



## Community Charter School of Cambridge Bullying Prevention and Intervention Plan

### ***Introduction***

Nothing is more important than the safety of all students at Community Charter School of Cambridge (CCSC). CCSC's goal is an environment free of any unlawful or harassing behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. As set forth in this Plan, we will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

### ***Development of the Plan***

In 2010, CCSC developed an interdisciplinary sub-committee of school administrators and faculty to develop its Bullying Prevention and Intervention Plan. The CCSC Student Support Team had oversight for this committee. The initial task of the sub-committee was to consider the work already underway as part of a comprehensive Positive Behavior and Intervention System. Key elements of this program include the consistent positive recognition of students who illustrate the following key values: Courage, Commitment, Scholarship and Citizenship. In addition, we monitor behavior that does not align with creating a safe, positive learning community and sanction students promptly. CCSC has already been doing substantial work in developing good citizenry within our school community.

Following our self-assessment we developed a plan for educating our families, students, and faculty on the following: new laws, professional development, parent education opportunities, school-wide implementation of bullying prevention and intervention curriculum, an updated format for reporting bullying and retaliation, the associated consequences for bullying behavior, and ways in which the general community can support a positive school culture.

The Plan has been revised to include updates to Massachusetts' anti-bullying laws, including those in 2013<sup>1</sup> and 2014<sup>2</sup>.

### ***The Law***

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

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or

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<sup>1</sup> The amended law included a change in the definition of "perpetrator" to include a member of the school staff.

<sup>2</sup> The amended law included the requirement for district Plans to recognize *that certain students 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.*

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**

Aggressor 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, cyber-bullying, or retaliation.

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

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

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

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

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

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

**CCSC Community Expectations and Legal Definitions.** Higher standards of behavior may apply under CCSC’s policies in order to prevent inappropriate verbal or physical conduct before it becomes bullying as

defined under the law. For example, although the law defines bullying as “repeated use” of certain expressions, acts, or gestures, CCSC reserves the right to impose disciplinary measures or other corrective action in the case of a single expression, act, or gesture as well as in the case of inappropriate conduct that may not rise to the level of the legal definition of bullying. If the school determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action or if the repetition of an expression, act or gesture might result in bullying as defined under the law, the school may act.

### ***Training and Professional Development***

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

**Ongoing professional development.** The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development will be informed by research and will include information on:

- 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 (e.g. students of protected status due to race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability) who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- 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 for professional development may 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.

### ***Prevention of Bullying and Cyber-bullying***

Beginning at Open House presentations for prospective students and families, CCSC communicates the value we place on creating a safe, nurturing learning environment. The CCSC mission calls on our students to be “prepared to succeed in college and gain the confidence and skills to be leaders in their communities.” All adults in the community support CCSC in the enforcement of rules and behavioral expectations.

Each fall, families receive a Student and Family Handbook that includes a section on the Code of Conduct which outlines rules and expectations for students. This contains relevant State laws and the school’s policy on bullying.

Our Positive Behavior Intervention System (PBIS) expectations are embedded in the Advisory curriculum and our school culture. Faculty and staff engage students in explicit conversation about behavioral expectations in morning meetings, special assemblies, and full-group classes. One goal of these conversations is to focus on peer relationships and to empower students to take action if they feel targeted or if they witness other students engaging in bullying or other unacceptable behavior.

Adult supervision is provided at the front door, in all corridors and stairwells, student assemblies, and other non-academic settings to ensure that behavioral expectations are met.

Each fall, students receive a copy of the School’s Acceptable Internet Use Policy that is embedded in the Student and Family Handbook, before receiving access to a laptop and other school technology. The Acceptable Use Policy sets behavioral expectations consistent with our BPIP.

In accordance with G.L. c. 71, §37O(k), CCSC will administer a Department of Elementary and Secondary Education-developed student survey at least once every four years to assess “school climate and the prevalence, nature and severity of bullying in schools. (The Department will use survey results to, among other things, assess the effectiveness of bullying prevention curricula and instruction and identify long-term trends and areas of improvement, and will make its findings available to school officials.)

