

# ***Boston Collegiate Charter School***

## **Bullying Prevention and Intervention Plan**

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## I. PRIORITY STATEMENT

Boston Collegiate Charter School expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Boston Collegiate Charter School 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.

We understand that members of certain students groups, such as students with disabilities, students who are gay, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school or district 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.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore 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 Boston Collegiate Charter School is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal and/ or Dean of Students of each school are responsible for the implementation and oversight of the Plan.

## II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. 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 Dean of Students 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 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 schoolwide and districtwide 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 use 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.

- C. Written notice to staff. Boston Collegiate Charter School will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

### III. ACCESS TO RESOURCES AND SERVICES

A. Available Resources. To better meet the varied needs of our students, Boston Collegiate Charter School has a full-time counseling office. The counseling program is available to all students who need support with academic, social, or behavioral issues. This includes short-term and long-term counseling as needed. Families, staff and students are provided with an overview of the counseling office and the services it provides at the start of the school year. Issues our students face include self-esteem issues, depression, suicidality, bullying, substance abuse, physical and/or emotional abuse, grief/loss, among others.

B. Counseling and other Services. BCCS students are referred to the counseling office in one of several ways: through mandated counseling on their IEP, as requested by a parent or guardian, as suggested by a teacher (with parent/guardian consent) or by self-referral (with parent/guardian consent). Parent/guardian consent is indicated through a yearly consent form (see Counseling Consent below; consents are available in additional languages as needed). In general, referrals include the following information:

- Student's name and advisory
- Concerns for this student and why/how those concerns arose
- Steps already taken (e.g. contact with parents, contact with physician, etc.)

Following an initial meeting, proper follow-up steps are determined (extent of counseling, in-school vs. out-of-school counseling, additional academic supports, additional advising supports, etc.) by the school counselor, family, teachers, and administration as appropriate.

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. Students and families may be referred to outside care providers if a student's needs may be better met with

extracurricular counseling or if a student/family requires services in a language beyond those for which the Counseling Office can provide. The Counseling Office provides services primarily in English with some services in French and Spanish. If a student and/or family requires assistance in another language or to a greater degree of fluency, the school will provide a translator as needed to work with the school counselor and the family to determine the student's needs; the student is then referred to an outside provider with appropriate language services (see below for outside referral services) and contact is maintained between Counseling Office, family, and outside care provider as appropriate (see BCCS Information Release below; releases are available in additional languages as needed).

If a student requires a referral to an outside care provider, the school counselor may refer a student/family to one of the following agencies or may assist the family in obtaining a referral from another source (family clinic, primary care physician, etc.) as determined by family choice. Referral agencies provide a variety of counseling services in the appropriate language, ranging from academic support and access issues to therapeutic or family counseling interventions.

**Referral Resources:**

*\* Please note that this list indicates many of the options available for referral. Additional options include particular sites and/or clinicians deemed appropriate for a specific setting or student/family need.*

<p>• <b>South Boston Community Health Center</b>          Address: 409 West Broadway,          South Boston, MA 02127          Phone: 617 269-7500          Website: <a href="http://www.sbchc.org/">www.sbchc.org/</a></p>	<p><b>Services:</b> Health clinic (adult and pediatric), Mental/behavioral health, Eye care, Dental care, WIC, Financial services  <b>Languages:</b> Albanian, Polish, Spanish, Greek, Haitian Creole (onsite; others available as needed)</p>
<p>• <b>Labouré Center</b>          Address: 275 West Broadway,          South Boston, MA 02127          Phone: (617) 268-9670          Website: None (some information at: <a href="http://www.ccab.org/">www.ccab.org/</a> or <a href="http://www.bc.edu/schools/cas/pulse/placement/laboure/">www.bc.edu/schools/cas/pulse/placement/laboure/</a>)</p>	<p><b>Services:</b> Early Childhood Services, Youth Tutoring Youth, Youth Mentoring Program, Initial Response Services, Community Outreach, Community Counseling, Elder Social Services, Visiting Nurse Services, Adult Day Health Program, Behavioral Health  <b>Languages:</b> English only (others available through other branches of Catholic Charities)</p>
<p>• <b>Dorchester House</b>          Address: 1353 Dorchester Avenue,          Dorchester, MA 02122          Phone: (617) 288 – 3230          Website: <a href="http://www.dorchesterhouse.org">www.dorchesterhouse.org</a></p>	<p><b>Services:</b> Health clinic (adult and pediatric), Mental/behavioral health, Eye care, Dental care, Youth programs, Family support and programs, Teen Tutoring Center  <b>Languages:</b> English, Spanish, Vietnamese</p>
<p>• <b>Roxbury Comprehensive Community Health Center</b>          Address: 435 Warren Street,          Roxbury, MA 02119          Phone: 617-442-7400          Website: n/a</p>	<p><b>Services:</b> Behavioral health, Substance abuse treatment, Health care (adult and pediatric), Dental care  <b>Languages:</b> English, Creole, Spanish</p>
<p>• <b>Uphams Corner Health Center</b>          Address/phone: 5 sites in Dorchester; see website for address and phone specifics          Website: <a href="http://www.uphamscornerhealthctr.com">www.uphamscornerhealthctr.com</a></p>	<p><b>Services:</b> Primary Care, Home Care &amp; Mental Health (adult and pediatric); Dental &amp; Eye Care; Adolescent Health &amp; WIC; Elder Service Plan  <b>Languages:</b> English, Spanish, Portuguese, French, Creole, Vietnamese, others</p>
<p>• <b>Neighborhood House</b>          Address: 136 H Street South          Boston, MA 02127          Phone: 617-268-1619          Website: <a href="http://www.sbnh.org/">http://www.sbnh.org/</a></p>	<p><b>Services:</b> Mental health counseling for children and adolescents, job training, academic support, family therapy.  <b>Languages:</b> English</p>

