

GLTS

Greater Lawrence Technical School
Demand More, Expect More, Achieve More

Bullying Prevention and Intervention Program

12/15/2010

TABLE OF CONTENTS

I.	LEADERSHIP.....	3
II.	TRAINING AND PROFESSIONAL DEVELOPMENT.....	4
III.	ACCESS TO RESOURCES AND SERVICES.....	5
IV.	ACADEMIC AND NON-ACADEMIC ACTIVITIES.....	8
V.	POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....	9
VI.	COLLABORATION WITH FAMILIES.....	14
VII.	PROHIBITION AGAINST BULLYING AND RETALIATION.....	15
VIII.	DEFINITIONS.....	15
IX.	RELATIONSHIP TO OTHER LAWS.....	16

APPENDIX A: INCIDENT REPORT FORM

I. LEADERSHIP

- A. PUBLIC INVOLVEMENT IN DEVELOPING THE PLAN.** As required by M.G.L.c. 71 § 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. Consultation includes notice and a public comment period before adoption by the school committee.
- B. ASSESSING NEEDS AND RESOURCES.** The Plan is the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. Greater Lawrence Technical School conducts needs assessments which assist in identifying resource gaps and the most significant areas of need. Based on these findings, the district will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

The Greater Lawrence Technical School, with input from families and staff, will:

- 1.) Assess the adequacy of current programs.
 - 2.) Review current policies and procedures.
 - 3.) Assess available resources including curricula, training programs, and behavioral health services.
 - 4.) Survey students, staff, parents, and guardians on school climate and school safety issues;
 - 5.) Collect and analyze building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. The Plan will describe the methods the school will use to conduct needs assessments, including timelines and leadership roles.
- C. PLANNING AND OVERSIGHT .** School Leaders responsible for the following tasks under the Plan:

- 1) The Principal and/or Assistant/Discipline will receive reports on bullying;
- 2) The Anti-Bullying Committee will collect and analyze building-and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- 3) The Principal and/or Assistant Principal/Discipline, along with the Anti-Bullying Committee will monitor the process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- 4) The Principal and the Professional Development Committee will plan for the ongoing professional development that is required by the law;
- 5) The Principal, Assistant Principal/Discipline and the Anti-Bullying Committee will plan supports that respond to the needs of targets and aggressors;
- 6) The Principal and the Academic Coordinator will choose and implement the curricula that the school or district will use;
- 7) The Principal and the Anti-Bullying Committee will develop new (or revise current) policies and protocols under the Plan, including an internet safety policy and will designate key staff to be in charge of implementation of them;
- 8) The Principal and the Anti-Bullying Committee will amend student and staff handbooks and codes of conduct;
- 9) The Principal and the Anti-Bullying Committee will lead the parent or family engagement efforts and draft parent information materials;
- 10) The Principal and the Anti-Bullying Committee will review and update the Plan each year or more frequently.

PRIORITY STATEMENT:

Greater Lawrence Technical School is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. We will not tolerate any lawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school related activities. 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.

II. Training and Professional Development

The plan at Greater Lawrence Technical School reflects the requirements under M.G.L. c. 71 § 370 to provide annual staff training and ongoing professional development for all staff including, but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

ANNUAL STAFF TRAINING ON THE PLAN:

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

ONGOING PROFESSIONAL DEVELOPMENT:

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L.c.71 § 370, the content of schoolwide and districtwide professional development will be informed by research and will include information on:

- 1.) Age appropriate strategies to prevent bullying;
- 2.) Age appropriate strategies for immediate, effective interventions to stop bullying incidents;
- 3.) Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- 4.) 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;
- 5.) Information on the incidence and nature of cyber bullying;
- 6.) Internet safety issues as they relate to cyber bullying

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing student's Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the Greater Lawrence Technical School for professional development include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making;
- Maintaining a safe and caring classroom for all students.

The Principal and Director of Curriculum will keep a professional development schedule on file with the plan.

WRITTEN NOTICE TO STAFF

Greater Lawrence Technical School will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school district employee handbook.

III. Access to Resources and Services

A key aspect to a positive school climate is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The plan at Greater Lawrence Technical School describes the strategies for providing support and services to meet those needs. The plan reflects the ability of the district to prevent, intervene early, and respond effectively to bullying. Available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. This plan includes strategies for providing counseling or referral to appropriate agencies.

