

Greater Lowell Technical High School



BULLYING PREVENTION AND INTERVENTION PLAN

Approved by
Greater Lowell Technical School Committee
December, 2010

Table of Contents

I.	DEFINITIONS	1
II.	LEADERSHIP	2
III.	TRAINING AND PROFESSIONAL DEVELOPMENT	4
IV.	ACCESS TO RESOURCES AND SERVICES	5
V.	ACADEMIC AND NON-ACADEMIC ACTIVITIES	7
VI.	POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION	8
VII.	COLLABORATION WITH FAMILIES	13
VIII.	PROHIBITION AGAINST BULLYING AND RETALIATION	14
IX.	RELATIONSHIP TO OTHER LAWS	15
	APPENDIX A: BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM	16

I. DEFINITIONS

Aggressor is a student 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 of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

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, § 37O for the legal definition of cyber bullying.

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. LEADERSHIP

A. Public Involvement in Developing the Plan

As required by M.G.L. c71, 370, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. Working groups have been created to develop a draft of each of the nine (9) sections of the Plan.

A school-wide meeting was held to review the draft plan and solicit further input from all staff at Greater Lowell Technical High School. A Notice and Public Comment period of three (3) weeks was initiated. The draft plan was available on our School Website, the Technical Program Advisory Committee website, the student site on the school's intranet, as well as the Sharepoint site for school staff. The draft plan was also sent to the four (4) local law enforcement agencies in Lowell, Dracut, Tyngsboro and Dunstable for comment. The School Council, the Special Education Parent Advisory Council, and other parent groups were asked to review and comment on the draft plan. Copies of the draft plan were also available at the annual fall Open House for review and comment.

B. Assessing Needs and Resources

Greater Lowell Technical High School will regularly survey students, staff, parents and guardians in school climate and school safety issues. An electronic incident reporting system has been implemented. This reporting system will generate data on perpetrators, victims and locations of incidents. Patterns of behavior and areas of concern will be tracked to inform decision-making for intervention and prevention strategies which will include student supervision, professional development, curriculum and support services. Online surveys will be conducted using the students' web page, the staff Sharepoint site and the school's website. The surveys will be conducted annually in January so that data from the surveys can inform revisions to the Plan, as well as the Student Handbook and other applicable policy manuals. The Principal will oversee the development of the survey instruments and will work with a data team of teachers, counselors, administrators, and support staff to process the data from the surveys.

C. Planning and Oversight

There are numerous tasks identified in the Plan. The following tasks have been assigned to Greater Lowell Technical High School staff as follows:

- Receive Reports on Bullying - Director of Guidance and Counseling Services
- Investigate Reports on Bullying - Director of Guidance and Counseling Services, Deans, Guidance Counselors
- Collecting and Analyzing Data - Director of Assessment Services
- Creating Record Keeping and Tracking Process - Principal
- Planning Professional Development - Director of Media/Professional Development
- Planning Support for Targets and Aggressors - Principal, Director of Guidance and Counseling Services, Director of Special Education and Deans

- Choosing and Implementing Curriculum - Director of Curriculum and Instruction and Director of Technical Studies
- Developing New or Revising Current Policies - Principal
- Amending Student and Staff Handbooks - Principal
- Parent Involvement Effort - Director of Guidance and Counseling Services
- Annually Review and Update Plan - Principal

D. Priority Statements

Greater Lowell Technical High School expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Greater Lowell Technical High School is committed to providing all students and staff with a safe learning environment that is free from bullying and cyber bullying. 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.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. Greater Lowell Technical High School will take specific steps 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.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber bullying. Greater Lowell Technical High School is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. The Assistant Superintendent/Principal is responsible for the implementation and oversight of the Plan.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual Staff Training

Annual staff training will occur under the direction of the Principal or designee. At the start of the school year, all staff, including bus drivers, cafeteria workers, and custodians etc., will receive training on how to effectively report bullying and retaliation incidents using the school's Internet/Intranet reporting system or the Incident Reporting Form (see Appendix A). A comprehensive overview of when, and why staff members, are required to report bullying incidents will be included. Staff members hired during the course of the school year will be required to participate in school based trainings subsequent to their date of hire.

