

NORWOOD PUBLIC SCHOOLS

**Bullying Prevention
and
Intervention Plan**

Submitted December 22, 2010

Revised May 31, 2011

Revised March 23, 2017

Updated March 2023

Updated December 2023

Norwood Public Schools

Bullying/Cyberbullying Prevention and Intervention Plan

Table of Contents

- I. Introduction
- II. List of Bullying and Cyberbullying Prevention Task Force Members
- III. Updated Bullying Policy
- IV. Student/Parent Handbook section regarding Bullying
- V. Bullying/cyberbullying Reporting Process Flowchart
- VI. Report of Potential Bullying Form
- VII. Administrators Investigation of a Reported Bullying Incident Form
- VIII. Bullying and Cyberbullying Prevention and Intervention Plan (with supporting documents)
- IX. Guiding Principles for Norwood Public Schools' Bullying and cyberbullying Curricula and Programs
- X. Bullying and Cyberbullying Program Descriptions for Norwood Public Schools
- XI. K-12 Curriculum Outline for Bullying and Cyberbullying
- XII. Copy of District's Bullying Website: <https://www.norwood.k12.ma.us/about/bullying-information#Reporting%20an%20Incident>

Norwood Public Schools

Bullying Prevention Task Force

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Introduction

To address the Department of Elementary and Secondary Education's (DESE) mandate to develop and submit a ***Bullying Intervention and Prevention Plan*** by December 31, 2010, Superintendent Jim Hayden and Assistant Superintendent Dr. Alexander Wyeth established a Bullying Prevention Task Force consisting of 19 members (list included) representing each school, the police department, and the community at large. The Task Force began its work on October 20, 2010, and met on Wednesdays at 3:00 in the Savage Center Room 219. Anyone from the community was welcome to attend and participate at these open meetings. The Task Force was provided with plan information from the DESE, a copy of Massachusetts' new bullying law (M.G.L. C.71, s.370), and samples of plans from other communities. The Task Force, charged with developing and writing the district's plan, split into two sub-committees: one to work on curriculum, other resources and services, and ongoing student and staff training and awareness needs; and another to develop reporting mechanisms and community outreach plans. The Norwood School Committee's policy subcommittee was charged with updating the district's existing policy that was written in 2006.

This plan was also presented to the community at large for additional feedback at a School Committee meeting on December 8 and at an open community forum that took place on December 13, 2010, at the Coakley Middle School Library at 7:00pm.

Once the Task Force received feedback from the community at large, it met on December 15, at the Savage Center, to make modifications to our plan prior to sending it to the DESE.

This plan was revised in May 2011 and in March 2017 based on feedback from the DESE and will continue to be updated by the Norwood Public Schools as needed.

BULLYING POLICY

File: JICFB

The Norwood Public Schools (NPS) in partnership with parents, guardians, and the community and in keeping with the NPS mission believes that students have the right to learn and staff have a right to work in a safe and nurturing environment, a community thrives when individuals contribute to the well being of others, and integrity, respect, and cooperation are essential in building trusting relationships. Bullying and harassment are major distractions from learning and compromise a school's ability to educate its students to their greatest potential. The Norwood Public School System is committed to providing a safe, positive and productive educational environment where students and staff can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, cyberbullying or retaliation; therefore, The Norwood School Committee prohibits bullying (as defined by M.G.L. c. 71, §370) throughout the Norwood Public School System. All students must comply with this policy, and all students are afforded the same protection regardless of their status under the law.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Acts of bullying, which include cyberbullying and retaliation, are prohibited

- on school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the school district; and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Norwood Public Schools, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Reprisal or retaliation against any person associated with a report of bullying or the investigation thereof is also prohibited, as is falsely accusing another as a means of harassment or bullying. Disciplinary action for a person who engages in reprisal or retaliation will treat such retaliation as a de facto repeat offense (regardless of whether the initial act was attributed to the retaliator) and therefore deserving of significant disciplinary action, which may include suspension or expulsion.