A. Identifying Resources

All students at Greater Lawrence Technical School are entitled to courteous and respectful treatment by fellow students and staff. All staff has a duty to ensure that students have a safe learning environment.

The counseling staff at Greater Lawrence Technical School consists of seven certified guidance counselors (grades 9-12) and two certified adjustment counselors all well versed in personal and career counseling. The guidance supervisor, dean of discipline, and an instructor from Greater Lawrence have been recently trained through the Massachusetts Aggression Reduction Center program in responding to bullying. The counseling staff at Greater Lawrence Technical School is committed to alleviating the many stresses that may occur by bullying, cyber bullying, or retaliation. Care must be taken in the counseling of targets and aggressors as well. Cultural perspective, educational history, and developmental level from a cognitive and psychological point of view are all important factors in the counseling of both targets and aggressors. Parental communication at the onset of any intervention is essential to positive processing outcomes. Greater Lawrence Technical School counseling staff works closely with all parents/guardians. Parents' Nights, developing career plans, course registration approval, teacher counselor parent meetings, and attendance letters are some examples of maintaining good parental contact. The counseling staff is also available for parental meetings beyond the school day on each afternoon.

In Greater Lawrence Technical School approach to total student development, a number of student service groups or clubs have been developed to ensure a safe learning environment for all students. Student Council is a leadership program developing strong, caring role models within the student body. The Gay Straight Alliance (G.S.A.) emphasizes respect and empathy for all, regardless of sexual orientation. Peer to Peer is a student group is a student group consisting of

students helping students in adjusting to school climate and involved in school improvement projects. Peer Mediation is a group of students trained to assist in the positive resolve of everyday student conflicts. The Non-Traditional Group is made up of students enrolled in career paths which historically have been all male or female. The Non-Traditional Group emphasizes equal opportunity for all students in all shop areas. It should also be noted that the Health Education program at Greater Lawrence Technical School has a curriculum of social skills development which includes bullying prevention. All of the above has played a significant role in creating a highly observable, safe and protective school climate at Greater Lawrence Technical School.

From a positive pro-active approach, Greater Lawrence Technical School Student Support Team (S.S.T.) made up of guidance, disciplinarians, parent liaisons, school nurses and administration, convenes weekly to address and review at-risk students in jeopardy of school failure. Students are referred to the S.S.T. from the entire faculty. Behavioral, emotional, medical and learning deficits are areas of concern. Referrals to Special Education, 504 accommodations, testing and evaluations, behavioral intervention plans, behavioral modification strategies, and corrective teaching techniques are recommendations ensuring student success. A heightened awareness of bullying is a factor the S.S.T. is diligently concerned with.

B. Counseling and other Services

In all situations where student needs cannot be met through school resources, the guidance staff is instrumental in referring students and their families to community based agencies (C.B.A.) or private professionals. Efficient resource response is maintained through an ongoing review of resource availability.

Community resources in partnership with Greater Lawrence Technical School meeting the social, emotional, cultural, and handicapped and health needs of students include:

- Greater Lawrence Family Health Center
- Mass Rehab
- Andover Police Department School Resource Officer
- Department of Children and Families
- Arbour Counseling
- EAP Wellness Program for faculty
- Department of Youth Services
- MSPCC
- Health and Education Services
- Department of Transitional Assistance
- Greater Lawrence Psychological Center
- Juvenile Probation Program

The Emergency Service Program (E.S.P.) of Health Education Services of Lawrence (local mental health agency) provides comprehensive emergency psychiatric assessment and supportive services in a variety of settings. This mobile crisis intervention unit provides a family with a

Risk Management Safety Plan upon completion of their intervention and will service all residents in the Greater Lawrence Technical School District regardless of insurance.

The Arbour Counseling Services is another local agency offering a full range of individual and family intervention with responsive assistance during times of crisis.

The guidance staff at Greater Lawrence Technical School has ongoing contact with a number of private mental health professionals who are available upon parent/guardian requests. It should also be noted that Greater Lawrence Technical School maintains affiliation with state agencies such as the Department of Children and Families (D.C.F. Lawrence) the Massachusetts Rehabilitation Commission (M.R.C.) and the Massachusetts Department of Mental Health (D.M.H.); all of which provide a great resource for student health and safety.

Translation services at Greater Lawrence Technical School are identified through annual home language surveys and school records received from sending schools. Translation services are provided at Greater Lawrence Technical School. ELL program instructors are also available to assist administration and counselors in communicating effectively with our culturally and linguistically diverse population.

