



BULLYING POLICY AND INTERVENTION PLAN

This policy will remain in effect unless rescinded superseded by a subsequent version

Codman Charter Public Schools Statement Against Bullying

Codman Academy does not tolerate bullying, harassment, discrimination, retaliation, or hate crimes in any form, whether in school, at school-related activities, or online. Reports of bullying will be promptly investigated, and appropriate action, including possible law enforcement referral, will be taken to prevent recurrence.

Students, staff, and families can report concerns to a trusted staff member or call the Bullying Prevention Hotline at XXX.

Our policies, including the Student Handbook, Acceptable Use Policy, and Code of Conduct, are updated annually to ensure clear guidelines and consequences related to bullying and cyberbullying. School leaders are responsible for fostering a respectful and inclusive environment.

This policy, approved by the Massachusetts Department of Elementary and Secondary Education, is posted on the Codman Anti-Bullying webpage and in all schools. It is reviewed and updated biennially as required by M.G.L. c. 71, § 37O.

PUBLIC INVOLVEMENT

As required by **M.G.L. c. 71, § 37O**, this plan has been developed in collaboration with students, families, teachers, administrators, and community members.

Starting in the **2025-2026 school year**, an advisory group—including teachers, administrators, families, and community members—will be established to provide recommendations on curricula, professional development, family engagement, and policy improvements. A public comment period will be held before any updates are adopted.

STATEMENT OF PURPOSE

Codman Academy values diversity and is committed to fostering a safe, respectful, and inclusive learning environment for all students, families, and staff.

We recognize that some students may be more vulnerable to bullying or harassment based on personal or perceived characteristics. Codman Academy will take proactive steps to support these students and equip all students with the skills to prevent and respond to bullying.

As required by **M.G.L. Ch. 71, § 37O**, at the start of each school year, Codman Academy will provide the community, including students, administrators, external providers, families/caregivers and staff 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/school leader or designee
- A copy of the Bullying Incident Reporting Form and information about electronic reporting and
- Shall provide and post the available resources (including the number to the Bullying Hotline and information about electronic reporting) in the school's main office, the school's website, all counseling offices/spaces, the school nurse's office, and other locations determined by the principal/school leader or designee

Codman Academy Charter Public Schools Bullying Prevention and Intervention Plan shall be incorporated in student and staff handbooks, on the school website, and made available to families/caregivers.

DEFINITIONS UNDER M.G.L CH. 71, § 37O

Note: The following definitions contain terms and/or phrases that are different from the language of the statute. The language of the definitions in this circular is drafted to align with the definitions that are used in Codman Academy Charter Public Schools Code of Conduct. CACPS relies on these definitions when reviewing student conduct under the Code:

- **Bullying**: CACPS has replaced the word "victim" in the statute with the word "target."
- **Cyberbullying**: CACPS has added (iv) to the definition contained in the statute.
- **Retaliation**: this definition is not provided for under the statute but is operative in the Code of Conduct.
- **School Community**: CACPS has added "staff" to the definition contained in the statute.
- **Perpetrator**: this definition is not provided for under the statute but is operative in the Code of Conduct.
- **Aggressor** is a student who engages in bullying or cyberbullying.

Bullying is the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a 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 themselves or of damage to their property
- III. Creates a hostile environment at school for the target
- IV. Infringes on the rights of the target at school
- V. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or any electronic communication which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include:

- I. The creation of a web page or blog in which the creator assumes the identity of another person
- II. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (iv) to (v), inclusive, of the definition of bullying
- III. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying
- IV. The use of the internet and/or social media used for bullying outside of school that disrupts the normal functioning of the school day.

Hostile Environment 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.

The School Community consists of students, staff and families/caregivers.

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, and paraprofessionals.

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

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, Codman Academy Charter Public Schools have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, families/caregivers, and staff – know what will happen when incidents of bullying are reported or occur (Attachment 1).

