

Greater Lowell Technical High School



2026 – 2028 BULLYING PREVENTION AND INTERVENTION PLAN

Respect ~ Effort ~ Accountability ~
Commitment ~ Honesty



Approved by the
Greater Lowell Technical
School Committee
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I. DEFINITIONS

Bullying

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

- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim 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 victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying

Cyberbullying is bullying through the use of technology or electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Acts involving sexting, AI-generated deepfake images or videos, cyberbullying, digital harassment, impersonation, or the unauthorized sharing of private content may also constitute bullying, harassment, intimidation, or retaliation and will be addressed under both this policy and the school's Digital Misconduct: Sexting, Deepfakes, and Online Harassment policy.

Harassment

Harassment is defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim.

Hostile environment

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.

Perpetrator, as defined in M.G.L. c.71, §37O, is a student or a member of a school staff including, but not limited to, and educator, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying or retaliation towards a student.

Retaliation

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

School Staff

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

Victim

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

II. LEADERSHIP

A. Public Involvement in Developing the Plan

In 2010, the Commonwealth of Massachusetts approved new legislation, *An Act Relative to Bullying* (c. 92, Acts of 2010). Massachusetts General Laws, Chapter 71, Section 37O, require schools to take active steps to prevent and respond to bullying. The Greater Lowell Technical High School's Bullying Prevention and Intervention Plan has been updated to reflect M.G.L. c.71, §37O, as amended by Sections 72 – 74 of Chapter 38 of the Acts of 2013 and Chapter 86 of the Acts of 2014. The first Bullying Prevention and Intervention Plan (December 2010) was developed in consultation with district stakeholders, including parents/guardians, teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, and students. The Assistant Superintendent-Principal or his/her designee is charged with reviewing and updating the Plan biennially. Consultation will include, at a minimum, noticed on the GLTHS website, and a public comment period prior to adoption.

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. Online surveys will be conducted using the students' web page, the Staff Resources 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 Assistant Superintendent-Principal or his/her designee will oversee the development of the survey instruments and will work with a data team of designated administrators and voluntary teachers, school counselors, and support staff to process, collect and analyze the data from the survey results. An electronic incident reporting system has also been implemented to generate data on perpetrators, victims, and on identifying vulnerable populations and "hot spots" of incidents in school, on school

grounds, or on school buses. Patterns of behaviors, areas of concern will be tracked to inform decision-making for intervention and prevention strategies which will include student supervision, professional development, curricula and behavioral support services.

At least once every four (4) years, beginning with 2015/16 school year, the school will administer a Department of Elementary and Secondary Education student developed survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department of Elementary and Secondary Education.

C. Planning and Oversight

1. The Assistant Superintendent-Principal or designee is responsible for the implementation and oversight of the Plan, receiving and investigations reports on bullying and retaliation; collecting and analyzing school-wide data on bullying to assess the present problem and to measure improved outcomes; creating a process for recording and tracking incident reports and for accessing information related to victims and perpetrators; planning for ongoing professional development in conjunction with the Senior Assistant Principal, the Assistant Principal, the Director of School Counseling Services, the Director of Special Education and the Director of Media/Professional Development and Professional Development Committee; identifying and recommending supports that will respond to the needs of victims and perpetrators; implementing the curricula that will be used; leading the parent or family engagement efforts; beginning in the 2014-2015 school year, annual reports will be provided to the Superintendent.
2. The School Committee reviews the revised policy for Bullying Prevention and Intervention including School Network/Internet Acceptable Use Policy, as needed.
3. The Assistant Superintendent-Principal or his/her designee amends the student and staff handbooks and codes of conduct to, among other things, make clear that bullying and retaliation of other students or by school staff will not be tolerated.
4. The Assistant Superintendent-Principal ensures that student and staff handbooks and codes of conduct include bullying requirements of the Plan.
5. The Network Manager is responsible for updating the School Network/Internet Acceptable Use Policy for the review of the Superintendent and School Committee.

