

***Guidelines and Procedures to Implement the
Bullying and Harassment Policy
& Dating and Sexual Violence Policy
Part 1: Students***



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Guiding Principle

The Providence School Board believes that preventing bullying and/or harassment is critical for creating and maintaining a safe, secure, positive school climate and culture, which supports academic achievement, increases school engagement, respects the rights of all individuals and groups, and purposefully builds community.

Purpose

The Providence School Department's District Bullying and Harassment policy will align with the Statewide Bullying Policy that is promulgated pursuant to the authority set forth in §16-21-34 of the General Laws of Rhode Island. Known as the Safe School Act, the statute recognizes that the bullying of a student creates a climate of fear and disrespect that can seriously impair the student's health and negatively affect learning. Bullying undermines the safe learning environment that students need to achieve their full potential. The purpose of the Policy is to ensure a consistent and unified state and District wide approach to the prohibition of bullying at school.

To protect the rights of all individuals to engage in teaching and learning, bullying and/or harassment of/by any student, teacher, administrator, staff member, parent, or community partner, participating in any sanctioned school activity (as described under SCOPE below) is prohibited.

To clearly define what constitutes actions of bullying and/or harassment, to highlight the importance of responding to bullying and/or harassment behaviors, and to clarify the extent to which the Superintendent of the Providence Public School Department (PPSD) is directed to apply disciplinary actions, as specified in the following Providence School Board Policies and School District Procedures: Student Rights and Responsibilities, Code of Conduct, Student Discipline, and the Providence School Safety Plan.

I. **Definitions**

For the purposes of this Procedures Guide, the following definitions will apply:

BULLYING means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- a. Causes physical or emotional harm to the student or damage to the student's property;
- b. Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
- c. Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- d. Infringes on the rights of the student to participate in school activities;
- or
- e. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyber-bullying offender(s) and the bullying victim(s). If a single incident is sufficiently severe it may be considered bullying.

Harassment is bullying behavior as described above which includes the expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as:

Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

Harassment includes cyber-harassment (as defined below).

Cyber-bullying is defined as any willful and repeated harm inflicted through, but not limited to, the use of computers, cell phones, and other electronic devices. The following are examples of cyber-bullying, when they are intentional and result in social-emotional harm and/or distress:

- Sending text messages over the Internet or using a cell phone or texting device or medium
- Sending or posting text, images, audio, or video on or over the Internet or through a cell phone or electronic network (sexting), including social networking sites

Forms of cyber-bullying may include but are not limited to:

- a. The creation of a web page or blog in which the creator assumes the identity of another person;

- b. The knowing impersonation of another person as the author of posted content or messages; or
- c. The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.

Cyber-harassment is the behavior described as cyber-bullying motivated by prejudice bias. (see definition of harassment above)

Dating is any romantic relationship between two persons who are not married to each other, regardless of duration, commitment level, physical intimacy, gender, sexual orientation or gender identity.

Dating Violence is a pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal or emotional abuse to control his or her dating partner.

District Equity Officer (DEO) is the primary person at the District level responsible and accountable for all reports of bullying, harassment, hazing, dating violence and/or sexual violence from all sites as described in the scope of both policies.

Hazing is defined as any activity expected of someone joining a group that humiliates, degrades, abuses or endangers regardless of the persons willingness to participate.

Retaliation is defined as any form of intimidation, reprisal, or harassment by a community member directed against another community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this policy, or for taking action consistent with this policy.

School-Based Equity Coordinator (SEC) is the primary person responsible at the school level for all reports of bullying, harassment, hazing, dating violence and/or sexual violence. S/he is responsible for receiving and reviewing all incident complaint forms and coordinating investigations. The SEC is also responsible for keeping the DEO informed of all reports, investigations, and actions taken based on these procedures.

Scope means every form of bullying, harassment, cyber bullying, and/or cyber-harassment is prohibited **at school**, whether in the classroom, on school premises, immediately adjacent to school premises, when a PPSD student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises.

“Traveling to or from school (portal to portal)” also includes, but is not limited to (henceforth “including”), on a school bus or other school related-vehicle (including using a district-issued bus pass), at official school bus stops, and walking to or from school within a reasonable time before or after school hours.

Bullying or harassment, including cyber-bullying or cyber-harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially substantial disruption of the school learning environment for one or more individuals and/or the orderly day-to-day operations of any school or school program.

AT SCHOOL means:

- a. on school premises,
- b. at any school-sponsored activity or event whether or not it is held on school premises,
- c. on a school-transportation vehicle,
- d. at an official school bus stop,
- e. using property or equipment provided by the school, or
- f. acts which create a material and substantial disruption of the education process or the orderly operation of the school.

Sexual Assault means behaviors that are attempted or perpetrated against a person's will or when a person cannot consent because of age, disability, or is under the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, peer pressure, with or without use of electronic communication and may include:

- intentional touching or grabbing of someone in ways that are unwanted;
- voyeurism, the act of seeking sexual gratification from observing the sexual activities of others;
- exposure to exhibitionism, the practice of deliberately attracting undue attention to oneself particularly of a sexual nature;
- undesired exposure to pornography or;
- public display of images that were taken in a private context, sent with the intent that they remain private, or when the person was unaware.

Sexual Harassment is defined as either Hostile Environment Sexual Harassment or *Quid Pro Quo* Sexual Harassment. Sexual harassment may occur student to student, adult to student, student to adult, adult to adult, male to female, female to male, female to female, and male to male.

Hostile Environment Sexual Harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal or physical conduct of a sexual nature by another student, a school employee, or a third party on school property or at a school-related activity is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from PPSD programs or activities, or to interfere with or limit an individual's or individuals' employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. A victim may also be someone reasonably affected by conduct directed toward another individual.

Quid Pro Quo Sexual Harassment occurs when a PPSD employee or a student explicitly or implicitly conditions participation in an education program or activity or bases an educational decision on the student's submission to sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the student submits to the conduct. *Quid pro quo* sexual harassment also occurs when a PPSD employee conditions a PPSD employee's employment on submission to sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature or as a basis for an employment decision (including but not limited to promotion, demotion, alteration of duties or hours, or performance reviews).

Sexual Violence means sexual harassment, sexual assault, or rape. In cases of sexual violence, the perpetrator may be a stranger, acquaintance, friend, family member, or partner.

II. Staff Roles

District Title IX/Equity Officer

The **District Title IX /Equity Officer, (DEO)**, is the primary person responsible and accountable at the District level for all reports of bullying, harassment, hazing, dating violence and/or sexual violence. The DEO will ensure all incidents are properly tracked, investigated and completed within the timeframe specified in these procedures. The DEO will have experience and/or training on federal civil rights laws, including Title IX. The DEO will compile school-based data for purposes of reporting to Superintendent/School Board and developing prevention and training programs. The DEO will maintain an updated list of the School-Based Equity Coordinators (SEC). This list will be posted and updated semi-annually on the Providence School Department's website. The DEO will also monitor the effectiveness of school-based procedures, providing recommendations for their improvement as needed.

School – Based Equity Coordinator

The **School-Based Equity Coordinator (SEC)** is assigned by the school administrator and shall be the:

- Principal
- Assistant Principal
- School Psychologist
- School Social Worker or
- Guidance Counselor

The responsibilities of the SEC will be to:

- Receive and review all Incident Complaint Report Forms (ICRF) and forward a copy to the DEO;
- Inform in collaboration with school administrator alleged target(s) and alleged aggressor(s) about complaint;
- Ensure that parent(s)/guardian are informed of both alleged target and alleged aggressor that the complaint has been received and will be investigated;
- Assign and work with trained staff to complete investigation;
- Upon initial report of complaint, ensure a safety plan is developed and implemented if needed to protect target(s) while investigation is preceding;

- After the completion of the investigation, ensure a safety plan is developed, implemented and periodically reviewed if necessary to protect the target(s);
- Inform DEO of five school day extension if the investigation is not completed within the first five school days;
- Inform DEO of a second five day extension if the investigation is not completed within 10 school days;
- Ensure Incident Investigation Form (IIF) is completed and the Respond, Investigate, Take Action Checklist (RITA) is utilized and implemented;
- Upon completion of the investigation:
 - Determine if incident is bullying, harassment, or dating violence/sexual violence, upon completion of investigation;
 - Document, track and forward all information to DEO.
 - Documents consequences, interventions, and social emotional supports;
 - Notify school administrator so that s/he can inform all parties involved.

The **school administrator** will maintain copies of all complaints, investigations and data concerning any reported incidents. Validated reports/complaints shall be kept in student's disciplinary file.

District Leadership Team

The District Leadership Team will be composed of a team of school psychologists, school social workers and administrators under the direction of the District Equity Officer. The District Leadership Team will support the trainings and professional development regarding the implementation of these policies and procedures. The District Leadership Team will be assigned as liaisons to specific school sites in which schools can access to provide technical assistance and support in the implementation of these procedures and policies. The District Leadership Team members will be posted on the Providence Schools Website.

III. Intervention Procedures: RITA Checklist (Report – Investigate – Take Action)

A. Report

Each member of the school community is responsible for reporting any observations, knowledge, or suspicion of bullying and/ or harassment, and dating violence/sexual violence or credible information that such an act has taken place. The victim of bullying/harassment, anyone who witnesses an incidence of bullying/harassment, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. Any student or staff member who believes he/she is being bullied and/or harassed should immediately report such circumstances to an appropriate staff member, teacher or administrator.

Parents / Guardians of the victim of bullying/harassment and parents/ guardian of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report. When there is a reasonable suspicion that a child is either a bully or a victim of bullying/harassment, the parents/ guardians of the child will be notified immediately by the principal, director or head of school.

Responsibility of Staff: School staff, including volunteers, who observe an act of bullying/harassment or who have reasonable grounds to believe that bullying is taking place must report the bullying/harassment to school authorities. Failure to do so may result in disciplinary action.

Responsibility of Students: Students who observe an act of bullying/harassment or who have reasonable grounds to believe that bullying/harassment is taking place must report the bullying/harassment to school authorities. Failure to do so may result in disciplinary action. The victim of bullying/harassment, however, shall not be subject to discipline for failing to report the bullying/harassment. Student reports of bullying/harassment or retaliation may be made **anonymously**, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an **anonymous report**.

Prohibition against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying/harassment, those who are witnesses to bullying/harassment, or those investigating an incident of bullying/harassment shall not be tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.

False Reporting/Accusations: A school employee, school volunteer or student who knowingly makes a false accusation of bullying/harassment or retaliation shall be disciplined in accordance with the school behavior code.

Reports in Good Faith: A school employee, school volunteer, student, parent/ legal guardian, or caregiver who promptly reports, in good faith, an act of bullying/harassment to the appropriate school official designated in the school's policy shall be immune from a cause of action for damages arising from reporting bullying/harassment. A universal reporting form, Incident Complaint Reporting Form (ICRF) (see Appendix 1 Forms) is available in each school's main office, guidance office and nurse's office. The form can also be found online clearly marked for download at <http://www.providenceschools.org>. Forms will also be available in Spanish. Translations in other

languages may be available upon request. Several times throughout each school year, school administrator will communicate to faculty, staff, parents and their school community the purpose and location of the ICRF form. The ICRF is utilized to document student, parent, school staff or community member reports of bullying, harassment and/or dating/sexual violence. All ICRF reporting forms should be returned to the school's administrator or his/her designee or may be sent directly to the District Equity Officer (DEO). If the ICRF form is sent directly to the DEO, the DEO will refer the complaint to the respective school for investigation as appropriate. The staff person who receives the form at the school must sign the Incident Complaint Reporting Form (ICRF).

Once a complaint is received the following procedures must be adhered to:

- Incident Complaint Report Form (ICRF) is given to the school administrator (on day of receipt);
- School administrator assigns a case number e.g. first three letters of school name, school year and a number representing the numerical order of incidents reported.

For example: BRI/2010-2011/001

- The school administrator assigns Incident Complaint Reporting Form (ICRF) to the School Equity Coordinator (SEC) to begin investigation;
- SEC forwards ICRF to DEO
- School administrator and/or designee notifies parties aggressor(s), and target(s), as appropriate;
- School administrator(s) and/or designee notifies parent(s)/guardian(s) about complaint;
- A safety plan is developed and implemented for target(s) protection if necessary.
(See Section III C Safety Plan) As part of the safety plan, the school may need to immediately separate the alleged aggressor from the alleged victim. Separation may include putting the alleged aggressor in a different classroom or moving the alleged aggressor's seat.

