Anti-Hazing and Bullying Prevention Policies with Intervention Plan Overview

The New Directions School will not tolerate any unlawful or disruptive behavior, including any form of hazing, bullying, cyberbullying, or retaliation in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of hazing, 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 New Directions School provides protection for all students regardless of legal status.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying, hazing, and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, hazing, cyberbullying, and retaliation. The Chief Executive Officer, Tina Champagne or designee is responsible for implementing and overseeing the Plan.

The New Directions School, per the Department of Elementary and Secondary Education update amends our policy to reflect Chapter 86 of the Acts of 2014 https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter86 which amended G.L. c. 71, §37O, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §37O, as amended, requires school districts, charter schools, approved private day or residential schools, and collaborative schools to "recognize" in their bullying prevention and intervention plans that certain enumerated categories of students may be more 2 vulnerable to being targets of bullying based on actual or perceived differentiating characteristics. Such districts and schools must also include in the plan the specific steps they will take to support these vulnerable students and provide all students the skills, knowledge and strategies they need to prevent or respond to bullying or harassment. Under the new law, school districts, charter schools, approved private day or residential schools, and collaborative schools must notify parents and guardians of targets of bullying of the availability of the Department's problem resolution system and assist these parents and guardians in understanding the problem resolution process. Chapter 86 also addresses the data reporting and collection obligations of school districts, charter schools, approved private day or residential schools, and collaborative schools, requiring them to collect and report the following data to the Department:

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. (The Department is required to analyze the data and to issue a report 3 annually to the legislature which contains statewide aggregated data on the nature and frequency of bullying in schools.)

Additionally, Chapter 86 requires school districts, charter schools, approved private day or residential schools, and collaborative schools, to 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." 4 (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.) The law also authorizes school districts, charter schools, approved private day or residential schools, and collaborative schools to adopt an anti-bullying seal to represent its commitment to bullying prevention and intervention.

The New Directions School strictly prohibits hazing, regardless of where or when it occurs. Any student who is involved in hazing will be subject to disciplinary action up to and including dismissal. Hazing also is a crime under Massachusetts law.

The New Direction School adopts policies that meet the Massachusetts anti-hazing statute, which is reproduced below, broadly defines hazing to include "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person." Examples of conduct that can constitute hazing include:

- Whipping or beating
- Forced calisthenics or other physical activity
- Exposure to the weather
- Forced consumption of any food, beverage, drug or other substance
- Extended isolation
- Extended deprivation of sleep or rest

The consent of a participant in hazing is no defense to criminal prosecution or disciplinary action by the School.

Any employee of the School who knows or has reason to suspect that hazing has occurred must immediately report it to the Education Director and/or their immediate supervisor. In addition, under Massachusetts law, a person who is at the scene of hazing and knows that hazing has occurred is required to report to an appropriate law enforcement official as soon as practicable; the failure to make such a report is a crime punishable by a fine of not more than one thousand dollars. The School will include this Anti-Hazing Policy in its Student Handbook or otherwise distribute the Policy annually to every student who is enrolled at the School. In addition, as required by Massachusetts law, the School will require every student to acknowledge in writing that student has received and will abide by this Policy and the Massachusetts Anti-Hazing Law

Commonwealth of Massachusetts: Anti-Hazing Law
Chapter 269, Section 17
Hazing; organizing or participating; hazing defined Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical

activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269, Section 18:
Failure to report hazing Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269, Section 19: ***Copy of Sections 17 to 19; issuance to student groups, teams and organizations; report***
Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students.

The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

I. Assessing needs and resources

New Directions School fully recognizes that certain students may be more vulnerable to becoming a target of bullying, cyberbullying, hazing and retaliation or harassment based on actual or perceived differentiating characteristics or by association with a person who has or is perceived to have one or more characteristics. Further, the New Directions School, at least once every four years, will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department. This plan shall be updated at least biennially by The New Directions School with consultation from teachers, school staff, local law enforcement agencies, community agencies, professional support personnel, students, parents and guardians with a notice and a public comment period for families that attend the New Directions School.

II. 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 Program Director 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 or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired; unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- Ongoing professional development. The goal of professional development is to establish a common understanding of the tools necessary for all staff to create a school climate that promotes safety, civil communication and respect for differences. Professional development will build the skills of staff members to prevent, identify and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide professional development will be informed by research findings. including information on vulnerable or at-risk students and will include information on:
    i. developmentally (or age-) appropriate strategies to prevent hazing and bullying;
    ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop hazing and 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 and hazing;
    iv. research findings on hazing and 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
    vi. internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to hazing and 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 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 New Direction School will provide all staff with an annual written notice Plan by publishing information about it, including sections related to staff duties, in the New Directions School Student and Family Handbook and Code of Conduct.

III. Access to Resources and Services

- Identifying resources.
  The New Direction School provides counseling and other services for targets, aggressors and their families via its Clinical team. As well, all staff is trained in Trauma Crisis Intervention De-escalation techniques and Collaborative Problem Solving that encourage introspective dialogue about affect.
- Clinical and other services.
  New Directions School will reach out to outside service providers that can provide additional support for students, family members, and staff as the need arises.
- 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.
- Referral to outside services.
- Each New Directions School student has a Clinician who identifies outside supports as needs arise in conjunction with the Team recommendations. The student and their parents can also request the referral information directly of the Clinician via phone, email or written request. Referral to outside services include but not limited to DESE's problem resolution system and process for seeking assistance or filing a claim.