6. The Assistant Superintendent-Principal or his/her designee will be responsible for reviewing and updating the Plan biannually, or more frequently as needed, should new regulations and laws be enacted.
7. Oversight of the Greater Lowell Technical High School Bullying Prevention and Intervention Plan will be provided by the designated school, district administrators, and leaders. The list below identifies tasks as defined by the Plan:
 - Receive Reports on Bullying – Senior Assistant Principal, Assistant Principal, Dean, and Director of School Counseling Services.
 - Investigate Reports on Bullying – Senior Assistant Principal, Assistant Principal, and Dean.
 - Collecting and Analyzing Data – Assistant Superintendent-Principal or designee, Director of Curriculum, Instruction and Assessment, Director of School Counseling Services, voluntary teachers, school counselors, and support staff.
 - Creating Record Keeping and Tracking Process – Assistant Superintendent-Principal or designee, and Director of Curriculum, Instruction and Assessment.
 - Planning Professional Development – Director of Media/Professional Development.
 - Planning Support for Victims and Aggressors – Assistant Superintendent-Principal, Director of School Counseling Services, Director of Special Education, Senior Assistant Principal, Assistant Principal(s), School Counselors, Adjustment Counselors, and School Psychologists.
 - Choosing and Implementing Curricula – Assistant Superintendent-Principal or his/her designee along with the Administrative Team.
 - Developing New or Revising Current Policies and Protocols Under the Plan – Assistant Superintendent-Principal, Senior Assistant Principal, Network Manager.
 - Amending Student and Staff Handbooks – Assistant Superintendent-Principal, Senior Assistant Principal.
 - Parent Involvement Effort – Assistant Superintendent-Principal, Director of School Counseling Services, Senior Assistant Principal, Assistant Principal(s), Dean, School Counselors, Adjustment Counselors, and School Psychologists.
 - Annually Review and Update Plan – Assistant Superintendent-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 cyberbullying. 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.

The Greater Lowell Technical High School Community understand that members of certain student groups, may be more vulnerable to becoming victims of bullying, harassment, teasing, and retaliation based on actual or perceived characteristics, including race, to include traits historically associated with race including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, religious creed, national origin, sex, sexual orientation, age, pregnancy or a condition related to pregnancy, parental status, socioeconomic status, homelessness, academic status, limited English proficiency, gender identity or expression, genetic information, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. 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 and retaliation. Specifically, in accordance with the Department of Elementary and Secondary Education Technical Assistance Advisory Special Education 2011-12 Bullying Prevention and Intervention, each TEAM considers Sections 7 and 8 of Chapter 92 and the Acts of 2010 and incorporates the necessary steps into the child's IEP (Individual Education Plan).

The Greater Lowell Technical High School will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our schools, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore a victim'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 cyberbullying. 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, cyberbullying, and retaliation. The Assistant Superintendent-Principal or designee is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the Assistant Superintendent-Principal or one of the Assistant Principals as the alleged perpetrator. In such cases, the Superintendent or his/her designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged perpetrator, the School Committee, or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan,

including addressing the safety of the alleged victim.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

Greater Lowell Technical High School, in accordance with the requirements under M.G.L. c. 71, 370, is committed to providing ongoing training and professional development regarding anti-bullying and retaliation 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.

A. Annual Staff Training

Annual staff training for all will occur under the direction of the Assistant Superintendent-Principal or his/her designee at the start of the school year. Annual training for all school staff will include staff duties under the Plan, an overview of the steps that the Assistant Superintendent-Principal or his/her 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 school. Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired. Staff training will be offered through school-wide/departmental staff meeting(s). New hires will be trained through the Mentor/Mentee Program. Training for other staff will be determined by administration.

B. Ongoing Professional Development

The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, respect for differences and personal dignity. Professional development will build the skills of staff member to prevent, identify and respond to bullying as required by M.G.L. c.71 §370. The content of the professional development will be informed by research and include information on raising the awareness and responsibility of staff to the ways that their behavior could intentionally or unintentionally cause embarrassment or humiliation to students and:

- Developmentally (or age-) appropriate strategies to prevent bullying and retaliation;
- Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying and retaliation incidents;
- Information regarding the complex interaction and power differential that can take place between and among perpetrators, victims, and witnesses to bullying;
- Research findings on bullying, cyberbullying, and retaliation, 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 cyberbullying;

- Internet safety issues as they relate to cyberbullying;
- Best practices in the field of bullying cyberbullying, and retaliation prevention;
- Legal issues and responsibilities related to bullying, cyberbullying, and retaliation; and
- Community concerns about bullying, cyberbullying, and retaliation as expressed through School Council, parent surveys, student surveys and through other means.

Professional development will also address ways to prevent and respond to bullying and retaliation of, students who are or are perceived to be gay, lesbian, bisexual, or transgender. Professional development will also address issues specific to students with disabilities and items relative to bullying prevention and intervention that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism and students whose disability affects social skills development.

Additional areas include Improving School-Wide, and Community Climate by:

- Maintaining a safe, caring, and respectful classroom for all students and staff;
- Engaging students in school and/or classroom planning and decision making;
- Promoting and modeling the use of a common, respectful language;
- Establishing and communicating key definitions (conflict versus bullying);
- Fostering an understanding of and respect for diversity and difference;
- Constructively managing classroom behaviors using positive behavioral intervention strategies and immediate response procedures;
- Recognizing and responding to gateway behaviors;
- Applying constructive, consistent disciplinary practices;
- Teaching students social competency skills including positive, assertive communication, anger management, stress management, empathy for others and personal advocacy;
- Educating staff and families on student trends in on-line usage focusing on cyberbullying behaviors; frequencies, types, motives and gender differences; and
- Educating staff and those responsible for implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, and bullying behaviors.

