

Students

Safe School Climate Plan

The Board of Education is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel safe in school, socially, emotionally, intellectually and physically. The purpose of this Safe School Climate Plan is to address the existence of bullying and teen dating violence in the district's schools.

A. Definitions

"Bullying" is defined by law as an act that is direct or indirect and severe, persistent or pervasive, which (1) causes physical or emotional harm to an individual, (2) places an individual in reasonable fear of physical or emotional harm, or (3) infringes on the rights or opportunities of an individual at school.

"Bullying" shall include, but 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. An act may not constitute bullying, but the act may still be subject to discipline for other reasons. In addition, the conduct at issue may constitute abuse, sexual harassment, discrimination, and/or criminal conduct.

"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, photo-electronic 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;

"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 the School District;

"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.

“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 have recently been in a dating relationship.

“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 school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) 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, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) 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 (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (3) understand and identify emotions, and (4) 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.

B. Bullying Prohibited

Bullying and teen dating violence is prohibited 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 a local or regional board of education, 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.

Bullying and teen dating violence are also prohibited outside of the school setting if such bullying results in any of the following:

- 1) creates a hostile environment at school for the student against whom such bullying was directed
- 2) infringes in the rights of the student against whom such bullying was directed at school
- 3) substantially disrupts the education process or the orderly operation of a school.

Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is also strictly prohibited.

Any student who engages in bullying and teen dating violence as defined in this policy may be subject to discipline up to and including expulsion.

Any school employee who fails to respond to bullying and teen dating violence as required by this policy and the district's Safe School Climate Plan may be subject to discipline up to and including termination.

C. Roles and Responsibilities

“Safe School Climate Coordinator” is appointed by the Superintendent of Schools and is responsible for:

- 1) Implementing the District's Safe School Climate Plan;
- 2) Collaborating with safe school climate specialists, the Board of Education and the Superintendent of Schools to prevent, identify, and respond to bullying in the schools of the district;
- 3) Provide data and information, in collaboration with the Superintendent of Schools of the district, to the State Department of Education regarding bullying, in accordance with state law;
- 4) Meeting with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Safe School Climate Plan.

“Safe School Climate Specialist” is the principal of each school or designee responsible for:

- 1) Investigating or supervising the investigation of reported acts of bullying in the school in accordance with the district's Safe School Climate Plan;
- 2) Collecting and maintaining records of reports and investigations of bullying in the school; and
- 3) Acting as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

“School employees” are responsible for reporting acts of bullying to safe school climate specialist when they either witness the bullying or receive a report from a student or parent. School staff who witness acts of bullying or receive student reports of bullying must inform the school climate specialist and/or administrators, who are then charged with investigating bullying and taking appropriate action. This term includes:

- 1) A teacher, substitute teacher, school administrator, school superintendent, guidance 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
- 2) 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.

D. Reporting Procedures

- 1) Any student who believes he or she has been the victim of bullying may report the matter to any school employee. Students may anonymously report acts of bullying to school employees.
- 2) Parents or guardians of students may file written reports of suspected bullying.
- 3) School employees who witness acts of bullying or receive reports of bullying are required 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.

E. Investigation

- 1) The safe school climate specialist shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports 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,
- 2) The safe school climate specialist shall review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
- 3) After a prompt investigation, the investigator should ascertain whether the alleged conduct occurred and whether such conduct constitutes bullying as defined by law.

F. Response to Verified Acts of Bullying

- 1) Each school shall provide prompt notice to both the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed that an investigation has begun and notice not later than forty-eight hours after the completion of the investigation. This notification shall include 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. In addition to the results of such investigation, the school shall also notify verbally and by electronic mail (if such parents' or guardians' electronic mail addresses are known) that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Connecticut General Statutes Sections 10-4a and 10-4b that is to be developed by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative (and which will then be published on the District's website).
- 2) Each school is required to hold a separate and distinct meeting with the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and the policies and procedures in place to prevent further acts of bullying. This invitation

shall also include the description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Except in rare circumstances, such meetings with parents and guardians should be held separately.

- 3) A student safety support plan shall be developed for any student against whom an act of bullying was directed. The plan shall address safety measures the school will take to protect such students against further acts of bullying.
- 4) Case-by-case interventions shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.
- 5) The principal of a school, or designee, shall notify the appropriate local law enforcement agency when such principal, or designee, believes that any acts of bullying constitute criminal conduct.

