install; Earshot Technologies contracts with a third-party secure server for data housing.

Maintaining Security & Confidentiality: Report data is school owned and maintained on the secure, third party server. Only school users designated by the administrator and Earshot Technologies support staff have access to the data. All student information remains confidential and only in the event of a life-threatening emergency will Ear Shot, after proper subpoenas, release the IP address of the computer from which a tip was sent.

Cost: This firm has offered the initial beta product to South Hadley schools free of charge. Else, an annual rate to school systems of $1799 (additional schools $100 per site location)

Contact Information: Earshot Technologies, Inc. | Ed Wall | 493 Newton Street, South Hadley, MA 01075 | 413-315-5093 | web: www.earshottechnologies.com

SWIS

CATEGORY 3: INCIDENT MANAGEMENT WITHOUT ANONYMOUS REPORTING

Summary:

The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel. SWIS was developed to be an efficient, reliable and confidential strategy for managing office-discipline referral information. Key points:

- Multiple security levels
- Access by any web-enabled computer
- Comprehensive and standardized referral form for problem analysis
- Reporting to district, state and federal agencies about school outcomes, and as a method of collecting aggregated data across schools.
- No online customization other than for report styles (as compared to TSBIS)

How it Works:

SWIS is an information system designed to collect and summarize information that is used for decision making. It is a web-based computer application that allows easy collection, summary and storage of data.

- Easy control over staff and student information.
- Simple data entry (approximately 30 sec. per referral)
- Data entry for students who are involved in problem behavior events
- Student and staff information is entered one time and available for future use
- Easy accuracy checks for data entry
- Report options that include graphs and tables for a specified period of time
- Options to print individual student and staff names on reports
- Create custom reports and graphs to answer specific questions

Software/Hardware Requirements:

Access from any web-enabled Mac, PC, or other computer that will run a compatible web browser such as: Internet Explorer 7.0 or higher, Safari 2.0 or higher, Firefox 2.0 or higher.

Maintaining Security & Confidentiality:

SWIS database is housed on a secure and dedicated server at the University of Oregon. The data contained in SWIS are the property of the school submitting the data. The information in SWIS is considered part of each student's confidential record. A school selects access level by passwording: the "full use" password allows access to all features of SWIS vs. the 'read only' password allows access only to the report generating features of SWIS. The SWIS server, web-connection, and data storage procedures are designed to meet or exceed industry standards for privacy and confidentiality. Only school personnel, SWIS Facilitator, and SWIS systems operator, at the University of Oregon will have access to identifiable records. The collection, storage, and reporting procedures of SWIS data has been reviewed and approved following Internal Review Board procedures specified by the U.S. Department of Education.

Cost:

• Annual licensing fee of $250 per school per academic year (additional $50 if using CICO-SWIS)

Contact Information:

Educational and Community Supports /SWIS | 1571 Alder Street, 1235 University of Oregon, Eugene OR 97403-1235 | web: www.swis.org

TISBIS

CATEGORY 3: INCIDENT MANAGEMENT WITHOUT ANONYMOUS REPORTING

Summary:

The Teacher Inspired Student Behavior Information System (TISBIS) is a web-based software program that collects and organizes student discipline incidents to assist teachers and administrators make drastic improvements in student behavior. The system was developed by an elementary school teacher in Tustin, California, who is currently a doctoral student at the University of Southern California. Key points:

- Customization possible (as compared to the SWIS system)
- Multiple security layers via tiered logon to prevent unauthorized use
- Accessed by any web-enabled computer or phone device with WiFi access
- Provides administrators with real-time data and reports to make data-driven decisions to improve the school climate

How it Works:

TISBIS is an information system which allows for easy input of student behavior incidents, and provides robust reports and summaries of key information. Administrators and teachers can *securely* log-in from any web-enabled computer or data-enabled phone and quickly enter or view behavior incidents. TISBIS has many features, some of which are:

- User satisfaction by quick incident entries, approximately 15 seconds
- Instant parent notification via email
- Add collaborators or victims to an incident to track bullying or problem groups
- Administrator notification option to notify via email when a serious incident is entered into the system
- Intuitive interface and easy navigation
- Multiple levels of security to prevent data leakage
- Customized PDF printable reports
- Option to have students log-in and answer reflection questions
- Search and view incidents by locations, rule broken, time of day, grade, etc.
- Can be used on an iphone and any portable device with wifi or wireless internet access

Software/Hardware Requirements:

Nearly any computer that has internet access can use the TISBIS behavior software. The software is stored on the company's secured servers; customers do not need to install any software.