C. Written Notice to All Staff

Greater Lowell Technical High School will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the teacher handbook, in the employee handbook and under the code of conduct in the student handbook.

IV. ACCESS TO RESOURCES AND 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 victims, perpetrators, families and others are addressed.

A. Identifying Resources

The Greater Lowell Technical High School has a highly motivated and knowledgeable staff of service providers which include: nine School Counselors, seven Adjustment Counselors, four School Nurses, three School Psychologists/Evaluation Team Leaders, a Speech Pathologist, and Liaisons/Special Educators. 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 victims, 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 multidisciplinary team 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/Sex-Based Harassment) outline 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 Director of School Counseling Services, an Adjustment Counselor, a School Psychologist, a Nurse, a School 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 psychologist and adjustment counselors.
- Anger Management Group led by an Adjustment Counselor.
- Behavior Intervention Plan is developed based on individual student needs and implemented by professionals that directly service the student.

- Socials skills training individually or in small groups by counseling staff for students with social skills weaknesses.
- 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 Teen Health curriculum and grades 10-12 Health curriculums.
- Greater Lowell Technical High School recognizes that students who are members of certain student groups, may be more vulnerable to becoming victims of bullying, harassment, teasing, and retaliation based on actual or perceived characteristics, race, color, religious creed, national origin, sex, sexual orientation, age, pregnancy or a condition related to pregnancy, parental status, socioeconomic status, homelessness, academic status, limited English proficiency, gender identity or expression, genetic information, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics may need additional curricular and therapeutic supports in order to avoid bullying behaviors, or to avoid becoming the victim of bullying behaviors.
- School counselors and adjustment counselors maintain current information on community based mental health referrals, as well as Community Service Agencies (CSAs) within the local area, providing services to Medicaid eligible students. Additionally, they work collaboratively to educate and support parents, conduct parent workshops, and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.
- The Senior Assistant Principal, Assistant Principals, and Dean conduct anti-bullying training annually to all students.

C. Students with Disabilities

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

Within the context of their IEPs, students with disabilities who have needs in this area receive specialized instruction from the speech and language pathologist, adjustment counselor, school psychologists, liaisons/special education teachers, and/or other special education staff. This specialized instruction may include, but is not limited to, direct and indirect ways to react to and avoid bullying behavior. Goals and objectives focus on the needs of the individual students and may include such areas as self-advocacy skills, social communication skills, skills for responding to teasing, "bystander" behavioral skills, problem-solving skills, skills for dealing with anger and avoiding trouble, skills for recognizing the feelings of others, and conflict resolution skills.

When needed, students are offered accommodations and supports to help them to avoid becoming perpetrators or victims of bullying behaviors. These may include behavior plans, allowing students to leave class early to avoid hallway incidents, adult support during structured and unstructured times during the school day, and frequent communication with their parents.

D. Referrals to Outside Services

Greater Lowell Technical High School's counselors, adjustment counselors, school psychologists and other service providers have an established practice of providing parents and students with referral information and assistance with accessing needed therapeutic resources in the larger community. 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	Lahey Health Behavioral Services
Lowell Youth Treatment Program	South Bay Mental Health Center
Arbour Counseling	Center for Family Development
Mutual Cambodian Assistance Association of Greater Lowell	Vinfen
Department of Children and Families	United Teen Equality Center
Lowell House Substance Abuse Treatment	Mental Health Association of Gr. Lowell
Private outpatient therapists	Lowell Community Health
Mass. Department of Public Safety	Middlesex Partnership for Youth/Project Alliance
Alternative House	Cartwheel
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 engage 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 environments that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Greater Lowell Technical High School Bullying Prevention and Intervention Plan through school assemblies, grade level assemblies, and/or small group meetings at the beginning on each school year.

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 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. All employees are required to report immediately to the Assistant Superintendent-Principal designee, or to the Superintendent-Director or designee when the Assistant Superintendent-Principal or the Assistant Principal is the alleged aggressor or to the School Committee or designee when the Superintendent-Director is the alleged perpetrator, 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 (see Appendix A) available in hard copy, as well as electronically on the school website; www.gltech.org, and the phone numbers of the Superintendent-Director, Assistant Superintendent-Principal, Senior Assistant Principal, Assistant Principal, and the Dean (see Appendix B).

