



Bullying Prevention and Intervention Plan

"To Learn, to Lead and to Serve"

637 Washington Street
622 Washington Street
Dorchester, Massachusetts 02124
617-287-0700 (phone)
617-287-9064 (fax)
www.codmanacademy.org

TABLE OF CONTENTS

I. COMMUNITY AND LEADERSHIP.....3

II. PROHIBITION AGAINST BULLYING AND RETALIATION.....3

III. DEFINITIONS.....4

IV. EXCERPTS FROM THE STUDENT FAMILY HANDBOOK5

V. TRAINING AND PROFESSIONAL DEVELOPMENT.....6

VI. ACCESS TO RESOURCES AND SERVICES.....7

VII. ACADEMIC AND NON-ACADEMIC ACTIVITIES.....8

VIII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION.....9

IX. COLLABORATION WITH FAMILIES.....13

X. RELATIONSHIP to OTHER LAWS.....13

COMMUNITY AND LEADERSHIP

“We are crew, not passengers.”
Kurt Hahn, Founder of Outward Bound

At Codman Academy Charter Public School (CACPS) we support each other’s learning, leadership and service by building a community where everyone can take risks to learn and grow in new ways. We recognize learning sometimes can be confusing and scary and that is one reason why it is so important to feel supported and safe. Expeditionary Learning Schools Outward Bound calls learning a “journey into the unknown.” At CACPS, we are taking that journey together. As members of the CACPS community we are all expected to be involved in the whole program, not just parts of it.

We build our community by our consistent attention to small, daily actions, choices and rituals. CACPS is a place where it is okay to be really good at one thing and a complete novice at something else. It is a safe place to ask and answer questions, to ask for and give help. We hope everyone does all that in a typical day.

A positive, caring attitude towards oneself, others and our school community is expected of every person. Consideration, flexibility, a good sense of humor and kindness go a long way toward accomplishing our goal of safety.

We understand and view safety as both physical and emotional. Every person is responsible for safety by making choices that create a safe, respectful environment and culture for all.

The staff members primarily responsible for ensuring that this plan is implemented are the Dean of Students, Student Support Coordinators, Academic Deans and Principal. The Dean of Students and Student Support Coordinators are lead staff members for 1) receiving reports on bullying; 2) collecting and analyzing building- and/or division-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 7) developing 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; 9) leading the parent or family engagement efforts and drafting parent information materials. The Principal and Academic Deans are lead staff members for 6) choosing and implementing the curricula that the school or district will use; 8) amending student and staff handbooks and codes of conduct; and 10) reviewing and updating the Plan each year.

PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is

incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying. It may be tailored to meet the specific priorities of the school or district. Alternative language is included in the draft priority statements in Part I.D above.

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.

DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student or staff who engages in bullying, cyberbullying, or retaliation.

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

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

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 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.

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.

EXCERPTS FROM THE STUDENT FAMILY HANDBOOK - PERTAINING TO DEFINITIONS

BULLYING

Bullying is a form of abuse, where a person or group of people speaks or acts in an abusive manner in order to have physical or social power over another person(s). This can be an isolated incident or a collection of incidents over time.

There are three types of abuse: emotional, verbal, and physical. Examples of emotional and verbal abuse include, but are not limited to, teasing, rumor-spreading, coercion, psychological manipulation, and exclusion from group activities. Examples of verbal abuse based on race/ethnicity include, but are not limited to, using racial slurs, making fun of customs, skin color, accent. Graffiti or written comments that are derogatory, threatening, or promote exclusivity may also be considered forms of emotional and verbal abuse. Examples of physical abuse include, but are not limited to, unwanted touching, tripping, and assault. Bullying can include all forms of sexual harassment and/or assault and examples include inappropriate touching and making suggestive sexual comments. Bullying may include criminal behavior that violates state and/or federal laws.

Bullying is physically and emotionally harmful; it negatively impacts a student's ability to learn and socialize. Codman Academy Charter Public School has zero tolerance for bullying. All reported incidents of bullying will be investigated. Students found in violation of school norms will face disciplinary consequences and may be suspended and/or expelled.

Cyberbullying

Bullying conducted through the use of technology (social networking websites, emails, webcams, instant messaging, text messaging, etc.) is known as cyber-bullying. We expect students to behave responsibly online. Inappropriate behavior will lead to disciplinary consequences.

