

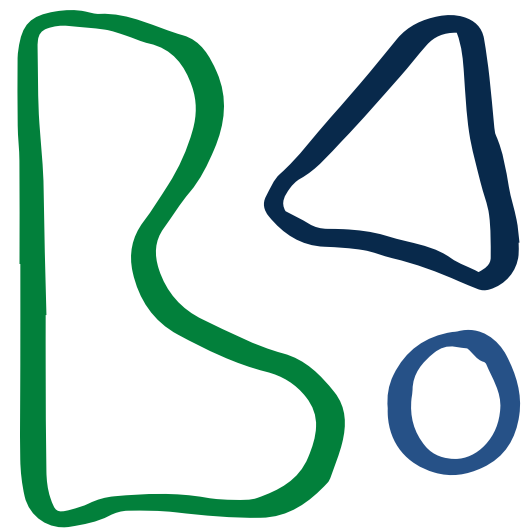
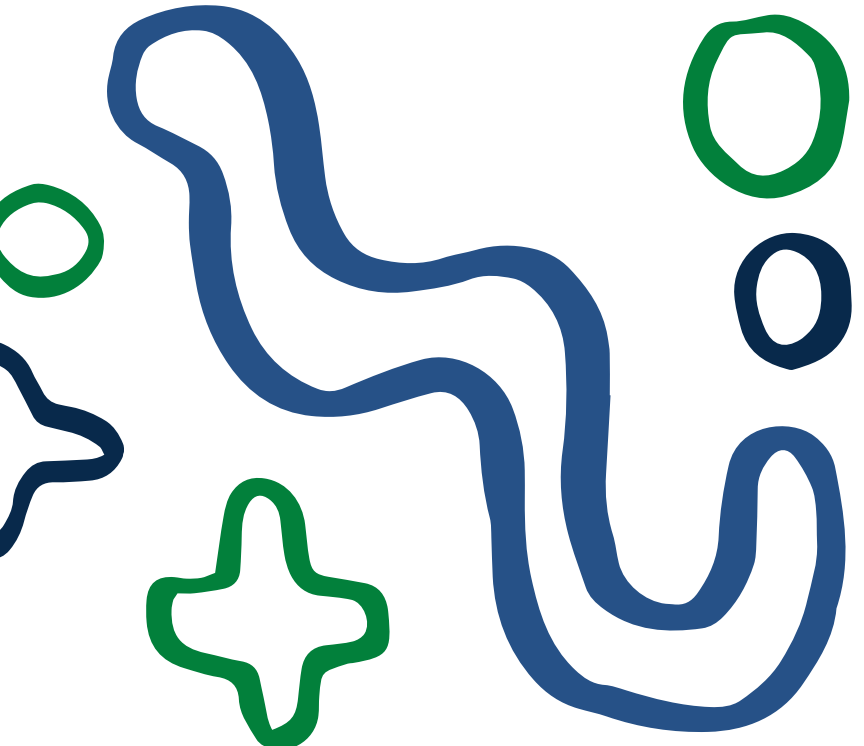
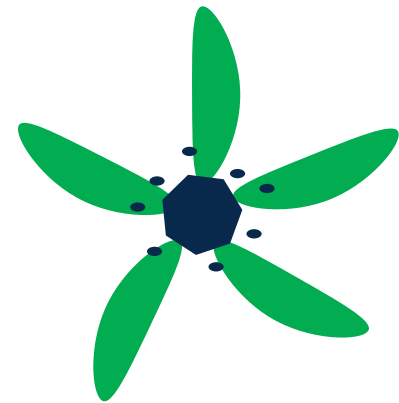
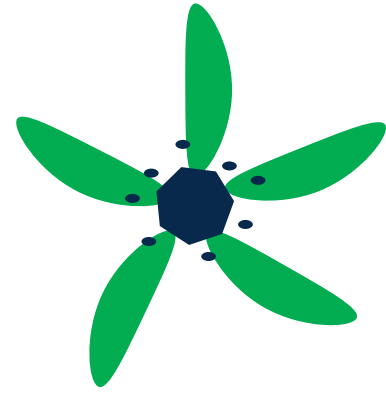
LEARNING PREP SCHOOL

