

Dracut Public Schools

Dracut MA, 01826



Bullying Prevention
and
Intervention Plan

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Superintendent of Schools

The Dracut Public Schools is committed to fostering a safe and caring learning environment where tolerance, respect, and cooperation is valued.

TABLE OF CONTENTS

I	Statement of Purpose- Definitions and Key Terms	page 3
II	Leadership	page 4
III	Training and Professional Development	page 5
IV	Access to Resources and Services	page 6
V	Academic and Non-Academic Activities	page 7
VI	Policies and Procedures for Reporting and Responding to Bullying and Retaliation	page 8
VI	Response to Bullying	page 13
VII	Collaboration with Families	page 14
VIII	Prohibition against Bullying and Retaliation	page 15
IX	Relationship to other Laws and	page 15
X	Problem Resolution System	page 16

Appendix A: M.G.L. 71, 370

Appendix B: Bullying Prevention and Intervention Incident Forms

Appendix C: Definitions

Appendix D: Flow Chart

I. STATEMENT OF PURPOSE

The Dracut Public School District is committed to fostering a safe and caring learning environment where tolerance, respect, and cooperation are valued. As such, it is our top priority to provide all students and members of the school staff, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extra curricular activities and paraprofessionals with a safe learning environment, free from bullying:

Bullying, as defined in M.G.L. c. 71, § 37O, is the **repeated use by one or more students** or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, **directed at a target** that:

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

Cyber bullying is **bullying**(see definition above)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. The district will respond promptly to all reports and complaints of bullying and cyberbullying.

The following are definitions of key terms.

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

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 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.

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.

II. THE DRACUT PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION PLAN PRIORITY STATEMENT

The Bullying Prevention and Intervention Plan is comprehensive in its scope and commits the district to working with students, staff, parents/guardians, law enforcement officials, and the community to train and educate all stakeholders in preventing and eliminating all forms of bullying that impede the learning process.

III. LEADERSHIP

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 greater school and local community in developing and implementing the Plan.

Assessing needs and resources:

This Plan outlines the district's desire to increase awareness of bullying, to improve the district's capacity to prevent such incidents and to respond if there is an occurrence. The process and plan will continue to be under review through a collection of relevant data, a review of training programming, and an assessment of available resources within the District and the community.

At least once every two years beginning with the 2019-2020 school year, the Dracut Public Schools will administer a Department of Elementary and Secondary Education developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

Planning and oversight:

The following school-based and district personnel will have oversight of the areas indicated.

1. Building principals will review and retain all reports of bullying.
2. Building principals will be responsible for training all other building-based staff each fall.
3. School counselors and/or school adjustment counselors will provide educational support for any and all repeat aggressors and will meet, as needed, with targets of bullying incidents.
4. Building principals will review building-based student and staff handbooks to develop a consistent code of conduct. Particular attention will be given to age-appropriate language and consistency in student handbooks.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

Annual staff training and Professional Development:

1. Annual staff training on the Plan for all staff members will include
 - an overview of the reporting and investigation process of a bullying or cyber bullying complaint or report;
 - an overview of the Dracut Public Schools Anti-Bullying program, Ruler, offered throughout the district;
 - staff hired after the initial fall training will also be trained by the building principal or designee as part of the hiring process;
 - an overview of current research findings involving bullying, cyber bullying, and related internet safety issues;
 - information regarding the complex interaction and peer differential that can take place among an aggressor (See Appendix C definition), a target (See Appendix C definition) and a witness to bullying;
 - information on incidents and nature of cyber bullying;
 - internet safety issues with regard to cyber bullying;
 - developmentally or age-appropriate strategies to prevent bullying will be offered by school adjustment counselors or building counselors. This training will include a focus on students with disabilities and/or those under an IEP.

Ongoing Training

1. 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 all staff members to prevent, identify and respond to bullying. As required by M.G.L. c. 71,

370, the content of the school wide and professional development will be informed by research and will include information on:

- Developmentally and age appropriate strategies to prevent bullying;
 - Developmentally and 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 aggressor, target and witness 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 cyberbullying.
2. Professional Development will also address ways to prevent and respond to bullying or retaliation for students with disabilities.

Written notice to staff:

1. Each school will provide all staff with an annual written notice of Dracut Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities in applicable school employee handbooks and will include the adopted code of conduct.

V. ACCESS TO RESOURCES AND SERVICES

The Dracut Public Schools recognizes that the educational and emotional needs of all students must be considered and will endeavor to support students who may be targets, aggressors or bystanders of bullying or cyberbullying through the following steps.