Maintaining Security & Confidentiality:

TISBIS regards confidentiality and the security of data as a top priority. The school legally owns your data, and the TISBIS operators cannot share your data with anyone without written consent. The system is protected by multiple levels of passwords which prevents unauthorized use. The data is encrypted and stored on our secure servers. Finally, your data is stored on a unique part of the TISBIS servers, which prevents any other school or individual to access the school's data without the school's unique passwords. Additional user-based settings can be determined by the local administrator, for instance, to restrict teachers and aides to have limited access to the system.

Cost:

• Annual licensing fee of $500; 3-year license for $1200; 5-year license for $1500

Contact Information:

Teacher Inspired Solutions, LLC | 4401 Atlantic Ave. Suite #200, Long Beach, CA 90807 | 714-888-5127 | web: www.studentbehavior.org

Student Programs Subgroup Report

The report outlined below is a culmination of a lot of time and effort from an extraordinary group of people. Our group has held its numbers constant since the real work began in the second meeting. We have listened to each other and respected each other and have made each meeting a productive one. This group has truly shown the benefit of many minds coming together for the betterment of community.

This group first developed a mission statement or charge for the group. This was designed to give us all a common foundation to move forward and was developed to be in line with the task force as a whole. That charge is *"The Student Programs subgroup of the Anti-Bullying Task Force to promote Civil and Ethical Behavior will provide recommendations to the Steering Committee. The group will base its recommendations on assessments of what is currently happening in the schools and discussions, research, and agreement on programming that can be implemented across every grade level in our district. Our group is committed to ensuring that we provide a school climate where students feel safe, supported and want to learn and are an integral part of their community."* We felt that this statement embodied the view of the entire group and served as the backbone of our decisions.

As we began to discuss programming, we quickly realized that we need to have goals that were common to all and that would be able to be applied to any program that was to go forward. There were very few programs that were k-12 programs and there were many programs that were one day events. We agreed that the one day programs were not bad per se, but that we felt that programs that had more follow-up features would be better. The common goals that we agreed upon for programming were as follows:

1. Create a school environment where bullying is unacceptable and students as well as staff are empowered to intervene, recognizing that student bystanders have an avenue to report bullying incidents without becoming targets themselves.

2. Develop programs that foster school unity, supportiveness, and increase a sense of community for all students.
    a. Outreach and monitoring for new students that have not been through the South Hadley school system.
    b. Have scheduled monthly meetings with new/transfer students to check on how they are doing throughout their first year.
    c. Outreach and monitoring of students (especially special needs) who are apt to be high targets of bullying as well as monthly meetings.
    d. Programs to teach coping strategies and educate students about cyber-bullying and what steps can be taken to show proof.

3. Increase the staff/students understanding of social, cultural, racial, ethnic, and economic difference and increase their tolerance for difference.

4. Identify programs that can and will be implemented consistently across all grade levels in the district that have been empirically proven to create safe/peaceful schools that allow

> students to grow intellectually, emotionally and socially and foster an environment of respect for self, others and property. These programs should include and encourage parent and community involvement and increase communication between school and home about bullying incidents, activities and programs.

There have been a number of people and organizations trying to promote their programs. We have attached a listing of programs that have been in the district. The feeling that was gathered is that some of these programs are being done in some classrooms while others are not utilizing them. Some programs that have been in the district are not being used consistently. We recommend that all programs be monitored in accordance to the law as referenced in the legislation line number 82-85.

Our sub-group, Student Programs, has come up with two options for the steering committee to consider. Each option mandates that we follow the recently passed state law in regards to bullying prevention across all grade levels (specifically in accordance to lines 82-85 of the law); along with staying true to the goals that the group decided were applicable to the student program division of this task force. We agreed that one day programs can't be the sole delivery (as most are not research-based); however would be a strong supplement to a daily, ongoing research-based program. Please review the chart below and program descriptions in order to have a better handle on the programs that we discussed over the last few months.

Option A.

