

# Frontier Regional and Union #38 School District

## Bullying Prevention and Intervention Plan

### 2015 - 2016

The Frontier Regional and Union #38 School District created the Bullying Prevention and Intervention Plan (hereinafter referred to as the “Plan”) required under M.G.L. c. 71, § 37O, in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Plan’s format parallels the June 2014 Updated Model Bullying and Intervention Plan that was provided as a framework for schools and school districts by the Massachusetts Department of Elementary and Secondary Education.

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#### **APPENDIX A Bullying Prevention and Intervention Incident Reporting Form**

##### **I. LEADERSHIP**

At all levels, Frontier Regional and Union #38 School Districts’ Leadership Team, which includes the superintendent of schools, central office administration, school principals, assistant principals and other school leaders, will play a critical role in implementing our Bullying Prevention and Intervention Plan. The Plan promotes a safe school climate for all. These team members have a primary role in supporting and guiding healthy, responsible citizenship throughout all aspects of the school environment. The district is committed to creating a culture of respect.

##### **A. Public Involvement in Developing the Plan**

In accordance with district procedures and in alignment with the Massachusetts DESE, we are updating the plan. As required by M.G.L. c. 71, § 37O, the original Plan was developed in 2010 in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Bullying prevention programming and intervention is on-going throughout the FRSD/Union #38 District. The original plan was voted in 2010.

## **B. Assessing Needs and Resources**

The Plan serves as the district's blueprint to understand and address prevention and response to bullying behaviors within the context of other healthy school climate initiatives. A cohort of district professionals will meet annually to assess district programming, policies and procedures relative to bullying prevention protocols. The committee will address areas of need throughout the district and the efficacy of programming and procedures. Once every four years, the District will initiate a survey to students, families and faculty/staff to assess school climate and the prevalence, nature and incidence of bullying behaviors in our schools. Additionally, the school or district will annually report bullying incident data to the Massachusetts DESE.

## **C. Planning and Oversight**

The school Principal or designee will be responsible for the following tasks under the Plan:

- Receiving all reports of bullying behavior.
- Collecting and analyzing school - wide data on bullying to assess the present level of need and to measure improved outcomes.
- Recording and tracking incident reports (see Appendix A) and insure completion of the forms. Forms will be kept on file within a locked cabinet in the administrator's office.
- Overseeing the amendment of student and staff handbooks and codes of conduct on an annual basis to include updated policies and procedures to address incidents of bullying.
- In collaboration with the Anti-Bullying Task Force, will develop of parent and family engagement events to disseminate information about bullying prevention and intervention.

The district administrative team, in collaboration with the district Bullying Prevention Task Force, will:

- Plan for ongoing professional development as required by the law.
- Plan supports and respond to needs of both target(s) and aggressor(s).
- Select and coordinate research-based curricula to be implemented district-wide.
- Annually assess the efficacy of anti-bullying efforts in District Schools and report these findings to the Superintendent of Schools.

The Superintendent of Schools will oversee the review and update of the Plan each year.

## **D. Implementation and Oversight of Plan**

Frontier Regional and Union #38 School Districts continue to be deeply committed to creating learning communities that value and promote student and adult safety, civil discourse, and respect for the dignity of every individual. To fulfill that commitment, Frontier Regional and Union #38 School Districts' faculty revised the district Bullying Prevention and Intervention Plan. We believe that this plan addresses the need to recognize and eliminate acts of bullying and cyberbullying and their harmful consequences. Embedded in the Plan is the recognition that some students can become ready targets for bullying, harassment, and teasing. The school district, through this Plan, sends a clear message that these students will be protected and those who bully or harass them will receive appropriate consequences.

The district is committed to working with students, staff, families, law enforcement agencies and the community at large to promote citizenship in our schools. In consultation with these constituencies, we have established this Plan to prevent, address and respond to incidents of bullying, cyber-bullying and retaliation. The school principal in each of the district schools is responsible for the implementation and oversight of the plan.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

The Frontier Regional and Union #38 School Districts will provide on-going professional for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals, as required by M.G.L. c. 71, § 37O.

### **A. Annual Staff Training**

Annual training for all school staff will include staff responsibilities under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year will be 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 consistent tools necessary for staff to create a healthy 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, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- 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 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; and
- Internet safety issues as they relate to cyberbullying.

Professional development will also include **universal methods** that must be considered when developing students' Individualized Education Programs (IEPs), to prevent and respond to bullying and/or retaliation for students with disabilities. This will include a particular focus on the needs of students with autism, developmental and or intellectual disabilities or students whose disability affects social skills development and communication. Additional areas may be identified by the school or district for professional development in the future.