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 Main Office, School Counseling Department, Nurse's offices, and Business office; 3) post it on the school's website; 4) include in the student, teacher, and employee handbooks, and other locations determined by the Assistant Superintendent-Principal or his/her designee. 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, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, 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 Assistant Superintendent-Principal or his/her designee, and the Superintendent-Director or his/her designee when the Assistant Superintendent-Principal or the Assistant Principal is the alleged perpetrator, will be incorporated in student, teacher, and employee 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 Assistant Superintendent-Principal designee, or to the Superintendent-Director or designee when the Assistant Superintendent-Principal or the Assistant Principal is the alleged perpetrator, or to the School Committee or designee when the Superintendent-Director is the alleged perpetrator, on the electronic *Conflict Resolution Report Form*, when he/she witness or becomes aware of conduct that may be bullying/harassment or retaliation. The requirement to report to the Assistant Superintendent-Principal or his/her 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 Assistant Superintendent-Principal or designee or Superintendent-Director or designee when the Assistant Superintendent-Principal or Assistant Principal is the alleged perpetrator, or to the School Committee or designee when the Superintendent-Director is the alleged perpetrator. Reports may be made anonymously, but no disciplinary action will be taken against an alleged perpetrator solely on the basis of an anonymous report. *The Bullying Prevention and Intervention Incident Reporting Form* can be found on the GLTHS website, in the School Business Office, the School Counseling Office, the Main Office, and in Appendix A of this Plan. 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 appropriate ways to report and discuss an incident of bullying/harassment with a staff member, or with the Assistant Superintendent-Principal or designee, or Superintendent-Director or designee when the Assistant Superintendent-Principal or the Assistant Principal is the alleged perpetrator, or the School Committee or designee when the Superintendent-Director is the alleged perpetrator.

B. Responding to Reports of Bullying or Retaliation

1. Safety

Before fully investigating the allegations of bullying/harassment or retaliation, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, with assistance of appropriate support staff will take prompt steps to assess the need to restore a sense of safety to the alleged victim and/or to protect the alleged victim 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 victim and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the victim; and altering the alleged perpetrator’s class schedule and access to the victim.

The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will take additional steps to promote safety during the course of and after the investigation, as necessary. There may be circumstances in which the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, at their discretion and in accordance with applicable law contacts parents or guardians prior to any investigation. Notice will be consistent with state

regulations at 603 CMR 49.00.

The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying/harassment or retaliation, a student who witnessed bullying/harassment or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying/harassment or retaliation. The student will have the opportunity to meet with the Assistant Superintendent-Principal in conjunction with a Counselor to determine the need and type of safety plan that will best meet his/her needs. The confidentiality of students and witnesses reporting alleged acts of bullying and/or retaliation will be maintained to the extent possible given the school's obligation to investigate the matter.

2. Obligations to Notify Others

a. Notice to parents or guardians

Upon determine that bullying/harassment or retaliation has occurred, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will promptly notify the parents or guardians of the victim(s) and the student alleged perpetrator(s) or alleged perpetrator(s) of the report and of the procedures for responding to it. There may be circumstances in which the contacts to parent or guardians will occur prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00. The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, shall also inform the parent or guardian of the victim about the Department of Elementary and Secondary Education's Problem Resolution System and the process for accessing the system.

b. Notice to another school or district

If the reported incident involves students from more than one school district, chart school, non-public school, approved private special education day or residential school, or collaborative school, the Assistant Superintendent-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 the 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, the Assistant Superintendent-Principal or

designee/Superintendent-Director or designee/School Committee or designee, has a reasonable basis to believe that criminal charges may be pursued against the aggressor, he Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, 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.

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 Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student alleged perpetrator(s) or alleged perpetrator(s).

In making this determination, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will, consistent with the Plan and applicable school policies and procedure, consult with the school resource officer and other individuals he or she deem appropriate. Notice to any law enforcement agency under this section shall be consistent with 603 CMR 49.00.

C. Investigations

The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/ School Committee 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 those involved. Specifically, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, shall complete the investigation on a reasonable amount of time, not to exceed 15 school days following the date of the report.

The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, as appropriate, may conduct interviews with students, staff, witnesses, parents or guardians, in consultation with school counselors or other staff as appropriate. The investigator will remind the alleged student perpetrator(s), alleged perpetrator(s), victim(s), and witnesses of the importance of the investigation, their obligation to be truthful, and that retaliation is strictly prohibited and will result in disciplinary action.

To the extent practicable, and given his/her obligation to investigate and address the matter, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will maintain confidentiality during the

investigative process. The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will maintain a written record of the investigation including the preservation of all email, text communications, and other evidence.

Procedures for investigating reports of bullying and retaliation will be consistent with Greater Lowell Technical High School policies and procedures for investigations. If necessary, legal counsel may be consulted pertaining to the investigation.