We propose that the district continue to implement existing research-based age appropriate programs consistently in every classroom. The programs currently being used in the K-8 classrooms include 2nd step, Responsive Classroom, Steps to Respect, and Project Alert. It is imperative that all teachers be provided proper training and support to implement these programs, and understand that their success relies on consistent, across the board implementation in all classrooms at all grade levels. Program implementation and use shall be monitored by building administrators.

We also propose that a research-based program be adopted at the high school. We recommend further investigation into the options thus far identified (see chart), including interviewing and reviewing schools that use these programs. This continuing investigation would also include recommendations on how the programs would be incorporated into the high school schedule. In addition, we recommend implementing a one day program (such as Point Break, Day for Change) at the high school beginning in the 2010-2011 school year.

Option B.

We propose that the school district, as a whole, adopt a curriculum that is consistent across all grade levels, K-12. No one program that is currently used in the district fits this bill and the school district would, therefore, need to acquire a whole new program. (Peace Builders, Olweus, etc.) Further investigation into these options is recommended, including interviewing and reviewing outcomes at schools that use these programs. Proper training and support must be provided to all teachers to ensure successful implementation of the chosen program. Program implementation and use shall be monitored by building administrators.

In addition to the research-based K-12 program, we recommend implementing a one day program (such as Point Break, Day for Change) at the high school beginning in the 2010-2011 school year. This continuing investigation would also include recommendations on how the programs would get incorporated into the high school schedule.

Subgroup Recmmendation

We propose that the district adopt option A for the 2010-2011 school year, with the solid promise to more fully explore, research and train all teachers in the district in order to adopt Option B for the 2011-2012 school year. As mentioned above, the high school will require a built in time slot in order to deliver this curriculum (as one is not built into the schedule at the moment). Again, such a curriculum should be supported by one day programs (such as Point Break, Day for Change) at the high school level.

Quick glance chart at recommended programs:

	Plains	Mosier	Middle	High
2nd Step ♦/*	X	X		
Responsive Classroom ♦/*	X	X	X	
Project Alert ♦/*			X	
Steps to Respect *		X	X	
Joe the Biker		X	X	X
Description of Aggressors, Victims, and Bystanders *			X	X
Quabbin Mediation/TAB *			X	X
MARC/Leadership programs			X	X
Point Break/day for change			X	X
Safe Dates *				X
Peace Builders *	X	X	X	X
Olweus *	X	X	X	X
i-SAFE	X	X	X	X

♦ - Implemented in the district
* - Evidenced/research based program

Brief program descriptions:

2nd Step (have curriculum for Plains and Mosier) – A violence prevention curriculum that is school-based skills curriculum that teaches children to change attitudes and behaviors that contribute to violence. The goals of second step are to reduce aggression and to promote the social competence of children from preschool through ninth grade. The program also addresses a range of other behaviors that may be warning signs of violence and aggression, including acting with extreme impulsiveness, interrupting, calling people names, bullying and threatening. http://www.cfchildren.org/programs/ssp/overview/

Responsive classroom (have program for Plains, Mosier and Middle) - 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. One of our middle school teachers are a responsive classroom trainer and a few of our middle school teachers have already been trained in the program.
http://www.responsiveclassroom.org/

Project Alert (have curriculum for Middle School)- A nationally recognized, 7th & 8th grade, evidence-based program that gives students insight, understanding, and actual skills for resisting substance use. Project ALERT successfully addresses tobacco, alcohol, marijuana and inhalants, the substances teens are most likely to use. Key components: Motivate students against drug use, Provide skills and strategies to resist drugs, Establish new non-use attitudes and beliefs. Administered through: Small group activities, Role playing exercises, Real life videos, Guided classroom discussions. The Project ALERT two-year Core Curriculum consists of 11 lessons that are most effective when taught once a week during the first year, plus 3 booster lessons that should be delivered the following year. Project ALERT complements other curricula and can be implemented in conjunction with lessons from sex education, health, physical education, science, and social studies.
http://www.projectalert.com/

Steps to Respect (Mosier and Middle) - 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. STEPS TO RESPECT lessons can help kids feel safe and supported by the adults around them so that they can build stronger bonds to school and focus on academic achievement. And the program supports your staff too, with school wide policies and training.
http://www.cfchildren.org/programs/str/overview/