ANTI-BULLYING PARENT PRESENTATION

11/9/2023

8:30-9:30AM

Susan Smith Powers, MS Dean of Students
Katrina Keenan, HS Dean of Students



Bullying Prevention and Intervention Plan

DESE Definitions

What Bullying Isn't

Reporting and Investigation

LPS Anti-Bullying Curriculum

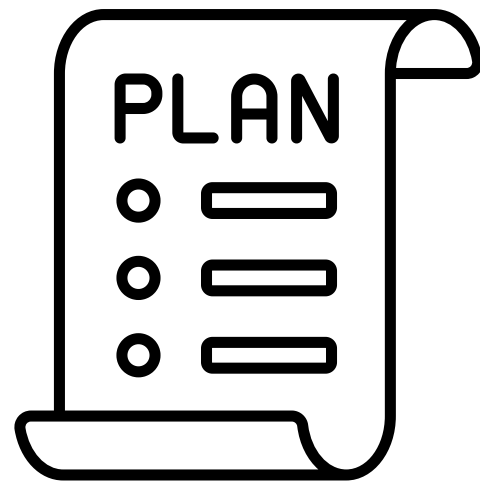
Online Safety and Cyberbullying

Family Resources

AGENDA

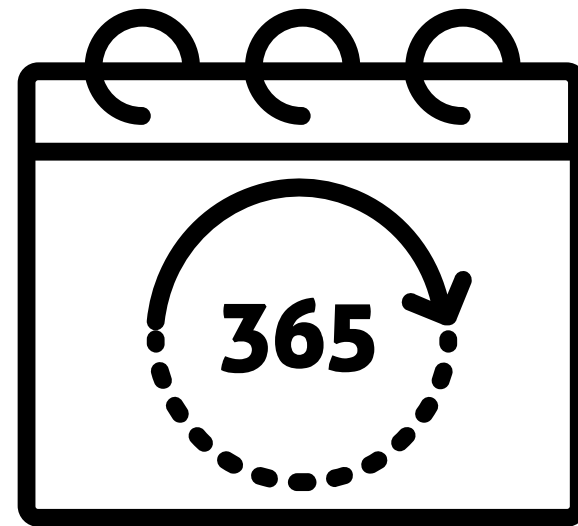


LPS BULLYING PREVENTION AND INTERVENTION PLAN



PLAN

Written in 2010;
all schools in MA
have plans
against bullying



TIMELINE

Plan checked
by DESE every
two years



CORE VALUES

Safe Learning
Environment is
an LPS Core
Value



PHYSICAL + EMOTIONAL SAFETY

All students
have the right
to feel safe
physically,
emotionally (no
teasing, name-
calling)



ACADEMIC SAFETY

All students
have the right
to feel safe
academically
(safe to take
risks)

LPS BULLYING PREVENTION AND INTERVENTION PLAN

**Where can the
information be found?**

PLAN

Found on LPS website; in Employee Handbook, in Parent/Guardian Handbook (includes student version)

Hard copy from Susan Smith Powers (xl023) or Katrina Keenan (xl322)

REPORTING FORMS

Bullying Incident Report Forms are found on the LPS website (downloadable), Principal's/Asst. Principal's office, Dean's office or Clara Caruso's office (MS)

BULLYING

as defined in
M.G.L. c. 71, § 370



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

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

BULLYING

may include indirect or direct AND repeated:



PHYSICAL OR VERBAL

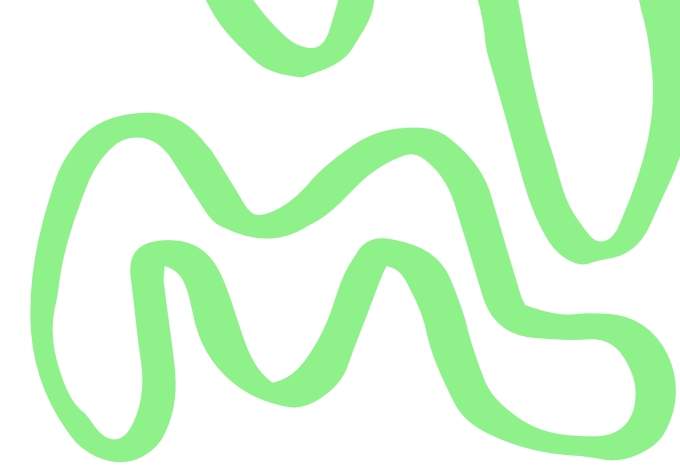
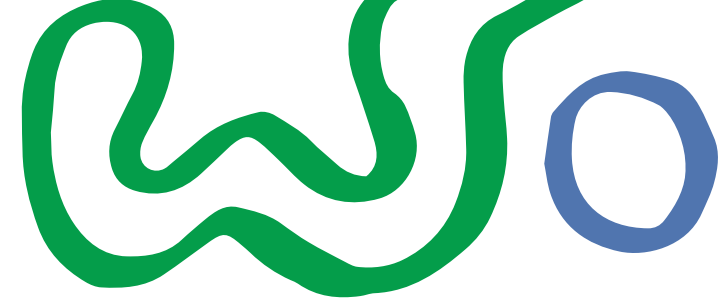
- tripping, hitting, shoving, spitting, punching, pinching;
- blocking a door or passageway;
- leaving others out, spreading hurtful or untrue stories, abusive name-calling