<ul style="list-style-type: none"> <li>• <b>South Boston Collaborative Center</b> Address: 151 Old Colony Avenue Housing Development 8 Rev. Burke St, S Boston MA 02127 Phone: (617) 534-9500 Website: n/a</li> </ul>	<p><b>Services:</b> Adolescent mental health, individual therapy, substance abuse education and groups</p> <hr/> <p><b>Languages:</b> English, Spanish</p>
<ul style="list-style-type: none"> <li>• <b>Sidney Borum Jr. Health Center</b> Address: 130 Boylston St. Boston, MA Phone: (617) 457 - 8140 Website: <a href="http://www.jri.org/programs/community-advocacy-and-capacity-building-programs/sidney-borum-jr-health-center.php">http://www.jri.org/programs/community-advocacy-and-capacity-building-programs/sidney-borum-jr-health-center.php</a></li> </ul>	<p><b>Services:</b> Specializes in providing comprehensive primary medical care, mental health counseling, substance abuse counseling and treatment, HIV counseling, testing and risk reduction reinforcement, and other clinical and social services to adolescents and young adults 13-29, with primary focus on those who fall outside of more traditional healthcare settings for a variety of reasons, including homelessness; involvement in street life and the sex industry; and being gay, lesbian, bisexual, or transgender</p> <hr/> <p><b>Languages:</b> English, Spanish</p>
<ul style="list-style-type: none"> <li>• <b>Bayview Associates</b> Address: 859 Willard Street Quincy, MA Phone: (800) 852 – 2844 Website: n/a</li> </ul>	<p><b>Services:</b> Offers assessment and counseling to children and adolescents, couples, and families, specialize in treating anxiety, depression, marital problems, trauma, behavioral problems, family conflict, school adjustment difficulties, attention deficit disorder, divorce and separation, depression, pervasive developmental disorders, and grieving/ loss.</p> <hr/> <p><b>Languages:</b> English, Spanish, other</p>
<ul style="list-style-type: none"> <li>• <b>Home for Little Wanderers</b> Address: 271 Huntington Avenue, Boston, MA 02115 Phone: (800) HOME – 321, (617) 267-3700 Website: <a href="http://www.thehome.org">www.thehome.org</a></li> </ul>	<p><b>Services:</b> Assistance for at-risk children and adolescents and their families in the areas of prevention and early intervention, adoption, foster care, clinical and family support, residential care, special education, and case management through prevention, advocacy, research, and direct care services including child and family counseling, home-based support, case management, and therapeutic after-school programming.</p> <hr/> <p><b>Languages:</b> English, Spanish</p>
<ul style="list-style-type: none"> <li>• <b>The Boston Center</b> Address: 14 Fordham Road • Allston, MA 02134 Phone: (617) 783-9676 1-800 222-2237 Referral Website: <a href="http://www.arbourhealth.com/">http://www.arbourhealth.com/</a></li> </ul>	<p><b>Services:</b> Provides short-term intensive treatment for children and adolescents</p> <hr/> <p><b>Languages:</b> English, other</p>