G. Prevention and Intervention Strategy

Students shall be provided with a variety of prevention and intervention strategies for bullying and teen dating violence which may include, but are 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 State 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 and teen dating violence is likely to occur;
- 4) Inclusion of grade-appropriate bullying and teen dating violence education and prevention using a culturally competent school-based curriculum focused on social-emotional learning, self-awareness and self-regulation in kindergarten through high school;
- 5) Individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees. Interventions will include 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;
- 6) School-wide training related to safe school climate;
- 7) Student peer training, education and support;
- 8) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

H. Documentation and Recording Keeping

- 1) Safe school specialists shall establish a procedure for each school to:
 - a. Document and maintain records relating to reports and investigations of bullying in such school.
 - b. Maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.
- 2) The district's safe school climate coordinator shall annually report the number of verified acts of bullying in the district's schools to the Department of Education in such manner as prescribed by the Commissioner of Education.

I. Training

All school employees must annually complete training on the prevention, identification and response to bullying and the prevention of and response to youth suicide as follows:

- 1) Teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate shall receive in-service training. (Such in-service training may not be required if the district implements any evidence-based model approach that is approved by the State Department of Education and is consistent with state law.)
- 2) All other school employees shall receive such training as provided or made available by the State Department of Education.

J. Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee (or designate at least one existing committee in the school) to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal. Parents or guardians who serve on such committee shall not participate in the activities described in subparagraphs (I) and (2) below or any other activity that may compromise the confidentiality of a student. The safe school climate committee of each school shall:

- 1) Receive copies of completed reports following investigations of bullying;
- 2) Identify and address patterns of bullying among students in the school;
- 3) Review and make recommendations to amend school policies relating to bullying;

K. Documentation and Record Keeping

- 1) Review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school;
- 2) Educate students, school employees and parents and guardians of students on issues relating to bullying;
- 3) Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;
- 4) Perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying.

L. Periodic Assessment of School Climate

- 1) On and after July 1, 2012, and biennially thereafter, each school in the district shall complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education. The assessments for each school in the district shall be submitted to the State Department of Education so that the state can monitor bullying prevention efforts over time and compare each district's progress to state trends. Assessment tools must include student assessment instruments, including surveys that contain uniform grade-level appropriate questions that collect information about students' perspectives and opinions about the school climate at the school and allow students to complete and submit such assessment and survey anonymously.
- 2) Assessment tools may also be used by Safe School Climate Committees to review and make recommendations for revisions to the district's Safe School Climate Plan.

M. Notice Requirements

- 1) At the beginning of each school year, each school will provide school employees with a written or electronic copy of the school district's Safe School Climate Plan.
- 2) Students and the parents or guardians of students shall be notified at the beginning of each school year of the process by which students may make reports of bullying.
- 3) Language concerning bullying shall be included in student codes of conduct.
- 4) The district's Safe School Climate Plan shall be made available on the websites of the Board of Education and each individual school.

The Superintendent of Schools is authorized to develop regulations to implement the district's Safe School Climate Plan.

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited

46a-58 Deprivation of rights

10-148a Certificates of qualification

10-145o Teacher education and mentoring program

10-222d Policy on bullying behavior

10-222g Prevention and intervention strategy re: bullying

10-222h Analysis of bullying policies

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

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

Policy revised: November 7, 2022

Policy adopted: June 18, 2018

REGIONAL SCHOOL DISTRICT NO. 14
Bethlehem and Woodbury, Connecticut

Steps for Reporting Instances of Bullying at Nonnewaug High School:

1. Student victims of bullying or a student can report Instances of bullying to any teacher, student teacher, substitute teacher, intern, para-professional or administrator at Nonnewaug High School.
2. Staff members will report suspected incidences of bullying to an administrator within 24 hours of the issue being brought to their attention,
3. Student victims of bullying or a student can also report instances of bullying anonymously by leaving a note in the mailbox of the Principal, Assistant Principal, Dean of Students, School Psychologist, or counselor or by e-mailing any one of the above-named individuals, Mykal Kuslis is the Safe School Climate Specialist at NHS.