INTIMIDATION

- threats or trying to scare someone,
- threats to control another student or their friendships

DISRESPECT

- disrespect for a student's family members, property of others
- and/or disrespect of someone's race, ethnic group, religion, gender or sexual orientation.



DESE DEFINITIONS

Massachusetts General Law c. 71, §370

AGGRESSOR

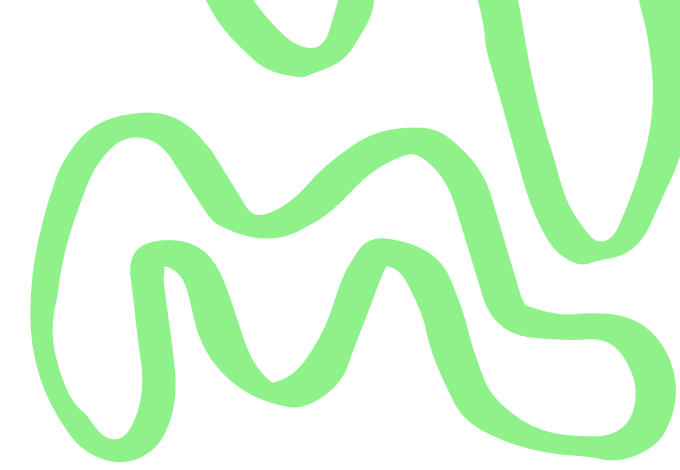
A student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

CYBERBULLYING

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.

HOSTILE ENVIRONMENT

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 a student's education.



DESE DEFINITIONS

Massachusetts General Law c. 71, §370

RETALIATION

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

SCHOOL 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

A student against whom bullying, cyberbullying, or retaliation has been perpetrated.

CONFLICT ≠ BULLYING

WHAT BULLYING ISN'T:

- Conflict is NOT the same as bullying
- While arguing, verbal abuse, ignoring, roughhousing, and being mean are against the rules, they are not necessarily bullying.
- Fighting implies a 2 sided problem = not bullying

BULLYING IS:

Bullying is characterized by intention (when someone wants to harm you) and repetition.

Whether it's conflict or bullying it should be reported to LPS staff.



HOW TO REPORT BULLYING

Staff, parents, students, and/or witnesses can file a
Bullying Incident Report



OPTION 1

Fill out Bullying Incident Report Form and send to the anti-bullying designee at the target's level



OPTION 2

Call Counselor, Dean of Students Assistant Principal, or Principal and give info- they will write it up



OPTION 3

File anonymously: leave message on voicemail or download form without your name (no consequences with anonymous report)



Safety Plan

Interviews

Determination

Notification of Outcomes

Follow Up

BULLYING INVESTIGATION PROCESS





BULLYING INVESTIGATION PROCESS

SAFETY

Investigation starts with making sure target feels safe and is protected from further bullying: safety plan- with identified adult to check-in.

May include: change schedule, daily check-ins, closer supervision of alleged aggressor

INTERVIEWS

Interviews: target, alleged aggressor, any witnesses (students and staff) keeping confidentiality (explain definition of retaliation)

DETERMINATION

Anti-Bullying designee will decide if bullying was found based on all of the facts and circumstances.

NOTIFICATION

Designee may talk to parents of target/aggressor to see if any social, emotional or learning needs have contributed to bullying behavior- extra education needed?

All parents will be called about the results of investigation and receive written documentation.