IV. Academic and Non-Academic Activities

- Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of hazing, bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of hazing, bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications
- 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 Hazing, Bullying Prevention, and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

- 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:

- 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
- 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

- Reporting bullying, hazing, cyberbullying or retaliation:
  Reports of bullying or retaliation may be made by staff, students, parents or guardians or others and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the Education Director or designee any instance of bullying, hazing, cyberbullying 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/or an email address. Reports can be filed anonymously via written form or statement, mailing a statement to the Education Director, voice mail or text message.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district 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 the school nurse's office, and other locations determined by the Education Director 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 or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying, cyberbullying, hazing and retaliation. Parents will be encouraged to reinforce at home, the bullying dynamics plus online safety and cyberbullying. A description of the reporting procedures and resources, including the name and contact information of the Education Director or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff A staff member will report immediately to the Education Director or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Education Director or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.
2. Reporting by Students, Parents or Guardians, and Others The school or district expects students, parents or guardians and all others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Education Director or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely based on 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 Education Director or designee.

- Responding to a report of bullying retaliation - Allegation of Bullying by a student.
    1. Safety
       Before fully investigating the allegations of bullying or retaliation, the Education Director 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 Education Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The Education Director 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.
    2. Obligations to Notify Others
        a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Education Director or designee 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 Education Director or designee 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, nonpublic school, approved private special education day or residential school, or collaborative school, the Education Director or designee first informed of the incident will promptly notify by telephone the Education Director or designee of the other school(s) of the incident so that each school may take appropriate action. Notification requirements include actions to prevent future incidents. 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 Education M Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Education Director will immediately 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. In addition, 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 Education Director 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 aggressor. In making this determination, the Education Director will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Education Director or designee deems appropriate.

3. Investigation

The Education Director or 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. During the investigation, the Education Director or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Education Director or designee (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. The Education Director or designee, other staff members as determined by the Education Director or designee and in consultation with the school clinician, as appropriate may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the Education Director or designee will maintain confidentiality during the investigative process. The Education Director or designee will maintain a written record of the investigation. The Education Director will provide protections for reporters, witnesses or interviewees regarding bullying, cyber bullying, hazing or retaliation such as re-assigning seats in school and transportation, have separate meetings to interview individuals, removing persons directly from the immediate school area. Procedures for investigating reports of bullying and retaliation will be consistent with school policy for internal investigations. If necessary, the Education Director or designee will consult with legal counsel about the investigation.

a. Determinations

The Education Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, hazing, bullying or retaliation is substantiated, the Education Director 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 Education Director or designee:

1) determine what remedial action is required, if any, and

2) determine what responsive actions and/or disciplinary action is necessary involving a range of possible disciplinary options. All reasonably calculated steps will balance discipline with teaching appropriate behavior.

Depending upon the circumstances, the Education Director or designee may choose to consult with the students' teacher(s) and/or school clinician, 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 Education Director 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 Education Director 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.

b. Responses to Bullying

1) Teaching Appropriate Behavior Through Skills-building

Upon the Education Director or designee determining that hazing, cyberbullying, 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). The response will include assessing the target's needs guided by the procedures for restoring target's safety. Skill building approaches that the Education Director or designee may consider include:

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

2) Taking Disciplinary Action

If the Education Director or designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on facts found by the Education Director 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. No disciplinary action will be taken solely because of an anonymous report. Discipline will be consistent with the Plan and with the school's code of conduct.

3) 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 Education Director or designee determines that a student knowingly makes false allegations of bullying or retaliation, that student may be subject to disciplinary action for these allegations and consequences.

4) Promoting Safety for the Target and Others

The Education Director 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 Education Director 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.

a. Responding to Report of Bullying by School Staff

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Education Director 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 Education Director or designee will work with appropriate school staff to implement them immediately.

5) Collaboration with Families

a. Parent education and resources

The New Directions School Bullying Prevention and Intervention Plan/Policy is distributed to all parents upon their child's admission to the program. The New Directions School will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school and will encourage parents to use similar language to reinforce and practice skills at home.

b. Notification Requirements Each year the New Directions School will provide parents or guardians with a copy of the Bullying Prevention and Intervention Plan/Policy 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.

VI. Prohibition Against Bullying and Retaliation

A. Acts of hazing and bullying, which include cyberbullying, are prohibited:
(i) on school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
(ii) at a location, activity, function, or program that is not school-related; through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying or hazing, provides information during an investigation of bullying or hazing or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O or c. 269 §§ 17 - 19, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VII. Problem Resolution System

Resolution System and the process for seeking assistance or filling a claim through the Problem Resolution System. This information will be made available in both hard copy and electronic format. Any parent 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 or individuals can call 781-338-3700. Hard copies of this information is also available at the New Directions School's Front Office.

VIII. Definitions

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

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

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages,

and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

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

II. 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 because of race, color, sex, religion, national origin or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½ other applicable laws, or local school or district policies in response to violent, harmful or disruptive behavior, regardless of whether the Plan covers the behavior.