



Bullying Prevention and Intervention Plan

The Nantucket Public Schools expect that all members of the school community will treat each other with respect and in a civil manner, regardless of differences.

The Nantucket Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. To that end, the Nantucket Public Schools will take specific steps to create a safe, supportive environment for all populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Nantucket Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying or retaliation, in our school buildings, on school grounds or at school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and will take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, professional development, co-curricular activities and parent or guardian involvement.

The Bullying Prevention Plan (PLAN) is a comprehensive approach to addressing bullying and cyber bullying, and the Nantucket Public Schools is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues that affect the quality of education in our system.

I. Definitions

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

Bullying is the repeated use by one or more persons of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) place the target in reasonable fear of harm to himself/herself or damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes

on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber bullying.

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

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Target is a student against whom bullying, cyber bullying or retaliation is directed.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is prohibited. Reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

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

II. **Training and Professional Development**

The Nantucket Public Schools will meet the requirements under M.G.L. c.71, S 370 to provide ongoing professional development for all staff including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisor to co-curricular activities and teaching assistants.

A. Annual Staff Training on the PLAN

Annual training for all NPS staff on the PLAN will include staff duties under the PLAN, an overview of the steps that the building principal will follow upon receipt of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing Professional Development

The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c.71, § 37, the content of professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent bullying;
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among aggressor, target, and witnesses to the bullying;
- Research finding on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when development students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Bullying Implementation Timeline

Date	Audience	Activity
March 9, 2010	Admin/Guidance/Community	MARC Training
June, 2010	Admin/Guidance	MARC Training
July 22, 2010	Administration	Bullying Legal Seminar
August, 2010	Freshman Orientation	Bullying discussion
August, 2010	Administration	Bullying presentations overview
September, 2010	All District Staff	Bullying Presentations
September, 2010	NES staff	MARC Presentation
September, 2010	Parents/Community	MARC Presentation
September, 2010	School Committee	Bullying Policy
October, 2010	School Councils	Bullying discussion public input

December, 2010	Public Forum	District Administration PLAN
February, 2011	NHS and CPS students	Youth Risk Behavior Survey
Spring, 2011	School Councils	Handbook revisions
Spring, 2011	Data Committee	YRBS data analysis
Ongoing	Student Support Teams	Bullying Identification/Intervention

Training

School-Based:

1. Annual training for all school staff on the PLAN, which includes procedures for reporting and responding to bullying and retaliation.
2. Review with staff the bullying prevention curricula offered at each grade level within the school.

District-Wide:

1. Annually: New staff training on bullying prevention and intervention using in-district MARC trained trainers.
2. Every two years: Staff training on bullying prevention and intervention using in-district MARC trained trainers and materials.
3. Biannually (December and June): Student Support Teams from each school will meet with the District level Student Support Services Committee to review data on reports of bullying across the District.
4. Annual training of special education teachers addressing ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' IEPs.

I. Procedures for Reporting and Responding to Bullying and Retaliation

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing using the Nantucket Public Schools Incident Reporting Form (IRF). A school or District staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or District staff members, may be made anonymously; however, no disciplinary action shall be taken against a student solely on the basis of an anonymous report. The Nantucket Public Schools will make a variety of reporting resources available to the school community including the IRF, and a link to all staff emails for reporting purposes.

Use of the IRF is not required as a condition of making a report. The School or District will: 1) include a copy of the IRF in the beginning of year packets for students and parents or guardians; 2) make it available in the schools main office, the counseling office, the nurse's office and other locations determined by the principal or designee; 3) post it on the schools' and District website. The IRF will be made available in the most prevalent language(s) of origin of students and parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or become aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or District policies and procedures for behavior management and discipline.