NEXT STEPS

OUTCOMES OF THE DETERMINATION PROCESS

BULLYING REPORT IS FOUNDED

- If found, steps will be taken to prevent it from happening again
- Target should be able to attend school and activities without feeling scared/worried- extra support will be given/plan made

BULLYING REPORT IS UNFOUNDED

- Bullying may not be found if the following is true:
- Conflict is 2-sided therefore, not bullying
 - Conflict is a manifestation of both (or one) students' disabilities (difficulty with social cognition, misperceptions etc.)
 - Not repeated; one time offense (consequences may be given) or there was no malintent
 - After full investigation there is not sufficient proof to identify bullying

NEXT STEPS

CONSEQUENCES FOR THE AGGRESSOR

HOW ARE CONSEQUENCES DETERMINED?

Consequences will be determined on the basis of the facts of the investigation, including how severe bullying was, age of students involved, and the need to balance responsibility with teaching of appropriate behavior

POTENTIAL CONSEQUENCES INCLUDE:

Consequences may include: behavior support referral/referral to Dean, in-school suspension or out of school suspension and/or police notification (if conduct was illegal)

RESPONDING TO A REPORT OF BULLYING BY SCHOOL STAFF



- All LPS employees/volunteers are expected to be respectful and correct student behavior in an appropriate way
- Staff are expected to establish rapport, use appropriate boundaries and use professional language at all times (in Employee Handbook)
- Reports of bullying by staff will be thoroughly investigated
- If bullying is substantiated, discipline may include: written warning, suspension with/without pay, and/or termination
- If the employee remains at LPS, education and additional supervision will be provided in order to avoid further incidents



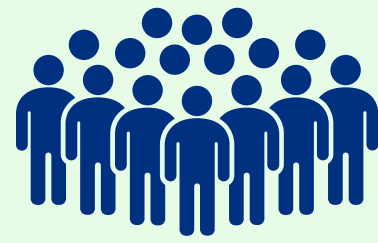
RESEARCH BASED

Covers all grades:
early childhood
through high school

SKILL BUILDING

Program teaches
friendship skills,
empathy, self-
advocacy skills,
positive problem
solving, positive
leadership skills

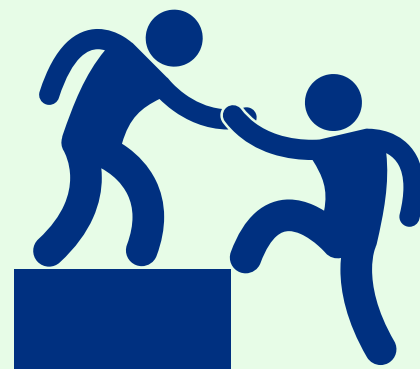
FOCUS ON



CARING
MAJORITY
85% of students
who are neither
aggressors nor
targets



SAFE LEARNING
ENVIRONMENT



IMPORTANCE OF
"UPSTANDERS"

LPS' ANTI- BULLYING CURRICULUM

Bully Proofing
Your School
published by
Voyager Sopris
Learning

FAMILY SUPPORT

REINFORCING BULLYING PREVENTION AT HOME

Talk about problem solving and encourage positive relationships.

If your child's own behavior leaves them vulnerable to be a target/aggressor, try to help them learn more effective ways to interact without suggesting they are responsible (i.e. improve social skills, problem solving skills)

Model positive relationships with your own friends at home.

Encourage them to be an "upstander" (stand up for targets, don't allow bullying) and report any incidents to staff.

IF YOU SUSPECT BULLYING

Gather more information

Contact your child's LPS counselor and share your concerns

Model your child's activities and relationships with others

Monitor all electronic activities

Praise and encourage your child. A confident child is less likely to be a target.

Follow the LPS protocol for reporting suspected bullying

Do not attempt to mediate the situation on your own by bringing the target and the aggressor together and/or contacting the parents of the suspected aggressor or the suspected aggressor themselves.

IF YOUR CHILD IS SHOWING BULLY BEHAVIOR

Address the behaviors openly

Let your child know that bullying is unacceptable and won't be tolerated

Develop firm and clear rules for behavior.

Follow-up with praise for compliance, and clear consequences for non-compliance.

Monitor and supervise your child's activities.

Model appropriate behaviors for your child, lead by example.