Some reports of bullying or harassment incidents, including cyber-bullying, cyber-harassment, and/or dating/sexual violence may occur outside the scope of both policies (See Appendix 4 for Bullying and Harassment Policy and; Appendix 5 Dating and Sexual Violence Policy). Such reports will be investigated to determine if the incident(s) resulted in a potential or actual disruption of the school learning environment for one or more individuals and/or the orderly day-to-day operations of the school.

B. Investigate

Each school principal shall promptly investigate all allegations of bullying, harassment, or intimidation. The School-Based Equity Coordinator (SEC) coordinates the investigations. As stated in the Staff Roles Section II above, the SEC is the school social worker, school psychologist, guidance counselor, principal or assistant principal. Investigations will be carried out by the building SEC *with the assistance of trained staff*. Investigations will be completed within 1-5 school days. If a five school day extension is required to conduct the investigation, this extension needs to be communicated to the parent(s)/guardian of both the target(s) and aggressor(s) as well as the DEO. No more than two 2 such extensions shall be permitted under these procedures.

The investigation will be completed according to the outlined Report, Investigate, Take Action (RITA) protocol and will be documented on the Incident Investigation Form (IIF) which includes the following:

- Interviews with target(s), aggressor(s), and/or bystander(s);
- As soon as possible physical evidenced should be secured and included in the investigation;
- Secure and review physical evidence;
- Determination of incident (e.g., bullying, harassment, retaliation, dating/sexual violence);
- SEC completes and forwards ICRF, IIF, Safety Plan and RITA checklist to DEO, a brief written report may accompany these forms if appropriate.

There are several circumstances under which an incident may be referred to the District Equity Officer (DEO) for investigation. These include, but are not limited to:

- When a parent/guardian/student feels the situation is unresolved at the building level;
- When the incident involves the administrator or other staff in a building who are responsible for investigations;
- When the situation remains unresolved even after investigation and corrective action;
- If a pattern of repeated incidents towards a single target or group of targets is not being resolved at the school level;
- At the administrator's discretion.

The complaint will be documented on the Incident Complaint Report Form (ICRF). Incidents requiring an investigation will be conducted and recorded on the Incident Investigation Form (IIF). This form will also document the emotional supports, interventions, corrective actions and/or disciplinary action(s) taken as well as notification to all relevant parties. All completed forms are sent to the District Equity Officer. The school administrator will maintain copies of all complaints, investigations, and data concerning any reported incidents at the school level.

It is recommended that the SEC check with the DEO before concluding an investigation to determine if the person(s) involved have been the subject of a previous complaint in another building.

Investigation of the complaint will be completed within 1-5 school days. If an additional 5 day extension is required to conduct the investigation, this needs to be communicated to the parent(s)/guardian and the DEO. No more than two 5 day extensions shall be permitted under these procedures.

C. Take Action (Consequences, Actions & Supports)

If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed. The School Resource Officer or other qualified staff may be utilized to mediate bullying situations.

The investigation will include an assessment by the school psychologist and/or social worker of what effect the bullying, harassment or intimidation has had on the victim. A student who engages in continuous and/or serious acts of bullying will also be referred to the school psychologist and/or social worker.

Police Notification: Immediate notification of the local law enforcement agency will be made when circumstances warrant the pursuit of criminal charges against the perpetrator.

Protection: If the investigation shows that a student is the victim of serious or persistent bullying:

- a. The school principal, director or head of school will intervene immediately to provide the student with a safe educational environment.
- b. The interventions and/or safety plan will be developed, if possible, with input from the student, his or her parent/guardian, and staff.
- c. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying/harassment or retaliation.

Consequences:

The disciplinary actions for violations of the bullying policy shall be determined by the school/district appropriate authority. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying/harassing behavior. The range of disciplinary actions that may be taken against a perpetrator for bullying/harassment, cyber bullying/harassment or retaliation shall include, but not be limited to:

- a. Admonitions and warnings
- b. Parental/ Guardian notification and meetings
- c. Detention
- d. In-school suspension
- e. Loss of school-provided transportation or loss of student parking pass
- f. Loss of the opportunity to participate in extracurricular activities
- g. Loss of the opportunity to participate in school social activities
- h. Loss of the opportunity to participate in graduation exercises or middle school promotional activities
- i. Police contact
- j. School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or exclusion (as outlined in the District-Wide Code of Conduct, Grades PK-12). Retaliation or threats of retaliation in any form designed to

intimidate the victim of bullying or harassment, those who are witnesses or those investigating an incident of bullying or harassment will be subject to Level Two or Three in the “District-Wide Code of Conduct, Grade PK-12.”

Acts of bullying or harassment allegedly committed by adult members (including teachers, administrators, staff members, other school personnel, parents, community partners, or other visitors to the school) of the school community will be reported to school administrators and/or the designated office of the PPSD for investigation and consequences, in accordance with applicable procedures, including appropriate legal actions.

Retaliation or threats of retaliation by adult members (including teachers, administrators, staff members, other school personnel, parents, community partners, or other visitors to the school) of the PPSD community in any form designed to intimidate the victim of, witnesses to, or those investigating bullying or harassment will be subject to additional consequences, in accordance with appropriate procedures.

Consequences and appropriate remedial action for students who commit acts of bullying, harassment and/or dating/sexual violence may range from positive behavioral interventions up to and including suspension or exclusion as outlined in the District’s Code of Conduct Policy.

Retaliation or threats of retaliation in any form by the aggressor and/or his/her accomplices designed to intimidate the target, those who are witnesses to such behavior or those who are investigating such behavior will be subject to discipline as outlined in the District Wide Code of Conduct.

If the accusations(s) against the perpetrator(s) prove to be substantiated, the investigator’s report shall:

- Provide for reasonable, timely, age-appropriate corrective action intended to end the discrimination, harassment, bullying, dating/sexual violence and prevent it from recurring, including appropriate disciplinary action as set forth by the District Wide Code of Conduct Policy;
- Document, as needed, reasonable steps to address the effects of the discrimination on the complainant(s) and/or target(s);
- Document, as needed, reasonable steps to protect the complainant(s) and/or target(s) from retaliation as a result of communicating and/or filing the complaint.

Other actions to be considered include the following:

- Having a conference with the aggressor(s) and his/her /parent(s)/guardian to discuss the dangers and impact of such behavior;
- Discuss with the aggressor possible future legal problems the aggressor may incur if s/he continues with these behaviors;
- In- school suspension;
- Out of school suspension;
- Referral to the Student Affairs Office (SAO)

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute (§§16-19-1 and 16-19-2). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies. School faculty, administration and staff, at all times, will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

Social-Emotional Interventions

In order to promote a positive school climate, all Providence schools must be implementing a school-wide to maintain and create a safe secure and positive school environment.

Providence School District's School Social Workers, Psychologists, and Guidance Counselors have been trained in the following interventions which may be modified and used with all grades. These may include but are not limited to:

- Social Skills Counseling
- Anger Replacement Training
- Implementation of a Functional Behavioral Assessment (FBA)
- Behavior Intervention Plan
- Referrals to outside community agencies for counseling, mediation i.e. Institute and Study and Practice of Non Violence (Street Workers), Family Services, Providence Center
- Development of a Safety Plan to protect the target(s) and/or ensure that the aggressor does not repeat the behavior (Appendix 3 Safety Plan Template)

Support for the Target

Since bullying and harassment puts the mental health of the target

- at risk, an appropriate referral for support services will be made. The school shall maintain ongoing support and communication with the target to ensure that retaliation for the reporting any behaviors covered in this policy is addressed promptly. The target and the target's parent should be afforded a range of options to ensure that person's emotional and physical safety.

Social Services/ Counseling

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for bullying victims, perpetrators and appropriate family members of said students.

Safety Plans

Each school administrator, in conjunction with the building SEC and his/her designee, will establish a safety plan for target(s) of bullying, harassment, retaliation, and/or dating/sexual violence upon initial report and/or after completion of the investigation. In non disciplinary consequences, the safety plan's emphasis should inconvenience the aggressor and not the target. The safety plan should include but is not limited to the following elements:

- Daily check in system with target and/or a selection of a “safe zone,” an area identified by the target where he or she can go to receive help from a trusted adult.
- A mechanism for informing all relevant adults (teachers, coaches, bus drivers, counselors and other support staff) of the situation between the aggressor(s) and target(s) while the investigation is being conducted (i.e. “stay away” order, similar to an “order of protection”).
- A plan for monitoring less structured areas of the school environment, such as buses, lunchroom, playground and school sponsored events.
- Follow-up with parents/guardians of all involved to inform them of actions being taken for their own child.

Implementation of a Safety Plan should be continued and periodically reviewed as deemed necessary after the investigation has concluded for the purpose of continued safety of the target.

(See Appendix 1 Safety Plan Template)

IV. NOTIFICATION

Each school principal shall be responsible for the implementation and oversight this bullying policy.

The school administrator is responsible for notifying all parties involved in including those who have reported or witnessed the incident. The following details notifications that need to be adhered to in these procedures:

1. It is strongly urged that Parent(s)/guardian of both target(s) and alleged aggressor(s) be notified of such incidents within the same day of the occurrence but no later than within one school day. If difficulty occurs in communicating or contacting the parent(s)/guardian, the priority is to notify the parent(s)/guardian of the target(s) within the same day of the occurrence.
2. Parent(s)/guardians of the targets should be notified of the safety plan and how the target(s) will be protected.
3. Results of investigations of incidents must be communicated to parent(s)/guardian of both target(s) and alleged aggressor(s) within two school days of the completion of the investigation.
4. All information regarding alleged incidents and results of investigations that are reported to parent(s)/guardian must adhere to the restrictions of the Federal Educations Rights and Privacy Act (FERPA) which states that a parent or guardian is only allowed information regarding their individual child.
5. If additional time is required to conduct the investigation, this will be communicated to the parent(s)/guardian. Only two 5 school day extensions are permitted under these procedures.
6. The principal or designee must immediately notify the local law enforcement agency, when criminal charges may be pursued against the aggressor(s).
7. The Principal or designee will notify the aggressor'(s) parent(s)/guardian about the disciplinary action taken.
8. The Principal or designee will notify the target'(s) parent(s)/guardian to the extent consistent with the state and federal law, about the actions taken to prevent any further incidents. Note that this last element does NOT permit the school to release information that is protected by existing confidentiality laws.

The SEC and/or school administrator will develop a mechanism for communicating to the original reporter of the behavior, when not directly involved, and within the confines of confidentiality, that his or her complaint has been investigated and action has been taken within two school days.

Educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor students. One effect of this act is to make school records (including discipline) a private matter. That means a school is prohibited from sharing any information in a student's record – including disciplinary information — to third parties without parental consent. The result of this is that a school administrator can not reveal to a victim's parent how the aggressor has been disciplined. School officials must obey state and federal laws which mandate that they keep student records confidential and private.

See Appendix 7: Massachusetts Aggression Reduction Center: Why Is It Confidential?

<http://webhost.bridgew.edu/marc/that's%20confidential.pdf>

Anonymous Reporting:

Anonymous reports will be investigated however no disciplinary consequences can be given solely on an anonymous report. The following strategies apply to anonymous reporting:

(1) A locked box with access by the Assistant Principal/ Principal or designee only, would be available to staff and students in a location that would be student friendly (guidance office, nurse's office) where anonymous tips of bullying, harassment and/or dating/sexual violence incidents could be submitted, adhering to confidentiality of the reporter of the incident.

(2) A district phone number/Tip line/Hot line linked to the District Equity Coordinator's office would also be a way of receiving reports/incidents regarding behaviors covered under these policies and procedures. This phone number will hopefully be displayed on the District's website and other District communication mediums. DEO will then be able to forward the incident report to the proper school location for investigation. Each incident will then be handled within the specified time period aligned with these procedures. At this time, this phone line system is not in place with the District.

V. Special Education (Students with Disabilities)

Students with disabilities are expected to follow the behavioral expectations/codes of conduct specified in District's Code of Conduct regarding bullying, harassment, and dating violence and/or sexual violence. The behavioral expectations/codes of conduct should be taught, enforced, advocated and monitored with all students so that s/he is aware of what behavior is expected as outlined in the Bullying, Harassment, Dating/ Sexual Violence Policies. If a student with a disability violates the above -mentioned policy, a Manifestation Determination Hearing must be held to determine if the behavior is a manifestation related to the student's disability. Participants in this meeting must include School Equity Coordinator (SEC) and/or administrator, the student's Individualized Education Program (IEP) Team including the parent/guardian. The IEP Team will conduct a Functional Behavioral Assessment (FBA) to determine the function of the student's behavior. The IEP Team must address the skills and proficiencies needed to avoid and respond to bullying, harassment, dating violence and/or sexual violence.