B. Ongoing Professional Development

In order to create a school climate that promotes safety, civil communication, and respect for differences, ongoing professional development will be provided. Under the direction of the Principal, Director of Guidance and Counseling Services, Director of Special Education, and Director of Media/Professional Development the school district will create a professional development plan that provides all staff members, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals with the skills required to prevent, identify, and respond to bullying. The professional development plan will include programming that includes discussion, technology, small groups, guest speakers, and a variety of other effective strategies. The plan will include:

- Age appropriate strategies to prevent bullying
- 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
- Internet safety issues as they relate to cyber bullying
- Supporting student emotional counseling and adjustment counseling
- Using positive behavioral intervention strategies
- Applying progressive and constructive disciplinary strategies
- Maintaining a safe and caring classroom for all students.

C. Written Notice to All Staff

Greater Lowell Technical High School will provide all staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals with an annual written notice of the Bullying Prevention and Intervention Plan.

IV. ACCESS TO RESOURCES AND SERVICES

A. Identifying Resources/Referrals to Counseling and Family Support Services

The Greater Lowell Technical High School recognizes the important impact a safe and positive school climate has on the personal development and academic achievement of all students. A key aspect of promoting a positive school climate is ensuring that the underlying emotional needs of targets, aggressors, families and others are addressed. The Greater Lowell Technical High School has a highly motivated and knowledgeable staff of service providers which include: ten Guidance Counselors, three of which are bilingual, three Adjustment Counselors, three School Psychologists/Evaluation Team Leaders, three School Nurses, a Gender Equity Counselor and two Deans. All of these service providers have an understanding of the dynamics of bullying and are responsible to assess, support, and make referrals to counseling services and to community based organizations including Community Service Agencies (see Section IV.D.) for targets, aggressors and their families based on individual student needs. In addition, the Greater Lowell Technical High School has a Bullying Prevention Task Force made up of a multidisciplinary team of professionals that continuously assesses the needs of the district in promoting and maintaining a safe and positive school climate. The Bullying Prevention Task Force is responsible for developing recommendations and action steps to fill District resources and service gaps as they arise. This may include adopting new curricula, reorganizing staff, establishing safety planning and identifying other agencies that can provide services.

B. Counseling and Other Services

In order to support the Anti-discrimination Policies (Bullying/Hazing/Harassment) outlined in the Student Handbook and enhance the Greater Lowell Technical High School's capacity to prevent, intervene early and respond effectively to bullying, the following culturally and linguistically appropriate resources and services are available:

- School/Classroom based strategies implemented by academic and technical instructors as well as paraprofessional aides.
- Student Assistance Team, which includes the Director of Guidance and Counseling Services, an Adjustment Counselor, a School Psychologist, a Nurse, a Guidance Counselor, parent and/or guardian, and student, is also available for students who are having academic, social, emotional and/or behavioral difficulties that cannot be resolved through informal means.
- Individual and/or group counseling services/social skills groups provided by the school psychologists and adjustment counselors.
- A certified and trained counseling dog teamed with one of the Adjustment Counselors.
- Anger Management Group led by an Adjustment Counselor.
- Behavior Intervention Plan is developed based on individual student needs and implemented by all professionals that directly service the student.
- Safety Plan is developed based on individual student needs and implemented by all professionals that directly service the student.
- Bullying Prevention embedded in the Freshman Adolescent Issues Curriculum.
- The Gender Equity Specialist, the Director of Guidance and Counseling Services and/or Guidance Counselors and teachers present anti-bullying training annually to all students.
- "Rachel's Challenge" - a program presented biannually to all staff, students, and community members that deals with school violence, bullying awareness,

and promoting kindness. This program is presented by Larry Scott the uncle of Rachel Scott, who died tragically in the Columbine massacre.

- The development of an ongoing evidence-based Bullying Prevention curriculum through Massachusetts Aggression Reduction Center and the Governor's Alliance to service students at all grade levels.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, for each student identified with a disability on the autism spectrum, the IEP Team will consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. In addition, whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP will address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

D. Referrals to Outside Services

The following community resources are currently being used in partnership with Greater Lowell Technical High School to further assist students and their families:

Tyngsboro Police Department	Lowell Police Department
Lowell General Hospital	Saints Memorial Hospital
CHOATE Services	Lowell Youth Treatment Program
Arbour Counseling	South Bay Mental Health Center
Center for Family Development	Mutual Cambodian Aide Society
Department of Children and Families	Mental Health Association of Gr. Lowell
Lowell House Substance Abuse Treatment	Lowell Community Health
Private outpatient therapists	Middlesex Partnership for Youth/Project Alliance
Mass. Department of Public Safety	United Teen Equality Center
Alternative House	Northeast Independent Living Program
Rape Crisis Center	

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches

The Greater Lowell Technical High School 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 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.

