



Lincoln Public Schools

Bullying Prevention and Intervention Plan

October 24, 2016

Statement of Purpose

The Lincoln Public Schools is committed to providing students with a safe environment free from bullying and cyberbullying. The district recognizes that some students may be more vulnerable to being the target of bullying based upon actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, gender identity, or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability.

The Bullying Prevention and Intervention Plan will be posted on the Lincoln Public Schools website and will be reviewed and updated at least biennially as mandated by M.G.L. c. 71, § 37O.

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NOVEMBER 10, 2010

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I. DEFINITIONS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a perpetrator of bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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 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.

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

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

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

II. LEADERSHIP

A. Public involvement in developing the Plan

As required by M.G.L. c. 71, § 37O, the Plan was developed in consultation with Lincoln Public Schools administrators, faculty and staff; school volunteers; interested community representatives, the Lincoln Public Departments, the Hanscom Air Force Base (HAFB); students, parents, and guardians; and the Lincoln School Committee. A community forum on the development of the Plan was held on November 10, 2010. A list of those who were in attendance is included in Appendix A.

B. Assessing Needs and Resources

The **Superintendent**, along with the Superintendent's designees, with input from administrators, faculty, and families, will assess the adequacy of current programs, policies and procedures. This task will include:

- a. Review of current policies and procedures;
- b. Review of available data on the prevalence and characteristics of bullying and behavioral incidents;
- c. Assessment of available resources including curricula, training programs, and behavioral health services;
- d. Review of current and relevant articles and research on best methodology to prevent, intervene and address bullying and cyber-bullying;
- e. Research and review 'field tested' and research-based anti-bullying curricula and instructional guides;
- f. Development of a resource bank of relevant materials for both parents and students;
- g. Review of the Massachusetts comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
- h. Conduct assessments of needs, by surveying students, faculty, staff, parents, guardians on school climatic and school safety needs.
- i. Distribution of surveys at least once every four years to assess school climate
- j. Annual submission of district reports to include the number of reported allegations of bullying or retaliation, the number and nature of substantiated incidents of bullying and retaliation, the number of students disciplined for engaging in bullying or retaliation

C. Planning and Oversight

The building **Principals** will be responsible for the following tasks under the Plan:

- Receiving reports on bullying;
- Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
- Creating a process for annual reporting, recording, and tracking incident reports, and for accessing information related to targets and aggressors;
- Planning for the ongoing professional development that is required by the law;

- Planning supports that respond to the needs of targets and aggressors;
- Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- Developing, in partnership with central office administrators, new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them;
- Amending, in partnership with central office administrators, student and staff handbooks and codes of conduct;
- Leading the parent or family engagement efforts and drafting parent information materials; and
- Reviewing and updating the Plan each year, or more frequently if needed, in partnership with central office administrators.

D. Priority Statements

The Lincoln Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Lincoln Public Schools is committed to providing all students 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 Lincoln Public Schools understands that members of certain student groups may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The Lincoln Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. If there is a determination that bullying or retaliation has occurred, the district recognizes the requirement to notify parents and guardians of targets of bullying of the availability of the DESE's problem resolution system and assist parents/guardians in understanding the problem resolution system (M.G.L. c. 86, 2014)

The Lincoln Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, in school-related activities whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned or leased by the Lincoln Public Schools, through the use of technology or an electronic device owned, leased or used by the school district, or outside of school or through technology that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school and materially and substantially disrupts the education process or the orderly operation of the school. We will investigate promptly all reports and complaints of bullying, cyberbullying, and

retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district 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 **Principal** is responsible for the implementation and oversight of the Plan.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

The Lincoln Public Schools will meet the requirements under M.G.L. c. 71, § 37O to provide 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.

A. Annual Staff Training on the Plan

Annual training for all Lincoln Public Schools faculty and staff on the Plan will include staff duties under the Plan, an overview of the steps that the **Principal** 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 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.

B. 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, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying;
- Internet safety issues as they relate to cyberbullying;
- 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; and
- maintaining a safe and caring classroom for all students.

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

C. Written Notice to Staff

The Lincoln Public Schools 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 or district employee handbook and the code of conduct.

IV. ACCESS TO RESOURCES AND SERVICES

A. Identifying Resources

Resources for targets, aggressors, and their families may include, but are not limited to: adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.