The IEP team may determine that target(s) and/or the aggressor(s) of bullying, harassment and dating violence and/or sexual violence lack specific skills required for successful social interactions. In these cases, the team will decide what specific skills each student requires to demonstrate age- appropriate peer interactions. These interventions may include but are not limited to: Anger Replacement Therapy (ART), empathy training, social skills instruction, referral to outside agency and/or behavior intervention plans that address on-going consequences and rewards.

Students with disabilities have additional legal protections when a student's disciplinary removal constitutes a change of placement. The maximum number of days a student with a disability can be suspended shall not exceed 10 cumulative days in a school year. Prior to the 10th day of suspension, an IEP Team must meet to conduct a Manifestation Determination hearing to discuss services and determine whether the student's behavior is a manifestation of his/her disability.

If the District removes a student with a disability from a placement as result of disciplinary action, the District must continue to provide educational services so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals in the student's IEP. The District must also provide, as appropriate, a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior and improve the student's learning and outcomes.

VI. Cyber-bullying /Cyber-Harassment Procedures

Please Note: This section also covers Dating Violence/Sexual Violence conducted through some form of electronic communication.

Reports or complaints of cyber-bullying or cyber-harassment will be made using the Incident Complaint Reporting Form (ICRF). However, there are some special guidelines required for reporting and investigating alleged incidents of cyber-bullying and/or cyber-harassment. The key issue is whether the behavior takes place within the scope of the policies or not (See definition of Scope page 6).

Even if the administrator is not yet certain of whether to fully investigate the cyber-bullying incident(s), it is wise to secure physical evidence as quickly as possible, even before speaking with the students involved. For example, if a report is made (verbal, phone call, by email, or using the ICRF) of a threat against a student on a social networking site, it is important to print that evidence BEFORE alerting any students involved or parents since this evidence can be quickly deleted once such notice is given. It may still be determined that the report cannot be investigated for reasons explained below, but it is still best to safeguard the evidence as early as possible.

If the cyber behavior constitutes a physical threat, electronic stalking and/or breaks any other laws (such as sending or being in possession of child pornography), the option to contact law enforcement should be seriously considered as appropriate. Unless there is an immediate threat, it is best to follow District procedures on contacting, law enforcement by first discussing the situation with the appropriate Central Office administrators. If there is an immediate threat of physical harm, the appropriate law enforcement personnel should be contacted immediately.

District's Internet Use Policy

SOCIAL NETWORKING Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

If the cyber bullying (or related) behavior takes place within the school itself, the District's "Internet Acceptable Use Policy" (Appendix 6) defines the uses of district computers that are acceptable and unacceptable. The response to unacceptable use is defined by the policy:

- General school rules and policies apply to all school computer use, internet activity and communication.
- If a user is found to be in violation of any of the statement detailed in the above mentioned policy, all network and internet rights and privileges will be suspended until an investigation is conducted. Upon completion of the investigation, a decision will be given by the School Administrator(s) to revoke or reinstate the computer user's privileges. Such violations may also result in further disciplinary measures or legal actions.

If the "unacceptable use" behavior is covered by the Bullying/Harassment and/or Dating Violence/Sexual Violence Policies, then the procedures defined previously in this Guide are to be followed, including the RITA Checklist.

Cell Phone Usage

The carrying and/or use of cell phones within schools and/or within the scope of these policies is to be separately determined and will be included in revisions of the Districts Code of Conduct. If there is “reasonable suspicion” that cell phone records will provide evidence that a school rule or regulation has been broken, it should be confiscated to review text messages or other information, such as pictures, call/email, history etc. If the police are involved, then a separate legal investigation may be conducted adhering to “probable cause.”

Students who bring cell phones and other electronic devices to school must be aware that both the student and parent are consenting to the search of that device when school officials have a reasonable suspicion that such a search will reveal a violation of school rules.

Report of Incidents Outside of School Premises

Administrators should investigate any report of cyber-bullying, “sexting,” etc. However, the difficulty arises when disciplinary action is being considered. If disciplinary action is to be carried out, then it must first be determined whether the incident(s) has caused, or is likely to cause,

- Substantial disruption to the day-to-day learning environment within the school, including the teaching/leadership/maintenance responsibilities of staff and/or
- Significant interference with a student’s educational performance.

It is critical that administrators document carefully their reasons for determining that such a “substantial disruption” has taken place. Reasons for determining “substantial disruption” or educational interference include, but are not limited to:

- Extensive time required by staff to resolve an issue
- Disruption of learning situations or extra-curricular activities
- Fear on part of target(s) or bystander(s) that impacts their education
- Not just protected free speech “opinions” being expressed, but actually harmful speech
- Any form of threat (physical, social)
- Any form of speech involving harassment against one or more of the “legally protected classes”

Such reasoning and documentation are critical if disciplinary consequences are part of the “Take Action” steps of the RITA Checklist. However, it is always reasonable to take alternative steps (described above as social-emotional interventions or supports).

“Sexting”

A related, but still separable issue, is frequently called “sexting.” The issue may be seen as occurring at one of the possible intersections of the two policies that this Guide covers – bullying/harassment and dating violence/sexual violence. According to Nancy Willard, M.S., J. D., the “term is being applied to sending self-created nude or semi-

nude provocative images or sexually explicit text.” While it is possible to over-react to concerns about “sexting,” certain issues should be considered. These include, but are not limited to:

- Ages (physical and social) of students involved
- Difference in ages of those involved
- Knowledge of pictures being taken/disseminated
- Content of pictures or text
- Self-initiated or under pressure
- Dissemination (by self or others)
- Use for blackmail, coercion
- Involves “hostile environment” and/or *quid pro quo* sexual harassment

Whether or not school administrators can issue a disciplinary response to a “sexting” incident follows the same guidelines as those described above for cyber-bullying, e.g. substantial disruption and/or educational interference. However, as stated above, non-disciplinary interventions (social emotional interventions and supports) are always an option and should be considered whether or not the disruption/interference standards are met.

VII. Search and Seizure

The Fourth Amendment of the Constitution protects citizens from unreasonable search and seizure by the government. These protections impact the public schools in the area of search of students by school officials for contraband such as illegal drugs or weapons. The courts have provided direction to school officials on the issue of student searches in two areas: 1) what is necessary to justify a student search and 2) what should be the scope of that search. The following material addresses search and seizure issues in the school environment.

While the U.S. Constitution upholds the right to be safe from unreasonable search and seizures, the standard for school searches is less rigid. The search is lawful if the school has a “reasonable suspicion” that a school rule has been violated. This means that the search must be justified when made and reasonably related to the circumstances being investigated.

Reasonable Suspicion

No pupil’s outer clothing, pockets, or his or her personal effects (e.g., handbags, backpacks, etc.) shall be searched by authorized school personnel unless there are reasonable grounds to believe the search will reveal evidence that the pupil has violated or is violating either a school rule or the law. Search of a pupil’s person shall be conducted only with the express authority of the Principal/designee. Under no circumstances shall a search be conducted based solely upon an anonymous tip and/or a rumor that contraband or weapon is present. A mere “hunch” or guess is not a sufficient basis to undertake a search. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of pupil and the nature of the infraction.

Authorized Personnel

Searches of a pupil’s person or his or her personal effects shall only be conducted by the Principal or Assistant Principal and in the presence of another certified person. When a pat-down search of pupil’s person is conducted, the person conducting the search shall be the same sex as the pupil; and a witness preferably of the same sex as the pupil shall be present during the search. In addition, no search of a pupil shall be conducted in the presence of another student.

Imminent Threat

These restrictions shall not apply to situations involving an imminent threat to students or staff where immediate action is required to prevent harm to health and safety. Also, when an immediate threat to the health or safety of others occurs off site with no certified employee reasonably available, a non-certified person (i.e., bus driver or coach) that is responsible for the students is authorized to conduct the search of a student or his/her personal effects. Examples of immediate threats would include reasonable suspicion of the presence of illegal drugs or a weapon.

Strip Searches

No strip searches of students shall be permitted.

Failure to Cooperate

Students who fail to cooperate with school authorities when requested to shall be subject to further disciplinary action.

Properties of the District

School lockers and desks remain the property of the District when used by pupils. Lockers are subject to administrative search in the interest of school safety, sanitation, discipline and enforcement of school regulations and procedures. A single desk, locker or a technology resource account may be searched if reasonable grounds exist to believe that evidence of a violation of the law or a school rule is contained therein.

Law Enforcement

These procedures have no application to searches by law enforcement who have the power to investigate crimes committed and to arrest for the same. The law of search and seizure, applicable to police officers generally, governs the extent of their authority to conduct searches of pupils and to seize contraband which might be revealed by such searches.

Search and Seizure of Other Disruptive Items

Items which may be used to disrupt or interfere with the educational process may be temporarily removed from the pupil's possession by a staff member. Such items may be returned to the pupil by the School Administrator. Students who bring cell phones and other electronic devices to school must be aware that both the student and parent are consenting to the search of that device when school officials have a reasonable suspicion that such a search will reveal a violation of school rules. Administrators when seizing an item need to inform parents and follow proper protocols for seizing a device. The Administrator when seizing an item should promptly tag, bag and document the item seized as well as document if the item is returned to the student and/or parent(s)/guardian or provided to law enforcement.

VIII. Training

All school psychologists and school social workers will become trainers in their schools regarding the implementation and training of the bullying, harassment, dating and sexual violence policies and procedures. At least one guidance counselor from each building will be part of this support team to assist in this school based training. Training will also be provided for School Equity Coordinators to enable them to ensure all incidents are properly investigated, procedures are followed and students are supported in accordance with these guidelines and procedures. School administrators will be trained to lead this initiative in their schools to provide guidance, support, leadership and training regarding the implementation and training of these policies and procedures. A team of school psychologists, school social workers and administrators will also be part of a District leadership team who will continually support the trainings regarding these policies and procedures.

On an annual basis, the Providence Public School District's policies and procedures described in this document will be reviewed and provided to all faculty and staff on teacher orientation day through a slide show presentation. Publication and notification for parents and interested community members will be available through the Providence Public School's website and student handbook.

IX. Communications Plan

The District Equity Officer shall provide the superintendent with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.

For public schools, the prevention of bullying shall be part of the school district strategic plan (§ 16-7.1-2(e)) and school safety plan (§16-21-24). Other Redress And/or other Legal Remedies This section does not prevent a victim of bullying, cyber-bullying or retaliation from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

In order to fully communicate the expectations and obligations associated with these policies, Providence Schools will implement a broad-based Communications Plan (as found in Appendix 2). The strategies and related objectives of this plan are to:

1. Ensure that all stakeholders, parents, students at all levels, teachers, staff and the community at large are aware of the revised Bullying and Harassment Policy and the new Dating/Sexual Violence Policy.
2. Ensure that all stakeholders understand what constitutes actions of bullying and or harassment, the importance of responding to bullying and/or harassment behaviors and the potential consequences for these actions.
3. Ensure that all stakeholders are aware that bullying and harassment and dating/sexual violence targets and their families are entitled to receive support services to ensure the target's emotional and physical safety.
4. Ensure that all stakeholders understand that the Bullying and Harassment policy extends to students as well as adults, both as targets and perpetrators.
5. Ensure that all stakeholders understand the actions that constitute dating and sexual violence, the scope of the district's policy regarding these actions, and the potential consequences for these actions.
6. Ensure that all members of the PPSD community, particularly staff working directly with students, understand the seriousness of bullying, harassment and dating violence actions and the responsibility to treat all allegations with urgency and confidentiality, according to district procedures and state law.