Joe the Biker (Mosier, Middle, High) - Say NO to Bullying Today presentation is a 50 minute (one-class period) multi-sensory educational program performed by Joe the Biker. He presents tools and information to students who want to be safe in their schools. Say NO to Bullying Today is a compelling presentation that provides educators and students with specific techniques for dealing with bullying. As effective as it is inspirational, this program has been proven to resonate with students, teachers, and administrators. The program is formatted to help build character through homework assignments, exercises, and classroom activities. Research has proven that children with healthy self-confidence and self-esteem are better able to ward off attempted bullying. The program is designed to be used over a six-month period on a monthly basis to optimize its effectiveness. The program is designed to reach students in the 3rd, 4th, 5th and 6th grades.
http://www.apexperformancesolutions.com/schoolprograms.html

Description of Aggressors, Victims, and Bystanders (Middle and High School) - The backbone of Aggressors, Victims, and Bystanders is the four-step Think-First Model of Conflict Resolution. The Think-First Model provides students with a framework for dealing with and changing the habits of thought that can result in violence. Through engaging classroom activities, students explore the Model in depth and practice the skills needed to carry out each step effectively in real-world conflict solutions.
http://www.thtm.org/special.htm

Quabbin Mediation/TAB (Middle and High School)- Quabbin Mediation is a community-based nonprofit organization that uses mediation as an effective way to resolve disputes. Mediators are trained volunteers from the community or are organization staff. Quabbin Mediation offers seminars, workshops, and training in mediation and conflict resolution and will design a program to meet the needs of any group. Workshops and training have been conducted for local police departments, school systems, social service agencies, attorneys, court personnel, businesses, youth groups, houses of worship, and more. Quabbin Mediation mediates disputes of all sorts, runs an after school program for youth, and trains volunteer adults as mediators. Quabbin Mediation has trained more than 60 adult volunteer mediators and over 1,000 students as peer mediators in five school districts.
http://www.quabbinmediation.org/html/about_quabbin_mediation.html

Training Active Bystanders (TAB) is a unique and innovative school-based program to reduce and prevent victimization and violence, developed by the multi-jurisdictional partnership of the Orange Police Department, the Athol Police Department, and Quabbin Mediation. This curriculum is different from all other victimization and violence prevention curricula, and it has the potential to avert disasters like Bimidji, Columbine, and to prevent other, less deadly, but painful, instances of harassment, intimidation and other forms of victimization and violence affecting youth. The most inventive element of TAB is the trainers who will be co-presenters: 2 middle or high school students and a local police officer. TAB will encourage active bystandership by promoting caring for those inside and outside one's own group, a sense of responsibility for others, a willingness to help them, and moral courage. Studies have shown that 85% of students are bystanders and, as bystanders, they have considerable power. Collaborators: Our partners are the Orange and the Athol Police Departments, the school districts in Athol and Orange, and Ervin Staub, Ph.D., director of the Psychology of Peace and Violence Prevention doctoral program at UMass-Amherst and an internationally known expert on bystanders, violence and what directs people toward constructive, non-violent behaviors
http://www.quabbinmediation.org/html/tab.html

MARC/Leadership programs (Middle and High School)- The Massachusetts Aggression Reduction Center is housed at Bridgewater State College in Bridgewater, Massachusetts. Our goal is to bring low- or no-cost services to K-12 education, law enforcement, and other professional caregivers for children in the Commonwealth of Massachusetts. Our services include school programs, conferences, workshops, consultation, and research, in the area of bullying prevention, cyber bullying education and prevention, and violence prevention. MARC was founded and is directed by Dr. Elizabeth Englander, a professor of Psychology at the College, and an expert in the field. MARC also benefits from the services of other academics

and faculty members, graduate students, undergraduate students, and other support staff. http://webhost.bridgew.edu/marc/

Point Break/Day for Change (high school level – maybe Middle) - The purpose of Point Break is to improve the behaviors, values and attitudes of high school students on their campuses and in their communities, intervening before acts of hatred or violence occur. As a result, better learning environments are created, relationships are forged and reconciliation begins. serving students throughout the United States for more than sixty years, Campus Life seeks to encourage character, confidence and responsibility in the lives of adolescents. Today, with higher educational standards, busier personal schedules and social issues such as harassment, prejudice, bullying, and suicide, Campus Life has developed Point Break Workshops to help schools respond to these issues. Point Break creates an atmosphere of honest communication in which students and faculty work together. Participants move through a variety of high-energy games, small group discussions, encouraging teaching segments and poignant moments of personal reflection, all of which call for honest introspection. Through this process, students who have been silent in the past find opportunity to share and trust their peers.
http://www.pointbreakonline.com/