D. Determinations

The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will take steps reasonably calculated to prevent recurrence and to ensure that the victim(s) is/are not restricted in participating in school or in benefiting from school activities. Specifically, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee shall:

- Determine what remedial action is required, if any;
- Determine what responsive actions and/or disciplinary action is necessary including where appropriate consultation with the students' teacher(s) and/or school counselor, and the victim's or student alleged perpetrator'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;
- Notify the parents or guardians of the victim(s) and the student alleged perpetrator(s) 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; and
- Notify the parents/guardians of the victim(s) of the action to be taken to prevent further acts of bullying or retaliation.
- Inform the parent or guardian of the victim about the Department of Elementary and Secondary Education's Problem Resolution System and the process for accessing that system regardless of the outcome of the bullying determination.
- In the event of a staff member, the administrator will consult with the Director of Human Resources to determine the appropriate course of action.

All notice to parents shall comply with applicable state and federal privacy laws and regulations. Due to the legal requirements regarding the confidentiality of student records, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, cannot report specific information to the victim's parent or guardian about any disciplinary action taken unless it involves a "stay

away” order or other directive that the victim must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-Building

Upon the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee 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. § 370(d)(v). Skill-building approaches that Assistant Superintendent-Principal or his/her 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 school counselors and other appropriate school personnel;
- Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce 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 referral for evaluation.

2. Taking Disciplinary Action

If the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee 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, disciplinary policies and the school’s code of conduct, up to and including long-term exclusion from school.

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 Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, determines that a student or staff knowingly made a false allegation of bullying or retaliation, that student or staff may be subject to disciplinary action consistent with the school's code of conduct/student handbook, including long-term exclusion from school for students and up to and including termination for employees.

3. Promoting Safety for the Victim and Others

The Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will consider what adjustments, if any, are needed in the school environment to enhance the victim's sense of safety and that of others as well. One strategy that the Assistant Superintendent-Principal or designee may use is to increase 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 Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee, will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee 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, Greater Lowell Parent Organization, 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 Code of Conduct 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 cyberbullying 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 Bullying Prevention and Intervention Plan and related information on its website at www.gltech.org.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- On school grounds and property immediately adjacent to school grounds,
- At a school-sponsored or school-related activity, function, or program whether on or off school grounds,
- At a school bus stop, on a school bus or other vehicle owned, leased, or used by Greater Lowell Technical High School; or
- Through the use of technology or an electronics device owned, leased, or used by Greater Lowell Technical High School, and
- At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by Greater Lowell Technical High School, if the acts create a hostile environment at school for the victim or witness, 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. PROBLEM RESOLUTION SYSTEM:

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the victim about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at <http://www.doe.mass.edu/pgs>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. This information will be made available in hard copies at the Assistant Superintendent-Principal's office, as well as electronically on the school website at www.gltech.org.

X. 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, privilege and courses of study of such public school on account of race, to include traits historically associated with race including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, religious creed, national origin, sex, sexual orientation, age, pregnancy or a condition related to pregnancy, parental status, socioeconomic status, homelessness, academic status, limited English proficiency, gender identity or expression, genetic information, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents 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 or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H, 37H^{1/2}, or 37H^{3/4}, M.G.L. c. 71, §§ 41 and 42, M.G.L. c. 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.



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 perpetrator solely on the basis of an anonymous report.)

2. **Check whether you are the:** **Victim of the behavior** ☐ **Reporter (Not the victim)** ☐

3. **Check whether you are a:** ☐ **Student** ☐ **Staff Member (specify role)** _____
 ☐ **Parent** ☐ **Administrator** ☐ **Bus Driver** ☐ **Aramark/Cafeteria Staff**
 ☐ **Coach** ☐ **Other (specify)** _____

Your contact information/telephone number: _____

4. **Describe the details of the incident (including the names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional sheets if necessary. (Word for word: what victim said, what witnesses said, what perpetrator said; facts only).**

- **Name of Victim (of behavior):** _____
- **Name of Perpetrator (person who engaged in 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. **Signature of Person Filing this Report:** _____ **Date:** _____

7. **Form Given to:** _____ **Position:** _____ **Date:** _____

Signature: _____ **Date Received:** _____

II. INVESTIGATION

1. Investigator(s): _____

Position(s): _____

2. Interviews:

☐ Interviewed *Alleged Perpetrator* Name: _____ Date: _____

☐ Interviewed Victim Name: _____ Date: _____

☐ Interviewed Witnesses Name: _____ Date: _____

3. Any prior documented incidents by the alleged *perpetrator*? ☐ Yes ☐ No

List incident numbers: _____

If yes, have incidents involved victim or victim group previously? ☐ Yes ☐ No

List incident numbers: _____

Any previous incidents with findings of BULLYING, RETALIATION: ☐ Yes ☐ No

Summary of Investigation (*Examples*)