Codman Academy Charter Public School, in accordance with MA Law M.G.L. c. 71, § 37O, has designated the principal/school leader or designee as the person responsible for receiving reports, recording incidents, and investigating all incidents. The principal/head of school or designee is responsible for responding to and resolving all cases. All bullying allegations, no matter how they were reported, (e.g., through the Bullying reporting form or directly to the school leader, or directly to staff at the school), shall be submitted using the [Bullying Investigation form](#). All findings, including supporting information, including witness statements (target, aggressor, and any other relevant person) findings, and conclusions, shall be submitted within five school days, and findings of bullying shall be documented in **WHAT PLATFORM**.

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation can be made by staff, students, families/caregiver or others, and can be submitted through the Bullying Prevention Hotline at XXX or directly through the [Bullying Prevention Incident Reporting Form](#). To report in your native language, please call the school and ask for translation services. Allegations may also be submitted via email or through the Bullying Incident Reporting Form.

All employees are required to report immediately to the principal/school leader or designee, any instance of bullying or retaliation the staff member becomes aware of or witnesses.

Reports may be made anonymously through the [Bullying Prevention Incident Reporting Form](#). Use of the Bullying Prevention and Intervention Form is not required as a condition to making a report.

1. Reporting by Staff

A staff member shall report immediately to the principal/school leader or designee when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report to the principal/school leader or designee

does not limit the authority of the staff member to respond to behavioral or disciplinary incidents in accordance with school policies and procedures for behavior and discipline.

2. Reporting by Students, Families/Caregivers, and Others

Codman Academy Charter Public School, families/caregivers, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal/school leader or designee.

Reports may be made anonymously or not by calling the schools Bullying Hotline (617) 287-0700 ex 243 or filing a report online using the [Bullying Prevention Reporting form](#). No disciplinary action will be taken against an alleged aggressor solely based on an anonymous report.

Students, families/caregivers, 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/school leader.

3. Responding to a report of bullying or retaliation

Before fully investigating the allegations of bullying or retaliation, the principal/school leader 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. The principal/school leader or designee shall contact the families/caregivers prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Under M.G.L. c. 71, § 37O, for children with special needs, the Principal/Head of School will review the child's IEP to determine whether or not the child's disability impacted or impacts their ability to comply with the Code of Conduct and/or this policy, and where appropriate, convene a TEAM meeting to discuss and decide the appropriate determination which may include behavioral support services or other specialized services.

The principal/Head of School or designee shall inform the parent or graduation or the target about the Department of Elementary and Secondary Education's Problem Resolution System (PRS) and the process for accessing that system, regardless of the outcome of the bullying determination.

Responses to promote safety may include, but not be limited to:

- Creating a personal safety or support 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
- Altering the aggressor’s schedule and access to the target.

The principal/school leader or designees will take additional steps to promote safety during and after the investigation, as necessary. They will implement appropriate strategies to protect students from bullying or retaliation as a result of witnessing, providing information during an investigation, reporting bullying or retaliation or providing reliable information about a reported act of bullying or retaliation.

B. Obligations to Notify Others

1. Notice to Families/Caregivers:

Within 24 hours of receipt of the bullying complaint and before interviewing students, the principal/school leader or designee will notify the families/caregivers of the target and the aggressor of the allegations and their intent to interview their child.

Families of all student witnesses who may be interviewed will be notified of their intent to interview their child. Should they choose, the family has the right to be present for the interview with their child. Upon completion of the investigation (not beyond five school days after the receipt of the complaint), the principal will notify the families/caregivers of the target and the aggressor of the findings of the investigation and the procedures used in responding to the complaint.

To ensure the safety of students and compliance with all Codman policies and State laws, repeated allegations from families/caregivers and/or no response from the principal will be forwarded to the Chief of Staff and Head of School for follow-up assistance.

2. Notice to Another School or District:

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal/school leader 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 23.00.

3. 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/designee shall consult with the Chief of Staff, the Head of School, the School Safety Officer, and/or the Boston Police Department School Unit, or other individuals that are deemed appropriate.

Note that pursuant to 603 CMP 49.06(2). Notification to law enforcement is not required in those situations in which the school leader determines that the bullying and retaliation can be handled appropriately within the school district or school.