Challenge Day (high school level) - Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression. Our 6 1/2-hour Challenge Day program is designed for 100 students. Our program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. Challenge Day is more than a one-day program. It is the spark that ignites a movement of compassion and positive change, known as the Be the Change movement. Challenge Day is a 501(c)(3) non-profit that provides powerful one-day programs as a service to junior high schools, middle schools, and high schools with students in grades 7-12. Challenge Day successfully addresses some common issues seen at most schools during our school programs including cliques, gossip, rumors, negative judgments, teasing, harassment, isolation, stereotypes, intolerance, racism, sexism, bullying, violence, homophobia, hopelessness, apathy, and hidden pressures to create an image, achieve or live up to the expectations of others.
http://www.challengeday.org/challenge-day-program.php

Safe Dates (high school level) - Safe Dates is a program designed to stop or prevent the initiation of emotional, physical, and sexual abuse on dates or between individuals involved in a dating relationship. Intended for male and female 8th- and 9th-grade students, the goals of the program include: (1) changing adolescent dating violence and gender-role norms, (2) improving peer help-giving and dating conflict-resolution skills, (3) promoting victim and perpetrator beliefs in the need for help and seeking help through the community resources that provide it, and (4) decreasing dating abuse victimization and perpetration. Safe Dates consists of five components: a nine-session curriculum, a play script, a poster contest, parent materials, and a teacher training outline. In some studies, the program incorporated a booster session.
http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=84

Peace Builders (K-12 program) - PeaceBuilders is the research-validated violence prevention and character education youth program approved for the federally funded Safe and Drug-Free

Schools Act. It is a comprehensive program launched in organizations that shifts the entire climate to a peaceful, productive and safe place for children, parents, staff and faculty. Dedicated to reaching and teaching adults the art of creating safe, positive environments for all children across North America and U.S. Territories, we are building peace one partner at a time by providing exceptional products, interactive training and unwavering support. PeaceBuilders straightforward, yet effective science-based program is designed to integrate into your daily routine by identifying specific risk factors and managing them with simple techniques. Created for the young child, child, pre-teen and teen, PeaceBuilders addresses risk factors, which predict violence, bullying and drug and tobacco use. Participation in PeaceBuilders reduces aggression, promotes language development, teaches pro-social skills, increases parenting skills, creates inclusion for special needs children and fosters safer communities.
In the school setting, PeaceBuilders increases academic achievement by allowing teachers to spend more time teaching and less time disciplining. In all settings, the program creates a peaceful environment by increasing positive, respectful, thoughtful behavior, while decreasing violence and disruptive behavior.
http://www.peacebuilders.com/

Olweus (K-12 program) – A comprehensive, school-wide program designed and evaluated for use in elementary, middle, or junior high schools. All of their research has been done for grades 2-8. Their high school program is being implemented in many schools as of the past few years. They have a great program called "Lifelines" which is a suicide prevention program targeted to high school students. The Olweus program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. Schools are also gathering data about OBPP implementation at the High School level. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States. The *Olweus Bullying Prevention Program* is a school wide program designed to prevent or reduce bullying throughout the school setting. The multi-component approach involves individuals, classrooms, entire schools, as well as parents and communities, to successfully address bullying in schools.
http://www.olweus.org/public/index.page

i-SAFE (K-12 program)- (perhaps can be given to us for free from Verizon) - i-SAFE Inc. is the worldwide leader in Internet safety education. Founded in 1998 and endorsed by the U.S. Congress, i-SAFE is a non-profit foundation dedicated to protecting the online experiences of youth everywhere. i-SAFE incorporates classroom curriculum with dynamic community outreach to empower students, teachers, parents, law enforcement, and concerned adults to make the Internet a safer place. After a decade of successfully educating nearly 10 million K-12 students in the United States and worldwide, i-SAFE is renovating the way curriculum is packaged and distributed. The new subscription and license membership model will make schools, school districts, regional/state education agencies, and even foreign governments member-partners with i-SAFE. Membership through subscription and license enables them to define and distribute to their faculties and staffs the selection of e-Safety curriculum they want taught in their classrooms. Today, i-SAFE is being asked to service schools and districts in areas where new laws are mandating specific Internet safety instruction in classrooms, as well as

supplying the Internet safety education resources and materials that satisfy federal Broadband Act requirements for schools and districts applying for E-Rate reimbursements.
http://www.isafe.org/