Some examples of cyberbullying are spreading rumors via text messages, posting threatening comments on a person's social networking page (i.e. Facebook, MySpace), and sending explicit images via email.

If you are a victim of cyberbullying take appropriate steps to deal with the problem. It's natural to be angry, but be careful not to take revenge. The worst thing to do is mimic the negative behavior because then you will also be engaged in bullying. Instead, save the evidence in a folder (where possible), remove yourself from the bullying environment, then speak to a trusted family and/or staff member at school as soon as possible.

DISCRIMINATION POLICIES

Non-Discrimination and Zero Tolerance Policy

Codman Academy Charter Public School is committed to providing a safe and orderly environment where students can achieve academic success. A practice violating the school policy is entirely unacceptable and any student engaged in such activity will be removed from the school for a length of time determined by the Principal or designee. Students and their families have the right to attend a safe school, and Codman Academy Charter Public School will have no tolerance for any form of discrimination, harassment or intolerance.

Harassment

Codman Academy Charter Public School will take an assertive and active role in protecting its students and staff from harassment. Harassment in any form will not be tolerated on school grounds, at school-sponsored events or activities, or while traveling to and from school or school-sponsored events or activities.

Harassment on the basis of race, national origin, religion, age, sex, sexual orientation and/or disability includes:

- a) unsolicited remarks and/or verbal comments
- b) gestures and/or physical contact
- c) display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or disabled individuals or groups
- d) unwanted sexual attention from peers, subordinates, supervisors, clients or anyone the victim may interact with in order to fulfill school or job duties
- e) pressure (subtle or otherwise) for sexual activity
- f) leering, pinching, patting and other forms of unwanted touching
- g) rape and attempted rape

TRAINING AND PROFESSIONAL DEVELOPMENT

Planning and professional development are built into the CACPS annual calendar with a minimum of 15 days for all staff and faculty: These are always one week in June and two weeks of August. Training for issues related to bullying prevention and intervention will largely

take place during these two periods. All staff hired after the start of the school year or August professional development must participate in training on the charter school's bullying plan

This plan will be published, when updated, along with the Faculty Handbook and Emergency Protocols booklet.

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will take place during August PD and include staff duties under the Plan, an overview of the steps that the Principal, Dean of Students, Academic Dean or Student Support Coordinator 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 or district. Staff members hired after the start of the school year may be required to participate in school-based training during the school year in which they are hired.
- 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 schoolwide professional development will be informed by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
 - (ii) developmentally (or age-) 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 an aggressor, target, 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.

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.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and

- empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

ACCESS TO RESOURCES AND SERVICES

- A. Identifying resources. The Student Support Team in each division is the group that manages capacity for supports, including discipline, special education, academic and mental health supports. The Student Support Team (SST) meets regularly to discuss individual student's academic and social/emotional needs and specific ways that the school/staff will address these needs. Throughout the school year the group assesses current school resources/actions and recommends implementation/additional items as needed for targets, aggressors, and appropriate family members of students involved with bullying. The school will also make referrals to outside agencies for counseling and therapy when needed. The goal is to identify the supports needed and provide them to the students and families affected by bullying.
- B. Counseling and other services. The school recognizes that adolescents are dealing with many things in their lives aside from school that may be affecting their daily functioning. CACPS recognizes that adolescents need a safe and trusting person they can work with to overcome their problems and excel to their full potential. Counseling services provided at the school are strictly confidential. What is talked about during counseling is kept between the social worker and the adolescent.

All ninth graders are required to attend Talking Circle. Talking Circle is a time for new students to meet in a small, single-sex group with our Licensed Social Worker. The Licensed Social Worker also runs a social skills group and ad-hoc groups to support students in need. Any student may ask to set up individual appointments with Codman Academy's Social Worker. If her schedule is full, students may be seen by one of the Health Center's Social Workers.

- 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.
- D. Referral to outside services. When a student has been referred to individual counseling by a teacher or Crew Leader, or when a student has requested individual counseling, parents will be notified by school staff. Counseling may take place at the Codman Square Health Center or other local health organizations. Parents must sign a release form and give medical information, including health insurance card, to the social worker for processing. Once paperwork is completed, the student may begin individual counseling. Reasons for referrals may include: divorce, death of friend or family member, target of bullying, aggressor of bullying, coping strategies ect.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

Bullying prevention and intervention work occurs in classrooms, over lunch, during suspension hearings, in the hallways, at community meeting, during fieldwork and so forth and so on. At Codman, we view all places as opportunities to engage in conversation about respectful treatment of all community members by all community members.