C. Students with disabilities.

As required M.G.L. c.71B. § 3, as amended by Chapter 92 of the Acts of 2010, the IEP TEAM addresses concerns relative to bullying in the annual and reevaluation meetings. When needed, the TEAM will develop a specific goal to assist the individual with developing the necessary skills to avoid becoming a victim of bullying, while increasing their personal resilience. Additionally, the intent of the goal would be to help the student be less vulnerable to those who perceive them as potential victims. An IEP TEAM may reconvene when necessary to discuss bullying concerns. The TEAM has the ability to make the decision to amend an IEP to include language or goals specific to skill development to assist with avoiding and responding to bullying behavior.

The Special Education Department is in the process of developing a program to assist students with developing the skills needed to avoid and respond to bullying. This program would address questions relative to the types of bullying as defined by the District and would most likely include verbal, physical, cyber, hostile environment, and retaliation bullying. The solution focused program would include discussions relative to empathy, problem solving, impulse control, anger management, personal safety, stress management, and resilience. These educational groups would be conducted by adjustment counselors in small “lunch” groups during the school day or in after school groups.

D. Referral to outside services.

Greater Lawrence Technical School guidance staff and other specialists will help students and families access appropriate timely services from outside agencies. Referrals will comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to Greater Lawrence Technical School's Bullying Prevention and Intervention Plan, and will be revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Greater Lawrence Technical School provides age appropriate instruction on bullying prevention in each grade that is incorporated into the school's curricula. Effective instruction includes classroom approaches, whole school initiatives, and focused strategies for bullying prevention, and social skills development.

A. Specific bullying prevention approaches:

Character Education/Bullying prevention curricula are 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;
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- Providing parents and guardians with information regarding the schools' bullying prevention curricula

Initiatives will also teach student about the student-related sections of the Greater Lawrence Technical School's Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of the school year.

B. General teaching approaches that support bullying prevention efforts:

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

- Setting clear expectations for students and establishing school and classroom routines;

- Creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students.
- Communicating with parents and guardians regarding the school's goals and expectations for students and students' safety.
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop 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.

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

To support efforts to respond promptly and effectively to bullying and retaliation, Greater Lawrence Technical School has policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

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 must be recorded in writing. All employees 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 non-employees may be made anonymously. The schools will make reporting resources available to the school community including, but not limited to, the Greater Lawrence Technical School Bullying Prevention and Intervention Incident Reporting Form, available on Greater Lawrence Technical School's website, and a dedicated email address. *(See Appendix A for Greater Lawrence Technical School Prevention and Intervention Incident Reporting Form)*

Use of the Greater Lawrence Technical School Prevention and Intervention Incident Reporting Form Report is not required as a condition of making a report. The 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.) make it available in the school's main office, the guidance office, the school nurse's office, and other locations determined by the principal or designee; 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 student and parents or guardians.

1. Reporting by Staff

A member of the Greater Lawrence Technical School staff including, but not limited to, an administrator, educator, guidance counselor, school psychologist, school nurse, security guard, cafeteria worker, maintenance worker, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional will report immediately to the Greater Lawrence Technical School Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Greater Lawrence Technical School Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with the school's policies and procedures for behavior management and discipline.

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

Greater Lawrence Technical 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 Greater Lawrence Technical School 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 and age appropriate ways to report and discuss an incident of bullying with a staff member or with the Greater Lawrence Technical School Principal or designee.

B. Responding to a report of bullying or retaliation:

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Greater Lawrence Technical School 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. There may be circumstances in which the Greater Lawrence Technical School Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining 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 Greater Lawrence Technical

School Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Greater Lawrence Technical School 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 confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

2. Obligation to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Greater Lawrence Technical School 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 contact 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, charger school, non-public school, approved private special education day or residential school, or collaborative school, and Greater Lawrence Technical School is the first to be informed of the bullying or retaliation, then the principal or designee of Greater Lawrence Technical School will promptly notify 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 regulation 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 designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or designee will notify the school's resource officer and 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 Greater Lawrence Technical School Principal or designee shall contact the local law enforcement agency if he/she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Greater Lawrence Technical School Principal or designee will, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement and other individuals the Greater Lawrence Technical School Principal or designee deems appropriate.

C. Investigation:

The Greater Lawrence Technical School 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. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

During the investigation, the Greater Lawrence Technical School Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

Procedures for investigating reports of bullying and retaliation will be consistent with school district policies and procedures for investigations. If necessary, the Greater Lawrence Technical School Principal or designee will consult with the Superintendent-Director regarding consultation with legal counsel pertaining to the investigation of the alleged report.