Support the school's efforts to teach your child more prosocial behaviors through skills-building

ONLINE SAFETY AND CYBERBULLYING



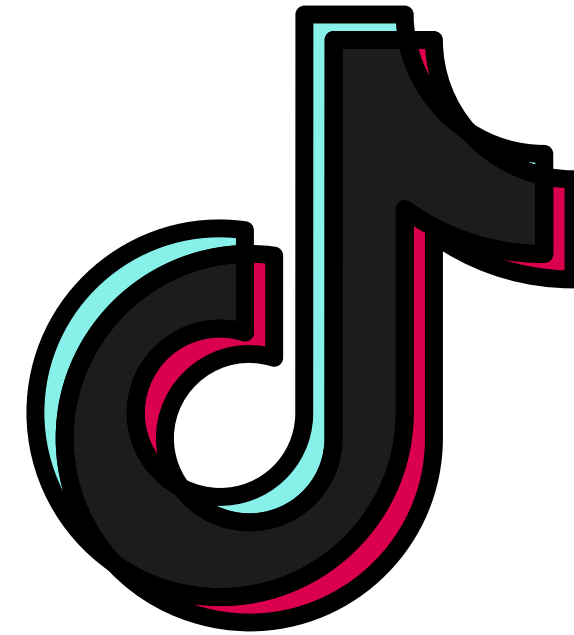
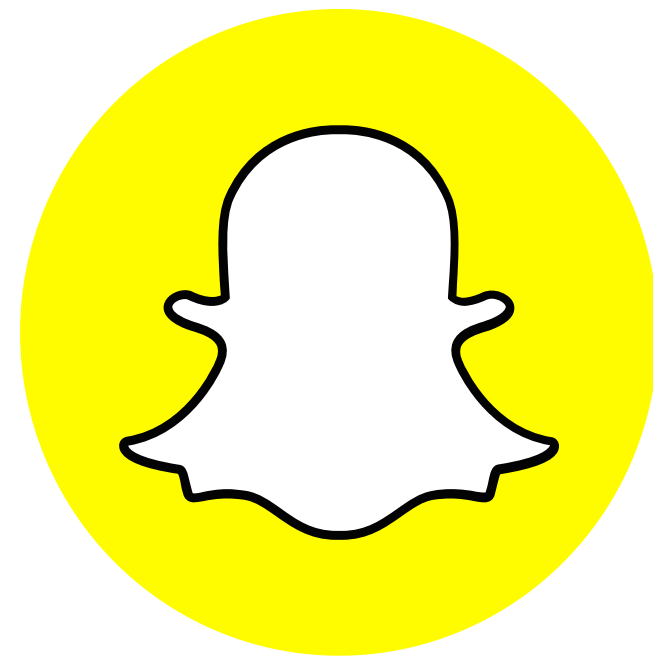
Our students are at great risk to be taken advantage of online.

Have privacy settings on all devices but also understand that there cannot be any expectation or guarantee of privacy.

Remind them if you wouldn't say it to someone's face, you shouldn't post it, text it, email it, etc.