☐ Witnesses confirmed allegation

☐ Cameras confirmed

☐ Teacher Confirmed

☐ Witness could not confirm

☐ Witness contradicted

☐ Alleged *perpetrator* admitted to incident

☐ Alleged *perpetrator* denied allegation

☐ Other: _____

4. Safety Plan attached: ☐ Yes ☐ No

Contacts:

☐ Victim's parent/guardian: _____ Date: _____

☐ Alleged *Perpetrator's* parent/guardian: _____ Date: _____

Law Enforcement: ☐ Yes ☐ No Date: _____

5. Follow-up with Victim: Scheduled for: _____ Initial and date when complete: _____

Follow-up with *alleged perpetrator*: Scheduled for: _____ Initial and date when complete: _____

Please use additional paper and attach to this document as needed.

III. CONCLUSIONS FROM THE INVESTIGATION:

(Director of School Counseling; Principal; Assistant Principal; Dean of Students)

1. Finding of bullying or retaliation: ☐ Yes ☐ No

☐ Bullying ☐ Incident documented as _____

☐ Retaliation ☐ Discipline referral only _____

2. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ In-House Suspension ☐ Out-of-School Suspension

☐ Community Service ☐ Education ☐ Other: _____

Signature and Title: _____

Date: _____

Report forwarded to Director of School Counseling: ☐ Yes ☐ No

Date: _____

(If principal was not the investigator)

APPENDIX B

GREATER LOWELL TECHNICAL HIGH SCHOOL CONTACT PHONE NUMBERS

Administrative Office

Superintendent-Director	978-441-4800
Assistant Superintendent-Principal	978-441-4807

Main Office

Senior Assistant Principal	978-441-4416
Assistant Principal	978-441-4412
Assistant Principal	978-441-4415
Dean of Students	978-441-4414

School Counseling Department

Director of School Counseling Services/ Title IX Coordinator	978-441-4955
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Special Education Department

Director of Special Education	978-441-4850
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Director of Human Resources

978-441-4892

APPENDIX C

BULLYING PREVENTION AND INTERVENTION SUMMARY FOR PARENTS/GUARDIANS

On May 3, 2010, Governor Patrick signed an *Act Relative to Bullying in Schools*. The new law prohibited bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents.

The Bullying Prevention and Intervention Plan is updated to reflect M.G.L. c. 71, § 37O as amended by Chapter 86 of the Acts of 2014 and Sections 72-74 of Chapter 38 of the Acts of July 2013, which changed the definition of “perpetrator” to include “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.” The amendment also made the plan applicable to school staff, including but not limited to, the individual listed in the amended aggressor definition. These requirements are included in Greater Lowell Technical High School’s Bullying Prevention and Intervention Plan (“the Plan”). The Plan includes the requirements of the law, and also information about the policies and procedures that the school will follow to prevent bullying and retaliation, and to respond to it when it occurs. This Plan will be reviewed biennially by the Assistant Superintendent/Principal and/or designee, as mandated by M.G.L. c. 71, § 37O sec. 5(d). Consultation will include, at a minimum, notice of the GLTHS website, and a public comment period prior to adoption.

DEFINITION OF TERMS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents, or guardians, law enforcement agencies, and other interested parties to use common language.

Perpetrator, as defined in M.G.L. c. § 37O, is a student or 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 who engages in bullying or retaliation towards a student.

Bullying, as defined in M.G.L. c. § 37O, is the repeated use by one or more students or a member of the 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 a paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

1. Causes physical or emotional harm to the victim or damage to the victim’s property;
2. Places the victim in reasonable fear of harm to himself or herself or of damage to his or her property;
3. Creates a hostile environment at school for the victim;

4. Infringes on the rights of the victim at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking action against his/her will, oral or written threats, teasing, put-downs, name-calling, stalking, threatening looks, gestures, actions, cruel rumors, false accusations and social isolation, based on a students' identification with any protected classes.

Greater Lowell Technical High School recognizes that certain students may be more vulnerable to become victims of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religious creed, national origin, sex, sexual orientation, age, pregnancy or condition related to pregnancy, parental status, socioeconomic status, homelessness, academic status, limited English proficiency, gender identity or expression, genetic information, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school is district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. For more details, please view Greater Lowell Technical High School's Bullying Prevention and Intervention Plan on our school website at www.gltech.org.

Cyberbullying is bullying through the use of technology or electronic communication, which shall include, but shall not be, limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

Harassment is defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim.