D. Determination:

The Greater Lawrence Technical School 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 Greater Lawrence Technical School Principal or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify and 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 Greater Lawrence Technical School Principal or designee will promptly notify the parents or guardians of the target and the aggressor about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations.

In accordance with legal requirements regarding the confidentiality of student records, the Greater Lawrence Technical School 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.

Greater Lawrence Technical School will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

E. Responses to Bullying:

Greater Lawrence Technical School has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of bullying and/or retaliation.

1. Teaching Appropriate Behavior through Skills-building

Upon the Greater Lawrence Technical School 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) (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;
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the Greater Lawrence Technical School 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 or appropriate behavior. Discipline will be consistent with the Greater Lawrence Technical School's Bullying Prevention and Intervention Plan and with the Greater Lawrence Technical School Student Handbook.

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

If the Greater Lawrence Technical School 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 Greater Lawrence Technical School Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Greater Lawrence Technical School 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

Greater Lawrence Technical School Principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION AND FAMILIES

The Plan at Greater Lawrence Technical School includes strategies to engage and collaborate with students' families in order to increase the capacity of the district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. At Greater Lawrence Technical School, parents or guardians are informed annually about bullying prevention and intervention curricula used by the school district including:

- How parents and guardians can reinforce the curricula at home and support the school district plan
- The dynamics of bullying:
- Online safety and cyber bullying

Parents and guardians are also notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the languages most prevalent among the parents or guardians. District specific approaches to collaboration take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and parents.

- A. Parent education and resources. The district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency used by the district. The program will be offered in collaboration with the Greater Lawrence Technical School Council, the Greater Lawrence Technical School Special Education Parent Advisory Council, the Greater Lawrence Technical School Boosters Club, and through events such as Back to School Night.
- B. Notification requirements. Each year the district 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. The district will send parents written notice each year about the student-related sections of the plan and the district'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 languages most prevalent among parents or guardians. The district will post the plan and related information on its website: www.glts.tec.ma.us

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

This law requires plans to include a statement prohibiting bullying, cyber-bullying, and retaliation. This statement must be included in the plan, and included in the student handbook and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71 § 370(b), and describes the law's requirements for the prohibition of bullying and has been adopted by Greater Lawrence Technical School.

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 a school district or school; or through use of technology or an electronic device owned, leased or used by a school district or 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 a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated M.G.L. c. 71 § 370 nothing in this plan requires the district to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71 § 370, as noted below. The district has added specific language to these definitions to clarify them, but did not alter their meaning or scope. The district has also included additional definitions that are aligned with local policies and procedures.

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying as defined in M.G.L. c. 71 § 370, 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:

- causes physical or emotional harm to the target or damage to the target's property:

- places the target in reasonable fear or harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school;
- materially and substantially disrupts the education process or the orderly operation of a school.

Bystander is a person who watches bullying happen or who has heard about it. Bystanders rarely play a completely neutral role, although they may think they do. Some HURTFUL bystanders instigate the bullying by prodding the bully to begin. Other bystanders . . . encourage the bullying by laughing, cheering or making comments that further stimulate the bully. And other bystanders . . . join in the bullying once it has begun. Most bystanders passively accept bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience the bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

Helpful bystanders also have the power to play a key role in preventing or stopping bullying. Some bystanders directly intervene by discouraging the bully, defending the victim, or redirecting the situation away from bullying. Other bystanders get help, by rallying support from peers to stand up against bullying or by reporting bullying to adults.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes, but is not limited to, email, instant messages, text messages, and internet postings. See M.G.L. c. 71 § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71 § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Safe Person is any person with whom the target feels comfortable and who has been designated a Safe Person by the Principal and/or Assistant Principal to assist and support the Target during the time that the Safety Plan is in effect. A Safe Person may be someone with whom the student checks in periodically during the day, in whose room the Target feels safe, or with whom the student checks in at a school-sponsored event.

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

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

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws and the policies of the district no person shall be discriminated against in admissions to a public school of any town or in obtaining the advantages, privilege, and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the plan prevents the 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 district policies.

In addition nothing in the plan is designed or intended to limit the authority of the district to take disciplinary action or other action under M.G.L. c. 71 § 37H or 371/2, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the plan covers the behavior.