• Mykal Kuslis	Principal	mkuslis@ctreg14.org
• Nicole Lewis	Assistant Principal	Nlewis@ctreg14.org
• Declan Curtin	Dean of Students	dcurtin@ctreg14.org
• Sarah Marshall	Psychologist	swilliams@ctreg14.org
• Chris Maclean	Counselor	cmaclean@ctreg14.org
• Sharon Gomes	Social Worker	sgomes@cteg14.org

4. Parents of victims of bullying may report an incident, using the enclosed form, directly to the Principal on behalf of the student.
5. Voice mail messages can anonymously be left for any of the above named individuals.

Investigation:

Upon receipt of a complaint or report of bullying, school officials shall undertake or authorize an investigation. The appropriate school personnel responsible for taking the bullying report and investigating the complaint may include, but shall not be limited to the following: the building administrator, Director of Student Services, and Superintendent,

If upon investigation it is determined that bullying has occurred, the superintendent or his/her designee will take appropriate action. Such action may include, but is not limited to, warning, detention, suspension, or expulsion.

The parents or guardians of students who engaged in acts of bullying and the parents or

guardians of students against whom such acts were directed shall be notified by the superintendent or his/her designee of the results of the Investigation, and shall invite them to

attend at least one meeting with the building administrator and appropriate staff. The notification shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying.

Follow up:

1. Parents are immediately notified by telephone that their child has been the victim of bullying, teasing and/or exclusion. Written notification will be provided to the parent following telephone notification. Parents will be encouraged to report any additional acts of bullying, teasing, or exclusion against their child.
2. Victims are offered opportunities to talk with the principal, psychologist and/or counselor.
3. Victims will be offered an opportunity to participate in one-on-one self-esteem building activities pending availability.

**Steps for Reporting Instances of Bullying
at Woodbury Middle School:**

1. Student victims of bullying or a student can report Instances of bullying to any teacher, student teacher, substitute teacher, intern, para-professional or administrator at Woodbury Middle School.
2. Staff members will report suspected incidences of bullying to an administrator within 24 hours of the issue being brought to their attention,
3. Student victims of bullying or a student can also report instances of bullying anonymously by leaving a note in the mailbox of the Principal, School Psychologist, or counselor or by e-mailing their Principal, counselor, social worker or school psychologist.
 - William Nemec Principal wnemec@ctreg14.org
 - Susan Greene Asst. Principal sgreene@ctreg14.org
 - Debra O’Leary Psychologist doleary@ctreg14.org
 - Joy Geraci Social Worker jgeraci@ctreg14.org
 - Andie Rocco Counselor arocco@ctreg14.org
 - Jen McGrath Counselor jmcgrath@ctreg14.org
4. Parents of victims of bullying may report an incident, using the enclosed form, directly to the Principal on behalf of the student.
5. Voice mail messages can anonymously be left for any of the above named Individuals.

Investigation:

Upon receipt of a complaint or report of bullying, school officials shall undertake or authorize an investigation. The appropriate school personnel responsible for taking the bullying report and Investigating the complaint may include, but shall not be limited to the following: the building administrator, Director of Student Services, and Superintendent.

If upon investigation it is determined that bullying has occurred, the superintendent or his/her designee will take appropriate action. Such action may include, but is not limited to, warning, detention, suspension, or expulsion.

The parents or guardians of students who engaged in acts of bullying and the parents or guardians of students against whom such acts were directed shall be notified by the superintendent or his/her designee of the results of the Investigation, and shall invite them to attend at least one meeting with the building administrator and appropriate staff, The notification shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying.

Follow up:

1. Parents are immediately notified by telephone that their child has been the victim of bullying, teasing and/or exclusion. Written notification will be provided to the parent following telephone notification. Parents will be encouraged to report any additional acts of bullying, teasing, or exclusion against their child.
2. Victims are offered opportunities to talk with the principal, psychologist and/or counselor.
3. Victims will be offered an opportunity to participate in one-on-one self-esteem building activities pending availability.

**Steps for Reporting Instances of Bullying
at Bethlehem Elementary School:**

1. Student victims of bullying or a student can report instances of bullying to any teacher, student teacher, substitute teacher, intern, para-professional or administrator at Bethlehem Elementary School.
2. Staff members will report suspected incidences of bullying to an administrator within 24 hours of the issue being brought to their attention,
3. Student victims of bullying or a student can also report instances of bullying anonymously by leaving a note in the mailbox of the Principal, School Psychologist, or counselor or by e-mailing their Principal, counselor, social worker or school psychologist.
 - Wendy Yatsenick Principal wyatsenick@ctreg14.org
 - Erica Fradette Psychologist efradette@ctreg14.org
 - Lisa Sizer School Counselor lsizer@ctreg14.org
4. Parents of victims of bullying may report an incident, using the enclosed form, directly to the Principal on behalf of the student.
5. Voice mail messages can anonymously be left for the principal or counselor reporting bullying, teasing or exclusion.