**Bullying Prevention and Intervention Curriculum.** As discussed above, our school utilizes a Positive Behavior and Intervention System (PBIS) that encourages students to treat each other with respect and empathy. We model ways to positively address conflict and help students develop social skills through our school-wide disciplinary code, our advisory program, small single gender counseling groups, as well as in our Wellness and Movement class. In addition, we require that all families sign a copy of the Student/Family Handbook, and we ensure that faculty are regularly in touch with families about the progress of their child.

CCSC’s advisory curriculum, developed in consultation with resources such as the Second Step SEL curriculum, focuses on development of social skills and empathy. The curriculum includes such elements as:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or

school staff

- engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- providing information about specific categories of students (e.g. students of protected status due to race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability) who have been shown to be particularly at risk for bullying in the school environment, and helping students to be prepared to support classmates who may be perceived to fall into these categories and to respond to any harassment they witness.

### ***Reports of Bullying, Cyber-bullying, or Retaliation by Students or School Staff***

Reports of bullying or retaliation by students or school staff 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 staff member is required to report immediately to the principal or designee or to the Head of School or designee when the principal or designee is the alleged aggressor or to the Board of Trustees or designee when the Head of School is the alleged aggressor, 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. The school will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box (617-354-0047 ext. 444), a dedicated mailing address ("REPORT BULLYING, CCSC, 245 Bent St. Cambridge, MA 02141"), and an email address ([reportbullying@ccscambridge.org](mailto:reportbullying@ccscambridge.org)).

Use of an Incident Reporting Form is not required as a condition of making a report. The school will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, the Dean of Students' office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the 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 principal or designee, and the head of school or designee when the principal or designee is the alleged aggressor, will be incorporated in student and staff handbooks, on the school website, and in information about the Plan that is made available to parents or guardians.

**Student and Parent or Guardian Reporting.** Any student or parent/guardian who has witnessed or become aware of an incident of bullying, cyber-bullying, or retaliation by students or school staff is expected to promptly report the matter verbally or in writing to the principal or designee, or Head of School or

designee when the principal or designee is the alleged aggressor. 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 or designee, or Head of School or designee when the principal or designee is the alleged aggressor.

**Faculty and Staff Reporting Responsibilities.** Any member of the faculty or staff who witnesses or otherwise becomes aware of conduct that may be bullying, cyberbullying, or retaliation by students or school staff is expected to report it immediately to one of the principals or their designees, or to the Head of School when the principal or designee is the alleged aggressor, or to the Board of Trustees or their designee when the Head of School is the alleged Aggressor. Any faculty or staff member who witnesses or otherwise becomes aware of bullying, cyber-bullying, or retaliation but does not report it may be subject to disciplinary action, up to and including termination of employment. A member of the faculty or staff may not make promises of confidentiality to a student or parent or guardian who informs him/her of an allegation of bullying, cyber-bullying, or retaliation.

If a faculty or staff member witnesses an act of bullying, cyber-bullying or retaliation in progress, the faculty or staff member is expected to take reasonable steps immediately to stop the act by communicating directly with the person whose behavior is considered unacceptable, offensive or inappropriate.

**Anonymous Reporting.** Bullying and retaliation can be reported anonymously by calling the voicemail box (617-354-0047 ext. 444), writing a letter to a dedicated mailing address (“REPORT BULLYING, CCSC, 245 Bent St. Cambridge, MA 02141”), or sending an email to ([reportbullying@ccscambridge.org](mailto:reportbullying@ccscambridge.org)).

### ***Responding to a Report of Bullying, Cyber-bullying, or Retaliation***

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

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

**Locally established procedures.** The school is committed to protecting the physical and emotional wellbeing of all of its students and will take appropriate measures to do so. Thus, the school will be sensitive to the needs of both the alleged targeted students as well as the alleged aggressors. Strategies for protection of students and family members who report bullying, report witnessing bullying, or share information during an investigation will be implemented. These include, but are not limited to: keeping the names of those who report information confidential, allowing for alternate dismissal time of these constituencies, removing alleged aggressor from classes and school setting until student safety is assured, and alerting local law enforcement if required.

### ***Obligations to Notify Others.***

**Obligation to Notify Parents or Guardians.** It is the policy of the school to notify the parents or guardians of any student who is an alleged aggressor or target of bullying, cyber-bullying, or retaliation promptly after the complaint has been made. Notice will be consistent with state regulations at 603 CMR 49.00.