## **C. Written Notice to Staff**

The Frontier Regional/Union #38 District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties.

## **III. ACCESS TO RESOURCES AND SERVICES**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

### **A. Identifying Resources.**

The Frontier Regional and Union #38 School District has a number of professional resources that are available to assist targets, aggressors and their families. Some Frontier Regional and Union #38 School District resources include, but are not limited to, the following: Principal, Assistant Principal, School Counselors, School Psychologists, and School Nurses.

The Frontier Regional/ Union #38 School District's process for identifying existing and needed resources will occur during regularly scheduled District Administrative Team meetings. These meetings will include discussions about decision- making and sharing of resources related to relevant school-based and district-wide concerns and initiatives, instructional practices, curriculum implementation, and services and interventions for students.

## **B. Counseling and Other Services**

Resources for assisting aggressors, targets and their families may include but are not limited to: behavioral intervention plans, social skills groups, individual and group counseling, coaching and individually focused curricula. In addition, the Frontier Regional/Union #38 School District has a number of community- based services available for consultation and direct services outside of the school setting.

## **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 that a student has a disability that affects social skills development or that 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**

Frontier Regional and Union #38 School Districts' faculty refer students and families to outside services based on the individual needs of students. Students and families have access to counseling and services information. This assistance helps students and families access appropriate and timely services. Frontier Regional and Union #38 School Districts will comply with relevant laws and policies.

# **IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

## **A. Specific Bullying Prevention Approaches**

The law requires each school or district to provide in each grade age-appropriate instruction on bullying prevention, incorporated into the school or district's curricula. Curricula must be evidence-based, coupled with effective instruction that include classroom approaches, whole-school initiatives and focused strategies for bullying prevention and social skills development.

The *Second Step* and Olweus Bullying Prevention curricula, informed by current research, 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;
- 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 providing relevant information about the Bullying Prevention and Intervention Plan.

## **B. General Teaching Approaches that Support Bullying Prevention Efforts**

The following approaches are integral to establishing a safe and supportive school environment. These approaches 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;
- 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.

## **V. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

To support efforts to respond promptly and effectively to bullying and retaliation, Frontier Regional and Union #38 School District has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

### **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. A school or district staff member is required to report immediately to the principal or designee any instance of alleged bullying or retaliation that 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. No disciplinary action shall be taken against an anonymous reporter on the

basis of reporting. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of alleged bullying with a staff member, or with the Principal or designee. Frontier Regional and Union #38 School Districts has made an Incident Reporting Form available to the school community, See **Appendix A** for Incident Reporting Form.

Use of an Incident Reporting Form is not required as a condition of making a report. Each school will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make hard copies available in the school's main office, the counseling office, the school nurse's office; and 3) post it on the school's website.

The Incident Reporting Form will be made available in the most prevalent language(s) of and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents/guardians, school and community members.

1. Reporting by Faculty and Staff.

A Faculty or Staff member will report immediately to the Principal or designee, or to the superintendent or designee, when the principal or the assistant principal is the alleged aggressor, or to the School Committee or designee when the superintendent is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the faculty or 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 school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student/staff to report it to the principal or designee, or superintendent or designee when the principal or the assistant principal is the alleged aggressor. 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/staff, parents or guardians, and others may request assistance from a staff member to complete a written report. Students/staff 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, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

## **B. Responding to a Report of Alleged 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 are not limited to, creating a personal safety plan; pre-determining seating arrangements 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.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

## 2. 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 contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 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 CMR 49.00.

### 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 a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. 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 21 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 other individuals the principal or designee deems appropriate.



## **C. Investigation**

The Principal or designee will investigate promptly all reports of alleged 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 (or whomever is conducting the investigation) 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 always in consultation with the school counselor/psychologist, as appropriate. To the extent practicable, and 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 school or district policies and 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 disciplinary action is necessary. Depending upon the circumstances, the Principal or designee may choose to consult with the student's teacher(s) and/or school counselor/psychologist, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills support services.
3. 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 substantiated, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents will 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 parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The Principal or designee shall inform the parent/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.

## **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, § 37O(d)(v).

Skills-Building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula; *Second Step and Olweus Bullying Prevention Curriculum*.
- Providing relevant educational activities for individual students or groups of students, in consultation with school counselors/psychologists 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 parents and guardians to engage parental support and to reinforce the anti-bullying and social skills building activities from the district curriculum, *Second Step* at home.
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

### **2. 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 this Plan and with the school's or district's code of conduct.