Identifying resources: School guidance counselors, school adjustment counselors, school nurses, and building administrators will identify each school's capacity to provide counseling and other services for targets, aggressors, and their families. Each school will conduct an annual review of its staffing and programmatic resources, making recommendations for any changes to curriculum or resource needs that will help fill service gaps.

Counseling and other services: Each school building has access to school adjustment counselors who are able to provide guidance related to social skills programs and education to faculty and staff to support students who have been targets of bullying or retaliation. Additionally, at the secondary level students and families have as needed access to school guidance counselors to assist with student needs. Counselors are

equipped to provide links to community-based organizations as they are needed, behavioral intervention plans, and social skills groups.

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

Referral to outside services: The district will assist families with referrals to outside services. All referrals will comply with relevant laws and policies.

VI. **ACADEMIC AND NON-ACADEMIC ACTIVITIES**

Specific bullying prevention approaches:

1. The Dracut Public Schools bullying prevention and social emotional program will be informed by current research which, among other things, emphasizes the following approaches:
 - Using scripts and role plays to develop skills;
 - Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 - Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
 - 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.

General teaching approaches that support bullying prevention efforts:

The Dracut Public Schools will provide age and developmentally appropriate instruction which follows Understanding by Design and aligns with both social and emotional learning as well as academic standards and embeds into existing curricula.

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

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

Reporting bullying or retaliation:

1. Reports of bullying or retaliation may be made by staff, students, parents/guardians, or others, and may be written or oral. 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. The report should be made to the Superintendent or his designee if the principal is the alleged aggressor. Reports made by students, parents/guardians, or other individuals who are not school or district staff members, may be made anonymously. Each school in the district has a variety of reporting resources available including, but not limited to an Incident Reporting Form (See Appendix A), access to the district's anonymous reporting platform (middle school and high school), and building administrators' email addresses.
2. Use of an Incident Reporting Form is not required as a condition of making a report. Each school will:
 - include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents/guardians;
 - make the Incident Reporting Forms available in each 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 district's website.
3. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents /guardians.
 - Reporting by Staff: A staff member will report immediately to the principal or designee (or Superintendent or his designee if the

principal is the alleged aggressor) when he/she witnesses or becomes 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 policies and procedures for behavior management and discipline.

- Reporting by Students, Parents/Guardians, or Others: The Dracut Public Schools 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 (or Superintendent or his designee if the principal is the alleged aggressor). Reports may be made anonymously (including through the district's anonymous reporting platform at the middle and high school levels), 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.
- False accusations: any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action. Students may also be subject to discipline including but not limited to reprimand, detention, suspension or other sanctions as determined by the school administration. An educational component will be part of the actions taken.

4. Please note that nothing in this policy shall be construed to limit personnel's ability to call 911 where a threat to safety of the student and/or other individuals is present. If there is concern about anyone's immediate physical safety, please call 911 first, then notify an administrator.

Responding to a report of bullying or retaliation complaint

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 not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or 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. Interventions will consider the rights of both the target and the aggressor, including the consideration of both remedial and disciplinary measures for the aggressor as appropriate.

The principal or designee will consider implementation of appropriate strategies for protecting from bullying or retaliation a student or staff member who has reported bullying or retaliation, a student or staff member who has witnessed bullying or retaliation a student who provides information during an investigation, or a student or staff member who has reliable information about a reported act of bullying or retaliation. If appropriate, the student or staff member may meet with an administrator or a counselor to determine the need for and type of safety plan.

2. **Obligations to Notify Others:**

- 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 the complaint and the procedures for responding to it. The notification to the target will include actions taken to ensure safety and to prevent further acts of bullying or retaliation. There may be occasion that the principal or designee will contact parents or guardians prior to an investigation. Notice will be consistent with state and federal confidentiality and student records laws and regulations including 603 CMR 49.00.
- 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.
- 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 Dracut Police Department and School Resource Officer. 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 Dracut Police Department 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.

Investigation:

1. Upon receipt of a report or complaint that would, cyberbullying, or retaliation, the principal or designee promptly will investigate the report of bullying or retaliation, and whenever practicable, will do so within **fifteen (15) school days** of receipt of the complaint. In doing so, the principal or designee will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
2. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of the witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the complainant of the extension.
3. 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 will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and may result in disciplinary action.
4. 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 appropriate, 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.
5. Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations.

Determinations:

1. The principal or designee will make a determination based upon a preponderance of the evidence. 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.

2. 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 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 development.

Notice of the Outcome of the Investigation:

1. The principal or designee will notify the parents or guardians of the target and the aggressor about the results of the investigation within fifteen (15) school days of receipt of the complaint, unless the investigation has been extended and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation.
2. The notice to the target shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") Problem Resolution System and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the target should be provided the following contact information: Problem Resolution System, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370. 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 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.