A list of other research-based state approved programs can be found at the website below:
http://www.nrepp.samhsa.gov/index.asp

Staff Programs Subgroup Report

The Staff Programs Task Force Subcommittee recommends that the Olweus Program be seriously considered by the Anti-Bullying Task Force Steering Committee for use with PreK-12 teachers in South Hadley. The Olweus Program is a research-based anti-bullying program that is used worldwide. It would provide us with:

- consistency for the entire district
- training for teachers, staff including cafeteria staff and bus drivers, students, parents, and community members
- materials including checklists to plan, prepare and implement the program surveys for students and staff
- classroom materials to use with students
- bystander strategies
- cyberbullying advice and tactics

South Hadley should maintain other programs currently in use in schools like Responsive Classroom, Second Step, and Steps to Respect since these programs have worked well and should dovetail with the Olweus Program.

Before making a final decision, the Olweus materials should be first examined in more detail. Observations and interviews should be conducted in schools currently using the program. In addition, we recommend that the Steering Committee provide the district with linear timelines for implementation and evaluation of the Olweus Program once adopted within our schools.

The link to the overview of the Olweus Program is provided below:
http://www.olweus.org/public/bullying_prevention_program.page

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Featured School

Philadelphia Schools

Across forty schools, the *Olweus Bullying Prevention Program* has reduced bullying and improved school safety.

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The *Olweus Bullying Prevention Program* Overview

Even with a school's best efforts, bullying can affect the safety and wellbeing of the entire student population. In order to stop bullying, it needs to be addressed at every level of a student's experience. That's why the *Olweus Bullying Prevention Program* is a whole-school program aimed at preventing or reducing bullying throughout a school setting.

Olweus Bullying Prevention Program Goals

The *Olweus Bullying Prevention Program* is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include:

- Reducing existing bullying problems among students
- Preventing new bullying problems
- Achieving better peer relations at school

Schools across the country and around the world have experienced positive results from the *Olweus Bullying Prevention Program.* Find out more.

Funding for the *Olweus Bullying Prevention Program*

Don't let concern over costs stop you from preventing bullying. Funding resources and grant opportunities can help.

Learn More

Olweus Bullying Prevention Program Scope

Backed by thirty-five years of research and successful, worldwide implementation, the *Olweus Bullying Prevention Program* is a long-term, system-wide program for change involving program components at four levels:

School-Level Components

- Establish a Bullying Prevention Coordinating Committee.
- Conduct committee and staff trainings.
- Administer the Olweus Bullying Questionnaire schoolwide.
- Hold staff discussion group meetings.
- Introduce the school rules against bullying.
- Review and refine the school's supervisory system.
- Hold a school kick-off event to launch the program.
- Involve parents.

Individual-Level Components

- Supervise students' activities.
- Ensure that all staff intervene on the spot when bullying occurs.
- Hold meetings with students involved in bullying.
- Hold meetings with parents of involved students.
- Develop individual intervention plans for involved students.

Classroom-Level Components

- Post and enforce schoolwide rules against bullying.
- Hold regular class meetings.
- Hold meetings with students' parents.

Community-Level Components

- Involve community members on the Bullying Prevention Coordinating Committee.
- Develop partnerships with community members to support your school's program.
- Help to spread anti-bullying messages and principles of best pra in the community.

The *Olweus Bullying Prevention Program* is designed and researched for students in elementary, middle, and junior high schools. Many schools have included Kindergarten-Grade 2 in their Olweus programs. Some high schools have also used the program to address bullying behavior. The program offers a wide range of benefits for schools as well as benefits for other institutions.

Parent Programs Subgroup Report

We believe it is important to clarify and strengthen the role of parents as partners in the formal schooling of all students who attend South Hadley schools. Parents and school staff, together, must work towards the shared goals of academic excellence and civic behavior for our students.