Additional educational initiatives for students, parents or guardians and staff will be planned and implemented as resources are identified.

B. General Teaching Approaches that Support Bullying Prevention Efforts

Greater Lowell Technical High School believes that the following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. 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, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing on the official school bullying site or on an Incident Reporting Form (see Appendix A). A school staff member is required to report immediately to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously. Greater Lowell Technical High School will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,¹ a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. Greater Lowell Technical High School will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) maintain Incident Reporting forms in the school's business office, the guidance department, the school nurse's office, and other locations determined by the principal; 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, Greater Lowell Technical High School 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 website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the Principal or designee, on an electronic bullying ticket, 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 policies and procedures for behavior management and discipline.

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

Greater Lowell Technical High School 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 designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private

¹ See Appendix A for Incident Reporting Form.

and appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.

B. Responding to Reports of Bullying or Retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but 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 class 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. The student will have the opportunity to meet with a Counselor to determine the need and type of safety plan that will best meet his/her needs.

2. Obligations to Notify Others

- a. Notice to parents or guardians - Upon determining that bullying or retaliation has occurred, the Director of Guidance and Counseling Services 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 Director of Guidance and Counseling Services contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to another school or district - If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to law enforcement - At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or Director of Guidance and Counseling Services has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled

in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school policies and procedures, consult with the school resource officer and other individuals the Principal or Director of Guidance and Counseling Services deems appropriate.

C. Investigations

The Director of Guidance and Counseling Services 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 Director of Guidance and Counseling Services or designee will interview students, staff, witnesses, parents or guardians, and others as necessary. The Director of Guidance and Counseling Services or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

Procedures for investigating reports of bullying and retaliation will be consistent with school policies and procedures for investigations. If necessary, the Principal or designee will consult with legal counsel about the investigation.

D. Determinations

The Director of Guidance and Counseling Services, in consultation with the Principal, 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 Director of Guidance and Counseling Services may choose to consult with the Deans, 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 Director of Guidance and Counseling Services 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 designee cannot report specific information to the target's parent or guardian about any 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. Teaching Appropriate Behavior Through Skills-Building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that Greater Lowell Technical High School use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's anti-bullying curricula; in school individual counseling and or group counseling as needed with Adjustment Counselors or school Psychologists.
- 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 Plan and with the school's code of conduct.

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

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

3. Promoting Safety for the Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase student 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.

VII. COLLABORATION WITH FAMILIES

A. Parent Education and Resources

Greater Lowell Technical High School will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the Greater Lowell Technical High School. The programs will be offered in collaboration with the School Council, Special Education Parent Advisory Council, Technical Program Advisory Committees and other parent groups. Resources and curricula will support and extend the policies and procedures stated in the Bullying/Hazing/Harassment section of the GLTHS Student Handbook. Parents and students must acknowledge receipt and review of the handbook at the start of each school year. Families receive this information in the language(s) most prevalent in the district. Resources that include recommended titles of informational texts, young adult novels and websites will support parent/child conversations, structured classroom discussions linked to curriculum units, and students' independent reading. Recommended resources will inform and include parent(s)/guardian(s) in ways that promote parental involvement and support understanding of the issues surrounding the topic of anti-bullying.

B. Notification Requirements

Each year Greater Lowell Technical High School will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. Greater Lowell Technical High School will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Parents and students will acknowledge their receipt and review of notices and materials. Greater Lowell Technical High School will post the Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

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

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by Greater Lowell Technical High School; or through the use of technology or an electronic device owned, leased, or used by Greater Lowell Technical High School, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by Greater Lowell Technical High 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 Greater Lowell Technical High School.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the school 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 Greater Lowell Technical High School, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents Greater Lowell Technical High 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 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, other applicable laws, or school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.



APPENDIX A

GREATER LOWELL TECHNICAL HIGH SCHOOL
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) _____

Your contact information/telephone number: _____

4. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

6. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

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

(Note: Reports may be filed anonymously.)

8: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