Investigation:

Upon receipt of a complaint or report of bullying, school officials shall undertake or authorize an investigation. The appropriate school personnel responsible for taking the bullying report and Investigating the complaint may include, but shall not be limited to the following: the building administrator, Director of Student Services, and Superintendent.

If upon investigation it is determined that bullying has occurred, the superintendent or his/her designee will take appropriate action. Such action may include, but is not limited to, warning, detention, suspension, or expulsion.

The parents or guardians of students who engaged in acts of bullying and the parents or guardians of students against whom such acts were directed shall be notified by the superintendent or his/her designee of the results of the Investigation, and shall invite them to attend at least one meeting with the building administrator and appropriate staff. The notification shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying.

Follow up:

1. Parents are immediately notified by telephone that their child has been the victim of bullying, teasing and/or exclusion. Written notification will be provided to the parent following telephone notification. Parents will be encouraged to report any additional acts of bullying, teasing, or exclusion against their child.
2. Victims are offered opportunities to talk with the principal, psychologist and/or counselor.
3. Victims will be offered an opportunity to participate in one-on-one self-esteem building activities pending availability.

**Steps for Reporting Instances of Bullying
at Mitchell Elementary School:**

1. Student victims of bullying or a student can report Instances of bullying to any teacher, student teacher, substitute teacher, intern, para-professional or administrator at Mitchell Elementary School.
2. Staff members will report suspected incidences of bullying to an administrator within 24 hours of the issue being brought to their attention,
3. Student victims of bullying or a student can also report instances of bullying anonymously by leaving a note in the mailbox of the Principal, School Psychologist, or counselor or by e-mailing their Principal, counselor, social worker or school psychologist.
 - Kelly Pinho Principal kpinho@ctreg14.org
 - Lorraine Zak Psychologist lzak@ctreg14.org
 - Danielle Hutchins Guidance Counselor dhutchins@ctreg14.org
 - Chris Cacceci Social Worker ccacceci@ctreg14.org
4. Parents of victims of bullying may report an incident, using the enclosed form, directly to the Principal on behalf of the student.
5. Voice mail messages can anonymously be left for any of the above named individuals.

Investigation:

Upon receipt of a complaint or report of bullying, school officials shall undertake or authorize an investigation. The appropriate school personnel responsible for taking the bullying report and Investigating the complaint may include, but shall not be limited to the following: the building administrator, Director of Student Services, and Superintendent.

If upon investigation it is determined that bullying has occurred, the superintendent or his/her designee will take appropriate action. Such action may include, but is not limited to, warning, detention, suspension, or expulsion.

The parents or guardians of students who engaged in acts of bullying and the parents or guardians of students against whom such acts were directed shall be notified by the superintendent or his/her designee of the results of the Investigation, and shall invite them to attend at least one meeting with the building administrator and appropriate staff, The notification shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying.

Follow up:

1. Parents are immediately notified by telephone that their child has been the victim of bullying, teasing and/or exclusion. Written notification will be provided to the parent following telephone notification. Parents will be encouraged to report any additional acts of bullying, teasing, or exclusion against their child.
2. Victims are offered opportunities to talk with the principal, psychologist and/or counselor.
3. Victims will be offered an opportunity to participate in one-on-one self-esteem building activities pending availability.

Regional School District 14 Incident Report Form

Potential Bullying, Cyberbullying, Sexual Harassment, Discriminatory Harassment or other concerns

This form should be used for reporting any acts of physical violence/attack; taunting, teasing, name calling, put downs, racially or ethnically biased verbal remarks or threats and gender-based put downs; retaliation; threats; intimidation or hitting another; extortion or stealing money or possessions; exclusion or social isolation from the peer group. Reports may be filed with your child's principal, school psychologist or school counselor/social worker.