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 - emphasizing cybersafety, 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.
- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
- setting clear expectations for students and establishing school and classroom routines;
 - creating safe school and classroom environments for all students, including 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.

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 Academic Dean, Student Support Coordinator, Principal or Dean of Students 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 through the Anonymous Bullying Incident Report found on the Codman Academy website.

Use of an Incident Reporting Form is not required as a condition of making a report. The incident Report form is available in the main office, Reflection Office and from all members of the Student Support Team including: the student's teacher, administrative staff, Special Education staff and support staff.

At the beginning of each school year, Codman Academy will update and provide information on its policies for reporting acts of bullying and retaliation through the Student and Family Handbook. The Student and Family Handbook also includes reporting procedures and resources, including the name and contact information of the Principal, Dean of Students, Academic Dean and Student Support Coordinator

Reporting by Staff

A staff member will report immediately to the Academic Dean, Student Support Coordinator, Principal or Dean of Students when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with the school procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others

The 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 Dean of Students, Student Support Coordinator, Academic Dean or Principal. Reports may be made anonymously through the Anonymous Bullying Incident Report found on the Codman Academy website, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.

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

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Dean of Students, Student Support Coordinator, Academic Dean or 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 or at lunch; Crew Leader or Reflection staff will act as a “safe person” for the target. The Dean of Students, Student Support Coordinator, Academic Dean or Principal will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Dean of Students, Student Support Coordinator, Academic Dean or 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 determining that bullying or retaliation has occurred, the Dean of Students, Student Support Coordinator, Academic Dean or Principal will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Dean of Students, Student Support Coordinator, Academic Dean or Principal contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
 - b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Dean of Students, Student Support Coordinator, Academic Dean or Principal first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
 - c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Dean of Students, Student Support Coordinator, Academic Dean or Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Dean of Students, Student Support Coordinator, Academic Dean or Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Dean of Students, Student Support Coordinator, Academic Dean or 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.
- C. Investigation. The Dean of Students, Student Support Coordinator, Academic Dean or 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.

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

Interviews may be conducted by the Dean of Students, Student Support Coordinator, Academic Dean or Principal, other staff members as determined by the Dean of Students, Student Support Coordinator, Academic Dean or Principal, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Dean of Students, Student Support Coordinator, Academic Dean or Principal will maintain confidentiality during the investigative process. The Dean of Students or Student Support Coordinator will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school policies and procedures for investigations. If necessary, the Dean of Students, Student Support Coordinator, Academic Dean or Principal will consult with legal counsel about the investigation according to school procedures.

- D. Determinations. The Dean of Students, Student Support Coordinator, Academic Dean or Principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Dean of Students, Student Support Coordinator, Academic Dean or 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 Dean of Students, Student Support Coordinator, Academic Dean or Principal may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Dean of Students, Student Support Coordinator, Academic Dean or Principal will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Dean of Students, Student Support Coordinator, Academic Dean or 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

If the Dean of Students, Student Support Coordinator, Academic Dean or Principal determines 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 or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

3. Taking Disciplinary Action

If the Dean of Students, Student Support Coordinator, Academic Dean or Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Dean of Students, Student Support Coordinator, Academic Dean or 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 code of conduct.

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

If the Dean of Students, Student Support Coordinator, Academic Dean or Principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

4. Promoting Safety for the Target and Others

The Dean of Students, Student Support Coordinator, Academic Dean or 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 Dean of Students, Student Support Coordinator, Academic Dean or 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 Dean of Students, Student Support Coordinator, Academic Dean or 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 or designee will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

- A. Parent education and resources. The Codman Academy Student and Family Handbook includes all policies related to bullying; the handbook is updated regularly. At the Parent Council meeting on April 13, 2010 a workshop on bullying was held with a guest speaker that is an expert in the field. Information from the meeting was shared with families via the internet. The school will go over expectations re: bullying and online safety during orientation for 9th graders at the start of every school year. The school will continue to hold Parent Council meetings that address issues of bullying/online safety. Topics covered are Facebook, online chat, password safety and basic security. A mailing will go out to parents not in attendance to inform them of what online safety tips have been covered with students and families.
- B. Dynamics of bullying and cyberbullying. Please see excerpts from the Student and Family Handbook in section IV. of the Bullying Prevention and Intervention Plan for definitions and dynamics of bullying and cyberbullying.

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 or 37H½, 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.