



# TAUNTON PUBLIC SCHOOLS

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*Academic excellence for every student, in every classroom, in every school.*

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## Taunton Public Schools'

### Bullying Prevention & Intervention Plan

#### Purpose:

The Philosophy of the Taunton Public Schools is to provide a safe educational environment for all students and members of the school community that is free from harassment, intimidation, or bullying. This provision is an integral part of our comprehensive effort to promote a safe, positive learning environment, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that could impede the learning process. The Taunton Public School District expects that all members of the school community will treat each other in a respectful manner.

#### Definition:

Bullying: is an **intentional, repeated, and hurtful** act used by one or more students or by a member of a 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 written, verbal or electronic expression or physical act or gesture, or combination that results in an **imbalance** of power between the aggressor and the target. When these acts resulted in:

1. Causing physical or emotional harm to the victim or damage to the victim's property;
2. Placing the victim in reasonable fear of harm to him or herself or damage to his or her property;
3. Creating a hostile environment at school for the victim;
4. Infringing on the rights of victim at school; or
5. Materially and substantially disrupts the educational process or the orderly operation of a school.

#### Oversight of the Plan:

The following identifies the school and the district leaders responsible for the planning and oversight of the Taunton Bullying Prevention and Intervention Plan. In order to assure that the district as well as schools as informed

Receiving Reports on Bullying		
ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOL
Principal Assistant Principal Guidance Counselor School Psychologist Adjustment Counselor	Principal Assistant Principal Guidance Counselor Adjustment Counselor School Psychologist	Headmaster Assistant Headmaster Associate Housemaster Guidance Counselors School Psychologist

*The Taunton Public School System does not discriminate on the basis of age, color, disability, national origin, homeless status, race, religion, sex, gender identity, or sexual orientation.*

Revised: Thursday, June 15, 2017

		Adjustment Counselor Resource Officer
<b>Collecting and analyzing building and/or school wide data on bullying to assess the present problem(s) and to measure improved outcomes (Bullying Prevention Team)</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal Assistant Principal Guidance Counselor Teachers Teacher Assistants Parents	Principal Assistant Principal Guidance Counselor Teachers Teacher Assistants Parents Students	Headmaster Assistant Headmaster Associate Housemasters Guidance Counselors Teachers Teacher Assistants Resource Officer Parents Students
<b>Recording and tracking reports and for accessing information related to targets and aggressors</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal Assistant Principal	Principal Assistant Principal	Headmaster Assistant Headmaster Associate Housemasters
<b>Planning for the ongoing professional development that is required by the law.</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal Bullying Prevention Team	Principal Bullying Prevention Team	Headmaster Bullying Prevention Team
<b>Planning supports that respond to the needs to targets and aggressors.</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal, Assistant Principal Guidance Counselor School Psychologist Adjustment Counselor	Principal, Assistant Principal Guidance Counselor Adjustment Counselor School Psychologist	Headmaster, Associate Headmaster Guidance Counselors School Psychologist Adjustment Counselor Resource Officer
<b>Working with Assistant Superintendent of Curriculum in choosing and implementing the curricula that the school(s) will use.</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>

Principal Bullying Prevention Team	Principal Bullying Prevention Team	Headmaster Bullying Prevention Team
<b>Working with Director of Personnel to Develop a 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</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal Bullying Prevention Team	Principal Assistant Principal	Headmaster, Associate Headmasters
<b>Working with Director of Personnel to amend student and staff handbooks and codes of conduct.</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal	Principal	Headmaster
<b>Leading the parent and family engagement efforts and drafting parent information materials.</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal	Principal	Headmaster
<b>Working with the Director of Personnel to Review and update the Plan each year, or more frequently</b>		
<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>HIGH SCHOOL</b>
Principal Bullying Prevention Team	Principal Bullying Prevention Team	Headmaster Bullying Prevention Team

\*For the purpose of this document Principal and Headmaster are inter changeable as well as Assistant Principal or Associate Housemaster.

## **TRAINING AND PROFESSIONAL DEVELOPMENT**

### A. Districtwide Bullying Prevention Team:

The districtwide Bullying Prevention Team made up of administrators, principals, teachers, and guidance counselors who attended the MARC Train the Trainer Workshop will meet on an annual basis to review updates on the Bullying Law, revisions to the Bullying Prevention Policy and Intervention Plan, curriculum revisions, reporting on activities being conducted within their schools to address this topic, and any other issue that may need to be addressed in the future.

### B. Annual Staff Training

The bullying prevention and intervention plan shall include annual professional development of all members of the school staff to build the skills to prevent, identify and respond to bullying and to implement the bullying prevention and intervention plan.