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

The District expects students, parents or guardians, and other who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, or others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation

1. Safety

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

As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- Monitor and assure the continued safety of all parties. Develop and implement a safety plan for the target and witnesses as needed.
- Provide necessary supports for the target.
- Require relevant educational activities for individual students or groups of students.
- Refer to psycho/social educational groups or workshops.
- Develop an action plan directed toward helping the aggressor recognize and correct behaviors.
- Conduct parent conferences.
- Refer to intervention groups and/or individual counseling for all parties as appropriate.
- Monitor behaviors and, as needed, develop a behavior contract.
- Work with bystanders to empower them in becoming part of the solution.
- Enhance adult supervision on school premises.
- Limit or deny student access to a part or area of a school and/or to the students involved.
- Require classroom transfers.
- Exclude from participation in school-sponsored or school-related functions, after school programs, and/or co-curricular activities.
- Determine with the families whether a family member of the involved students (target, aggressor, bystanders) would be well served by counseling or referral to services. If appropriate, referrals may be made to in-house counseling or psychological services and/or local agencies.

1. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contact parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMV 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has reasonable basis to believe that criminal charges may be pursued against the

aggressor, the principal will notify the local law enforcement agency through the School Resource Officer. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also if an incident occurs on school grounds and involves a former student under the age of twenty-one who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the PLAN and with applicable school or district policies and procedures, consult with the School Resource Officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

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

D. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or discipline action is necessary.

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parents or guardian about the disciplinary action taken unless it involves a "no contact" order or other directive that the target must be aware of in order to report violations. Additionally, the principal or designee may inform the target's or aggressor's teachers and/or other members of the staff if he/she determines it is necessary for them to know in order to intervene in terms of bullying or retaliation.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. (M.G.L. c.71 § 379(d)(v)).

Skills-building approaches that the principal or designee may consider may include, but are not limited to:

- Offering individualized skill-building sessions based on the school's/district's bullying prevention curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with the parents and guardians to engage parental support and to reinforce the Bullying Prevention curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing social skills.

1. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the PLAN and with the school's or district's Handbooks.

Discipline procedures for student with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

2. Promoting Safety for the Target and Others

Safety is our primary concern, both for the target and others who respond, report or intervene. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the implementation of intervention strategies and /or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

3. Other

- Referral of either the target and/or aggressor for an evaluation under Section 504 or Special Education
- Conducting a danger assessment of the aggressor
- Referral to an appropriate community agency or practice

I. Access to Resources and Services

A. Counseling Resources

School counseling services are available for both the target and the aggressor. When appropriate, students and their families may be referred to community based agencies. The district ELL Director is available to assist principals and/or counselors in communication when necessary.

B. Students with Disabilities

When the IEP team determines the student has a disability that affects social skills development or the student is vulnerable to bullying, harassment, or teasing because of his/her disability, the team must consider if and/or what should be included in the IEP to develop skills and proficiencies to avoid and respond to bullying, harassment or teasing.

I. **Bullying Prevention Approaches**

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

1. Using scripts and role plays to develop skills;
2. Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance, speaking up, and not joining in the laughter, teasing, gossip or rumors;
3. Helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
4. Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
5. Enhancing students' skills for engaging in healthy relationships and respectful communications;
6. Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. School principals will determine how and when their school will review the PLAN with students. Each principal will provide school specific information regarding the complex interaction and power differential that can take place among an aggressor, a target and witnesses to bullying.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive

school environment. These underscore the importance of our bullying intervention and prevention initiatives:

7. Setting clear expectations for students and establishing school and classroom routines;
8. Creating a safe school and classroom environments for all students;
9. Using appropriate and positive responses and reinforcement, even when students require discipline;
10. Using positive behavioral supports;
11. Encouraging adults to develop positive relationships with students;
12. Modeling, teaching, and rewarding pro-social, health, and respectful behaviors;
13. Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
14. Using the Internet safely;
15. Supporting students' interest and participation in non-academic and co-curricular activities, particularly in their areas of strength; and
16. Telling the aggressor "I don't like what I saw you do," "I don't like what I heard you say." Do not dismiss or ignore what you saw or heard.

School principals will determine how and when they will review these teaching approaches with staff, but will do so annually at the beginning of each year.

I. Collaboration with Families

Each year the school principals will inform parents or guardians about:

- The bullying prevention curricula used at each grade level;
- How parents and guardians can reinforce the curriculum at home and support the school plan;
- The dynamics of bullying; and
- Online safety and cyber bullying

School principals may seek District support from the Director of Special Services and/or the ELL Director.

In addition, the student-related sections of the District's Bullying Prevention and Intervention Plan (PLAN), and Internet Safety Policy, will be in each school handbook, which is made available to parents and guardians at the beginning of each year.

