

DOUGLAS PUBLIC SCHOOLS:
BULLYING INTERVENTION PLAN



Douglas Public Schools
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I. INTRODUCTION:

The Douglas Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying. The following plan was developed to clearly define the manner in which the Douglas Public School System will develop and implement Bullying Prevention and Intervention Plan (“the Plan”) to ensure the emotional and physical safety of those in our community. This plan is modeled after the Massachusetts Department of Elementary and Secondary Education Model Bullying Prevention and Intervention Plan. It is designed to satisfy the requirements of M.G.L. c. 71, § 37O, added to chapter 92 of the Acts of 2010, entitled An Act Relative to Bullying in Schools as signed by the Governor in May 2010 and in Spring 2021 to comply with amendments to the law.

II. PRIORITY STATEMENTS:

It is the intent of the Douglas Public Schools to provide a learning and working atmosphere for students, employees, and visitors free from sexual harassment, bullying, hazing, and intimidation. These terms are collectively referenced as “harassment.” We recognize that certain individuals 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. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all staff and students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Plan shall apply to students and members of a school community, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The principal or designee is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

III. DEFINITIONS:

- **Aggressor:** Aggressor is a student or a staff member who engages in bullying, cyberbullying, or retaliation towards a staff member or student.
- **Bullying:** Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff members 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 environment at school for the target.
 - infringes on the rights of the target at school.
 - materially and substantially disrupts the education process or the orderly operation of a School.
- **Hostile environment:** A 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:** Retaliation is 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.
- **Harassment:** Harassment under M.G.L. is defined as: Three or more acts of willful and malicious conduct aimed at a specific person with the intent to cause fear, intimidation, abuse or damage to property, and which does result in fear, intimidation, abuse or property damage; or a forceful or threatening act that causes another to involuntarily engage in sexual relations.
- **School Staff:** 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:** Target is a staff member or student against whom bullying, cyber bullying, or retaliation has been perpetrated. Bystander is someone who passively or actively witnesses an act of bullying or harassment.

IV. COLLABORATION WITH FAMILIES:

Douglas Public Schools is committed to promoting a strong home-school partnership regarding bullying prevention. Through this plan, each school provides information to families that support common language across the district as well as sharing prevention and identification strategies. Communication between home and school will be via school notices, school and district websites, and parent/guardian conferences/presentations on a regular basis. It will also focus on school and district-specific approaches to collaboration which will take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and their parents/guardians.

A. Parent/guardian education and resources: The school or district will make available education programs for parents/guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school ([Engage Parents & Youth | StopBullying.gov](#)).

Bullying and cyberbullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyberbullying are alleged, the full cooperation and assistance of parents/guardians and families are expected. For the purpose of this Plan, whenever the term bullying is used it is to denote either bullying or cyberbullying.

B. Notification requirements: The school or district will send parents/guardians written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information will be available to parents/guardians electronically, and if requested, as a hard copy in the language(s) most prevalent among parents/guardians. The plan will be posted on the Douglas Public Schools' websites.

C. Problem Resolution System: Any parents/guardians wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information is found at the [Office of Public School Monitoring - Massachusetts Department of Elementary and Secondary Education](#).

V. LEADERSHIP:

Leadership at all levels will play a critical role in revising and implementing the Plan in the context of other whole school and community efforts to promote a positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the school councils in developing the Plan.

A. Public involvement in developing the Plan: As required by M.G.L. c. 71, § 37O, the Plan must be developed and reviewed with the involvement of parents/guardians, faculty, staff, and

other stakeholders via School Councils. The Plan will be shared to the School Committee on an annual basis.

B. Assessing needs and resources: This Plan is the Douglas Public Schools' blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the review process, on an annual basis, School Councils will assess the adequacy of current programs; review current plans and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist the Douglas Public Schools in identifying resource gaps and the most significant areas of need.

C. Planning and oversight: The following school or district leaders are responsible for the following tasks under the Plan:

Building Principal or designee:

- receiving reports on bullying.
- collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes.
- creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors.
- planning for the ongoing professional development that is required by the law.
- planning supports that respond to the needs of targets and aggressors.
- amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated.

District Leadership Team or designee:

- choosing and implementing the curricula that the school or district will use.
- developing new or revising current plans and protocols under the Plan, including an Internet safety plan, and designating key staff to be in charge of implementation of them.
- reviewing and updating the Plan each year.

VI. TRAINING AND PROFESSIONAL DEVELOPMENT:

A. Annual staff training on the Plan: Annual training for all school staff on the Plan will include staff duties 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 are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

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

- 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 recognizing signs of bullying, and understanding specific categories of people 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 and using social media responsibly/safely.

Professional development will also address ways to prevent and respond to bullying or retaliation for those 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 by the school or district for professional development include:

- 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.
- maintaining a safe and caring classroom for all students.
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors.

C. Written notice to staff: The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff responsibilities, in the school handbook and/or the code of conduct.

VII. RESOURCES AND SERVICES:

The resources, supports, and programs provided for students and their families include:

- Teachers/staff
- Guidance counselors
- School adjustment counselors/social workers
- School psychologists
- Nurses
- School resource officer
- Behavioral specialists
- Transitional meetings for students entering DPS, DES, DMS, and DHS
- Youth Risk Behavior Surveys
- Social skills groups
- Functional Behavioral Assessments and Behavior Intervention Plans

Each school maintains a list of outside agencies and services available for students and families. Parents/guardians should contact the guidance counselor or adjustment counselor at their child's school to obtain assistance and/or referral to an outside agency.