### C. 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, section 370, the content of school-wide and districtwide professional development will be informed by research and will include information on:

- Developmentally appropriate strategies to prevent bullying incidents
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents
- Information regarding the complex interaction and power differential that can take place between and among the perpetrator, the victim, and any witness to the bullying
- Research findings on bullying
- Information on the incidence and nature of cyber-bullying
- Internet safety issues as they relate to cyber-bullying
- Legal issues and responsibilities related to 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.

D. Written Notice to Staff

The Taunton Public School District will provide all staff with an annual updated notice of the Bullying Prevention and Intervention Plan at the beginning of each school year.

## **ACCESS TO RESOURCES AND SERVICES**

A. Resources, Counseling and Other Services

- **Taunton High School (Grades 8 – 12)**  
Guidance Counselors- There are seven (7) full time guidance counselors, responsible for academic, social/emotional, and future planning  
Adjustment Counselor-  
School Psychologist-  
School Resource Officer-  
Access Center-  
Community Counseling for Bristol Community
- **Three Middle Schools**  
Guidance Counselor- There is a guidance counselor in each of the middle schools  
Adjustment Counselor-  
School Psychologist-  
Community Counseling for Bristol Community
- **Six Elementary Schools**  
Guidance Counselors  
Adjustment Counselors  
School Psychologist  
Community Counseling for Bristol Community
- Pre-School

Guidance counselor-  
Community Counseling for Bristol Community

B. On-line resources:

United States Department of Education: <http://www.stopbullying.gov/>

Massachusetts Department of Elementary and Secondary Education:

<http://www.doe.mass.edu/bullying/>

Bristol County Sheriff's Office: <http://www.bcsso-ma.us/>

Massachusetts Aggression Reduction Center: <http://webhost.bridgew.edu/marc/>

Open Circle: <http://www.open-circle.org/resources/index.html>

C. Students with Disabilities

As required by M.G.L. c. 71B, section 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 that the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to Outside Services

When a referral to an outside agency is appropriate, or when it is determined that outpatient counseling would benefit the target, aggressor or bystander, information regarding access to outside counselors can be obtained from adjustment counselors, guidance counselors, school psychologists and the school nurse.

## **ACADEMIC AND NON-ACADEMIC ACTIVITIES**

A. Specific bullying prevention approaches. Bullying prevention curricula 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.

Initiatives will also teach students about the student related sections of the Bullying Prevention and Intervention Plan.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
  - Creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students and homeless students;
  - Using appropriate and positive responses and reinforcements, 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; and
  - Implementing the Open Circle Social Competency curricula at the elementary level to develop social and emotional well-being in our students.
- C. Positive relationships between students and adults. Supportive connections between adults and students can serve as a foundation for the development and promotion of behavioral health. Supports to encourage positive relationships between students and adults can include:
- Opportunities for staff and students to develop relationships that extend beyond the academic role (e.g., at lunch time or with an extracurricular project)
  - Promotion of student engagement in school events and extracurricular activities (e.g., sports, clubs)
  - Thoughtful attention to fostering relationships with adults with whom the student already has a natural affinity.
- D. Safe learning environments. School environments should be physically, socially and psychologically safe for all students. Safe classrooms have clearly established behavioral expectations and crisis or safety plans in place to deal with difficult and unsafe situations. Safe classrooms also have clear distinctions between office-referral and classroom-managed behavioral difficulties to prevent unnecessary or excessive disciplinary referrals. In situations where problem behaviors occur, options exist to allow for classroom instruction to resolve the situation. In cases of emergency in the classroom, all students should be familiar with the schools' emergency plans.

## **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

### **A. Reporting bullying or retaliation.**

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

Use of the Harassment or Bullying Reporting Form is not required as a condition of making a report. The Taunton Public School District will:

- include a copy of the harassment or Bullying Reporting Form in the beginning of the year packets for students and parents or guardians;
- 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 Harassment or Bullying Reporting form will be made available in the most prevalent language(s) or origin of the student and parents or guardians.

At the beginning of each school year, the Taunton Public School District will provide the school community, including administrators, staff, students and parents or guardians, with written notice of its policies 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 Bullying Prevention and Intervention Plan that is made available to parents or guardians.

1. **Reporting by Staff**

A staff member will report immediately to the principal/headmaster and/or assistant principal or associate housemaster when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or assistant principal 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.

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

The Taunton Public School District expects students, parents or 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 assistant principal. 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 or with the principal or designee.