DEFINITIONS

In order to work as collaboratively and efficiently as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor/Perpetrator is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, §370, is the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

- creates a hostile learning and/or social environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the educational process or the orderly operation of a school.

Bystander is a person who has knowledge or an awareness of an act of bullying.

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

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

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

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

Target is a student or staff member against whom bullying, cyberbullying, or retaliation has been perpetrated.

Witness/Bystander is a person who has knowledge or an awareness of an act of bullying.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians, consistent with the requirements of this policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan will identify specific steps it will take to create a safe, supportive environment for vulnerable 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 plan shall be reviewed and updated at least biennially as mandated by M.G.L. c. 71, § 37O. Furthermore, at least once every four years, beginning with 2015/16 school year, the district will administer a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

The Principal is responsible for the implementation and oversight of the Bullying Prevention and Implementation Plan within his or her school.

Reporting

Students who believe that they are a target of bullying, witness an act of bullying, cyberbullying or retaliation, either directly or as bystanders/witnesses, or have reasonable grounds to believe that these bullying behaviors are taking place are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying, cyberbullying or retaliation as soon as possible to the school's administration or a faculty member.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

The District is required to collect and report the following data to the Department: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation, and 4) other information required by the Department.

Investigation Procedures

The school Principal, or a designee, shall promptly investigate the report of bullying, cyberbullying, or retaliation, using a Bullying/cyberbullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students, and/or witnesses/bystanders.

The Principal, or designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. Actions taken to prevent further acts of bullying shall be discussed.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal, or designee, determines that bullying has occurred he/she shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed as soon as possible. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum, the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying, cyberbullying or retaliation shall be in accordance with NPS disciplinary policies as stated in the school handbooks.

Each school shall document any incident of bullying, cyberbullying or retaliation that is reported per this policy, and a file shall be maintained by the Principal, or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Retaliation

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

Target Assistance

The Norwood Public Schools shall provide counselling or referral to appropriate services, including guidance, academic intervention, and protection to students, to both targets and perpetrators affected by bullying, cyberbullying or retaliation, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying, cyberbullying or retaliation.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan shall be provided to students and their parents or guardians in age-appropriate terms.

Annual written notice of the Bullying Prevention and Intervention Plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be shared at the beginning of the year faculty meetings prior to the start of school.

The Bullying Prevention and Intervention Plan shall be posted on the Norwood Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L 71:37O, as amended on April 24, 2014
MGL 265:43, 43A
MGL 268:13B
MGL 269:14A
Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v)

CROSS REFS: Policy AC, Non-Discrimination
Policy ACAB, Sexual Harassment
Policy JBA, Student-to-Student Harassment
Policy JICFA, Prohibition of Hazing
Policy JK, Student Discipline Regulations

Revised & Adopted by School Committee: 3/20/06

Revised & Adopted by School Committee: 12/8/10

Revised & Adopted by School Committee: 9/25/13

Updated March 2023

BULLYING HANDBOOK LANGUAGE FOR ALL NORWOOD PUBLIC SCHOOLS

Bullying is a form of harassment. The **Norwood Public Schools** recognizes that bullying and harassment have a negative effect on the educational process.

Reporting Requirements 370(g) - The law imposes **mandatory** reporting requirements on all members of the school staff, not just all teaching staff, to immediately report any instance of bullying or retaliation the staff member has either witnessed or become aware of, to the Principal or school designee. Staff shall immediately report any instance of bullying or retaliation the staff members has witnessed or become aware of to the Principal or to the school official identified in the plan as responsible for receiving such reports or both.