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 Chief of Staff and Head of School, the Boston Police Department School Unit, for notification to law enforcement if they have a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult the Chief of Staff and Head of School and/or the Boston Police Department School Unit and other individuals the principal or designee deems appropriate.

C. Investigation ([Overview](#))

The principal/designee will promptly investigate 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. **All reports of staff on student bullying shall be investigated as such**, and the department of Human Resources shall be notified.

During the investigation, the school leader/designee shall notify the family/caregivers of the intent to interview their child and will proceed (in the presence of the families/caregivers, if requested) to gather information, interview students, staff, witnesses, and others as necessary.

The principal/designee will remind the alleged aggressor, target, and witness that retaliation is strictly prohibited and will result in disciplinary action, per section **7.6.3** of the Code of Conduct.

Interviews will be conducted by the principal/designee, and in consultation with the school social worker, as appropriate. To the extent practicable and given their obligation to investigate and address the matter, the principal/designee will maintain confidentiality during the investigative process. The principal/designee will maintain a written record of

the investigation and upon completion, will file the [Bullying Prevention Investigation Form](#).

Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations and for possible disciplinary action. If necessary, the principal/designee will consult with the Head of School regarding consultation or appeals from families/caregivers. The Office of the Head of School shall be notified should legal counsel pertaining to the investigation of the alleged report be necessary. ([Overview](#))

D. Determinations

The principal/designee will make a determination of bullying based upon the definition of bullying, the interviews with students, staff, and families/caregivers. If, after investigation, bullying or retaliation is substantiated, the principal/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.

Within 5 days of receipt of the allegation, the principal/designee will:

1. Determine what remedial action is required (e.g., Safety/Support Plan, seating plan), if any
2. Determine what responsive actions and/or disciplinary action is necessary, if any
3. Notify the families/caregivers 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.
4. Submit the investigation and findings using the Bullying Prevention Investigation Form and, if bullying was found, document the finding in **PLATFORM**

Depending upon the circumstances, the principal/designee may choose to consult with the student's teacher(s) and/or counselor, and the target's or aggressor's families/caregivers, 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.

All notices to families/caregivers must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of students' records, the principal/designee cannot report specific information to the target's families/caregivers about the disciplinary action taken unless it involves a 'stay away' order or other directives that the target must be aware of in order to report violations.

For students with disabilities the principal/designee will review the child's IEP to determine whether the child's disability impacted or impacts their ability to comply with the Code of Conduct and/or this policy, and where appropriate, convene a TEAM

meeting to discuss and decide the appropriate determination which may include behavioral support services or other specialized services.

[Right to Appeal decisions related to the bullying investigation, findings, and/or response may be submitted using this link.](#)

E. Planning & Oversight

The following school or district leaders are responsible for the following tasks under the Plan:

TASK	RESPONSIBLE PARTY
1) Receiving reports on bullying	School Administrators School Staff
2) Collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes	Office of Data and Accountability Student Support Team
3) Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors	Head of School Chief of Staff
4) Planning for ongoing professional development that is required by the law	Social Work
5) Planning supports that respond to the needs of targets and aggressors	Social Work
6) Choosing and implementing the curricula that the school or district will use.	Office of equity Social Work Bullying Prevention and Intervention Advisory Group
7) Developing new or revisiting current policies and protocols under the Plan, including and Internet Safety Plan, and designating key staff to be in charge of implementation	Principals School leaders Legal Advisor Office of Equity Bullying Prevention and Intervention Advisory Group
8) Amending district-wide and	Chief of Staff

school-based student and staff handbooks and Codes of Conduct	Operational Leaders Code of Conduct Team Legal Advisor
9) Leading the families.caregivers or family engagement efforts and drafting information materials.	Family Liaison Social Worker School Psychologist
10) Reviewing and updating the Plan biennially, or more frequently as needed	Head of School Chief of Staff Chief of Equity Bullying Prevention and Intervention Advisory Group
As required by Chapter 86, of the Acts of 2014, which amended G.L. c. 71, §37O, the Codman Academy Charter Public School will administer a department-developed student survey at least once every four years to assess “school climate and the prevalence, nature and severity of bullying in schools.” (G.L. c. 71, §37O(k)). This may include results of the student/staff/family climate survey	Operational Team