Appendix 1: Copies of Forms

a. Respond, Investigate, Take Action (RITA) Checklist

(Checklist designed to ensure all steps are followed and aligned with these regulations)

b. Incident Complaint Reporting Form (ICRF)

(Form to be completed when an incident/complaint is reported)

c. Incident Investigation Form (IIF)

(Form to be completed documenting the investigation of a complaint)

d. Safety Plan Template

(Development of a Safety Plan is to protect the target(s) and/or ensure that the aggressor does not repeat the behavior)

Providence School District
RITA Checklist for Bullying/Harassment
(Report, Investigate, Take Action – RITA)

Alleged Target's Name: _____ Case #: _____

(School Initials/School Year/# of incidents ex. BRI/2010-11/#001)

School Equity Coordinator's (SEC) Name: _____

Important Note: The School Equity Coordinator (SEC) is responsible for maintaining this checklist, even if s/he does not complete each step her/himself. When completed school administrator sends copy to District Equity Officer.

| Check (v) | Procedural Step | Date & Initials of "Checker" | Comments/Reminder |
|-----------|---|---|--|
| | A. Report | | |
| | 1. Incident Complaint Report Form (ICRF) form is received and completed. | | Submitted by: Received by: |
| | 2. ICRF is reviewed by School Administrator and then given to the School Based Equity Officer (SEC) for review. | | |
| | 3. The school administrator assigns Case Number. (First 3 initials of school/school year /# of incident) Ex. BRI/2010-2011/#001 | | Case Number: |
| | 4. Copy of ICRF is sent to District Equity Officer (DEO). (Completed within 2 school days of receipt of incident) | | |
| | 5. Secure physical evidence if appropriate before notifying aggressor, target, & parent (Completed within 1 school day or as soon as possible) | | |
| | 6a. School administrator informs alleged aggressor(s) about complaint. (Completed within 1 school day of receipt of incident) | | |
| | 6b. School administrator informs alleged aggressor(s) about retaliation. (Completed within 1 school day of receipt of incident) | | |
| | 7. SEC informs alleged target(s) that alleged aggressor(s) has/have been told about complaint & warned about retaliation. (Completed within 1 school day of receipt of incident) | | |
| | 8. School administrator informs parents/guardian (P/G) of both alleged target(s) & alleged aggressor(s) about complaint & investigation, if one is required. (Completed within 1 school day of receipt of incident) | P/G of Target(s): P/G of Aggressor(s): | If more than one parent/guardian additional information: |
| | 9. If necessary, an appropriate safety plan should be developed, implemented and monitored. See: Appendix 1: Safety Plan Template Section III C: Safety Plan Description | | |

| | B. Investigation | Date & Initials of "Checker" | Comments/Reminder |
|--|--|---|--------------------------|
| | 1. The SEC initiates the Incident Investigation Form (IIF) to document investigation. | | |
| | 2. The SEC identifies trained staff to assist in completing the investigation which may include the SEC as the investigator. | | |
| | 3. Physical evidence is reviewed and secured. | | |
| | 4. Interviews are completed by assigned investigators. | | |
| | 5. Investigation is completed within 5 school days by assigned investigator. | | |
| | 6. SEC/School Administrator informs DEO of need for 5 day extension. | | |
| | 7. If not completed within 5 days, SEC informs all parties (including parent(s)/guardian) of 5 day extension. | | |
| | 8. SEC confirms if the incident report is sustained or not. | | |
| | 9. Revise & review safety plan | | |
| | 10. SEC completes <input type="checkbox"/> Incident Investigation Form (IIF) <input type="checkbox"/> RITA Checklist <input type="checkbox"/> Safety Plan if necessary (Plus brief written report, if needed) | | |
| | 11. All forms are sent by School Administrator to DEO | | |
| | C. Consequences, Actions, Interventions & Notification | Date & Initials of "Checker" | Comments/Reminder |
| | 1. SEC and/or School Administrator determine(s) and document(s), actions, intervention(s), safety plan and consequences, if any. (See Section C Take Action Section) | | |
| | 2. If consequences, actions or interventions are implemented, SEC documents on Incident Investigation Form (IIF). | | |
| | 3. School administrator informs aggressor(s) & parent(s)/guardian of results and consequences, if any. | | |
| | 4. School administrator informs target(s) & parents/guardians of investigation's results (but NOT of consequences). Notification in accordance with confidentiality laws and regulations. | | |
| | 5. SEC and/or school administrator will inform staff member(s) interviewed about incident's results. | | |
| | 6. <i>Copies</i> of the following forwarded to the DEO: <input type="checkbox"/> RITA Checklist <input type="checkbox"/> Incident Investigation Form <input type="checkbox"/> Incident Complaint Report Form <input type="checkbox"/> Plus any other pertinent reports | | |

Providence Public Schools

**INCIDENT COMPLAINT REPORTING FORM (ICRF)
Bullying, Harassment and Dating/Sexual Violence**

School Name: _____ Case#: _____ Date: _____

(First 3 initials of school / school year / # of incident)

Please complete items 1-11 below. Be sure to provide as much detailed information as possible.

1. Name of **Reporter/Complainant**: _____
2. Address: _____ Phone/Email _____
3. Check whether you are the: Target (of behavior) Reporter (not the target of the behavior)
4. Check whether you are a: Student Staff member Administrator Parent Other (specify) _____
5. If student, state your School: _____ Grade: _____ Homeroom: _____
6. If staff member, Work Site/Position: _____
7. Information about the incident:
 - a. Name of target(s) (of behavior): _____ student staff other
 - b. Name of alleged aggressor(s): _____ student staff other
 - c. Dates of incidents: ___ / ___ / ___ ___ / ___ / ___ ___ / ___ / ___
 Month Day Year Month Day Year Month Day Year
8. Witnesses (list people who saw the incident OR have relevant information about the incident):

Name: _____ Student Staff Other (specify) _____

Name: _____ Student Staff Other (specify) _____
9. Place an X next to the statement(s) that you believe best describe what happened (choose all that apply)

| | Means of Bullying/Harassment | Harassment Motivations |
|--|--|---|
| Bullying <input type="checkbox"/> | Cyber bullying/harassment <input type="checkbox"/> | Race <input type="checkbox"/> |
| Harassment <input type="checkbox"/> | Verbal <input type="checkbox"/> | Color <input type="checkbox"/> |
| | Threatening Behavior <input type="checkbox"/> | Sexual Orientation/Gender Identity <input type="checkbox"/> |
| | Physical <input type="checkbox"/> | Ethnicity/National Origin <input type="checkbox"/> |
| | Sexual Harassment <input type="checkbox"/> | Disability <input type="checkbox"/> |
| | Extortion/Theft <input type="checkbox"/> | Religion <input type="checkbox"/> |
| Sexual Violence <input type="checkbox"/> | | Gender <input type="checkbox"/> |
| Dating Violence <input type="checkbox"/> | | Ancestry <input type="checkbox"/> |
| Retaliation of any of the above behaviors <input type="checkbox"/> | | |

10. Describe incident details (people involved, what was said/done, specific words used): _____

11. Actions taken by staff members at time of incident/report: _____

Signature of Reporter/Complainant: _____ Date: _____

Signature of Scribe/Interpreter: _____

-----For Office Use-----

Received by: _____ Time _____ Date _____

Submitted to Administration _____ Time _____ Date _____

Submitted to SEC _____ Date _____ Submitted to DEO _____ Date _____

Providence Public School District
Bullying, Harassment, Dating and Sexual Violence
INCIDENT INVESTIGATION FORM (IIF)

School Name _____ Case # _____ Date: _____

(To be completed by administrators or their designated official(s) within 5 days of receipt of complaint.)

1. Incident:

Name of Incident Reporter(s): _____ Date(s): _____

Student Employee Other _____

Time(s): _____ Date of Report/Complaint: _____ Location(s) _____

2. District Equity Coordinator notified: Yes No Date _____

3. Notice to Parents – (both parties) of Complaint:

Notification by administrator/SEC within 1 school day of receiving incident report

Person notifying parent(s): _____ Method: _____ Date: _____

Additional information: _____

4. Police Involvement: Yes No **Police Responded:** Yes No

Responding Officer: _____ Report # _____

Action taken: _____

INVESTIGATION

5. Target(s):

Person allegedly target of bullying, harassment, and/or dating/sexual violence

| Name (If not student indicate staff member/other) | ID #/ Position | Age | Grade | Sex | Race/ Ethnicity | Repeat Target (Y/N) Don't Know | Target new to district (Y/N) Don't Know | Parent Notified (Y/N) Type of Notification |
|---|-------------------|-----|-------|-----|--------------------|--|---|--|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

5a. Other pertinent information: _____

6. Subjects(s):

Person(s) accused of alleged bullying, harassment, and/or dating/sexual violence

| Name (If not student indicate if staff member/other) | ID #/ Position | Age | Grade | Sex | Race/ Ethnicity | Repeat subject (Y/N) | Subject new to district (Y/N) | Parent Notified (Y/N) Type of Notification |
|--|-------------------|-----|-------|-----|--------------------|----------------------------|--|--|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

6a. Other pertinent information: _____

7. Witnesses: (List people who saw the incident OR have pertinent information)

1) Name: _____ Student Staff Member Other _____

Contact information/phone # _____

2) Name: _____ Student Staff Member Other _____

Contact information/phone # _____

3) Name: _____ Student Staff Member Other _____

Contact information/phone # _____

8. Summarize the details of the incident (Be as specific as possible, including who was involved, what each person did and stated, specify using the actual words used. Use additional paper if necessary.):

9A. Bias indicators related to incident (Check all that apply):

- Derogatory words/writings/gestures used relating to victim's group
- Target belongs to a group that is relatively small in number in school
- Subject had prior incidents with members of victim's group
- Derogatory words/writings/gestures used relating to victim's group
- Incident occurred on a holiday or date significant to victim's group
- Target perceives that incident was motivated by his/her group membership
- Target participates in an activity/club promoting his/her group

9B. Is behavior or incident potentially motivated by the target's (check all that apply):

- Race/Color
- Ethnicity/National Origin
- Sex (gender)
- Disability (actual or perceived)
- Religion
- Gender identity (actual or perceived)
- Age
- Sexual Orientation (actual or perceived)

10. Physical Injury to incident participants: Yes No If yes, state who was injured and describe injuries:

11. Resolution process used: Formal Informal Disciplinary code Other _____

12. Report/complaint investigated by: _____

(Name/Position)

13. Report/complaint sustained: Yes No Check all that apply

| | Means of Bullying/Harassment | Harassment Motivations |
|--|--|---|
| Bullying <input type="checkbox"/> | Cyber bullying/harassment <input type="checkbox"/> | Race <input type="checkbox"/> |
| Harassment <input type="checkbox"/> | Verbal <input type="checkbox"/> | Color <input type="checkbox"/> |
| | Threatening Behavior <input type="checkbox"/> | Sexual Orientation/Gender Identity <input type="checkbox"/> |
| | Physical <input type="checkbox"/> | Ethnicity/National Origin <input type="checkbox"/> |
| | Sexual Harassment <input type="checkbox"/> | Disability <input type="checkbox"/> |
| | Extortion/Theft <input type="checkbox"/> | Religion <input type="checkbox"/> |
| Sexual Violence <input type="checkbox"/> | | Gender <input type="checkbox"/> |
| Dating Violence <input type="checkbox"/> | | Ancestry <input type="checkbox"/> |
| Retaliation of any of the above behaviors <input type="checkbox"/> | | |

14. Determination made by: _____ Date _____

ACTIONS

15a. . Disciplinary, Corrective Action, Interventions & Supports for Aggressor(s): _____

Consequences

- In-school suspension
- Administrative detention
- Referral to SAO
- Out-of-school suspension
- Removal to alternative setting
- Other: _____

Supports

- Safety Plan Consult with colleague(s)
- Counseling Referral to Nurse
- Behavior Intervention Plan Conference w/student
- Referred to Outside Agency
- Mediation Referral to counselor, Social Worker, Psychologist
- Conference with family Telephone conversation w/family
- Other: _____

15b. Interventions & Supports for Target(s): _____

- Safety Plan Referral to Nurse Behavior Intervention Plan Conference w/student
- Counseling Referred to Outside Agency Conference with family Telephone conversation w/family
- Referral to Counselor, Social Worker, Psychologist Other: _____

16. School Notifications if necessary

- Notify Director of Operations Notify SAO Notify Level Director Notify Police
- Other _____

17. Additional comments: _____

18. Additional parent/guardian contact (with dates and times): _____

19. Other agency reports filed? Yes No Agency: _____

19 a. Report Title: _____ Number/Name: _____

20. Designated official name: _____ Designated official signature: _____ Date: _____

21. Report forwarded to district equity coordinator? Yes No Date: _____

22. District equity coordinator signature: _____ Date: _____



INDIVIDUAL STUDENT SAFETY PLAN

Date:

An individual student safety plan, unlike a typical behavior plan, addresses specific behavior that is dangerous to the student and/or others. This safety plan may be completed in response to a report or after an investigation has been completed.

| | | | | |
|---------------|---------|--------------|---------|--------|
| Student Name: | D.O.B.: | Student ID#: | Gender: | Grade: |
| Teacher: | | | | |
| Case Manager: | | | | |

| Contact Information | | |
|---------------------|-------------|--------|
| Parent/Guardian: | | |
| Cell Phone: | Home Phone: | Other: |
| Emergency Contact: | Phone: | |

| Student Safe Zones | |
|------------------------------------|--|
| On School Grounds: | |
| Off School Grounds (If applicable) | |

| Description of Why Student Requires a Safety Plan |
|---|
| |

SAFETY PLAN

| Brief Description of Plan (Include Supervision, Monitoring and Procedural Access to Safe Places) | Who is Responsible/Staff/Location/Times |
|--|---|
| | |

| | |
|--|--|
| | |
|--|--|

BEHAVIOR SUPPORTS

| | |
|--|------------------------------|
| What will staff, student, and family do to lessen the likelihood of unsafe behavior (i.e., supervision, transition planning, transportation to and from school, plan for unstructured time, closed campus, searches, etc.)? | Person(s) responsible |
| | |
| How will plan be monitored? | Person Responsible |
| | |

| <i>Current Agencies or Outside Professionals Involved (Include Police, DCYF, Social Worker)</i> | | |
|--|--------|-------|
| Name | Agency | Phone |
| | | |
| | | |
| | | |
| | | |
| Student Safety Team Members | | |
| Name | Title | Date |
| | | |
| | | |
| | | |
| | | |
| | | |
| Next Review Date: (Approximately two weeks from initiation of plan or last review date) | | |

Appendix 2: Communications Plan



**Providence Schools
Communication Plan for the Bullying and
Harassment Policy and the Dating
Violence/Sexual Violence Policy**

Communications Plan Background

Purpose

This purpose of this communications plan is to set forth the strategies and tactics that will be utilized to communicate the district's new Bullying and Harassment Policy and the newly developed Dating and Sexual Violence Policy that were both adopted by the Providence School Board on August 10, 2010, as well as the underlying procedures that will be developed to implement the policies.