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 the student's 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.

VIII. ACADEMIC AND NON-ACADEMIC ACTIVITIES:

A. Specific bullying prevention approaches:

Bullying prevention curricula will be informed by current research which, among other things, will emphasize the following:

- anti-bullying assemblies put on by the Worcester County District Attorney's Office
- training in Responsive Classroom
- SEL classroom lessons
 - 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 difference.
 - teaching empathy and building the emotional capacity of students.

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 for students with disabilities, LGBTQ+ students, and homeless 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.
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

IX. PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION:

Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these 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.

Safety:

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating 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 members of the community who have reported bullying or retaliation, who have witnessed bullying or retaliation, who provide information during an investigation, or who have reliable information about a reported act of bullying or retaliation. At each school, developmentally and age appropriate interventions will be in place to address the needs of all students involved in incidents of bullying. The principal or designee, in conjunction with adjustment staff will communicate the steps to be followed for each individual involved. In addition, parents/guardians will be made aware of the circumstances surrounding the incident and the response of the school.

Reporting bullying or retaliation:

Reports of bullying or retaliation may be made by staff, students, parents/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 bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents/guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will:

- Make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and
- Post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents/guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents/guardians, with written notice of its plans for reporting acts of bullying and retaliation. A description of the reporting procedures 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.

Reporting by Staff:

Staff members will report immediately to the principal or designee when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district plans and procedures for behavior management and discipline.

Reporting by Students, Parents/Guardians, and Others:

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

Obligations to Notify Others:

- Notice to parents/guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents/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/guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- Notice to Another School or District. If the reported incident involves individuals 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.
- Notice to Law Enforcement. After receiving a report of bullying or retaliation the principal will notify the local law enforcement agency if he/she or designee has a reasonable basis to believe that criminal charges or Harassment Protection.

Orders as defined by MGL 258E Section 1-12, may be applicable against the aggressor. Notice will be consistent with the requirements of 603 CMR 49.00. 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 or designee will, consistent with the Plan and with applicable school or district plans and procedures, consult with law enforcement agencies and other individuals the principal or designee deems appropriate.

Investigation:

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. If there is concern for physical harm of a student or students, the principal or designee may take interim measures reasonably calculated to ensure the safety of the student or students during the pendency of the investigation. In investigating any such complaint, the principal or designee will interview students, staff, and any witnesses to the alleged conduct. To the extent practicable and consistent with the principal or designee's obligation to act promptly and to thoroughly investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process and shall not disclose unnecessary or confidential information to interview subjects. During any such interviews, the

principal or designee will inform the target, aggressor, and all witnesses that retaliatory treatment of any individual for reporting or lack of cooperation with an investigation of bullying will result in disciplinary action may include suspension or expulsion from school.

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents/guardians, and others as necessary. The principal or designee (or whoever 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 in consultation with the school counselor, as appropriate. To the extent practicable, and given the 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 plans and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal or designee shall notify the Douglas Police Department and School Resource Officer if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with the local law enforcement agency. The principal or designee shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.

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. Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof. Repeated use is considered a pattern of the same occurrence at least three times. 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 students' teacher(s) and/or school counselor, and the target's and/or aggressor's parents/guardians, if the aggressor is a student, 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 development.

If the target and/or aggressor are students, the principal or designee will promptly notify the parents/guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parents/guardians 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.

Responses to Bullying:

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).

Skill-building approaches that the principal or designee may consider, include:

- offering individualized anti-bullying skill-building educational activities.
- providing relevant educational activities for individual students or groups of students, in consultation with counselors and other appropriate school personnel.
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals.
- meeting with parents/guardians to engage parental support.
- adopting behavioral plans to include a focus on developing specific social skills.
- making a referral for evaluation.

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 target and aggressor involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education 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.

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. 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.

Responding to a Report of Bullying by School Staff:

The Douglas Public Schools has researched common plans and procedures used by area districts and has consulted with Legal Council to ensure that these plans address the provisions of the statute while protecting all members of the Douglas Public School Community. This Plan emphasizes the importance of the investigation, the need for the aggressor, target, and witnesses to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

X. PROHIBITION AGAINST BULLYING AND RETALIATION:

Retaliation against a person who reports bullying, provides information during an investigation of bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. Acts of bullying, which include cyber bullying, are:

- 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;
- 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, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

XI. RELATIONSHIP TO OTHER LAWS:

Consistent with state and federal laws, and the plans 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, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or a disability and any other class or characteristic protected by law. Nothing in the 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 plans. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H1/2, M.G.L. c. 71, §§41 and 42, M.G.L c 76 § 5, or other applicable laws, or local school or district plans, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

BULLYING INCIDENT REPORTING FORM: DOUGLAS PUBLIC SCHOOLS

*If concerned about anyone's immediate physical safety, please call 911 first, then notify an administrator.

1. Name of reporter: _____

(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(s)/Guardian(s) Administrator (specify) _____
 Other

4. Information about the incident:

Alleged Target: _____ Grade: _____

Alleged Aggressor: _____ Grade: _____

Date(s) of Incident(s): _____

Time when Incident(s) Occurred: _____

Location of Incident(s) (Be specific): _____

5.) Witnesses (List of people who saw the incident or have information about it): Check where appropriate.

Name: _____ : Student Staff Other

Name: _____ : Student Staff Other

Name: _____ : Student Staff Other

Name: _____ : Student Staff Other