It is in that spirit that we make the following recommendations to the Steering Committee:

Parent Trainings/Workshops

We recommend regularly scheduled parent education sessions at least three times a year. Some suggested topics include:

- Best practices for raising children who are good students who value academic achievement, feel connected to their school community and who exhibit empathy and compassion for others.
- Presentation from the Police Department: What are local police practices when responding to our teenagers in the community? What advice do police have for parents? What are some issues (parties, et.)? How do parents communicate concerns to the police?
- Raising children to become good citizens who are respectful and responsible
- Parenting at different developmental stages. How to set boundaries/limits
- Parent-to-parent exchange: Opportunity for parents to share problems. What is working? What are available resources? How to support each other?
- Internet use
- Cell phones
- Transitional times (entry to middle school and high school in particular) are times of turbulence and times of increased bullying among students. Parents should be alerted to this and taught signs to look for and ways to help or intervene.
- Presentations specific to developmental concerns such as: gender issues, sexuality, self image, healthy eating, healthy relationships, anger management and conflict resolution.

Publications

In addition to workshops, we believe that written publications are an important means of providing parents with the information they need to be active partners in their children's educational process. Some recommendations:

- Develop a "Parent Handbook" or dedicate a section of the Student Handbook to Parent Topics. We recommend that the publication include:
- Information about resources available in each school, including clubs and extracurricular programs
- Information for parents about all of the resources which are available in the district and town, including sports options, clubs, groups, etc.
- Information about successful strategies for helping your child adjust to a new school
- Information about practices and procedures for addressing issues related to bullying

- Include a contract for parents to sign which clarifies expectations of parents as partners in their student's education
- List of opportunities for parents to volunteer in the schools

Community Programs Subgroup Report

The Community Programs Task Force subcommittee proposes the following community code of conduct.

I will **RESPECT** myself and my community by acting with **responsibility, courtesy, integrity, and kindness**.

Respond with integrity and kindness
Embrace diversity
Stand up courageously for others
Promote a climate of safety
Eliminate hurtful words and rumors
Care for and listen to others with compassion
Take responsibility for my actions

The Community Programs subcommittee recommendations in the subsequent categories are as follows:

The Code of Conduct

- This subcommittee and any interested community members canvas the town on June 12, 2010 with the code of conduct to inform the community, gather input on the code of conduct and contact resources within the community to assist in publicizing the code of conduct.
- The Community Programs subcommittee continues its work throughout the summer months to:
  - Organize a ceremony at which the code of conduct will be endorsed and adopted by the school committee and selectboard.
  - Access resources within the community to develop flyers, posters, bumper stickers, t-shirts, public service announcements, etc. to implement and promote the code of conduct.
  - Organize, in conjunction with the Yubbie Foundation, an anti-bullying walkathon.
- The code of conduct be posted in the following places throughout town; the school hallways, school gyms, all school classrooms, after-school programs, town offices, town meeting halls and conference rooms, town fields, street signs, the senior center, chamber of commerce, police department, libraries, etc. We encourage the following institutions as well: businesses, Mount Holyoke College, churches, religious offices, the fire departments and the water districts.
- Members of this subcommittee and the recreation department introduce, explain, and disseminate the code of conduct to all youth and adult programs run and supported by the recreation department.
- Members of this subcommittee and the athletic department at the high school introduce, explain and disseminate the code of conduct to athletes, parents of athletes and coaches.
- Members of this subcommittee introduce, explain and disseminate the code of conduct to members of the South Hadley Youth Commission.

Community Service

- Community organizations holding events throughout the year contact and offer organized school groups the opportunity to participate in community events.
- Schools encourage all students to participate in community service opportunities.
- We encourage community organizations to create community service opportunities for students.

Community Programs

- The Community Programs subcommittee reconvenes in the fall of 2010 to develop and support programs to support civil and ethical behavior within the community.

Online Behavior Subgroup Report

OUR CHARGE was:
To create recommendations for the South Hadley School Committee regarding cyberbullying, online behavior, and internet privacy. To become an educational resource for the entire South Hadley community to facilitate sharing of best practices and knowledge about the different options available to families regarding the use of electronic devices and online tools.