Person reporting the incident: _____ Grade/School: _____

Date of the incident(s): _____ Location of the incident(s): _____

Person(s) Being Reported: _____

Victim(s) of the incident: _____

Witness(es) of the incident: _____

Describe the incident(s): _____

Have there been any previous or actions taken? _____

Signature of person reporting the incident: _____

(reports may be made anonymously)

Date report filed with Building Administrator: _____

Building Administrator Signature (of receipt) _____ Date: _____

SAMPLE PARENT LETTER

(Date)

Mr. and Mrs. X
751 Y Road
Little Town, CT

Dear Mr. and Mrs. X:

Thank you for your letter of January 6 regarding (insert name of student) situation at (Insert name of school).

Our mission at (insert name of school) is to provide personalized learning experiences and support students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve in success. We are concerned that (insert name of student) is not enjoying his/her school experience that we strive for, and are committed to taking actions to change this situation.

You have requested information regarding the incidents that occurred in (insert period of time). I have attached copies of your son/daughter's statements regarding these events, as well as the corresponding reports. The names of other students have been redacted for confidentiality purposes,

We have taken additional steps to ensure (insert name of student) well-being, as well as enhance the culture and climate at our school. EXAMPLES: Dr. Jo Anne Freiberg is scheduled to provide professional development regarding bullying prevention to the staff on February 11. Our NAMES team welcomes (Insert name of student) as its latest member, just in time for our first NAMES lunch on Monday, January 10. This is one of many anti-bullying events that we are hosting this year.

Through our Safe School Climate Committee, we have additionally developed a Student Safety Support plan for (insert name of student) that you will find enclosed.

I ask that your son/daughter see me immediately, should he/she feel uncomfortable or intimidated, so that we may document the situation and take appropriate action. My cell phone number is (insert phone number) and my email is xxx.xxxx.org. You and your son/daughter are welcome to contact me through these methods as well.

We value (insert name of student) as a member of our school community and are committed to ensuring a positive second semester for this special young man/lady.

Sincerely,

Principal

Regional School District 14

Grade _____ Teacher's Name _____

I am worried about someone named _____

I am worried because _____

Who is being mean? _____

Who else saw it happen? _____

You may write your name below or leave it blank

**BULLYING, CYBERBULLYING, HARASSMENT AND RETALIATION INCIDENT
INVESTIGATION FORM**

REGIONAL SCHOOL DISTRICT 14

I. NOTICE TO PARENTS (or in the case of an adult complaint) both parties of Complaint:

Person notifying parents: _____ Method: _____

Date: _____

Mail or Email report to Dina Ericson, School Climate Coordinator at RSD 14 Central Office, dericson@ctreg14.org of incident to be investigated.

Date: _____

II. INVESTIGATION

Investigator(s): _____

Position(s): School Climate Specialist

RESULTS OF INVESTIGATION BY PRINCIPAL OR DESIGNEE

Principal/designee has 10 school days to investigate the report of bullying.

1. Interviews:

Interviewed aggressor(s) Name: _____ Date: _____
Name: _____ Date: _____

Interviewed target(s) Name: _____ Date: _____
Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____
Name: _____ Date: _____

2. Evidence collected and secured:

3. Any prior documented Incidents by the aggressor(s)? Yes No

If yes, have incidents involved target or target group previously? Yes No

4. Any previous Incidents with findings of bullying, cyberbullying, discriminatory harassment, sexual harassment and/or retaliation? Yes No

If yes, specify:

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

**BULLYING, CYBERBULLYING, HARASSMENT AND RETALIATION INCIDENT
INVESTIGATION FORM
REGIONAL SCHOOL DISTRICT 14**

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of policy violation. YES Date: _____ NO

If yes, please check one or more of the following below (see definitions Included):

- Bullying
- Cyberbullying
- Discriminatory Harassment (Identify "targeted group"): _____
- Retaliation
- Sexual Harassment

2. Contacts:

Report of the findings has been given to the administrator and the Investigator. Using FERPA restrictions, findings are mailed to the parent(s)/guardian(s) of the alleged aggressor and alleged target (if those involved are minors) within 15 school days of the completion of the investigation. Verbal report must be followed by written notice.