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

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

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

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

PROHIBITION AGAINST BULLYING

Bullying is prohibited:

- On school grounds,
- On property immediately adjacent to school grounds,
- At a school-sponsored or school-related activity, function, or program, whether it takes place 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,
- Through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- At any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim 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 prohibited.

REPORTING BULLYING OR RETALIATION

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

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. School staff members must report immediately to the Assistant Superintendent-Principal or designee, or the Superintendent-Director or designee when the Assistant Superintendent-Principal or the Assistant Principal is the alleged perpetrator or to the School Committee or designee when the Superintendent-Director is the alleged perpetrator, if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals.

Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously, but no disciplinary action will be taken solely because of an anonymous report. 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 available in hard copy as well as electronically on the school website; www.gltech.org, and the phone numbers of the Superintendent-Director, Assistant Superintendent-Principal, Senior Assistant Principal, Assistant Principal, and the Dean.

Use of an Incident Reporting Form is not required as a condition of making a report. Greater Lowell Technical High School will:

1. Maintain Incident Reporting forms in the Main Office, School Counseling Department, Nurse's offices, and Business office;
2. Post it on the school's website;
3. Include in the student, teacher, and employee handbooks, and other locations determined by the Assistant Superintendent-Principal or designee. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents of guardians.

When the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee receives a report, he or she shall promptly conduct an investigation. If the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee determines that a violation of the district's anti-bullying policy has occurred, he or she shall:

- Determine what remedial action is required, if any;
- Determine what responsive actions and/or disciplinary action is necessary including where appropriate consultation with the students' teacher(s) and/or school counselor, and the victim's or student perpetrator'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;
- Notify the parents or guardians of the victim(s) and the student perpetrator(s) 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;
- Notify the parents/guardians of the victim(s) of the action to be taken to prevent further acts of bullying or retaliation;
- Inform the parent or guardian of the victim about the Department of Elementary and Secondary Education's Problem Resolution System and the process for accessing that system regardless of the outcome of the bullying determination; and
- In the event of a staff member, the administrator will consult with the Director of Human Resources to determine the appropriate course of action.

PROFESSIONAL DEVELOPMENT FOR SCHOOL STAFF

Greater Lowell Technical High School will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying. The content of such professional development shall include, but shall not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying; (iv) 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; (v) information on the incidence and nature of cyberbullying, and (vi) internet safety issues as they relate to cyberbullying.

PROBLEM RESOLUTION SYSTEM

A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at <http://www.doe.mass.edu>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

**GREATER LOWELL TECHNICAL HIGH SCHOOL
CONTACT PHONE NUMBERS/ONLINE RESOURCES**

Administrative Office

Superintendent-Director	978-441-4800
Assistant Superintendent-Principal	978-441-4807

Main Office

Senior Assistant Principal	978-441-4416
Assistant Principal	978-441-4412
Assistant Principal	978-441-4415
Dean of Students	978-441-4414

School Counseling Department

Director of School Counseling Services/ Title IX Coordinator	978-441-4955
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Special Education Department

Director of Special Education	978-441-4850
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ON-LINE PARENT RESOURCES

Common Sense Media	http://commonsensemedia.org
Cyberwise	http://cyberwise.org
Get Net Wise	http://kids.getnetwise.org/tools
Massachusetts Aggression Reduction Center	http://marccenter.webs.com
Safe Teens	http://www.safeteens.com

APPENDIX D

BULLYING PREVENTION AND INTERVENTION SUMMARY FOR STAFF HANDBOOKS

On May 3, 2010, Governor Patrick sign an *Act Relative to Bullying in Schools*. The new law prohibited bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents.

The Bullying Prevention and Intervention Plan is updated to reflect M.G.L. c. 71, § 37O as amended by Chapter 86 of the Acts of 2014 and Sections 72-74 of Chapter 38 of the Acts of July 2013, which changed the definition of “perpetrator” to include “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.” The amendment also made the plan applicable to school staff, including but not limited to, the individual listed in the amended perpetrator definition. These requirements are included in Greater Lowell Technical High School’s Bullying Prevention and Intervention Plan (“the Plan”). The plan includes the requirements of the law, and also information about the policies and procedures that the school will follow to prevent bullying and retaliation, and to respond to it when it occurs. This Plan will be reviewed biennially by the Assistant Superintendent-Principal and/or designee, as mandated by M.G.L. c. 71, § 37O sec. 5(d). Consultation will include, at a minimum, notice on the GLTHS website, a public comment period prior to adoption.

DEFINITION OF TERMS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language.

Perpetrator, as defined in M.G.L. c. 71, § 37O, is a student or member of a school staff including, but not limited to, an educator, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying or retaliation towards a student.