<ul style="list-style-type: none"> <li>• <b>Center for Anxiety and Related Disorders (CARD)</b> Address: 648 Beacon Street, Boston, MA 02215 Phone: (617) 353 – 9610 Website: <a href="http://www.bu.edu/anxiety/index.html">http://www.bu.edu/anxiety/index.html</a></li> </ul>	<p><b>Services:</b> Provides treatment of anxiety disorders through individual and group formats, including assessment of psychological functioning (see website for details).</p> <p><b>Languages:</b> English</p>
<ul style="list-style-type: none"> <li>• <b>Commonwealth Center for Consultation and Psychotherapy</b> Phone: (617) 666-5800 Website: N/A</li> </ul>	<p><b>Services:</b> Adolescents, family, substance abuse</p> <p><b>Languages:</b> English</p>
<ul style="list-style-type: none"> <li>• <b>South End Community Health Center</b> Address: 1601 Washington Street Boston, MA 02118 Phone: (617) 425-2000 Website: <a href="http://www.sechc.org">http://www.sechc.org</a></li> </ul>	<p><b>Services:</b> Individual, family and group treatment, psychological testing, community education, triage/emergency response, referral services, school-based services, evaluation, diagnostic and treatment-planning services, psychopharmacology.</p> <p><b>Languages:</b> English, Spanish</p>
<ul style="list-style-type: none"> <li>• <b>South Boston Behavioral Health Center</b> Phone: 617-268-1700 Website: <a href="http://www.tuftsmedicalcenter.org/OurServices/Psychiatry/SBBHC">http://www.tuftsmedicalcenter.org/OurServices/Psychiatry/SBBHC</a></li> </ul>	<p><b>Services:</b> Individual adult/adolescent/child psychotherapy, Group Psychotherapy, Family Psychotherapy, Psycholarmacology evaluation and management, Substance abuse services</p> <p><b>Languages:</b> English, other</p>
<ul style="list-style-type: none"> <li>• <b>Codman Square Community Health Center</b> Address: 637 Washington Street, Dorchester, MA 02124 Phone: (617) 825-9660 Website: <a href="http://www.codman.org/">www.codman.org/</a></li> </ul>	<p><b>Services:</b> Medical services, Community services, Public Health services, Family practice physicians, OB/gynecology physicians, pediatricians, internal medicine physicians, nurse practitioners, physician assistants, nurse midwives, nurses and medical assistants, as well as dentists, dental hygienists, dental assistants, social workers, optometrists, behavioral health counselors, psychiatrists and psychologists</p> <p><b>Languages:</b> Haitian Creole, Spanish, French, other</p>
<ul style="list-style-type: none"> <li>• <b>Pyramid Builders</b> Address: 1960 Washington St. Boston, MA 02118 Phone: (617) 516-0280 Website: <a href="http://www.pyramidbuilders.org">http://www.pyramidbuilders.org</a></li> </ul>	<p><b>Services:</b> Pyramid Builders provide a wide array of services for children, adolescents, adults, couples, and families. These services are strictly confidential: Adolescent/Youth Stablization, Anger Management, Career Resources, Couples Therapy, Clinical Services, Family Therapy, Group Therapy. Home-Based Family Therapy, Individual Therapy, Latency Age Stabilization, Parenting Group Therapy, Reintegration Therapy, Substance Abuse</p> <p><b>Languages:</b> English, Spanish, other</p>

#### IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

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 engaging in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power balance;
- 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.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan will be shared at assemblies or during class time when bullying prevention curricula is taught.

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.

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

A. Reporting bullying or retaliation. Reports of bullying and retaliation may be made to 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 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 or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. Boston Collegiate Charter School will: 1) include a copy of the Incident Reporting Form in the beginning of the year mailing for students and parents or guardians; 2) make it available in the schools, main office, the counseling office, the school nurse's office, the dean of student's office and other locations determined by the Dean of Students; 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, Boston Collegiate Charter School 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 Dean of Students, will be incorporated into 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 Staff

A staff member will report immediately to the principal or dean of students when he/ she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or Dean of Students does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with Boston Collegiate Charter School policies and procedures for behavior management and discipline.

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

Boston Collegiate Charter 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 Principal or Dean of Students. 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 Dean of Students.

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

### 1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or Dean of Students 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 Dean of Students will take additional steps to promote safety during the course of and after the investigation, if necessary.

The Principal or Dean of Students 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 Principal or Dean of Students will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or Dean of Students 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 Principal or Dean of Students first informed of the incident will promptly notify by telephone the Principal or designee of the other schools(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 Principal or Dean of Students has a reasonable basis to believe that criminal charges may

be pursued against the aggressor, the Principal or Dean of Students 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 at the school, the Principal or Dean of Students 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 or Dean of Students will, consistent with the Plan and with applicable school or district policies and procedures, will consult with other individuals the Principal or Dean of Students deems appropriate.

C. Investigation. The Principal or Dean of Students will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations(s) and the ages of the students involved.

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

Interviews may be conducted by the Principal or Dean of Students, other staff members as determined by the Principal or Dean of Students, 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 Dean of Students will maintain confidentiality during the investigation process. The Principal or Dean of Students will maintain a written record of the investigation.

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

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

Depending on the circumstances, the Principal or Dean of Students 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 Principal or Dean of Students will promptly inform 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 Dean of Students 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 or Dean of Students 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 or Dean of Students may consider include:

- Offering individualized skill-building sessions based on Boston Collegiate Charter School'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 or Dean of Students 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 Boston Collegiate Charter 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 Dean of Students determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### 3. Promoting the Safety of Others

The Principal or Dean of Students 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 Dean of Students 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 Dean of Students 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 Dean of Students will work with appropriate staff to implement them immediately.

## VI. COLLABORATION WITH FAMILIES

A. Parent education and resources. Boston Collegiate Charter School will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula used by the school. The programs will be offered in collaboration with the Collegiate Connectors network.

B. Notification requirements. Each year Boston Collegiate Charter 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. Boston Collegiate Charter 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. Boston Collegiate Charter School will post the Plan and related information on its website.

## VII. 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 and 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 Boston Collegiate Charter School to staff any non-school related activities, functions, or programs.

## VIII. DEFINITIONS

Aggressor is a student 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 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 the target's 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 phone, 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 by 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 or 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, 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.

## IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school and 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 designated or intended to limit the authority of Boston Collegiate Charter School to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or Boston Collegiate policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.