Nantucket Public Schools INCIDENT REPORTING FORM

I. Reporting

I. Relationship to Other Laws

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

Consistent with state and federal laws, and the policies of the Nantucket Public School District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the PLAN prevents the school or district from taking action to remediate discrimination

4. If student, state your school: _____ Grade: _____
or harassment based on a person's membership in a legally protected category under

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

Name of Target (of behavior):

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

Date(s) of Incident(s): _____

Location of Incident(s) (Be as specific as possible):
local, state, or federal law, or school or district policies.

In addition, nothing in the PLAN is designed or intended to limit the authority of the school or District to take disciplinary action or other action under M.G.L. c71, §37H or 37H ½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the PLAN covers the behavior. ¹

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (role: _____) Parent Other

9. Signature of Person Filing this Report: _____ Date: _____

¹ This plan developed through collaboration with the Cape and Island Principals' Association, specifically Harwich Public Schools.

1. Name of Reporter/Person Filing the Report:

6. Information about the Incident:

Time When Incident(s) Occurred:

Your contact information/telephone

number: _____

10: Form Given to: _____ **Position:**
_____ **Date:** _____

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

Name: _____ Student Staff Other

Name: _____ Student Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please attach additional paper if necessary.

Name: _____ Student Staff Other

II. INVESTIGATION

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

- Interviewed aggressor Name: _____ Date: _____
- Interviewed target Name: _____ Date: _____
- Interviewed witnesses Name: _____ Date: _____
- Interviewed witnesses Name: _____ Date: _____

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

Summary of Investigation:

III. CONCLUSIONS FROM THE INVESTIGATION

Bullying Incident documented as _____

2. Contacts:

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

- Loss of Privileges Detention STEP referral Suspension
- Community Service Education Other

Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____

Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Principal: Date _____ **Report forwarded to Superintendent: Date** _____

2. Interviews:

Any prior documented Incidents by the aggressor?

Yes No

1. Finding of bullying or retaliation:

Retaliation

Discipline referral

only _____

Signature and Title:

Date:

(If principal was not the investigator)

4. Describe Safety Planning:

YES

NO

District Equity Coordinator Date: _____

Law Enforcement

Date:

_____ (Please attach additional paper to this document as needed)

3. Action Taken:

Nantucket Public Schools Bullying Intervention Protocol

Incident may be reported by completing the Bullying Incident Reporting Form

Principal or designee reviews bullying incident report for initial assessment.

Does this meet the standard of bullying?

Parents of all parties notified in a timely fashion, preferably on the same day as the

Referral for other disciplinary action or intervention

No

No

Disciplinary action or intervention not advised

Take steps to assure the safety of the target, if necessary.

The Investigation

Conduct interviews, gather information, preserve evidence, and determine if allegations are substantiated, maintaining confidentiality.

- What specifically happened
- Who committed the alleged acts
- Who was present or may have information about the events
- When the events occurred (date, time of day)

Action Steps

- Determine corrective actions which may include intervention strategies or disciplinary actions.
- Make a referral when appropriate to law enforcement and work cooperatively from there.
- Inform all parties to legal requirements of confidentiality for students.
- Advise all parties regarding retaliation and any disciplinary action that may be taken.
- Take appropriate disciplinary action if false charges have been made.
- Assess whether behavior is related to a disability and, if so, convene the Team to review the student's needs.

Intervention Strategies

- Monitor and assure the continued safety of all parties. Develop and implement a safety plan for the target and witnesses as needed.
- Provide necessary supports for target.
- Require relevant educational activities for individual students or groups of students.
- Refer to psycho/social education groups or workshops.
- Develop an action plan directed toward helping the aggressor recognize and correct behaviors.
- Conduct parent conferences.
- Refer to intervention groups and/or individual counseling for all parties as appropriate.
- Monitor behaviors and, as needed, develop a behavioral contract.
- Work with bystanders to empower them in becoming part of the solution.
- Enhance adult supervision on school premises.
- Limit or deny student access to a part or area of a school and/or to the students involved.
- Require classroom transfers.
- Exclude from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities.
- Determine with the families whether a family member of the involved students would be