The **Administrator for Student Services** will be responsible for creating and posting a bibliography of anti-bullying resources including, but not limited to:

- The Lincoln Public Schools Anti-Bullying Policy
- The Lincoln Public Schools Anti-Bullying Prevention and Intervention Plan
- Instructional guides, curriculum and materials
- Research articles and Materials
- Relevant and useful websites, including
- Data on the prevalence and characteristics of bullying

The **Assistant Superintendent for Curriculum and Instruction** will be responsible for researching, reviewing and adopting appropriate curriculum and instructional materials for use in the schools. This work will require a partnership with wellness teachers, social workers, and school psychologists to adopt or develop and implement an anti-bullying curriculum for students. This will include the dynamics and power structure of bullying and online safety and cyberbullying. It will cover the differences between rude and hurtful behavior and bullying and addressed by the classroom teacher in the context of Responsive classroom (class rules, morning meetings, etc.) The curriculum must be:

- Developmentally appropriate
- Evidence based – based on research
- Evaluated for effectiveness

B. Counseling and Other Services

The Lincoln Public Schools has a variety of culturally and linguistically appropriate resources within the district. The Lincoln Public Schools employs social workers and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education, counseling, and/or intervention services for students exhibiting bullying behaviors or victims of bullying. The Lincoln Public Schools utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

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 effects 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.

D. Referral to Outside Services

The Lincoln Public Schools has a referral protocol for referring students and families to access appropriate services. Referrals comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

E. Vulnerable Students

The Lincoln Public Schools uses the strategies above to support vulnerable students, such as counseling, social skills groups, referral to outside services, and Team meetings.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches

Bullying prevention curricula will be incorporated into the curriculum of the Lincoln Public Schools and will be age appropriate. It will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Lincoln Public Schools will review the Plan with students by October 1st of each school year.

B. General Teaching Approaches That Support Bullying Prevention Effort

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the Lincoln Public Schools 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 who may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the **Principal** any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report. The Lincoln Public Schools will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The Lincoln Public Schools 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 counseling office, the school nurse's office, and other locations determined by the **Principal**; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the **Superintendent** will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the **Principal**, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Faculty and Staff

A Faculty or Staff member will report immediately to the **Principal** when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report to the **Principal** does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the **Principal**. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the **Principal**.

3. Reporting Incidents of Bullying by a Staff Member Towards a Student

The **Principal** upon receipt of a report of alleged bullying of a student by school staff shall take appropriate actions as outlined in district procedures and policies, including taking measures to provide safety to the alleged target as necessary. A staff member who is the subject of a complaint of alleged bullying, will be informed and will be allowed the opportunity to present facts as they see them in accordance with district policies and procedures. If the Superintendent or designee determines that a staff member has bullied or taken retaliation against a student, the student's parent/guardian will be notified of the action taken to prevent further occurrence. All notice to parents must adhere to state and federal privacy laws. The school district will not provide specific information to the parent/guardian about disciplinary actions taken.

B. Responding to a Report of Bullying or Retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the **Principal** will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The **Principal** will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

2. Obligations to Notify Others

a. Notice to Parents or Guardians

Upon receiving a report of bullying or retaliation, the **Principal** will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the **Principal** first informed of the incident will promptly notify by telephone the **Principal** of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement

The **Principal** shall notify the Police of all reports of bullying and retaliation when criminal charges may be pursued against the aggressor. Notice will be consistent with the requirements of 603 CMR 49.00 and Memorandum of Understanding with the Lincoln Police Department. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the **Principal** shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the **Principal** will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and the **Superintendent**.

C. Investigation

The **Principal** 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. A Bullying Prevention and Intervention Investigation Form is included in Appendix C. This form is intended to be a tool for gathering and documenting information related to the incident.

During the investigation the **Principal** will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The **Principal** will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

The **Principal**, other staff members as determined by the **Principal**, and in consultation with the school counselor, may conduct interviews. To the extent practicable, and given

their obligation to investigate and address the matter, the **Principal** will maintain confidentiality during the investigative process. The **Principal** will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with Lincoln Public Schools policies and procedures for investigations. If necessary, the **Principal** will, with the consent of the **Superintendent**, consult with legal counsel about the investigation.

D. Determinations

The **Principal** will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the **Principal** 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** will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the **Principal** may choose to consult with the students' teacher(s) and/or social worker, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The **Principal** will promptly notify the parents or guardians of the target and the aggressor in writing about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the **Principal** cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the **Principal** 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, § 37O(d)(v). Skill-building approaches that the **Principal** may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;

- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the **Principal** decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the **Principal**, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct and can range from a warning to suspension.

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

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

3. Promoting Safety for the Target and Others

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

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

VII. COLLABORATION WITH FAMILIES

A. Parent Education and Resources

The Lincoln Public Schools in collaboration with parent associations 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 district or school.

B. Notification Requirements

Each year the Lincoln Public Schools 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. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and/or electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, 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 the 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, or 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 in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, 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, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district 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, § 37H½, § 37H¾ or 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.