ONLINE SAFETY AND CYBERBULLYING



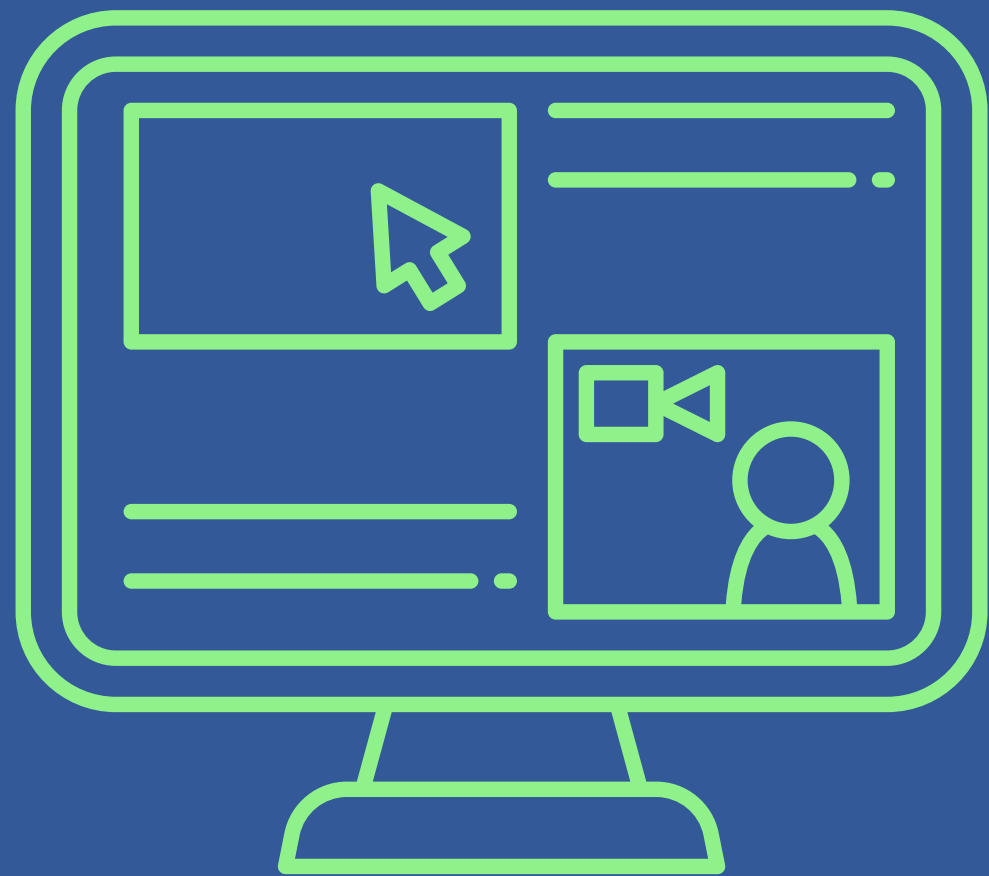
AWARENESS

Know what your child/children are doing online- what sites they go to, who they talk to, who are their “friends”, and monitor their communications. Do their game sites have a chat feature?

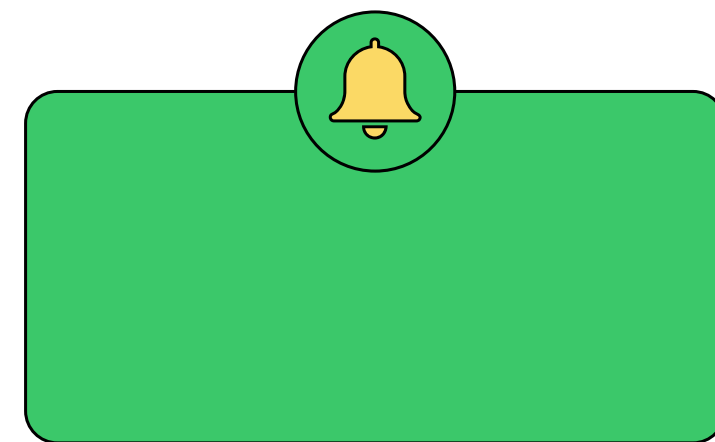
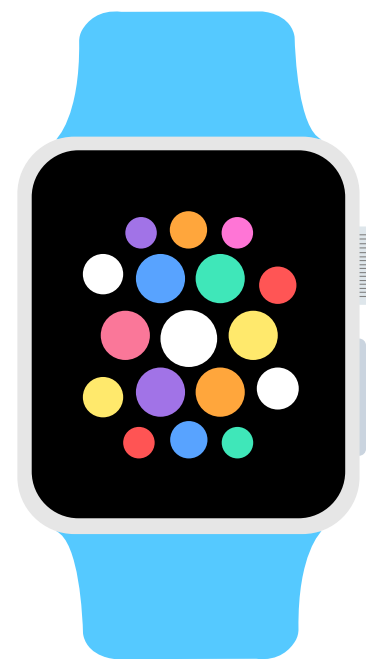
EXPECTATIONS

Set clear rules for usage of electronic devices and communication and what the consequences are for breaking those rules.

ONLINE SAFETY AND CYBERBULLYING



Encourage them to talk to you and show you inappropriate material (they don't get punished) and encourage them **N0T** to respond.





PARENT/GUARDIAN RESOURCES



SMART SOCIAL

Josh Ochs reviews all games, websites, social media in order to give parents valuable information to keep their kids and teens safe.

You can sign up for his free weekly newsletter.

<https://smartsocial.com/>

MASSACHUSETTS PARTNERSHIPS FOR YOUTH (MPY)

Go to this website for resources on bullying, cyberbullying, internet safety and lots more.

<https://massachusettspartnershipsfor youth.com/website-resources/>

MASSACHUSETTS AGGRESSION REDUCTION CENTER (MARC)

Go to this website for printable guides on cyberbullying/bullying, social networking, tips for texting as well as how to talk to kids about sexting.

<https://www.marccenter.org/parents>

THANK YOU!

Questions?

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