Background

The need for bullying policy updates and revisions, as well as a specific policy to address the unique concerns behind dating or sexual violence, had been identified in recent years. Specifically, administrators and staff had noted the need to address contemporary issues such as electronic forms of bullying and harassment, and to revise reporting procedures to better support students. In August 2009, training on the existing bullying policy was held for all administrators and special staff like guidance counselors, psychologists, social workers, etc. As part of this training, staff thoroughly reviewed and discussed the existing policy. Notable in this discussion was a lack of universal reporting procedures for these less conspicuous forms of bullying, and high incidence of cases in which the victim of such bullying was punished for acting in self-defense, but the initial bullying had not been addressed.

A formal committee was then formed in January 2010, which included key staff and legal counsel from Providence Schools and the Providence Teachers Union, as well as representatives from relevant community partners, including RI Department of Education, RI Student Assistance, Providence Police Department, RI Department of Education, and interested elected officials. This committee met at least monthly, sometimes bi-monthly. The committee looked at policies across the state and in comparable districts nationwide. They then crafted definitions clarifying between bullying and harassment; and also defined dating violence as it relates to pre-teens and teens in our schools. As an extension to this work, the committee decided to address not only student issues, but bullying and harassment initiated by or affecting employees. The committee continued its work by examining and defining the district's scope of responsibility, including portal-to-portal, school dances, sporting events, and other non-academic, school-related functions.

The committee's work continues at this point, with work to develop procedures for implementation of policies, to include guidance on how incidences should be reported and investigated in order to best protect the rights of both the victim and the accused. The committee will enact this communications plan to bring awareness of the policies to students, parents, staff and community, and to communicate what staff, parents, students and others can do preventatively to reduce incidences of bullying and harassment. Procedures will be developed to provide social-emotional support to victims and their families, including referrals to community services. Likewise, in the interest of getting to the root of the problem, this policy identifies the need to address the aggressor's behavior in a manner that is not solely punitive, but corrective.

Strategies and Related Objectives

- Ensure that all stakeholders, parents, students at all levels, teachers, staff and the community at large are aware of the revised Bullying and Harassment Policy and the new Dating/Sexual Violence Policy.
- Ensure that all stakeholders understand what constitutes actions of bullying and or harassment, the importance of responding to bullying and/or harassment behaviors and the potential consequences for these actions.
- Ensure that all stakeholders are aware that bullying and harassment and dating/sexual violence targets and their families are entitled to receive support services to ensure the target's emotional and physical safety.
- Ensure that all stakeholders understand that the Bullying and Harassment policy extends to students as well as adults, both as targets and perpetrators.
- Ensure that students, families and staff understand the actions that constitute dating and sexual violence, the scope of the district's policy regarding these actions, and the potential consequences for these actions.
- Ensure that all members of the PPSD community, particularly staff working directly with students, understand the seriousness of bullying, harassment and dating violence actions and the responsibility to treat all allegations with urgency and confidentiality, according to district procedures and state law.

Target Audiences

- PPSD students
- PPSD families
- PPSD administrators, teachers and staff, particularly those in direct contact with students
- Elected officials
- State and local government agencies, including RIDE, DCYF, RIAG, PPD
- Community organizations and partners
- Media outlets – print, radio, Web and television

Message(s) to be Communicated

- Bullying, harassment and dating/sexual violence is serious, unacceptable and will not be tolerated in the PPSD community.
- Response to allegations will be handled promptly, with appropriate consequences reinforced.
- The level of consequences is determined by the nature of the offense and not unilaterally imposed.
- The district is responsible to ensure that targets and their families receive initial and ongoing support to ensure the target's emotional and physical safety.
- All members of the PPSD community have a responsibility to report knowledge or suspicion of any behaviors covered in both policies.
- The harassment and bullying policy now covers adults as well as students.
- The bullying and harassment policy addresses the following types of harassment: sexual harassment, hostile environment sexual harassment, quid pro quo sexual harassment, cyber-bullying, cyberharassment, hazing and retaliation.

Communications/Outreach Strategic Plan for the Bullying and Harassment Policy and the Dating/Sexual Violence Policy

| 1. Verbal communication of the Bullying and Harassment Policy and the Dating/Sexual Violence Policy to make sure that all stakeholders have a clear understanding of what actions are addressed in the policies, the potential consequences, the rights of targets and the responsibilities of the entire PPSD community.. | | | | | |
|---|--|--|--|--|--|
| Tactics | Action Steps | Responsible Parties | Message(s) | Resources | Target Date |
| 1. Student Assemblies, Parent Nights and Student Led Conferences 2. Open House 3. PTO Meetings 4. SIT Meetings 5. Student Advisory 6. IEP Meetings 7. ILP Meetings 8. SAO Disciplinary Hearings 9. LAC and PAC Meetings 10. Registration Center 11. Nuts and Bolts/Monthly Principal Meetings 12. School Board 13. Faculty Meetings 14. New Employee Orientation 15. ParentLink messages to communicate meetings/ events providing information about bullying and harassment policies and issues, as appropriate. 16. Presentations at community events/ meetings. | 1-10, 16. The Bullying and harassment and the Dating and Sexual Violence Policies and contents should be spoken of and explained at all in-person presentations/meetings. Parents and students must have numerous opportunities to hear and review the policies and understand what actions constitute bullying, harassment and date/sexual violence, the consequences for such actions and the rights of the targeted individuals. 11. Presentation on new requirements, expectations for principal and staff role in disseminating and reinforcing important information and reporting/investigating alleged/suspected actions. Per procedural guidelines. 12. The Supt. shall report out to the School Board relevant to trends and data on both policies. 13-14. Venues to reinforce policies and the inclusion of adults as targets and offenders. | 1-7. Principals, Teachers, Parents 8. Hearing Officer 9. T&L and FACE Staff 10. Registration Center Personnel 11. T&L 12. Superintendent Communications Office - (develop and revise the written and presentation materials) | All parties should be verbally informed of the specific policies: Ensure that students, families and staff understand the actions that constitute Bullying, Harassment and Dating and Sexual Violence, the scope of the each district policy regarding these actions, and the potential consequences for these actions. | Written and presentation materials to be developed and revised on an ongoing basis by Communications | 1-2. End of first quarter, 2011 3-4 & 9. Monthly beginning in September, 2011. 5-8, 10&13-14. Ongoing and revised as needed, beginning in September, 2011 11. August Retreat 12. School Board Meeting prior to start of each school year |

| 2. Written communication of the Bullying and Harassment Policy and the Dating/Sexual Violence Policy to make sure that all stakeholders have a clear understanding of what actions are addressed in the policies, the potential consequences, the rights of targets and the responsibilities of the entire PPSD community. | | | | | |
|---|---|--|--|--|---|
| Tactics | Action Steps | Responsible Parties | Message(s) | Resources | Target Date |
| <ol style="list-style-type: none"> 1. Fliers/3-Fold/Brochures 2. Posters 3 Parent/Student Handbook 4. Connections Newsletter 5. Teaching Matters newsletter 6. Employee orientation written packets 7. Q&A/info sheet tailored to grade levels and employees 8. Parent Letters (all grade levels) to explain policy & procedures 9. Student Planners as appropriate 10. Info page on the District web site with links from school sites 11. Bus shelter messages | <p>Various written communication vehicles need to be developed that meet the linguistic and literacy needs of multiple stakeholders.</p> <p>Written materials to be created and distributed in various written formats as appropriate for students, parents, staff and community, at the following venues:</p> <ol style="list-style-type: none"> 1. Student Assemblies/ Advisory 2. School Parent Events/ Meetings 3. District LAC and PAC Meetings 4. Community organizations/ locations, including libraries, centers, churches, RI Family Court | <p>Communications staff to work with T&L to develop written collateral.</p> | <p>Ensure that students, families and staff understand the actions that constitute Bullying, Harassment and Dating and Sexual Violence, the scope of the each district policy regarding these actions, and the potential consequences for these actions.</p> | <p>Written and presentation materials to be developed and revised on an ongoing basis by the Communications Office</p> | <p>Production of written materials to begin upon passage of policy and development of procedures.</p> <p>Ongoing revisions as needed.</p> |
| 3. Media venues for communication of the revised Bullying & Harassment Policy and the new Dating & Sexual Violence Policy | | | | | |
| Tactics | Action Steps | Involved Parties | Message(s) | Resources | Target Date |
| <ol style="list-style-type: none"> 1. Talk radio show appearances 2. Coverage from ProJo, Providence En Espanol, Providence American, O Jornal, Portuguese Times, local education blogs, and web sites 3. PPSD PSAs 4. Student created | <ol style="list-style-type: none"> 1. Schedule staff to appear on talk radio shows committed to disseminating education and public safety and health information, including PPSD's Janet Pichardo, Delia Rodriguez, Pablo Rodriguez, Patricia Martinez. 2. Pitch stories to print | <ol style="list-style-type: none"> 1. Communications Office; spokespeople from T&L 2-3. Communications Office 4-5. Communications/ T&L to explore use of PCTA equipment and | <ol style="list-style-type: none"> 1-3, 5. Awareness of and clarification on specific policy/reporting questions 4. Peer-to-peer message on seriousness of these offenses. | <p>Written scripts talking points</p> | <ol style="list-style-type: none"> 1-3. Ongoing 4-5. 2011-12 School Year |

| | | | | | |
|--|---|---|--|--|--|
| <p>DVD</p> <p>5. Webinar on procedures to be used for staff training</p> | <p>media to raise awareness of the details of the policies, stressing that bullying and harassment will not be tolerated.</p> <p>3-4. Write PSA to be disseminated to various media outlets, possibly using student created DVD for peer awareness.</p> <p>5. Produce webinar for staff and/or teachers</p> | <p>student acting/production talent</p> | | | |
|--|---|---|--|--|--|

Appendix 3: Curricular Resources

RESOURCES

Websites, Videos, Organizations, Community Partners, and Hotlines

The resources listed below were recommended by educators and those experienced in the field. We encourage everyone to learn more about bullying, harassment, and dating violence and make his or her judgment as to what to do about it.