**Notice to law enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student or staff aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

**Notice to another school.** If the school receives a report of bullying, cyber-bullying, or retaliation involving students from another school, the High School or Middle School Principal, Head of School, or any other administrator may, consistent with state and federal law, promptly notify the appropriate administrator of the other school so that both may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

**Notice to DESE.** CCSC will collect and report the following data to the Department of Elementary and Secondary Education each year: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation, and 4) other information required by the Department.

### ***Investigation***

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

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

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

### ***Determinations***

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s), advisor, and/or school counselor, and the target's and/or student 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. Additionally, at the determination of the principal or designee, emotional or other supports may be bolstered for students who are identified as impacted, even if not directly involved in the incident.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about 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.

When possible and appropriate, the principal or designee shall inform the parent or guardian of the target and (if the aggressor is a student) the student aggressor about the outcome of the investigation. The principal or designee shall inform the parent or guardian of the target and (if the aggressor is a student) the student aggressor about the outcome of the investigation 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.

### ***Responses to Bullying***

**Teaching Appropriate Behavior through Social Skill-Building.** Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula (note: CCSC's advisory program includes an anti-bullying curriculum drawing from various sources, primarily Second Step);
- 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 prosocial 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.

**Disciplinary action in the case of student aggressors.** If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school’s code of conduct.

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

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

Disciplinary actions might include:

- Conversations with teachers, administrators and/or parents;
- Loss of privileges;
- Work on campus to address the inappropriate behavior, e.g. cleaning a surface that was defaced;
- Detention in school;
- Suspension from school; and
- Expulsion

**Disciplinary action in the case of staff aggressors.** If a staff member is found to have been the aggressor in a case of bullying, cyber-bullying, or retaliation, the Head of School will examine the investigation notes and decide upon disciplinary action. Actions might include, but are not limited to:

- Formal apology to impacted student(s) and parent/guardians
- Administrator Facilitated Mediation
- Improvement plan / employment probation
- Formal report in staff member’s employee records
- Termination

**Promoting safety for the target and others.** The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase 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 or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

**Access to resources and services.** A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

- Identifying resources. The school will evaluate its responses to bullying incidents on an ongoing basis. This review will seek to identify if further resources are needed to address an individual case. The school will maintain a current list of agencies which can provide additional services as needed. If

the school determines that school resources are consistently insufficient to deal with bullying incidents then a larger review of staffing will be undertaken. The school is committed to providing appropriate and timely resources to early intervention and intensive services. The Individual Needs team and the Counseling Team, in close contact with teachers and School Leaders provides these services.

- Counseling and other services. School Counselors provide counseling to students who are targets of bullying or retaliation; provide social skills counseling to prevent bullying; and offer intervention services for students exhibiting bullying behaviors. The Counselors develop safety plans in conjunction with the School Leaders and Staff. The safety plan is then communicated to all Staff and may include ways that the target of the bullying can safely and discreetly notify any staff member that bullying is taking place. The school also provides referral services for targets of bullying or retaliation. In addition, the school provides counseling internally or referral services for aggressors and for appropriate family members from both parties.
- 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 skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- Referral to outside services. The school will utilize its current protocols for Grade Level Teams, IEP Team, the school's Individual Needs Team, and school counselors to utilize a response to intervention methodology in assessing and servicing student needs, including outside referral. A list of outside referral resources will be maintained by the school counselors.

### ***Collaboration with Families***

**Parent education and resources.** CCSC will offer, through the Parent-Guardian Association, education program for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school.

**Notification requirements.** Each year the 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. The 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. The school will post the Plan and related information on its website.

**Problem Resolution System.** Any parent or guardian 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/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Head of School's office.

**Relationship to Other Laws.** Consistent with state and federal laws, and the policies of the 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, color, religion, ancestry,

national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, 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 the school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

### ***Conclusion***

This BPIP is intended to 1) prevent bullying, cyber-bullying, and retaliation among our students and by staff including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, 2) build confidence in CCSC's procedures, 3) and to encourage parents, guardians, and students to report incidents of bullying to the school.