

Bullying- Prevention and Intervention

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from any type of bullying behavior, teen dating violence, harassment, or intimidation.

The Board believes that a school environment in which students feel safe, supported, engaged, and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually, and physically safe; an environment that is free of harassment, intimidation, bullying and teen dating violence.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on 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 the Board; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and outside of the school setting, if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

The Board also expressly prohibits teen dating violence as defined in this policy and recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion in accordance with the Board's policies on student discipline, suspension, and expulsion, and consistent with state and federal law.

Definitions

“Bullying” means an act that is direct or indirect and severe, persistent or pervasive which:

- A. causes physical or emotional harm to an individual,
- B. places an individual in reasonable fear of physical or emotional harm, or,
- C. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Other Definitions

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“Electronic communication” means 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, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including, but not

limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

“Positive school climate” means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Safe School Climate Plan

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s) along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan to address bullying and teen dating violence in its schools in furtherance of this policy. As required by state law, the Safe School Climate Plan shall include, but not be limited to, provisions which:

1. Require the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
2. Permit anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;
4. Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after

- receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. Require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
 6. Include a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence;
 7. Provide for the inclusion of language in student codes of conduct concerning bullying;
 8. Require each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation of the results of such investigation and verbally and by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents/guardians may refer to the plan language explanation of the rights and remedies available under C.G.S. 10-4a and 10-4b published on the Board's website;
 9. Require each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the student against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying;
 10. Require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
 11. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
 12. Direct the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
 13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

14. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
15. Require the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
16. Prohibit bullying (A) on 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 the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. Require, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. Require all school employees to annually complete the training required by C.G.S. 10-220a, as amended or 10-222j related to the identification prevention and response to bullying;
19. Require that the notification to be provided in accordance with numbers (8) and (9) above, includes a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
20. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014. Not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy to address bullying and teen dating violence which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education, and support.
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, “interventions with the bullied child” includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in the schools of the district.
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent to the Department of Education;
4. Respond to bullying and teen dating violence in District schools;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

Beginning July 1, 2021, and each school year thereafter, such committee shall also include: (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive

bargaining unit representative for certified employees, (b) medical and mental health personnel assigned to such school, and (c) at the high school level at least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of P.A. 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in C.G.S.10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent and student members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

The Superintendent shall develop an administrative regulation containing the District's comprehensive safe school climate plan for the prevention and intervention of bullying and teen dating violence in the District's schools to be approved by the Board and may develop any additional procedures for the carrying out of this policy and state law. The Superintendent may develop such regulation in consultation with the District's safe school climate coordinator, safe school climate specialists, safe school climate committees and as well as members of the greater school community

This policy and its regulation shall be included in all student and faculty handbooks and included on the District's website.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under C.G.S. 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal Reference: Connecticut General Statutes

10-220a In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations.

10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.

10-222g Prevention and intervention strategy re bullying and teen dating violence.

10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments.

10-222j Training re prevention, identification and response to school bullying, teen dating violence and youth suicide.

10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)

10-222l Immunity of school employees, students, parents or guardians, individuals and boards of education from liability for certain actions relating to reporting, investigating and responding to school bullying and teen dating violence.

10-222q Social and Emotional Learning and School Climate Advisory Collaborative.

10-222r Publication of plain language explanation of rights and remedies.

10-148a Professional development for certified employees.

P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws.

P.A. 13-3 An Act Concerning Gun Violence Protection and Safety

P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

P.A. 19-166 An Act Concerning School Climates

P.A. 21-95 An Act Concerning Assorted Revisions and Additions to the Education Statutes

Policy adopted: 02/04/2003

Policy revised: 04/28/2004, 02/13/2007, 06/02/2009, 01/2012, 10/6/2015, 09/13/2022

TRUMBULL PUBLIC SCHOOLS
Report of Suspected Bullying

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Complaint Filed Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

Specify your complaint by stating the problem as you see it. Describe the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times, and places. Be as specific as possible.