WEBSITES: Access lesson plans, brochures, posters, activity sheets, books, research, blogs, and much more at the following websites:

www.ancomm.com
www.AuthenticParent.com
www.angriesout.com
www.beatbullying.org
www.bouldenpublishing.com
www.boystownpress.org
www.bullies2buddies.com
www.bulliescanbetransformed.com
www.bullying.org
www.bullyonline.org
www.BullyBeware.com
www.BullyFrog.com
www.bullypolice.org
www.bullystoppers.com
www.caabi.org
www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html
www.championsagainstbullying.com
www.charactercounts.org
<http://community.cfchildren.org/home>
www.communityofcaring.org
www.cybermentors.org.uk
www.education.com
<http://facs.pppst.com/bullying.html>
www.fightcrime.org
www.hamfish.org
www.how-to-stop-bullying.com
www.interventioncentral.org
www.jeffreyjohnston.org
www.kaboose.com
www.kidscape.org.uk/kidscape
www.kidpower.org
www.kidspace.org
www.lfcc.on.ca/bully.htm
<http://loveisnotabuse.com/web/guest/home>
www.loveisrespect.org/
www.mcgruff.org
www.napcan.org.au
www.nhbullywatch.org

www.nobully.com
www.opheliaproject.org
www.PacerKidsAgainstBullying.org
www.Peerabuse.info
www.pbskids.org/itsmylife/friends/bullies
www.preventchildabuse.org
www.projectwisdom.com
www.safechild.org
www.solution-tree.com
www.schoolclimate.org/bullybust/educators/partner_schools/
www.stopbullyingnow.com
<http://stopbullyingnow.hrsa.gov/kids/>
<http://stompoutbullying.org/>
www.stopbullyingKansas.org
www.teachingtolerance.com
www.wedolisten.com

Middle/High School

- Stand Up - Speak Out" Program and Project" <http://antibullyingprograms.org/Programs.html>
- Lindsay Ann Burke Resources /dating violence/ <http://labmf.org/main/dvdinfo/> /
- Books: www.jodeeblanco.com
 - Please Stop Laughing at Me by Jodee Blanco
 - It's Not Just Joking Around! A survivors Guide to Bullying and Peer Abuse by Jodee Blanco

Elementary

- Character Counts <http://charactercounts.org>
- I Can Problem Solve, Dr. Myrna B. Shure, <http://www.researchpress.com/item4628>
- Kids for Character (video) <http://www.amazon.com/Kids-Character-VHS/dp/B00000HF1B>
- Second Step: Violence Prevention Curriculum (K-5)
<http://www.cfchildren.org/programs/ssp/overview/>
- Steps to Respect: Evidence Based Bullying Prevention Program (elementary and middle)
<http://www.cfchildren.org/programs/str/overview/>
- There's No Excuse For Peer Abuse" <http://antibullyingprograms.org/Programs.html> "
- Touching – A personal safety curriculum (PK, K, elementary)
<http://www.cfchildren.org/programs/tat/overview/>
- Book: Howard B. Wigglebottom Learns About Bullying www.wedolisten.com

School Organizations

- PPSD District Wide Student Government (DWSG)

Community Resources

- Institute for the Study & Practice of Nonviolence, 265 Oxford Street Providence, RI 02905
Institute of Non-violence (Street Workers/Teeny Gross)
<http://www.nonviolenceinstitute.org/>

- Kaliedescope Theatre <http://kt-online.org>/Student Resources Officers (Providence Police Department)
- www.ritap.org RI Technical Assistance Project – Lesbian Gay Bisexual Transgender Youth Anti-Bullying Forum

VIDEOS

Bully Breath: How to Tame a Troublemaker www.nimcoinc.com
 Groark Learns About Bullying www.nimcoinc.com
 No More Teasing www.nimcoinc.com
 Resolving Conflicts www.nimcoinc.com
 Stopbullyingnow.com/videos
 The Bully Dance www.youtube.com
 Take a Stand www.safechild.org

ORGANIZATIONS

Alliance for a New Humanity www.anhglobal.org
 Child & Family Services www.cfsbny.org
 Children’s Creative Response to Conflict www.planet-rockland.org/conflict
 Committee for Children, www.cfchildren.org
 Community of Caring www.communityofcaring.org
 Educators for Social Responsibility www.esrnational.org
 GLSEN.org www.GLSEN.org
 Hands and Words are Not for Hurting www.handsproject.org
 Heartwood Institute www.heartwoodethics.org
 International Bullying Prevention Association www.stopbullyingworld.org
 Juvenile Justice Clearinghouse www.ojjdp.ncjrs.org
 Love our Children www.LoveourChildrenusa.org
 National Association for Community Mediation www.nafcm.org
 National Association of School Psychologists <http://www.nasponline.org/resources/listingb.aspx>
 (scroll down to bullying)
 National PTA www.pta.org
 National School Safety Center www.nssc1.org
 Office of Safe and Drug Free Schools www.ed.gov
 Peace Builders www.peacebuilders.com
 Peaceful Schools International www.peacefulschoolsinternational.org
 PLC www.PeaceLearningCenter.org
 Safe Schools Healthy Schools www.sshs.samhsa.gov
 Teaching Tolerance www.teachingtolerance.org
 TGFV http://ies.ed.gov/ncee/wwc/reports/character_education/tgfv/
 The Olweus Bully Prevention Program: www.hazelden.org
 The Ophelia Project: www.opheliaproject.org

Hotlines

National Crisis Hotline: 1.800.334.4543

National Dating Abuse Hotline 1-866-331-9474

Suicide Prevention Lifeline (1-800-273-TALK) (8255) Suicidepreventionlifeline.org

Appendix 4: STUDENTS and STAFF BULLYING AND HARASSMENT POLICY

Guiding Principle The Providence School Board believes that preventing bullying and/or harassment is critical for creating and maintaining a safe, secure, positive school climate and culture, which supports academic achievement, increases school engagement, respects the rights of all individuals and groups, and purposefully builds community.

Purpose The Providence School Department's District Bullying and Harassment policy will align with the Statewide Bullying Policy that is promulgated pursuant to the authority set forth in §16-21-34 of the General Laws of Rhode Island. Known as the Safe School Act, the statute recognizes that the bullying of a student creates a climate of fear and disrespect that can seriously impair the student's health and negatively affect learning. Bullying undermines the safe learning environment that students need to achieve their full potential. The purpose of the Policy is to ensure a consistent and unified state and District wide approach to the prohibition of bullying at school.

To protect the rights of all individuals to engage in teaching and learning, bullying and/or harassment of/by any student, teacher, administrator, staff member, parent, or community partner, participating in any sanctioned school activity (as described under SCOPE below) is prohibited.

To clearly define what constitutes actions of bullying and/or harassment, to highlight the importance of responding to bullying and/or harassment behaviors, and to clarify the extent to which the Superintendent of the Providence Public School Department (PPSD) is directed to apply disciplinary actions, as specified in the following Providence School Board Policies and School District Procedures: Student Rights and Responsibilities, Code of Conduct, Student Discipline, and the Providence School Safety Plan.

Definitions **BULLYING** means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- a. Causes physical or emotional harm to the student or damage to the student's property;
- b. Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
- c. Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- d. Infringes on the rights of the student to participate in school activities;

or

- e. Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyber-bullying offender(s) and the bullying victim(s). If a single incident is sufficiently severe it may be considered bullying.

Harassment is bullying behavior as described above which includes the expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as:

Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

Harassment includes cyber-harassment (as defined below).

Sexual Harassment is defined as either Hostile Environment Sexual Harassment or *Quid Pro Quo* Sexual Harassment. Sexual harassment may occur student to student, adult to student, student to adult, adult to adult, male to female, female to male, female to female, and male to male.

Hostile Environment Sexual Harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal or physical conduct of a sexual nature by another student, a school employee, or a third party on school property or at a school-related activity is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from PPSD programs or activities, or to interfere with or limit an individual's or individuals' employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. A victim may also be someone reasonably affected by conduct directed toward another individual.

Quid Pro Quo Sexual Harassment occurs when a PPSD employee or a student explicitly or implicitly conditions participation in an education program or activity or bases an educational decision on the student's submission to sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the student submits to the conduct. *Quid pro quo* sexual harassment also occurs when a PPSD employee conditions a PPSD employee's employment on submission to sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature or as a basis for an employment decision (including but not limited to promotion, demotion, alteration of duties or hours, or performance reviews).

CYBER-BULLYING means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting 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.

Forms of cyber-bullying may include but are not limited to:

- a. The creation of a web page or blog in which the creator assumes the identity of another person;
- b. The knowing impersonation of another person as the author of posted content or messages; or
- c. The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.

Cyber-harassment is the behavior described as cyber-bullying motivated by prejudice bias. (see definition of harassment above)

Hazing is defined as any activity expected of someone joining a group that humiliates, degrades, abuses or endangers regardless of the persons willingness to participate.

Retaliation is defined as any form of intimidation, reprisal, or harassment by a PPSD community member directed against another PPSD community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

Scope

Every form of bullying, harassment, cyber-bullying, and/or cyber-harassment is prohibited **at school**, whether in the classroom, on school premises, immediately adjacent to school premises, when a PPSD student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises.

“Traveling to or from school (portal to portal)” also includes, but is not limited to (henceforth “including”), on a school bus or other school related-vehicle (including using a district-issued bus pass), at official school bus stops, and walking to or from school within a reasonable time before or after school hours.

Bullying or harassment, including cyber-bullying or cyber-harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially substantial disruption of the school learning environment for one or more individuals and/or the orderly day-to-day operations of any school or school program.

AT SCHOOL means:

- a. on school premises,
- b. at any school-sponsored activity or event whether or not it is held on school premises,
- c. on a school-transportation vehicle,
- d. at an official school bus stop,
- e. using property or equipment provided by the school, or
- f. acts which create a material and substantial disruption of the education process or the orderly operation of the school.

District Procedures

The Superintendent shall define “Guidelines and Procedures to implement the Bullying and Harassment Policy and Dating Violence Policy.”

The Superintendent shall provide age-appropriate guidelines for each school for reporting and investigating incidents of bullying or harassment. Specific persons responsible for receiving and following up on reports will be identified in these procedures. Such guidelines will include a standardized reporting form to be used by any member of the PPSD community.

The purpose of such a reporting form is to trigger an investigation, which protects the safety of the target, bystanders, and/or concerned family/guardian/community members. These guidelines shall include clear guidelines as to when and how reports on bullying or harassment should be made to law enforcement for investigation into possible criminal charges.

Within the requirements of FERPA, the Guidelines and Procedures to Implement the Bullying and Harassment Policy and Dating Violence Policy shall include a specific amount of time within which parents will be informed of a complaint and a specific amount of time for investigations to be completed.

Additionally, the Guidelines and Procedures to Implement the Bullying and Harassment Policy and Dating Violence Policy shall also include a plan for communicating with parents/guardians, professional development for all staff, and instruction for students at all school levels in social-emotional learning and violence prevention.

Information Dissemination

The school principal, director, or head of school shall ensure that students, staff and parents/legal guardians are provided information regarding this policy. This information shall include methods of discouraging and preventing this type of behavior, the procedure to file a complaint, and the disciplinary action that may be taken against those who commit acts in violation of this policy.

The policy shall be:

- a. Distributed annually to students, staff, volunteers and parent/legal guardians.
- b. Included in student codes of conduct, disciplinary policies and student handbooks
- c. Prominently posted link on the home page of our District website

Reporting

Each member of the PPSD community is responsible for reporting knowledge of any behaviors covered in this Policy or credible information that such an act has taken place.

Each school principal shall establish, and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of bullying may be filed and how this report will be acted upon. The reporting form can be found in our website or in Guidelines and Procedures to Implement the Bullying and Harassment Policy and Dating Violence Policy.”

The victim of bullying/harassment, anyone who witnesses an incidence of bullying/harassment, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. Any student or staff member who believes he/she is being bullied/harassed should immediately report such circumstances to an appropriate staff member, teacher or administrator.

Parents / Guardians of the victim of bullying/harassment and parents/ guardian of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report. When there is a reasonable suspicion that a child is either a bully or a victim of bullying/harassment, the parents/ guardians of the child will be notified immediately by the principal, director or head of school.

Responsibility of Staff: School staff, including volunteers, who observe an act of bullying/harassment or who have reasonable grounds to believe that bullying is taking place must report the bullying/harassment to school authorities. Failure to do so may result in disciplinary action.

Responsibility of Students: Students who observe an act of bullying/harassment or who have reasonable grounds to believe that bullying/harassment is taking place must report the bullying/harassment to school authorities. Failure to do so may result in disciplinary action. The victim of bullying/harassment, however, shall not be subject to discipline for failing to report the bullying/harassment. Student reports of bullying/harassment or retaliation may be made **anonymously**, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an **anonymous report**.

Prohibition against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying/harassment, those who are witnesses to bullying/harassment, or those investigating an incident of bullying/harassment shall not be tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.

False Reporting/Accusations: A school employee, school volunteer or student who knowingly makes a false accusation of bullying/harassment or retaliation shall be disciplined in accordance with the school behavior code.