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

1. Causes physical or emotional harm to the victim or damage to the victim’s property;
2. Places the victim in reasonable fear of harm to himself or herself or of damage to his or her property;
3. Creates a hostile environment at school for the victim;

4. Infringes on the rights of the victim at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking action against his/her will, oral or written threats, teasing, put-downs, name-calling, stalking, threatening looks, gestures, actions, cruel rumors, false accusations and social isolation, based on a students' identification with any protected classes.

Greater Lowell Technical High School recognizes that certain students may be more vulnerable to become victims of bullying, harassment, or teasing based on actual perceived characteristics, including race, color, religious creed, national origin, sex, sexual orientation, age, pregnancy or a condition related to pregnancy, parental status, socioeconomic status, homelessness, academic status, limited English proficiency, gender identity or expression, genetic information, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Cyberbullying is bullying through the use of technology or electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Harassment is defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim.

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.

School 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.

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

PROHIBITION AGAINST BULLYING

Bullying is prohibited:

- On school grounds,
- On property immediately adjacent to school grounds,
- At a school-sponsored or school-related activity, function, or program, whether it takes place 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,
- Through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the internet using a school computer),
- At any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim 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 prohibited.

REPORTING BULLYING OR RETALIATION

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

Reporting by Staff

A staff member will report immediately to the Assistant Superintendent-Principal or designee, or to the Superintendent-Director or designee when the Assistant Superintendent-Principal of the Assistant Principal is the alleged perpetrator, or the School Committee or designee when the Superintendent-Director is the alleged perpetrator, on the electronic *Conflict Resolution Report Form*, when he/she witnesses or becomes aware of conduct that may be bullying/harassment or retaliation. The requirements to report to the Assistant Superintendent-Principal or his/her 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.

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 Assistant Superintendent-Principal or designee or Superintendent-Director or designee when the Assistant Superintendent-Principal or Assistant Principal is the alleged perpetrator, or to the School Committee or designee when the Superintendent-Director is the alleged perpetrator. Reports may be made oral or

written. Reports may be made anonymously, but no disciplinary action will be taken against the alleged perpetrator solely on the basis of an anonymous report. *The Bullying Prevention and Intervention Incident Reporting Form* can be found on the GLTHS website, in the School Business Office, the School Counseling Office, the Main Office, and in Appendix A of this Plan. Students, parents or guardians, and others may request assistance from a staff member to complete written form. Students will be provided practical, safe, private and appropriate ways to report and discuss an incident of bullying/harassment with a staff member, or with the Assistant Superintendent-Principal or designee, or Superintendent-Director or designee when the Assistant Superintendent-Principal or the Assistant Principal is the alleged perpetrator, or the School Committee or designee when the Superintendent-Director is the alleged perpetrator.

RESPONDING TO A REPORT OF BULLYING OR RETALIATION

When the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee receives a report, he or she shall promptly conduct an investigation. If the Assistant Superintendent-Principal or designee/Superintendent-Director or designee/School Committee or designee determines that a violation of the district's anti-bullying policy has occurred, he or she shall:

- Determined what redial action is required, if any;
- Determine what responsive actions and/or disciplinary action is necessary including where appropriate consultation with the students' teacher(s) and/or school counselor, and the victim's or student perpetrator'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.
- Notify the parents or guardians of the victim(s) and the student perpetrator(s) about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying and retaliation;
- Notify the parents/guardians of the victim(s) of the action to be taken to prevent further acts of bullying or retaliation;
- Inform the parent or guardian of the victim about the Department of Elementary and Secondary Education's Problem Solving Resolution System and the process for accessing that system regardless of the outcome of the bullying determination; and
- In the event of a staff member, the administrator will consult with the Director of Human Resources to determine the appropriate course of action.

PROFESSIONAL DEVELOPMENT FOR SCHOOL STAFF

Greater Lowell Technical High School will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying. The content of such professional development shall include, but shall not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying; (iv) 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; (v) information on the

incidence and nature of cyberbullying; and (vi) internet safety issues as they relate to cyberbullying.

PROBLEM RESOLUTION SYSTEM

A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at <http://www.doe.mass.edu>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

GREATER LOWELL TECHNICAL HIGH SCHOOL CONTACT PHONE NUMBERS

Administrative Office

Superintendent-Director	978-441-4800
Assistant Superintendent-Principal	978-441-4807

Main Office

Senior Assistant Principal	978-441-4416
Assistant Principal	978-441-4412
Assistant Principal	978-441-4415
Dean of Students	978-441-4414

School Counseling Department

Director of School Counseling Services/ Title IX Coordinator	978-441-4955
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Special Education Department

Director of Special Education	978-441-4850
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Director of Human Resources

978-441-4892