OUR RECOMMENDATIONS
Recommendation 1:

- **Public Service Announcements**
    - We would like to run a contest at Mosier school, MEMS, and the High school, and challenge students in each school to create the best anti-cyberbullying PSA. Finalists will have their PSAs run on Channel 15, and town residents can vote to pick to winners. Winning PSAs should receive a monetary reward. We suggest asking the local news outlets to donate the money. The winning PSAs will run on Channel 15, and on the local news channels.
    - In addition to the contest, we would like to select already produced PSAs and run them often on Channel 15

Recommendation 2:

- **Parent education about online/electronic behavior**
    - Toward the beginning of each school year we would like to offer parent workshops that will:
        - Inform parents about online safety and privacy issues
        - Reinforce to parents that adults are the primary role models for online behavior
        - Teach parents about the various electronic devices/websites/games that children are using
        - Explain to parents both the advantages and disadvantages of children's use of social networking
        - Familiarize parents with the state anti-bullying law, the district's policy, and specific school rules. Explain to them what steps will be taken for each instance of reported bullying/cyberbullying
        - Allow families to share concerns they have about bullying/cyberbullying, and to share suggestions for different ways of handling electronic access at home
    - In addition, we would like to select and/or create the best literature for parents regarding bullying/cyberbullying, and send it to families in a separate mailing at the beginning of each school year. Also include in this packet: the acceptable use policy; the district anti-bullying policy; description of and contact information for the proposed school committee's community support group for victims of bullying; and a flyer for the town's "license to connect" program.

Recommendation 3:

- **Student education and in-school monitoring**
    - We recommend mandating that each student receive at least two hours of in-school training about cyberbullying issues once a year
    - We recommend selecting and implementing a district-wide confidential/anonymous reporting system for instances of bullying and cyberbullying
    - Further, we would like the district to invest in improved school network blockers to prevent students from easily circumventing the system

Recommendation 4:

- **Community measures and supports**
    - We will help establish a "license to connect" program. The program would be a short (1-2 hour) workshop at the public library, run by trained members of the online behavior subcommittee group. Its purpose would be to:
        - Provide parents with a place to turn when their children ask them questions like, "can I have a Facebook page?" or "can I have my own cell phone?"
        - Teach children in a one-on-one or small group setting about appropriate online behavior, internet privacy, and how they are tracked online
        - Reinforce the community code of conduct
        - Explain how different families in town handle internet monitoring and restrictions (with examples of families who are very restrictive, moderately restrictive, and not at all restrictive)
        - Draft a "contract" that parents and children will both agree to, customized for that family's electronic needs and sensibilities
        - Children who successfully complete the 1-2 hour workshop will be given the committee's "license to connect," stating that they have been informed about online danger and privacy issues, have agreed to behave appropriately online and with cell phones, and have agreed to report any dangerous or cruel behavior to parents and/or school officials
    - Finally, we recommend an "Act With Respect" campaign to counter cruelty on public forums like MassLive. Many task force members have concerns about the extremely hurtful comments that are posted on those sites, but are at a loss about what to do. We propose asking community members to respond to all such comments with the words "Please act with respect" (or something like that), so that we can all take a positive stand against online incivility.

South Hadley Public Schools
Anti-Bullying Task Force to Promote Civil and Ethical Behavior

Steering Committee 2010

Selectboard	Bob Judge
Police Chief	David LaBrie
School Committee	Lorraine Liantonio
Superintendent	Gus Sayer
Assistant Superintendent	Christine Sweklo
School Principals	Dan Smith Erica Faginski-Stark David Gallagher Jillayne Flanders
Teachers/Staff	Chris Glenn
Group Facilitators	Bill Evans Becky Mazur
Student Leaders	Emma Mulvaney Alex Parker
Parent Representatives	Maureen Clark Janna Darrow-Roux Nancy Farnsworth Jennifer Mullins Mike Pettengill Amy Sullivan
SHPAC (Special Education)	Kelly St. Clair
Recreation Department	Amy Foley Ryan Lemieux
Clergy	Dan and Carol Brown
Mental Health Professionals	Eleanor Small Maria Torres
Nurse	Pam Stevens
Legal	Cindy Boyle
Community at Large	Jennifer Tucker

DISTRICT POLICIES SUBGROUP

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Alex Parker, Student
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Rebecca Pietrzykowski
Karen Sabbs
Alina Sibley
Tammy Sperry
Janet Stache
Kelly St. Clair
Beth Standen
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Maria Torres
Karen Walsh-Pio
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