Appendix A

Attendance List from the Community Forum held on November 10, 2010.

| Name | Role | Agency |
|-----------------------|---|-------------------------------------|
| Mickey Brandmeyer | Superintendent | Lincoln Public Schools |
| Susan Callum | Program Administrator | LEAP |
| Scott Craver | Chief Youth Programs | Hanscom Air Force Base Youth Center |
| Randy Davis | Principal Hanscom Primary | Lincoln Public Schools |
| Eileen Dirrane | School Nurse/Hanscom Campus | Lincoln Public Schools |
| Christina Dolce | School Psychologist/Lincoln School | Lincoln Public Schools |
| Lt. Col. Chris Echols | Chief of Police | Hanscom Air Force Base |
| Lynn Fagan | Preschool Coordinator | Lincoln Public Schools |
| Ginny Flaherty | Coordinator Student Services/Lincoln Campus | Lincoln Public Schools |
| Brian Garside | Social Worker (K-3) | Lincoln Public Schools |
| Jennifer Glass | Chairperson | Lincoln School Committee |
| Sharon Hobbs | Principal (5-8) | Lincoln Public Schools |
| Amy Hood | METCO Social Worker | Lincoln Public Schools |
| Capt. Lisa Hoyt | Family Advocacy Program /Social Worker | Hanscom Air Force Base |
| Karen Kanter | Coordinator Student Services/Hanscom Campus | Lincoln Public Schools |
| Carole Kasper | PTA Core Team Leader (K-8) | Lincoln Public Schools |
| Kevin Kennedy | Lieutenant | Lincoln Police Department |
| Erich Ledebuhr | Principal/Hanscom Middle School | Lincoln Public Schools |
| Elizabeth Linke | Preschool Teacher | Lincoln Preschool |
| Jim McCarthy | Social Worker/Hanscom Middle School | Lincoln Public Schools |
| Sharon McEachron | Parent Ambassador | Lincoln Public Schools |

| Name | Role | Agency |
|---------------------|--------------------------------------|-------------------------------|
| Stephen McKenna | Principal (K-4) | Lincoln Public Schools |
| Kevin Mooney | Chief of Police | Lincoln Police Department |
| Barbara Myles | Library Director | Lincoln Public Library |
| Dan Pereira, | Recreation Director | Lincoln Recreation Department |
| Stephanie Powers | Administrator for Student Services | Lincoln Public Schools |
| Officer David Regan | School Resource Officer | Lincoln Police Department |
| Laura Regrut, PTA | Lincoln School PTA | PTA |
| Maureen Richichi | School Nurse/Lincoln Campus | Lincoln Public Schools |
| Pam Roadman | School Psychologist/ Hanscom Schools | Lincoln Public Schools |
| Mara Salis | Social Worker/Hanscom Primary School | Lincoln Public Schools |
| Ilene Spiro | Social Worker / Lincoln School 4-8) | Lincoln Public Schools |

Lincoln Public Schools

APPENDIX B BULLYING INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____
This line may be left blank if an anonymous report is being made.

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____
 Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

9. Signature of Person Filing this Report: _____ Date: _____
(Note: Reports may be filed anonymously.)

10. Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

Submit this form to the school principal.

Lincoln Public Schools

APPENDIX C BULLYING INVESTIGATION REPORT FORM

FOR ADMINISTRATIVE USE ONLY

INVESTIGATION

1. Investigator(s): _____ Position(s): _____
2. Interviews:
- | | | |
|--|-------------|-------------|
| <input type="checkbox"/> Interviewed aggressor | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed target | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed witnesses | Name: _____ | Date: _____ |
| | Name: _____ | Date: _____ |
3. Any prior documented Incidents by the aggressor? Yes No
- If yes, have incidents involved target or target group previously? Yes No
- Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: YES NO
- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Incident documented as _____ |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> Discipline referral only _____ |
2. Contacts:
- | | | | |
|---|-------------|--|-------------|
| <input type="checkbox"/> Target's parent/guardian | Date: _____ | <input type="checkbox"/> Aggressor's parent/guardian | Date: _____ |
| <input type="checkbox"/> Administrator for Student Services | Date: _____ | <input type="checkbox"/> Law Enforcement | Date: _____ |
| <input type="checkbox"/> Superintendent | Date: _____ | | |
3. Action Taken:
- | | | |
|---|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Loss of Privileges | <input type="checkbox"/> Detention | <input type="checkbox"/> Suspension |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Education | <input type="checkbox"/> Other _____ |
4. Describe Safety Planning: _____
- Follow-up with Target: scheduled for _____ Initial and date when completed: _____
- Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

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

Signature and Title: _____ Date: _____