Reports in Good Faith: A school employee, school volunteer, student, parent/ legal guardian, or caregiver who promptly reports, in good faith, an act of bullying/harassment to the appropriate school official designated in the school's policy shall be immune from a cause of action for damages arising from reporting bullying/harassment.

Investigation/ Response

Each school principal shall promptly investigate all allegations of bullying, harassment, or intimidation. Each school principal shall coordinate and timely report investigative findings to the District-wide Title 9/Equity coordinator also designated by the superintendent or his/her designee. If a report of cyber-bullying and/or cyber-harassment concerning an incident initiated outside the Scope (as defined above), such report will be investigated by the Superintendent to determine if the incident(s) resulted in a potentially substantial disruption of the school learning environment for one or more individuals and/or the orderly day-to-day operations of any school or school program.

If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed. The School Resource Officer or other qualified staff may be utilized to mediate bullying situations. The investigation will include an assessment by the school psychologist and/or social worker of what effect the bullying, harassment or intimidation has had on the victim. A student who engages in continuous and/or serious acts of bullying will also be referred to the school psychologist and/or social worker.

Police Notification: Immediate notification of the local law enforcement agency will be made when circumstances warrant the pursuit of criminal charges against the perpetrator.

Protection: If the investigation shows that a student is the victim of serious or persistent bullying:

- a. The school principal, director or head of school will intervene immediately to provide the student with a safe educational environment.
- b. The interventions and/or safety plan will be developed, if possible, with input from the student, his or her parent/guardian, and staff.
- c. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying/harassment or retaliation.

School Climate

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute (§§16-19-1 and 16-19-2). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies. School faculty, administration and staff, at all times, will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

Consequences

The disciplinary actions for violations of the bullying policy shall be determined by the school/district appropriate authority. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to

teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying/harassing behavior. The range of disciplinary actions that may be taken against a perpetrator for bullying/harassment, cyber-bullying/harassment or retaliation shall include, but not be limited to:

- a. Admonitions and warnings
- b. Parental/ Guardian notification and meetings
- c. Detention
- d. In-school suspension
- e. Loss of school-provided transportation or loss of student parking pass
- f. Loss of the opportunity to participate in extracurricular activities
- g. Loss of the opportunity to participate in school social activities
- h. Loss of the opportunity to participate in graduation exercises or middle school promotional activities
- i. Police contact
- j. School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or exclusion, as outlined in the “District-Wide Code of Conduct, Grades PK-12.” Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying or harassment, those who are witnesses or those investigating an incident of bullying or harassment will be subject to Level Two or Three in the “District-Wide Code of Conduct, Grade PK-12.”

Acts of bullying or harassment allegedly committed by adult members (including teachers, administrators, staff members, other school personnel, parents, community partners, or other visitors to the school) of the school community will be reported to school administrators and/or the designated office of the PPSD for investigation and consequences, in accordance with applicable procedures, including appropriate legal actions.

Retaliation or threats of retaliation by adult members (including teachers, administrators, staff members, other school personnel, parents, community partners, or other visitors to the school) of the PPSD community in any form designed to intimidate the victim of, witnesses to, or those investigating bullying or harassment will be subject to additional consequences, in accordance with appropriate procedures.

SOCIAL NETWORKING

Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

Support for the Target including Social Services / Counseling

Since bullying and harassment puts the mental health of the target at risk, an appropriate referral for support services will be made. The school shall maintain ongoing support and communication with the target to ensure that retaliation for the reporting any behaviors covered in this policy is addressed promptly. The target and the target's parent should be afforded a range of options to ensure that person's emotional and physical safety.

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for bullying victims, perpetrators and appropriate family members of said students.

Policy Oversight & Responsibility

Each school principal shall be responsible for the implementation and oversight this bullying policy. Each school principal shall coordinate and timely report investigative findings to the District-wide Title 9/Equity coordinator also designated by the superintendent or his designee. The District Equity Officer shall provide the superintendent with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.

For public schools, the prevention of bullying shall be part of the school district strategic plan (§ 16-7.1-2(e)) and school safety plan (§16-21-24).

Annually, the Superintendent shall also report to the School Board prior to the start of each school year on the number of complaints, investigations, verified acts, and trends of bullying, harassment, cyber-bullying and cyber-harassment.

Other Redress And/or other Legal Remedies

This section does not prevent a victim of bullying, cyber-bullying or retaliation from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

Any PPSD community member may also pursue legal remedies or other avenues of recourse, including but not limited to filing a complaint with: the Rhode Island Department of Education, at (401) 222-4600; the Rhode Island Office of Attorney General, Civil Rights Division, at (401) 274-4400; the Office of Civil Rights of the United States Department of Education, at (617) 289-0111, and/or the Equal Employment Opportunity Commission, at (800) 669-4000; filing a civil lawsuit; or pursuing criminal prosecution.

Legal References

R.I.G.L. section 16-21-34 (School Safety)
)Repealed
R.I.G.L. section 16-21-33 (Safe Schools Act)
R.I.G.L. section 6-38-1.1 (Sex Discrimination)
R.I. Gen. Laws section 42-112-1 *et seq.* (Rhode Island Civil Rights Act of 1990)
RI 28-5-1 *et seq.* (Labor Employment Practices; State Fair Employment Practices)
RI 42-28-1 *et seq.* (Hate Crimes) (racial, religious, ethnic, sexual orientation, gender or disability prejudice)
R.I.G.L. section 16-38-1 *et seq.* and 16-38-1.1 *et seq.* (Relating to age, race and sex discrimination in education)
R.I.G.L. section 42-87-1 *et seq.*; (The Civil Rights of People With Disabilities Act)
R.I.G.L. section 42-80.1-1 *et seq.* (The Religious Freedom Restoration Act)
R. I. G. L. section 11-52-4.2, § 11-52-4.3 (criminal statutes relating to cyber crimes)
R.I.G.L section 11-21-1 (RI Hazing Law)
US Civil Rights Act of 1964, Title VI (Discrimination in Education based on Race, Color, or National Origin)
US Civil Rights Act of 1964, Title VII (Employment Discrimination Based on Race, Color, Religion, Sex, National Origin)
Title IX of the Education Amendments of 1972 (Gender Equity including Sexual Harassment)
Section 504 of the Rehabilitation Act of 1973 (Disability)
Americans with Disabilities Act of 1990

History

Approved August 10, 2010

Appendix 5: STUDENTS DATING VIOLENCE/SEXUAL VIOLENCE POLICY

Guiding Principle

The Providence School Board believes a positive school culture which respects the rights of all individuals, purposefully builds community and values school connectedness is the best way to prevent Dating Violence and Sexual Violence.

Purpose

To protect the right of all students to learn in each Providence Public School, no dating violence, sexual violence, or sexual assault will be tolerated. The purpose of this policy is to raise school-wide awareness about dating violence and sexual violence; provide direction in responding to such incidents; and prevent new incidents of dating violence and sexual violence.

Definition of Dating Violence & Sexual Violence

Dating Violence is a pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal or emotional abuse **to control** his or her dating partner.

Dating is any romantic relationship between two persons who are not married to each other, regardless of duration, commitment level, physical intimacy, gender, sexual orientation or gender identity.

Sexual Violence means sexual harassment, sexual assault, or rape. In cases of sexual violence, the perpetrator may be a stranger, acquaintance, friend, family member, or partner.

- **Sexual Assault** means behaviors that are attempted or perpetrated against a person's will or when a person cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or peer pressure, and may include; intentional touching or grabbing of someone in ways that are unwanted,
- voyeurism, meaning the act of seeking sexual gratification from observing the sexual activities of others,
- exposure to exhibitionism, meaning the practice of deliberately attracting undue attention to oneself particularly of a sexual nature,
- undesired exposure to pornography, or
- public display of images that were taken in a private context, sent with the intent that they remain private, or when the person was unaware.

Sexual Harassment is defined as Hostile Environment Sexual Harassment or *Quid Pro Quo* Sexual Harassment.

Hostile Environment Sexual Harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal or physical conduct of a sexual nature by another student, a school employee, or a third party on school property or

at a school-related activity is sufficiently severe, pervasive, or persistent so as to interfere or limit a student's ability to participate or benefit from the PPSD programs or activities, or to interfere with or limit an individual's or individuals' employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. A victim may also be someone reasonably affected by conduct directed toward another individual.

Quid Pro Quo Sexual Harassment occurs when a student explicitly or implicitly conditions participation in an education program or activity or bases an educational decision on another student's submission to sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the student submits to the conduct.

Sexual Harassment includes obscene letters, notes, written or oral invitations, slurs, degrading remarks, gestures, jokes, graffiti, and spreading rumors, indecent exposure, impeding or blocking movement, leering, display of sexually suggestive objects, pictures or cartoons, being touched, grabbed, pinched, or brushed against in a sexual way.

Perpetrator/Abuser/Dominant Aggressor means a person who uses dating violence, sexual violence, or verbal or emotional abuse to establish and maintain power and control over the target of their behavior.

Victim means the target of the perpetrator's coercive and/or violent acts, and or verbal or emotional abuse.

Confidential means the nondisclosure of certain information except to another authorized person including law enforcement.

Scope of Dating Violence

Every form of dating violence and sexual violence is prohibited, whether in the classroom, on school premises, immediately adjacent to school premises, when a PPSD student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises.

"Traveling to or from school (portal to portal)" also includes, but is not limited to (henceforth "including"), on a school bus or other school related-vehicle (including using a district-issued bus pass), at official school bus stops, and walking to or from school within a reasonable time before or after school hours.

Dating violence and sexual violence, including contact made to the victim by the perpetrator through the use of computers, cell phones, and other electronic devices, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially substantial disruption of the school learning environment for one or more individuals and/or the orderly day-to-day operations of any school or school program.

Reporting and Investigations

Each member of the PPSD community is responsible for reporting any observation of dating violence or sexual violence or credible information that such an act has taken place. A specific person shall be identified by the superintendent or his designee for each school building at the beginning of each school year, and such person shall coordinate and timely report investigative findings to the District-wide Title 9/Equity coordinator also designated by the superintendent or his designee.

If a report of dating violence and/or sexual violence concern an incident initiated outside the Scope (as defined above), such report will be investigated by the Superintendent or his/her designee to determine if the incident(s) resulted in a potentially substantial disruption of the school learning environment for one or more individuals and/or the orderly day-to-day operations of any school or school program. All school community members shall treat any allegation of dating violence and/or sexual violence as a confidential matter in order to protect the privacy of the victim, the alleged perpetrator, and any other involved parties.

District Procedures

The superintendent shall define “Guidelines and Procedures to implement the Bullying and Harassment Policy and Dating / Sexual Violence Policy.” The superintendent shall provide for each school age-appropriate guidelines and procedures for reporting and investigating for reporting and investigating incidents of dating violence and/or sexual violence. Specific persons responsible for receiving and following up on reports will be identified in these guidelines. Such guidelines will include a standardized reporting form to be used by any member of the PPSD community. The purpose of such a reporting form is to trigger an investigation, which protects the safety of the target, bystanders, and/or concerned family/guardian/community members.

These guidelines shall include clear guidelines as to when and how reports on dating violence and/or sexual violence should be made to law enforcement for investigation into possible criminal charges.

Within the requirements of FERPA, the Guidelines and Procedures to Implement the Bullying and Harassment Policy and Dating Violence Policy shall include a specific amount of time within which parents will be informed of a complaint and a specific amount of time for investigations to be completed.

Additionally, the Guidelines and Procedures to Implement the Bullying and Harassment Policy and Dating Violence Policy shall also include a plan for communicating with parents/guardians, professional development for all staff, and instruction for students at all school levels in social-emotional learning and violence prevention.

Consequences

Consequences and appropriate remedial action for students who commit acts dating violence and/or sexual violence may range from positive behavioral interventions up

to and including suspension or exclusion, as outlined in the “District-Wide Code of Conduct, Grades PK-12.”

Retaliation or threats of retaliation in any form designed to intimidate the victim of dating violence and/or sexual violence, those who are witnesses or those investigating an incident of dating violence and/or sexual violence will be subject to Level Two or Three in the “District-Wide Code of Conduct, Grade PK-12.”

Retaliation or threats of retaliation by adult members (including teachers, administrators, staff members, other school personnel, parents, community partners, or other visitors to the school) of the PPSD community in any form designed to intimidate the victim of, witnesses to, or those investigating dating violence and/or sexual violence will be subject to additional consequences, in accordance with appropriate procedures.