1. **Definition of Bullying** (from “*Chapter 92 of the Acts of 2010 - AN ACT RELATIVE TO BULLYING IN SCHOOLS.*”)
 - a. “*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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the educational process or the orderly operation of a school. For the purposes of this section, **bullying shall include cyberbullying and retaliation.**
 - b. “*cyberbullying*”, 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, photoelectronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.
 - c. “*Retaliation,*” any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witness or has reliable information about bullying
2. **Bullying is Prohibited** – Such conduct is disruptive of the educational process; therefore, let it be known that *bullying is unacceptable behavior in the Norwood Public Schools and is prohibited.*
3. **Bullying Shall be Prohibited** – (i) on school grounds, property immediately adjacent to school grounds, or at a school-sponsored or school-related activity, function, or program whether on, or off, school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, and or through the use of technology or an electronic device that is owned, leased or used by a school district or school; and (ii) 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 a school district or school, of the bullying creates a hostile environment at the 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 a school.

Students who engage in any act of bullying while at school, at any school function, in connection to, or with any district-sponsored activity or event, or while en route to or from school, are subject to disciplinary action, up to and including suspension or expulsion. Law enforcement officials shall be notified of bullying incidents.

4. **Steps to Resolve**
 - a. **Staff Intervention** – Staff members who observe or become aware of an act of bullying will take immediate, appropriate steps to intervene, unless intervention would place the safety of the staff member or student(s) at risk. If there is reasonable basis to believe that the staff member has not been able to resolve the matter, or if the bullying persists, the staff member shall report the matter to the appropriate administrator for further investigation.

- b. **Students and Parents Shall Report Bullying** – Students and parents who become aware of bullying should report it to the appropriate administrator for further investigation. Also, students or parents may report a bullying incident using any one of three reporting options on the district’s bullying website by going to <https://www.norwood.k12.ma.us/about/bullying-information#Reporting%20an%20Incident>. “Anonymous” reports are accepted; however, no disciplinary action shall be taken against a student on the basis of an anonymous report. Any student who retaliates against another for reporting bullying shall be subject to disciplinary consequences. Also, any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary consequences.
- c. **Investigation** – In cases of alleged or persistent bullying, cyberbullying, or retaliation, an administrator will investigate the matter. The investigation may include, but is not limited to, conversations with students, parents, and school staff.
- d. **Intervention/Consequences/Prevention Strategies** – If bullying is substantiated, the appropriate administrator will take reasonable steps to stop it and prevent its recurrence. These steps may include, but are not limited to, separating and supervising the students involved; contacting the parents/guardians of the alleged perpetrator and victim; providing counseling support for students and referral service options to appropriate family members as necessary; coordinating a supervision plan with the assistance of staff; student contracts and the development of a safety plan; meetings with the School Resource Officer. Students who have bullied or retaliated against others may also be subject to disciplinary action, including warnings, parental conference, detention, suspension, and/or expulsion. If the school administration determines that bullying or retaliation has occurred, the appropriate administrator will notify the local law enforcement agency if the administration believes that criminal charges may be pursued against a perpetrator.
- e. **Determinations:** If the parent or guardian is dissatisfied with the principal’s resolution to the investigation, the parent may appeal to the district’s Bullying Coordinator or the Superintendent. If the parents remain unsatisfied with the district’s response, they may also contact the Department of Elementary and Secondary Education’s Program Resolution System at compliance@doe.mass.edu or call 781-338-3700.

NOTE: Cyberbullying is covered under this Handbook regulation.

Annual Professional Development

As required by M.G.L. c. 71, § 37O, professional development will be provided to all Norwood Public School staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, contracted service providers, athletic coaches, advisors to extracurricular activities, and paraprofessionals, as early as possible at the start of each school year. The Norwood Police Department and the bus company contractor will be responsible for training their crossing guards and bus drivers, respectively.

The goal of professional development is to **establish a common awareness of vulnerable student populations and an 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 all forms of bullying including cyberbullying and retaliation. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on the following:

- an understanding that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics;
- developmentally or age-appropriate strategies to prevent bullying;
- developmentally or age-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 an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying;
- internet safety issues as they relate to cyberbullying; and
- information on how to report incidents of bullying.

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

Additional areas identified for professional development include the following:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and

- Maintaining a safe and caring classroom for all students.