**B. Responding to a report of bullying or retaliation**

1. **Safety**

Before fully investigating the allegations of bullying or retaliation, the principal or assistant 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 limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch or on the bus; identifying a staff member

who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

## **2. Obligations**

### Notice to Parents or Guardians

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

### Notice to 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 the local law enforcement agency. Notice will be consistent with the requirements of 603 CMB 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Bullying Prevention and Intervention Plan and with applicable district policy and procedures, and consult with the Director of Personnel.

In contacting the Taunton Police Department principals or designee should contact the following TPD personnel:

Contact Persons:

Officer Al Borges, School Resource Officer  
Officer Jayson LaPlante, School Resource Officer  
Resource officer’s phone number: (508) 821-1271  
[ABorges@tauntonschoools.org](mailto:ABorges@tauntonschoools.org)  
[JLaPlante@tauntonschoools.org](mailto:JLaPlante@tauntonschoools.org)



Secondary contact: Sergeant Honorato (Artie) Santos  
Phone Number: Taunton Police Department- (508) 821-1471  
Voice Mail: Taunton Police Department- (508) 989-9048

**C. Investigation**

The principal 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 principal or designee will, among other things, interview students, staff, witnesses, parents or guardians and others as necessary. The principal or assistant principal 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 assistant principal, 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 his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with the Taunton Public School District policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

**D. Determinations**

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the 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.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is 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 principal or designees 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.

**E. Responses to Bullying**

1. **Teacher Appropriate Behavior Through Skills-building:** Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the Taunton Public School District use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, section 370 (d)(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 curricula;
  - Providing 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 pro-social 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; and
  - Making a referral for evaluation.
  
2. **Taking Disciplinary Action:** If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined. On the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Bullying Prevention and Intervention Plan and with the school’s or district’s code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. **Promoting Safety for the Target and Other:** The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target’s sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

**F. Collaboration With Families:**

1. **Parent Education and Resources:** The Taunton Public Schools will offer yearly parent and community forums that are focused on the parental components of the anti-bullying

curricula and any social competency curricula used by the Taunton Public Schools.

2. Notification Requirements: Each year, the Taunton Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. All notices and information made available to parents and guardians will be in hard copy and electronic formats. Taunton Public Schools will post the policy and all related information on its website.

**G. Prohibition Against Bullying and Retaliation:**

Acts of bullying, which include cyberbullying, are prohibited:

1. 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 Taunton Public School; or through the use of technology of an electronic device owned, leased, or used by the school district or school, and
2. 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 school district or school, if the acts creates a hostile environment at school for the target or witness, infringe on their rights at school, or materially and substantially disrupts 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 the M.G.L. c. 71, section 370, nothing in this plan requires the Taunton Public Schools to staff any non-school related activities, functions or programs.

**H. Definitions:**

**Aggressor** is an individual who engages in bullying, cyberbullying or retaliation

**Bullying** as defined in M.G.L., c. 71, section 370, is the **intentional, repeated, and hurtful** act used by one or more students or by a member of a 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 written, verbal or electronic expression or physical act or gesture, or combination that results in an **imbalance** of power between the aggressor and the target that:

- Causes physical or emotional harm or of damage to his/her property;
- Places a target in reasonable fear of harm or of damage to his/her property;
- Creates an unwelcoming or hostile environment at school for another person
- Infringes on the rights of another person at school, or
- Materially and substantially disrupts the educational process or the orderly operation of a school.

**Cyberbullying** 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, section 370 for legal definition of cyberbullying.

**Hostile environment** as defined in M.G.L., c. 71, section 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.

**Staff** includes, but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors or extracurricular activities, support staff, or paraprofessionals.

**Target** is a student against whom bullying, cyberbullying or retaliation has been perpetrated.

### **Relationship to other laws**

Consistent with state and federal laws, and the policies of the Taunton Public Schools, no person shall be discriminated against in admission to the Taunton Public Schools or in obtaining the advantages, privilege and courses of study of such public school on the basis of age, color, disability, national origin, homeless status, race, religion, sex, gender identity, or sexual orientation. Nothing in the Bullying Prevention and Intervention Plan or Policy 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 policy.

In addition, nothing in the Bullying Prevention and Intervention Plan or Policy is designed or intended to limit the authority of the Taunton Public Schools to take disciplinary action or other action under M.G.L., c. 71, section 37H or 37H ½. Other applicable laws, or local school or district policies in response to violent, harmful or disruptive behavior, regardless of whether the Bullying Prevention and Intervention Plan or Policy cover the behavior.