Accountability

Annually, the Superintendent shall also report to the School Board prior to the start of each school year on the number of complaints, investigations, verified acts, and trends of dating violence and/or sexual violence

Help for the Victim and Reporter of Dating Violence and/or Sexual Violence

When a student discloses dating violence and/or sexual violence, her/his designee shall work with the victim, alleged perpetrator, and/or their respective parents, appropriate staff, and possibly a domestic violence advocate to create and implement an individualized safety plan. Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. Should a modification be made to an individual safety plan, the change should not adversely impact or affect the victim.

Retaliation or threats of retaliation in any form designed to intimidate the victim of dating violence and/or sexual violence, those who are witnesses or those investigating an incident of dating violence or sexual violence will not be tolerated. In appropriate cases, a referral to law enforcement will be made.

When dating violence and/or sexual violence puts the mental health of the victim or the reporter at risk, an appropriate referral for support services should be made. If the behavior is criminal, the police should be notified. As well, the victim or reporter should be afforded a range of options to ensure that person’s safety which may include without limitation special accommodations, school changes or lateral school transfers.

Legal References

[R.I.G.L. 16-2-17 \(Right to a safe school\)](#)

[R.I.G.L. 16-21-24 \(Requirements of school safety plans, school emergency response plans, and school crisis response plans\)](#)

[R.I.G.L. 16-21-21 \(Student discipline codes\)](#)

[R.I.G.L. 16-21-23 \(School safety plans – School safety teams and school crisis response teams\)](#)

[R.I.G.L. 16-21-26 \(Student discipline codes\)](#)

[R.I.G.L. 16-21-30 \(Dating violence policy\)](#)

[R.I.G.L. 16-85 \(Lindsay Ann Burke Act\)](#)

History

Approved August 10, 2010

Appendix 6: INSTRUCTION: USE OF TECHNOLOGY RESOURCES IN INSTRUCTION: INTERNET ACCEPTABLE USE POLICY

Policy and Purpose

- The Providence School Department provides access to our computer network to students and staff so as to promote and enhance the learning of our students through communication, innovation, and sharing of resources.
- The Providence School Board supports access by staff and students to the rich educational resources available on the Internet. The use of the internet must be for educational and research activities and be consistent with the educational objectives of the Providence School Department.
- Staff and students will be instructed on the appropriate use of the internet. Parents will be required to sign a permission form to allow their students to access the internet. Staff and students will sign a form acknowledging they have read and understand the Internet Acceptable Use Policy that they will comply with the policy and understand the consequences for violating the policy.
- All staff and students of the Providence School Department take full responsibility for their own actions in regards to the use and handling of technology and the use of the internet, network and email.
- The Providence School Department makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Providence School Department will not be responsible for any damages the user suffers, including but not limited to the loss of data, delays, non-deliveries, or service interruptions caused by its negligence or the users' errors or omissions.
- Individual users are solely responsible for all charges and fees that they may incur in using the network, including outside telephone, printing, and merchandise purchases made through the network. The Providence School Department is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.
- The Providence School Department's computer network belongs solely to the Providence School Department, and any files, records, electronic mail or other communication may be examined, edited, or deleted by the Providence School Department at any time, in accordance with the Providence School Department's policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint.

Filtering

- The Providence School Department complies with CIPA, the Children Information Protection Act. CIPA requires that schools and libraries that receive specific federal funds must certify to the funding agency that they have in place an Internet Safety Policy. This policy requires blocking access to obscenity, child pornography, or, as to students, material harmful to minors. *In accordance with all elements and regulations of CIPA. This policy also prohibits hacking, use of chat rooms, disclosure of personal information concerning children, and unlawful activities involving children online. It also provides for the safety and security of minors while using electronic mail and other forms of electronic communication.
- The internet will be filtered, in accordance with CIPA to limit users to educationally appropriate sites, as determined by the Providence School Board. At the same time, the Providence School Department is aware that material on the internet is uncensored and we can make no guarantee that information found on the internet will be reliable or inoffensive.
- The filtering system may be disabled by a teacher for students and by the administration for bona fide research or other lawful purposes.

** E-rate schools, minors 47 USC § 254(h)(5)(B)(i), E-rate schools, adults 47 USC § 254(h)(5)(C)(i); libraries, minors 47 USC § 254(h)(6)(B)(i); libraries, adults 47 USC § 254(h)(6)(C)(i); Schools under Education Act Sec. 3601(a)(1)(A)(i), Libraries under Museum and Libraries Act 20 U.S.C. 9134(f)(1)(A)(i).*

Acceptable Use

- Acceptable use of computers and related devices, networks, and internet access is any use, which is consistent with the educational objectives of the Providence School Department. The internet offers a wealth of information, the opportunity for the exchange of ideas and information, and the possibility of collaborative work,
- All communications should be polite with appropriate language use. Use of computers, networks, network equipment and internet access is a privilege for staff and students and not a right. We expect staff and students to use these tools in a responsible manner for educational purposes and to be considerate of all other users.
- Student personal information (including, but not limited to; names, phone numbers, addresses, etc.) will not be entered, transmitted, or posted over the internet for public use without prior written authorization by school administration.
- Students will never agree to meet someone they have met on-line without parental written approval. Parents who agree to such a meeting are responsible for arranging appropriate supervision.
- Staff and students will not use the network or the internet in such a way as to disrupt access by others (such as downloading huge files, sending mass email messages, or annoying/harassing other users). Respect the privacy of other users – all communications and information is the property of the Providence School Department.

Unacceptable Use of the Internet

- It is unacceptable to use the network and the internet in any way to promote or engage in any activities which are deemed criminal under federal, state, or local laws, including but not limited to copyright, credit card and electronic forgery laws or anything that is not within the scope of educational use.
- It is unacceptable use to maliciously attempt to harm or destroy the hardware or data of another user, whether in school or any site connected to the internet. This includes, but is not limited to, the creation and spreading of computer viruses. It is also unacceptable use to attempt to use another's password or account. Personal use of the computers for non work related activities such as game playing is not acceptable during the workday.
- It is unacceptable use to send or receive any data which is profane or obscene that advocates illegal acts, that advocate violence or discrimination toward people or organizations, or that is not within the scope of educational use.
- It is unacceptable to connect any personal computing device to the district's network without written permission from the Office of Technology. It is unacceptable use to engage in activity for private or financial gain.

Violation of Policy

- General school rules and policies apply to all school computer use, internet activity and communication.
- If a user is found to be in violation of any of the statement detailed in the above mentioned policy, all network and internet rights and privileges will be suspended until an investigation is conducted. Upon completion of the investigation a decision will be given by the Building Administrator(s) to revoke or reinstate the computer user's privileges. Such violations may also result in further disciplinary measures or legal actions.

Legal reference

E-rate schools, minors 47 USC § [254\(h\)\(5\)\(B\)\(i\)](#)

E-rate schools, adults 47 USC § [254\(h\)\(5\)\(C\)\(i\)](#)

Libraries, minors 47 USC § [254\(h\)\(6\)\(B\)\(i\)](#)

Libraries, adults 47 USC § [254\(h\)\(6\)\(C\)\(i\)](#)

Schools under Education Act Sec. [3601\(a\)\(1\)\(A\)\(i\)](#)

Libraries under Museum and Libraries Act 20 U.S.C. [9134\(f\)\(1\)\(A\)\(i\)](#)

History

Policy Adopted: August 26, 2002, Resolution 8-31-02

The Student:

I have read the Providence School Department's "Internet Acceptable User Policy" and I understand and agree to abide by the terms of this request for network access, and the Providence School Department's rules for acceptable use of network resources. I understand that I am solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The Providence School Department is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.

In addition, I acknowledge that the Providence School Department's computer network belongs solely to the Providence School Department and that any files, records, electronic mail or other communication may be examined, edited, or deleted by the Providence School Department at any time, in accordance with the Providence School Department's policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary and/or appropriate legal action may be taken. In consideration for using the Providence School Department's network connection and having access to public networks, I hereby release the Providence School District and its School Board members, employees, and agents from any claims and damages arising from my use, or inability to use, the network.

I understand that the use of the internet is a privilege, not a right. I further understand that any violations of the above guidelines will result in immediate suspension of my internet privileges, and that as a result of such violations further disciplinary measures may be taken.

Print Student's Name Student's Signature Date Signed

I am the parent/guardian of the above named student. I have read the Providence School Department's "Internet Acceptable Use Policy" and I understand and agree to all of the provisions, rules, and regulations delineated within. I hereby give permission for my child to use the internet service provided by the Providence School Department. I do understand that my child is required to follow this policy. I further understand that there is a potential for my son/daughter to access information on the internet that is inappropriate for students and that every reasonable effort will be made on the part of the faculty and staff of the Providence School Department to restrict access to such information, but that my son/daughter is ultimately responsible for restricting himself/herself from inappropriate information.

Print Parent's Name Parent's Signature Date Signed

Appendix 7:

Massachusetts Aggression Reduction Center:

Why Is It Confidential? <http://webhost.bridgew.edu/marc/that's%20confidential.pdf>

How Can Parents of a Victim Become Active in Resolving Bullying Situations?

Get specific information from your child.

The more specific the information you can get, the better the school will be able to help end the situation. Ask your child the following questions, and record the answers in writing carefully.

Where did this happen? (Playground? Lunch room? Classroom?)

When did this happen? (morning? During recess? After school?)

Is this the first time this happened?

What happened right before this happened? What were you doing? What was Joey doing?

Walk me through what happened. You said, "Hi." What did Joey say or do next? What did you say or do?

Who else was there? (Teacher? Other adult? Other kids?) What did they do?

Did you tell anybody? If yes, what did they do? If no, why didn't you tell an adult? (Were you frightened? Not sure what to do?)

Take this information, in written form, to your school. Ask them to read it and make an appointment to sit down afterwards.

During that appointment, ask the school:

Is there any other information that I can get from my child to help you address this situation?

Will you be following school policy in addressing this situation? The policy states..... (read appropriate policy statement here about consequences)

What specific actions can you tell me you will be taking? (Note that you

understand the legal limitations school officials are under.)

Have you spoken with my child's teacher/ playground monitor/lunch room attendants/ etc.? Have you spoken with any adults or children who witnessed the event?

What will you tell my child to emphasize to them that you are here to make school a safe place for them?

Set up another meeting in a week or so to review progress.



Websites:

WWW.MARCCENTER.ORG

WWW.SAFETYOUTH.ORG

WWW.KIDSEALTH.ORG

WWW.STOPBULLYING.HERA.GOV

WWW.FAMILYBETTERABOUT.COM

Massachusetts Aggression Reduction Center
Maxwell Library 201
Bridgewater, Massachusetts 02325

Phone: 508-531-1784
Fax: 508-531-4379
E-mail: marc@bridgew.edu
Website: www.MARCCenter.org

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BRIDGEWATER STATE COLLEGE

Why Is It Confidential?

Understanding Your School's Limits on Sharing Information

Massachusetts Aggression Reduction Center

www.MARCCenter.org

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You want to know.....

When your child has been a victim of bullying, it's natural to want to know exactly what will happen to the child who bullied him or her. If you ask an educator in the United States, "What punishment is that child going to receive?" and hear...

"That's confidential."

You may conclude that the educator or administrator is avoiding your question or protecting the bully. In fact, they are simply obeying the law!



Educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor students. One effect is this act is

to make school records (including discipline) a private matter. That means a school is prohibited from sharing any information in a student's record - including disciplinary information - to third parties without parental consent.

The result of this is that you cannot expect a school official to tell you how they have disciplined a student, even if your child was directly victimized by that student. School officials must obey state and federal laws which mandate that they keep student records confidential and private.

In Massachusetts, state law 603 CMR 23.07(4) similarly prohibits disseminating any student record information to third parties without parental consent. There are a few exceptions in the law.

| What A School Official CANNOT tell you | What a School Official CAN tell you |
|---|--|
| -the names or identification of other children involved in previous incident(s) in which your child had some involvement, without naming other children | -previous incident(s) in which your child had some involvement, without naming other children |
| -measures other than your own affect a child other than your own (e.g., moving another child to a different classroom) | -measures you might use to help your child (e.g., practicing your child's response to a bully, "checking in" daily with your child's teacher, getting important information from your child) |
| -the content of any communications with another child's parents or guardians | -any reports or referrals made to law enforcement regarding the incident(s) in question |
| -any contract or agreement with a child who is not your own, or with the parents of that child | -previous or past behaviors or behavior problems of any child other than your own child |

Massachusetts Aggression Reduction Center
Maxwell Library 201
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