



Bullying Prevention And Intervention Plan

The Bullying Prevention and Intervention Plan is required under M.G.L. c. 71, § 370.

The Department of Elementary and Secondary Education's update reflects Chapter 86 of the Acts of 2014, <https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86>, which amended G.L. c. 71, §370, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §370, as amended, requires charter schools to "recognize" in the bullying prevention and intervention plans:

- that certain enumerated categories of students¹ may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics.
- that the plan includes the specific steps they will take to support these vulnerable students and provide all students the skills, knowledge and strategies they need to prevent or respond to bullying or harassment.

¹ Newly amended G.L. c. 71, §370(d)(3) reads in relevant part: *Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.*

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I. LEADERSHIP

Priority Statement

Hill View Montessori Charter Public School (HVM) is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying and/or retaliation. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. As such, HVM prohibits any form of harassment, intimidation and bullying of any kind and/or by any means, including but not limited to: electronic, written, oral or physical acts, either direct or indirect, when such acts physically harm or psychologically or emotionally distress a student(s) and/or property, substantially interfere with a student's education, threaten the overall educational environment or the well-being of a person(s) and/or substantially disrupt the operation of the school.

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. HVM will identify 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 identify and/or prevent and/or respond to bullying, harassment or teasing.

This plan applies to all students and members of the school staff, including, but not limited to, the educators and support staff, the administrators, the school nurse, the custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. HVM will promptly investigate all reports and complaints of bullying, cyber-bullying and retaliation and take immediate action to address and/or eradicate the behavior and restore a sense of safety for all students. HVM is committed to supporting the entire HVM community in its understanding of the expectations, implications, and plans for dealing with bullying, cyber-bullying, and retaliation.

Public involvement in developing the Plan.

As required by M.G.L. c. 71, § 370, the Plan was developed in collaboration with the HVM community. The Plan was adopted by the Board of Trustees Notice subsequent to a standard public comment period.

Assessing needs and resources.

The Plan is intended to be the school's 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 planning process, school leaders will review: the adequacy of current programs; current policies and procedures; available data on bullying and behavioral incidents; and available resources.

HVM will, at least once every three years, collect and analyze building-specific data on the prevalence and characteristics of bullying.

This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies. Additionally, HVM will annually report bullying incident data to DESE.

Planning and oversight.

The following school leaders are responsible for the corresponding tasks under the Plan:

1. Receiving reports on bullying; (Dean of Students or designee),
2. Collecting and analyzing school-wide data on bullying to assess the present problem and to measure improved outcomes; (Dean of Students or designee),
3. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; (Dean of Students or designee),
4. Planning for the ongoing professional development that is required by the law; (Executive Director, Dean of Students, or designee),
5. Planning supports that respond to the needs of targets and aggressors; (Dean of Students or designee),
6. Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; (Dean of Students, Administrative Team),
7. Amending Student & Family Handbooks and Employee handbooks and Codes of Conduct; (Dean of Students, Executive Director, and the Board of Trustees),
8. Leading the parent or family engagement efforts and drafting parent information materials; (Dean of Students, Executive Director, or designee), and
9. Reviewing and updating the Plan each year, (Administrative Team).

II. 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 DOS or designee will follow upon receipt of a report of bullying or retaliation. Staff will be trained on the use of the Incident Report Form and the potential resulting actions following an investigation. 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 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, § 370, the content of school-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 specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when 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.

- C. Written notice to staff. HVM will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the HVM Employee Handbook.

III. ACCESS TO RESOURCES AND SERVICES

HVM is committed to providing adequate levels of personnel and services to support the creation of a positive school climate and to support social and emotional well-being of all students. This is accomplished through annual reviews of staffing levels and programs by administration and staff.

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

- HVM Administrators
- HVM School Social Worker
- HVM Guidance Counselor
- HVM School Nurse
- HVM Student Success Team
- HVM Family Outreach & Student Support Team
- Special Education Staff
- ELL Staff
- Middle School Advisories
- Crisis Response Team
- Social Skills Groups
- Transitional Meetings for Students
- Community –Based Counseling Program (Lahey Health)
- After school Activities and Programs
- School Psychologist

Parents and/or guardians should contact the HVM's School Social Worker, Guidance Counselor, or School Nurse for assistance and/or a 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 Special Education Staff/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 Special Education Staff/IEP 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.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

Bullying prevention practices and strategies will be informed by current research, which, among other things, emphasize 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 or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, 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; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

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 prevention and intervention initiatives:

- Setting clear expectations for students and establishing positive school and classroom culture and routines;
- Creating safe school and classroom environments for all students, including students with disabilities, students that identify as lesbian, gay, bisexual, or transgender students, and students that are experiencing homelessness;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging all HVM staff, regardless of professional role, 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, 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.

On a daily basis, all students at Hill View Montessori Charter Public School are encouraged to take the following actions to prevent bullying:

- Treat each other respectfully
- Include everyone, especially those who may feel left out
- Be an “up-stander not a bystander”
- Follow and apply the Grace and Courtesy curriculum
- Report any observed bullying to a teacher or staff member

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation.

Hill View Montessori Charter Public School maintains an open reporting system in which any concerned person (staff member, student parent/guardian, or other) may report an incident of bullying or retaliation either experienced or witnessed. The school is committed to addressing these incidents. Reports made by students or by parents/guardians may be made anonymously, by mail, or via email.

Mail Incident Report Forms to:	Dean of Students
Email to:	Dean of Students

Use of an Incident Reporting Form is not required as a condition of making a report. HVM will: 1) include a copy of the Incident Reporting Form in the Student & Family Handbook; 2) make it available in HVM’s main office, HVM’s School Social Worker, Guidance Counselor, and Dean of Students offices, HVM’s 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 origin of students and parents or guardians.