Discipline procedures for students 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.

### **3. Promoting Safety for the Target and Others.**

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 ordering of remedial 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.

## **VI. COLLABORATION WITH FAMILIES**

### **A. Parent Education and Resources**

The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and the social competency curricula used by the District.. The programs will be offered in collaboration with school PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

### **B. Notification Requirements**

Each year the Frontier Regional/Union #38 Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The schools will send parents/guardians written notice each year about the student-related sections of the Plan and the District's Internet Safety Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The Frontier Regional and Union #38 School Districts will post the Plan and related information on their websites.

## **VII. POLICY: PROHIBITION AGAINST BULLYING AND RETALIATION**

### **Frontier Regional and Union #38 School District Bullying Prevention Policy:**

*It is the policy of the Frontier Regional and Union #38 School District to provide a learning and working environment for students, employees, and visitors free from bullying. Acts of bullying, which include cyberbullying, are prohibited:*

- (i) 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 a school district or school; and*
- (ii) 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 a school district or school, 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.*

*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. As stated in*

*M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.*

### **Problem Resolution System:**

Chapter 86 of the Acts of 2014 amended Section 370 of Chapter 71 of the General Laws to include (g) (v): 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.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the DESE Problem Resolution System (PRS). That information can be found at <http://www.doe.mass.ed/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call (781)-338-3700. Hard copies of this information is also available at the Superintendent's Office.

## **VIII. DEFINITIONS**

In order to work as collaboratively and effectively as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, and other interested parties to use common language. The following definitions are provided to facilitate this goal:

**Aggressor:** a person 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 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.

**Incidents must meet the following criteria to be identified as bullying:**

1. An **imbalance of power** between the aggressor and the targeted student.
2. The behavior is **intentional** unfair and one-sided and involves a student hurting, frightening, threatening, or leaving someone out on purpose.
3. The behavior is **usually** repeated.

Bullying may involve direct (face-to-face) behavior, or indirect (behind-the-back) behavior. It includes verbal, nonverbal, written, and/or electronic communication and may involve, but is not limited to:

- physical violence

- unwanted teasing
- name-calling
- threatening or intimidating behavior
- exclusion or shunning
- gossiping/spreading rumors
- stealing or damaging property
- harassment (see separate district policy)
- retaliation

**Bystander:** someone who witnesses or knows about bullying behavior.

**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. 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 to alter the conditions of a student's education.

**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 or staff member against whom bullying, cyberbullying or retaliation has been perpetrated.

## **IX. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in this 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. c. 71, §§ 37H or 37H½, 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.

**APPENDIX A**

**BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

1. **Name of Reporter/Person Filing the Report:** \_\_\_\_\_

(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.)

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

3. **Check whether you are a:**     **Student**       **Staff member (specify role)** \_\_\_\_\_  
    **Parent**       **Administrator**       **Other (specify)** \_\_\_\_\_

4. **Your contact information/telephone number:** \_\_\_\_\_

5. **Grade:** \_\_\_\_\_

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6. **Information about the Incident:**

**Name of Target (of behavior):** \_\_\_\_\_

**Name of Aggressor** (Person who engaged in the behavior): \_\_\_\_\_

**Date(s) of Incident(s):** \_\_\_\_\_

**Time When Incident(s) Occurred:** \_\_\_\_\_

**Location of Incident(s)** (Be as specific as possible): \_\_\_\_\_

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

**Name:** \_\_\_\_\_       Student     Staff     Other \_\_\_\_\_

**Name:** \_\_\_\_\_       Student     Staff     Other \_\_\_\_\_

**Name:** \_\_\_\_\_       Student     Staff     Other \_\_\_\_\_

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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 use additional space on back if necessary.**

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FOR ADMINISTRATIVE USE ONLY

9. **Signature of Person Filing this Report:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Note: Reports may be filed anonymously.)

10. **Form Given to:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_



**Bullying Prevention & Intervention Task Force, Membership and Role:**

**Sarah Mitchell**, Chairperson, Director of Secondary Education, District Health Coordinator

**Louise Law**, Director of Elementary Education

**Jo Cyr-Mutty**, CGS Speech and Language Pathologist

**Linda Gavin**, DES SLP

**Emma Linderman**, CGS School Psychologist

**Vicki Palmer**, SES School Psychologist/Counselor

**Sally Rice**, WES and DES SLP

**Stephanie Shafran**, WES School Counselor

**Judy Siciliano**, Principal

**Sandra Spiewak**, FRMS/HS SLP