Each school community member is responsible for:

1. Complying with this plan, where applicable
2. Ensuring that they do not harass, discriminate against, or commit a crime against another person on school grounds or in school-related activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability.
3. Ensuring that they do not bully another person on school grounds or in school-related activity.
4. Ensuring that they do not retaliate against any other person for reporting or filing a complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime.
5. Cooperating in the investigation of reports or complaints or harassment, bullying discrimination, retaliation, or a hate crime.

Training & Professional Development

As required under M. G. L. c. 71, § 37O, Codman Academy Charter Public School requires annual bullying prevention and intervention training (available in person or

asynchronously) for all school staff, including lunch monitors, school police officers, secretaries, bus drivers, teachers, administrators, and all other itinerant staff.

Annual Staff training the Plan

Codman Academy Charter Public School will offer professional development to all administrators, teachers, paraprofessionals, and all ancillary staff members under the employment of the Codman Academy Charter Public School. This includes Identifying Bullying Behavior, Types of Bullying, Roles of Aggressors/Targets/Bystanders, Rights and Responsibilities under the Law M. G. L. c. 71, § 37O, Information regarding the most-risk populations (including LGBTQ+ students, students with disabilities, English Language Learners), Internet Safety, Reporting Responsibility, Adult Bias, and Addressing Student Bias-Based Speech and Behavior.

Advanced Training

To provide effective bullying prevention and intervention services and to build capacity, each school shall have at least 2 staff trained as *Bullying Intervention Specialists (BIS)*. These specialists will:

- Serve as a resource to their school community on bullying related matters
- Lead relevant training within their school community
- Coordinate the reporting and/or investigating of incidents if designated by their school leader.

Bullying Intervention Specialists (BIS) will participate in training that will include

- developmentally appropriate strategies to prevent and intervene in 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, and resources for the development of programs in schools
- information on the incidence and nature of cyberbullying and internet safety issues
- bias-based bullying and sexual harassment
- issues specific to LGBTQ+ students
- students with disabilities
- legal rights/IDEA/FAPE
- adult bias and impact on bullying intervention and prevention.

Access to resources and Services

A key aspect of promoting positive school climates that provide students with feelings of belonging and safety is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors, and bystanders of bullying or cyberbullying. Codman Academy Charter Public School will also address the emotional needs of these students' families. Please see [Anti-Bullying Resources](#) for further information.

Identifying resources in schools

- School staff, together with building administrators, will work to identify the school's capacity to provide counseling, case management, and other services for students (targets, aggressors, bystanders) and their families.
- Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps.
- The Codman Academy Charter Public School will continue to work in collaboration with local and state agencies to adopt evidence-based curricula and to provide additional preventive services to students, families/caregivers and all school staff.

Counseling and other services

- School counselors, nurses, school psychologists, and special educators provide a variety of skill-based services to students within the educational setting that include ongoing emotional support, risk assessment, crisis intervention, and help with community-based counseling referrals when appropriate.
- School staff meet with families/caregivers and teachers as needed to help address students' academic, social, emotional, and behavioral concerns as collaboratively as possible.
- School Social Workers maintain up-to-date information on community-based mental health referrals as well as Community Service Agencies (CSAs) within the local area, providing services to students and families.
- The student support team will work collaboratively with and support the BIS. The team will include school social worker, school psychologists, intensive special needs educators and Family Liaison to:
 - Develop behavior plans and groups for students to build upon their social and emotional skills,
 - Educate and support families/caregivers,
 - Conduct workshops for families/caregivers
 - Connect families/caregivers of outside resources to build skills

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 that 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 their 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.

Referral to outside services

Codman Academy Charter Public Schools school counselors and other specialists will help students and families access appropriate and timely services necessary to address student needs as a result of bullying. Referrals shall comply with relevant laws and policies.

Academic & non-academic activities

Codman Academy Charter Public Schools will provide age-appropriate instruction on bullying prevention in each grade and incorporate it into the school's or district's curricula.