Reminders to All Staff Responding to Bullying

- **Do not ignore bullying, or behaviors leading up to bullying:** Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002).
- **Intervene immediately; bullying is common, but not benign.** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems.
Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- **Separate alleged bully & target:** do not use mediation or attempt to force them to confront one another.
- **Bullying is different from conflict.** Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
- **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
- **Don't make promises** or deals until your investigation is complete.
- **Reassure reporters and target(s)** that they have done the right thing by reporting.
Make sure they know they will be protected from retaliation.
- **Empower aggressors to change.** Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., “for now, stay off of Facebook”).
- **Maintain confidentiality but ACT:** it is important to protect reporters from retaliation, but information on bullying MUST be acted upon. There are no “off-the-record” conversations.
- **Be objective** in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
- **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

[Link to Bullying & Cyberbullying Report Form](#)

Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors, or bystanders of bullying or cyberbullying. Schools will also address the emotional needs of these students' families. The Norwood Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the school's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors, and bystanders. The schools' provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying resources:

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management, and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Norwood Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling Activities and Other Services:

School counselors, nurses, school psychologists, and special educators provide a variety of skill-based services to students within the educational setting that include ongoing emotional support, risk assessment, crisis intervention, and help with community-based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional, and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community-based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid-eligible students. School counselors, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists, and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- One-on-one and small-group counseling
- Case management services
- Crisis intervention
- Social Competency Program (Open Circle)
- Facilitating classroom meetings to resolve problems
- School counseling curriculum on issues of respect, sexual harassment, and student success skills
- Lunch/friendship groups
- GSA Group at HS
- Study skills/time management groups
- Parent-teacher conferences
- Parent workshops
- Transition planning
- Parent guidance

- Behavioral plan development
- Classroom observations
- Teacher consultation
- Web-based resources

C. Students with Disabilities:

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

D. Referral to Outside Services:

Norwood Public Schools have building-specific referral processes in place. Parents/guardians are encouraged to contact their child's school counselor for assistance in identifying appropriate and timely services.

Academic and Non-Academic Activities

The Norwood Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention approaches:

Bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies per acceptable use policies.
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the school's bullying prevention curricula during Open Houses and other times.

Initiatives will also teach students about the student-related sections of the Norwood Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

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:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents and guardians regarding the schools' goals and expectations for students and students' safety
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;

- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- 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;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

C. Program Assessment:

- The bi-annual high school Youth Risk Behavior Survey (YRBS) is analyzed by the Health and Wellness teachers, the guidance staff, and the principal. Modifications are made to our curriculum and services as needed.
- The district will administer a survey at least once every four years to assess school climate and the prevalence, nature, and severity of bullying in schools. Survey data will be analyzed by school principals and curriculum leaders and modifications will be made to our plan and curricula as needed.
- Students in grade 5, 8, 10 will respond annually to 10-15 minute climate survey as part of the MCAS tests related to three sub-dimensions and nine indicators of school climate. The sub-dimensions and indicators are
 - engagement (relationships with teachers/staff and with other students, participation in the school community, and cultural and linguistic competence);
 - safety (physical safety, emotional safety, and bullying); and
 - environment (instruction, mental health, and discipline).

Schools and districts will receive an aggregated summary report of their students' responses to each item, along with comparisons to statewide results, and the results will be analyzed at the school and district levels. Action steps will be taken where needed.

Norwood Public Schools

Bullying & Cyberbullying Curricula and Programs

Guiding Principles

The Norwood Public Schools K-12 Bullying & Cyberbullying curricula and programs are delivered to our students with careful consideration. The following guiding principles are used in considering any curriculum or program. Curricula and programs must

- be developmentally appropriate
- address current trends: both school-based needs as well as local/state/national trends
- provide a sequential scope and sequence: build on previous year's information
- address both bullying and cyberbullying
- have been researched and this research has demonstrated positive outcomes
- include parent information and educational components

Timing of lesson or program delivery is critical. For grades 4-12 the topics of bullying and cyberbullying will be the first unit of study for students as they begin the school year. Other programs and/or speakers will be scheduled at different intervals in the school year in order to maintain an ongoing awareness of this topic.