5131.911
Form 1
(continued)

Indicate if there are witnesses who can provide more information regarding your complaint. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have there been previous incidents (check one)? Yes No

If "yes", please describe the behavior of concern, the approximate dates, and the locations:

Were these incidents reported to school employees (check one)? Yes No

If "Yes", to whom was it reported and when? _____

Was the report verbal or written? _____

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Complainant

Date Submitted

Received By

Date Received

For Staff Use Only:

Has reporter requested anonymity? Yes No

Does the school have parent/guardian consent to disclose the student's name in connection with an investigation? Yes No

TRUMBULL PUBLIC SCHOOLS

Notice of Report of Bullying and Consent to Release Student Information

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying, violence, teen dating violence, cyber-bullying, harassment, and/or discrimination. In order to facilitate a prompt and thorough investigation of the complaint, the Trumbull Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identity.

(Please check one):

_____ I hereby give permission for the Trumbull Public Schools to disclose my child's name, along with any other information necessary to permit the district to investigate such complaint adequately and appropriately, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the Trumbull Public Schools to disclose my child's name, along with any other information necessary to permit the district to investigate such complaint adequately and appropriately, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

TRUMBULL PUBLIC SCHOOLS
Student Acknowledgement of Anti-Bullying Policy

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

I understand the Trumbull Board of Education policy against bullying as explained to me by _____ (school personnel).

I am aware that if I engage in any of the actions or behavior that constitute bullying or teen dating violence including cyberbullying, whether it happens in school, before or after school, on school grounds, on the bus, or at school sponsored events whether on or off school grounds, or outside of school if the bullying creates a hostile environment at school for the bullied individual, interferes with the bullied individual's rights and opportunities at school, or creates a substantial disruption to the orderly operation of school, I can be subjected to school discipline for bullying or teen dating violence. This could include after school detention, Saturday detention, pass restriction, loss of field trip opportunities or other privileges, social probation, suspension in or out of school, and/or possible expulsion or other discipline and/or restorative remedy.

I promise that I will not engage in any actions or behaviors that could be considered bullying or teen dating violence. I promise to respect the rights of other students and to act appropriately towards other students.

Name (Please print): _____

Signature: _____ Grade: _____ Date: _____

School: _____

Parent/Guardian (if present): _____ Date: _____

School Official (administrator, pupil personnel, SRO, other)

Name: _____ Position _____

TRUMBULL PUBLIC SCHOOLS
Investigation Summary Report of Bullying

Including Bullying, Violence, Teen Dating Violence, Cyberbullying, Harassment, and/or Discrimination

School: _____ Date: _____

Location(s): _____

Reporter Information:

- Anonymous student report
- Staff Member report Name: _____
- Parent/Guardian report Name: _____
- Student report Name: _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Bullying Verified? Yes No

Teen Dating Violence Verified? Yes No

Remedial Action(s) Taken: _____

If Bullying or Teen Dating Violence Verified, has notification been made to Parents of Students involved ?

Parents' Names: _____ Date Notified: _____

Parents' Names: _____ Date Notified: _____

Parents' Names: _____ Date Notified: _____

Parents' Names: _____ Date Notified: _____

5131.911
Form 4
(continued)

If Bullying or Teen Dating Violence Verified, have invitations been sent to Parents of Students involved for separate meetings to discuss investigation results, the actions to occur to prevent further acts and as to the bullied student, development of a safety plan?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

Date of Meetings held or alternatively, if parents decline to meet, note this in space below:

If Bullying or Teen Dating Violence Verified, have parents been advised verbally and electronically, if email addresses are known, that they may refer to the Trumbull Board of Education's website for a plain language explanation of the rights and remedies under Connecticut General Statutes, Sections 10-4a and 10-4b? *(such statement will be posted after the development and distribution of the statement to Board of Education by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative)*

Parents' Names: _____ Date Sent/provided: _____
Parents' Names: _____ Date Sent/provided: _____
Parents' Names: _____ Date Sent/provided: _____
Parents' Names: _____ Date Sent/provided: _____

If Bullying is Verified, Has School Developed Student Safety Support/Intervention Plan?

Yes No

(Attach bullying complaint, witness statements, and notifications to parents of students involved, if bullying or teen dating violence is verified, invitations to parent meetings, records of parent meetings and other communications, safety plan, etc.)