Appeals:

1. If the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the

Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent. The Civil Rights Coordinators are identified in the School Committee Policy -JICFB-C.

2. If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal and respond to the appeal within ten (10) school days of receipt of the appeal. The Superintendent's decision shall be final.
3. In the event that a student is subject to long term suspension as a result of the bullying finding, the aggressor's right to appeal will not be through this process set forth in this plan, but the individual's right to appeal the process set forth under the applicable disciplinary statutes and regulations.

VI. Responses to Bullying:

Teaching Appropriate Behavior Through Skills-Building:

1. 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, 370(d)(2)(v). Skill-building approaches that the principal or designee may consider include:
 - Offering individualized skill-building sessions based on the school's/district's anti-bullying or social emotional learning program;
 - Provide relevant educational activities for individual students or groups of students, in consultation with guidance 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 and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
 - Adopting behavioral plans to include a focus on developing specific social skills

Taking Disciplinary Action:

1. 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 the Plan and with the school's or district's code of conduct, and may include suspension or expulsion.
2. 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.
3. 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:

1. 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.
2. Within a reasonable period of time following the determination and 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.

VII. Collaboration with Families**Parent education and resources:**

1. The Dracut Public Schools will offer information for parents and guardians that is focused on the parental components of the anti-bullying and social emotional learning program adopted by the Dracut Public Schools. The information will be offered in collaboration with the PTOs, School Councils, Special Education Parent Advisory Council and other parent groups.

Notification requirements:

1. This social emotional program will enhance the information and policies stated in each student handbook. Each year the school will inform parents/guardians of enrolled students about the social emotional learning program, Ruler. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. Parents and students are asked to acknowledge receipt of the information provided in the student handbook for their school at the beginning of the school year by signing and returning to the school the "signature page" of

the student handbook. The district will post the Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Dracut Public Schools recognizes 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, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, pregnant or parenting status, physical appearance, or mental, physical 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 students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Acts of bullying, which include cyber bullying, are prohibited:

Conduct On School Grounds: 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 the Dracut Public Schools; or through the use of technology or an electronic device owned, leased, or used by the Dracut Public Schools, and

Conduct Off of School Grounds: At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased or used by the Dracut Public Schools, if the acts create a hostile environment at school for the target or witnesses, infringes on their rights at school, or materially and substantially disrupts the education process or the orderly operation of the 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. 71, 370, nothing in this Plan requires the Dracut Public Schools to staff any non-school related activities, functions, or programs.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Dracut Public Schools, no person shall be discriminated against in admission to a public school in Dracut or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, age, gender identity, disability or sexual orientation. Nothing in the

Plan prevents the Dracut Public Schools 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 Dracut Public Schools to take disciplinary action or other action under M.G.L. c. 71, 37H, 37H½, 37H3/4, other applicable laws, or local school or district policies, or collective bargaining agreements in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

X. PROBLEM RESOLUTION SYSTEM

Chapter 86 of the Acts of 2014 amended Section 37O 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 Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <https://www.doe.mass.edu/prs/>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

APPENDIX A

MGL c. 71, 370: School bullying prohibited; bullying prevention and intervention plans; reporting of bullying incident date

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section370>

APPENDIX B

FORMS

BULLYING INCIDENT REPORTING FORM
DRACUT PUBLIC SCHOOLS

BULLYING INCIDENT INVESTIGATION FORM
DRACUT PUBLIC SCHOOLS

BULLYING INCIDENT REPORTING FORM
DRACUT PUBLIC SCHOOLS

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 Administrator
 Other (specify) _____

4. State your school or work site: DHS RMS Englesby
 Greenmont Brookside Campbell

5. Information about the Incident:

Name of Target (of behavior) _____

Name of Aggressor (alleged bully): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred _____

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

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

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Name: _____ Student Staff Other

7. 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 the back, if necessary.

8. Signature of Person Completing This Report: _____

Date: _____

(Note: Reports may be filed anonymously.)

FOR ADMINISTRATIVE USE ONLY

9. Form given to: _____ **Position:** _____ **Date:** _____

- Loss of Privileges Detention Suspension Dates Excluded: _____
 Community Service Education Other _____

4. Describe Safety Planning: _____

Follow-up with Target: Scheduled for _____ Initial & date when completed: _____

Follow-up with Aggressor: Scheduled for _____ Initial & date when completed: _____

Report forwarded to Principal: Date _____
(If principal was not the investigator)

Report forwarded to Superintendent: Date _____

Signature and Title: _____ **Date:** _____

APPENDIX C:

DEFINITIONS

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

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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.

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.

APPENDIX D:

Flow Chart

Bullying Intervention Flow Chart