Norwood Public Schools

Bullying & Cyberbullying Program Descriptions

Elementary Programs

Second Step & Character Strong Social Competency Program

Second Step Early Learning & Elementary are leading research-based Social-Emotional Learning (SEL) curricula for students in PreK and Kindergarten. Character Strong PurposeFull People is a comprehensive, grade-differentiated social and emotional learning program for students in grades 1-5. This curriculum requires that classroom teachers conduct regular lessons throughout the school year. Each lesson helps build and foster the development of healthy peer relationships and ultimately support a safe, caring, and respectful learning climate for students. Topics that are addressed in every grade use various activities that include listening skills, compliments-giving and receiving, including/excluding, cooperating, dealing with teasing and bullying, expressing anger appropriately, problem-solving steps, and building positive relationships.

Bullyproof: A Teacher's Guide on Teasing and Bullying for use with 4th and 5th Grade Students

This guide is used to enhance our 4th and 5th grade curriculum and offers lessons that provide for class discussions, role plays, case studies, writing exercises, reading assignments, art activities, and homework assignments. The goal of this guide is to give students the opportunity to explore the difference between "teasing" and "bullying."

MARC Kindergarten-5th Grade Curriculum: Bullying & Cyberbullying Prevention

The MARC K-5 Curriculum addresses both bullying and cyberbullying prevention. The goal of this curriculum is to educate children about bullying and cyberbullying and to raise their awareness about how these behaviors impact children. It also teaches about bystander behaviors and how these can contribute to bullying, and how online bullying feels and can lead to more problems in school. Bullying and cyberbullying are not taught separately in this curriculum. One of the goals of this curriculum is to emphasize that positive social behavior is critical at all times, both on and offline.

Middle School Programs

Coakley Middle School Bullying Curriculum

Character Strong & Great Body Shop

Character Strong Middle School is a comprehensive, grade-differentiated social-emotional learning (SEL) program for students in grades 6-8. This curriculum requires that classroom teachers conduct regular lessons throughout the school year. Each lesson helps build and foster the development of healthy peer relationships and ultimately support a safe, caring, and respectful learning climate for students. Topics that are addressed in every grade use various activities that include listening skills, compliments-giving and receiving, including/excluding, cooperating, dealing with teasing and bullying, expressing anger appropriately, problem-solving steps, and building positive relationships. The Great Body Shop Curriculum is used with our middle school students. The *CMS Bullying Curriculum* is a sequential curriculum that builds off previous lessons. Topics covered in this curriculum include: *terms related to bullying (target/victim, aggressor/bully, and bystander), types of bullying (physical, verbal, emotional, social) characteristics of a bully, self-reflection of personal behaviors, understanding bullying and what to do as a victim or as a bystander of bullying.* Materials that support this curriculum are from Anti-Defamation League and Human Relations Media. Cyberbullying is directly addressed by using *The Middle School Cyberbully Unit called Safety, Injury and Violence Prevention.* This comprehensive cyberbullying curriculum addresses *respect & responsibility,*

cyberbullying (devices, impacts, consequences, techniques, scenarios, what to do if you are being cyberbullied), what to do if you are a bully, and standing up for others.

Norwood High School Programs

Bullying Curriculum

The high school health teachers use a teacher lead curriculum that cover topics and skills about respect, responsibility, empathy, tolerance, harassment, understanding, and self-reflection. Materials used to support this curriculum are from The Let's Get Real Curriculum, MARC, and The Anti-Defamation League.

Freshman Seminar Bullying/cyberbullying

Through NHS's Guidance Department every freshman student attends *Freshman Seminar*, a scheduled class throughout term one. This course is run by a guidance counselor and is designed to ease the transition into the many aspects of high school life. Two class periods are dedicated to bullying/cyberbullying. During these lessons students openly discuss the topic, watch and have follow-up conversations after viewing a DVD titled "I Was Cyberbullied", and information is disseminated on resources and reporting of bullying.