At the beginning of each school year, HVM will provide the school community with written notice of its policies through the use of the Student & Family Handbook and the HVM Employee Handbook. A description of the reporting procedures and resources, including the name and contact information of the Dean of Students, will be incorporated in the Student & Family Handbook and the HVM Employee Handbook as well as being available on HVM’s website.

1. Reporting by Staff

A staff member will report immediately to the Dean of Students, or to the Executive Director when the Dean of Students is the alleged aggressor, or to the school committee or designee when the Executive Director 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 staff member to respond to behavioral or disciplinary incidents consistent with Hill View Montessori’s policies and procedures for behavior management and discipline.

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

HVM expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student or a member of the school staff to report it to the Dean of Students, or the Executive Director when the Dean of Students 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, parents or 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

B. Responding to a Report of Bullying or Retaliation – Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Dean of Students 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 Dean of Students or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Dean of Students 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 Dean of Students or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Dean of Students 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 Dean of Students or designee first informed of the incident will promptly notify by telephone the Dean of Students 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 Dean of Students or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Dean of Students 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 Dean of Students 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 student aggressor.

C. Investigation

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

During the investigation the Dean of Students or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Dean of Students or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation 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.

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

Procedures for investigating reports of bullying and retaliation will be consistent with HVM's policies and procedures for investigations. If necessary, the Dean of Students or designee will consult with legal counsel about the investigation.

D. Determinations

The Dean of Students or designee will make a determination based upon all of the facts and circumstances. If, after the investigation, bullying or retaliation is substantiated, the Dean of Students 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 Dean of Students or designee will:

- determine what remedial action is required, if any, and
- determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Dean of Students or designee may choose to consult with the students' teacher(s) and/or School Social Worker or Guidance Counselor, and the target's or student 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 development.

The Dean of Students or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Dean of Students 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 Dean of Students or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system (pg. 14) 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 Dean of Students 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, § 370 (d) (v). Skill-building approaches that the Dean of Students or designee may consider include:

- Offering individualized skill-building sessions;
- Providing relevant educational activities for individual students or groups of students, in consultation with HVM's School Social Worker and/or HVM's Guidance Counselor and other appropriate school personnel;
- Implementing a range of academic and non-academic 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 positive social skills building activities 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 Dean of Students or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Dean of Students or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with HVM's Code of Conduct as described in the Student & Family Handbook.

Discipline procedures for students with disabilities are governed by the Federal *Individuals with Disabilities Education Improvement Act (IDEA)*, which must be considered in combination with state laws regarding student discipline.

If the Dean of Students 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 Dean of Students 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 Dean of Students 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 Dean of Students or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

Procedures for investigating and responding to reports of bullying, cyber-bullying, or retaliation of a student by a staff member will follow the steps outlined above under the direction and oversight of the Executive Director (or the Board of Trustees when the Executive Director is the alleged aggressor).

1. Prior to and during any investigative procedures, the Executive Director (or Board of Trustees) will implement appropriate strategies for protecting and maintaining safety of all involved from further bullying or retaliations. Most HVM classrooms have at least two staff members present but additional support in the form of "safe persons" for the target may be provided when warranted.
2. Upon determining that bullying or retaliation has occurred, the Executive Director (or Board of Trustees) will notify both the staff aggressor and parents or guardians of the target, and of the procedures for responding to it and what actions are being taken to prevent further acts of bullying or retaliation.
 - If at any point after receiving a report of bullying or retaliation, including after an investigation, the Executive Director or Board of Trustees has a reasonable basis to believe that criminal charges may be pursued against the staff aggressor, the Executive Director (or Board of Trustees) 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.
 - During the course of investigation, the Executive Director (or Board of Trustees) will remind the alleged staff aggressor, student target, and witnesses of the importance of the investigation, their obligation 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.
3. Disciplinary actions and/or adjustments to the school environment to enhance the student target's sense of safety will be implemented at the Executive Director's (or Board of Trustees's) discretion and will be based on facts from the investigation.

VI. COLLABORATION WITH FAMILIES

- A. Parent education and resources. HVM may offer education programs for parents and

guardians that are focused on the parental components of bullying prevention and social skills competency. The programs may be offered in collaboration with HVM's PTO and/or Special Education Parent Advisory Council ("SEPAC").

- B. Notification requirements. Each year, HVM will inform parents or guardians of enrolled students through the Student & Family Handbook about HVM's bullying prevention. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. HVM will send parents written notice each year about the student-related sections of the Plan and HVM's Internet safety policy. All notices and information made available to parents or guardians will be available in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. HVM will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The following statement is incorporated directly from M.G.L. c. 71, § 370(b), and describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyber-bullying, 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 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, § 370, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

VIII. PROBLEM RESOLUTION SYSTEM

According to Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): Any parent 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 can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Dean of Students' office.

IX. DEFINITIONS

Defined in M.G.L. c. 71, § 370:

Aggressor is a student or member of the employees including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support employees, or paraprofessionals who engage in bullying, cyber-bullying, or retaliation.

Bullying is the repeated use by one or more students or member of the employees 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; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying 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, § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, 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 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.

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 is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school, 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, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Nothing in the Plan prevents the school 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 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 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school 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) _____

Name & telephone number: _____

4. If student, state school if other than HVM: _____ Grade: _____

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

6. Information about the Incident:

Name of Target (*of behavior*): _____

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

Date(s) of the Incident(s): _____

Time When Incident(s) Occurred: _____

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

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 _____

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 space on back.**

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

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

Signature: _____ **Date:** _____