Date: _____

Target's parent/guardian (if a minor) Date: _____

Aggressor(s) parent/guardian (If a minor) Date: _____

Law Enforcement Date: _____

3. Action(s) Taken:

Loss of Privileges Detention Positive Behavioral Interventions

Education Out of School Suspension In-School Suspension

Community Service Other:

4. Describe Safety Planning:

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to School Climate Coordinator Date: _____

Signature and Title: _____ Date _____

Regional School District No. 14

Student Safety, Support and Connectedness Plan

Student name: _____ Grade Level: _____

Primary Staff Contact: _____

Classroom/Homeroom Teacher: _____ Room Number: _____

Plan Start Date: _____ Proposed End Date: _____

A. School/Staff Actions:

B. The Targeted Student Actions:

C. Parents/Family Actions:

1. Parents and other family members agree to monitor and support the student with this Safety Plan, monitor the student's use of technologies, and contact the school if the problem persists.
2. Parents are welcome to contact the student's primary contact at any time to check on the effectiveness of the plan.

3. If threats and harassment continue/and or escalate, law enforcement may be called in.

The plan is in place from _____ through _____ at which time it will be reviewed, revised or continued, if necessary.

Date Completed/Modified/Extended:

Region 14 Student Safety Plan - Definitions & Guidance

Region 14's goal is to provide a safe and secure learning environment that is free from harassment, intimidation or bullying (HIB). Students who have been the alleged targets of HIB may need special protection to ensure their emotional and physical safety during investigations and/or after sanctions have been imposed on aggressor students. This sample document raises key issues for teams to consider as they craft safety plans to protect mistreated or socially isolated students. It is understood that each situation is different and that additional considerations may need to be included.

It is recommended that this Student Safety Plan be completed by the school's existing safety, discipline or student support team. Examples of such groups include a school's Student Consultation Team, the 504 Team, the Student Crisis Team, or the Safe School Committee. It is also recommended that the targeted student and a member of the targeted student's family be involved in the development of the plan. Once the plan has been developed by the team, the principal or his/her designee will see that it is implemented with the student and his/her family. The principal will also share this plan with all necessary school staff. Classroom teachers will leave a copy of the plan in their substitute folder to ensure that the plan continues in their absence. A copy of the plan will also be filed with the student's guidance counselor, school psychologist, and principal.

The plan involves two components: the actions school staff will engage in and the actions the student will engage in. The plan has a definite start date and a proposed end date. It is meant to cover the entire school day; from the time a student boards a bus in the morning until he/she disembarks from the bus at the end of the day. The targeted student needs to be safe during before-school and after-school activities. The student also needs to be protected from any new HIB done by others in support of the initial aggressor. Since students who are targets of HIB may experience social isolation among their peers, the plan includes actions to rebuild connectedness with positive peers, as needed, and to re-establish a sense of belonging within the school community, which will ultimately help to lessen traumatic events of the HIB. A no contact contract may be part of this plan, in addition to other strategies designed to promote safety and healing.

The plan designates a Primary Staff Contact for the targeted student. This person might be the staff person to whom the student first reported the HIB, or the person with whom the student feels most comfortable. It might also be his/her homeroom teacher, counselor or another classroom teacher.

This plan is to be implemented in a way which is minimally intrusive. School layout, passing times, grade levels, as well as configurations and availability of staff will impact the plan. It will be necessary to adapt the plan to the specific context of the building where the student attends school. For example, if there are locations which are known to be particularly dangerous for the student, those areas need to be identified and monitored.

Definitions

“Bullying”, means an act that is direct or indirect and severe, persistent or pervasive, which (1) causes physical or emotional harm to an individual, (2) places an individual in reasonable fear of physical or emotional harm, or (3) infringes on the rights or opportunities of an individual at school. For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying”, 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, photo electronic 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 or (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 (i) to (v), Inclusive, of the definition of bullying. Cyber-bullying shall also include 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.

Discriminatory Harassment is bullying behavior motivated by prejudice based on real or perceived characteristics:

1. Race
2. Color
3. Religion
4. Ethnicity or national origin
5. Disability
6. Gender/sex
7. Sexual Orientation
8. Gender Identity

Retaliation is conduct by directed against an Individual for:

1. Reporting or filing a complaint,
2. Aiding or encouraging the filing of a report or complaint
3. Cooperating in an investigation under this policy
4. Taking action consistent with this policy

Sexual Harassment: Under both Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, sexual harassment is considered to be unlawful discrimination on the basis of sex.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance or creates an Intimidating, hostile or offensive work or educational environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex. The harasser can be the victim's peer, supervisor, an agent of the employer, supervisor in another area, a coworker, or a non-employee. The victim does not have to be the person harassed but could be anyone affected by the offensive conduct. Unlawful sexual harassment may occur without economic injury to or discharge of the victim, the harasser's conduct must be unwelcome.