Effective instruction will include classroom approaches, whole school initiatives, focused strategies for bullying prevention, and social skills development.

Specific bullying prevention 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.
- Build and reinforce student empathy.
- Reinforce and elevate students who model being helpful bystanders
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- Enhancing students' skills for engaging in healthy relationships and resolving conflicts with respectful communications.
- Engaging students in a safe, supportive school environment that
- Is respectful of diversity and difference.

General teaching approaches that support bullying prevention efforts:

- Create a strong anti-bullying plan that will be enforced first and foremost by adults
- Build in learning and embed bullying in the curriculum (e.g., ELA, social studies, history, health classes)

- Empower bystanders who witness bullying activities with skills and support to intervene appropriately
- Promote acceptance and respect in order to improve the school climate to include all students in meaningful ways
- Help students and staff understand the definition of bullying – what it is and what it isn't (e.g., conflict, fighting, teasing)
- Recognize the dynamics and complexities involved in aggressor-target relationships
- Develop intervention programs that will reduce the prevalence of bullying behaviors and create a safe school climate that fosters positive learning experiences for all students
- Be creative in developing strategies to promote social competence for children who are aggressors, targets of bullying, and bystanders
- Develop ways to help students who are aggressors find more prosocial ways of experiencing positive rewards
- Build an effective support system for protecting targets of bullying.

Codman Academy Charter Public School has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidents of bullying and/or retaliation. Combining and incorporating a Multi-Tiered System of Support (MTSS), social and emotional skill building, school-wide positive behavior interventions and supports (PBIS) focused on prevention services school-wide, creates a level change across the classroom, school, and district. These changes not only improve outcomes but address and improve the academic and non-academic needs of all students, including students with disabilities.

Teaching appropriate behavior through skill building

Upon the principal/school leader or designee 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.

Skill-building approaches that the principal/school leader or designee may consider include:

- providing relevant push in support and co-facilitation of educational and social and emotional skill building activities for individual students or groups of students, in consultation with school 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 families/caregivers to support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting support plans to include a focus on developing specific social skills; making a referral for evaluation.

Taking Disciplinary Action

If the principal/school leader or designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on facts found by the principal/school leader or designee, including the nature of the conduct, the age of the student(s) involved, a child's IEP where appropriate, and the need to balance accountability with the teaching of appropriate behavior.

Discipline will be consistent with the Codman Academy Charter Public Schools Bullying Prevention and Intervention Plan, the Codman Academy Charter Public Schools Code of Conduct, and with the school-based student handbook. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal/school leader or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with the CACPS Code of Conduct.

Promoting safety for the target and others

The principal/school leader or designee(s) will consider what adjustments (including a safety/support/action plan) are needed in the school environment to assure the target's sense of safety and that of others.

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

Collaboration with Families/caregivers

Codman Academy Charter Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families/caregivers to increase the capacity of each of our schools as well as the district to prevent and respond to bullying. Resources for families/caregivers and communication with them are essential aspects of effective collaboration. The bullying prevention and intervention curricula used by the schools shall be made available to families/caregivers and include:

1. How families/caregivers can reinforce the curricula at home and support the school or district plan
2. The dynamics of bullying
3. Online safety and cyberbullying

Families/caregivers will also be notified in writing each year about the student-related sections of Codman Academy Charter Public School's Bullying Prevention and Intervention Plan and the Codman Academy Charter Public School's Internet Acceptable Use Policy.

Schools will collaborate with School Site Councils and parent organizations to create families/caregivers' resources and information networks. Schools will join with these families/caregivers groups to offer education programs for them that are focused on the components of the anti-bullying curricula and any social competency curricula used by the school(s).

Schools will annually inform families/caregivers 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. All notices and information made available to families/caregivers will be in hard copy and electronic formats and will be available in the language(s) most prevalent in CACPS. Codman Academy Charter Public School Prevention and Intervention Plan and related information will be posted on the school website.

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 Codman Academy Charter Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership, or perceived membership, in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in this 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 this Plan covers the behavior.