

<p align="center">DANBURY PUBLIC SCHOOLS Danbury, Connecticut</p>	<p align="center">REGULATIONS</p>	
<p align="center">Bullying/Cyber-Bullying Behavior in the Schools</p>	<p>Adopted: 11-24-09</p>	<p>Policy No. 7-797</p>
<p>The following sets forth the procedures to implement the Board Policy concerning the prohibition against bullying. Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school, in accordance with the Board’s Student Discipline policy. The district’s commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.</p> <p>It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will subject the perpetrator to disciplinary action in accordance with the Board's policies on student discipline, suspension and expulsion.</p> <p>I. Definition:</p> <p>A. In accordance with Board policy, “bullying and/or cyber-bullying” shall mean the intentional electronic, written, verbal or physical act or series of acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, on a school bus, or at a school-sponsored activity, which acts are committed more than once against any student during the school year.</p> <p>B. In accordance with Board policy, “cyber-bullying” shall mean the use of electronic information and communication devices to include but not be limited to, email messages, text messages, cellular telephone communications, digital pictures, internet blogs, chat rooms, postings and defamatory websites which are overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, on a school bus, or at a school-sponsored activity, which acts are committed more than once against any student during the school year.</p> <p>In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for student misconduct.</p> <ul style="list-style-type: none"> • <u>Location</u>. Bullying behavior in violation of Board policy must occur on school grounds, at a school-sponsored activity, or on a school bus. Conduct that occurs off-campus (<i>e.g.</i> harassment over the Internet, physical intimidation in the community) is not bullying under the Board’s Policy and this Regulation. While not considered bullying under Board policy, conduct that would otherwise be 		

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<p>considered bullying occurring off-campus (and outside of any school-sponsored activity) may subject the perpetrator to disciplinary action. Discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process. Unless such conduct triggers a mandatory expulsion under Conn. Gen. Stat. § 10-233d(a), however, school officials are authorized to impose discipline for such off-campus conduct only if such conduct markedly interrupts or severely impedes the day-to-day operation of the school.</p> <ul style="list-style-type: none"> • <u>Misconduct Committed More Than Once.</u> Bullying behavior in violation of Board policy must be “committed more than once against any student during the school year.” An isolated incident, however egregious, is not “bullying” under state law and Board policy. However, where there are multiple incidents of bullying against one student or multiple students by the same individual(s), during the school year, the responsible administrator shall develop a case-specific intervention to address such repeated incidents of bullying, which may include both counseling and discipline. • <u>Ridicule, harassment, humiliation, and/or intimidation.</u> Bullying behavior is more than misconduct. Such behavior is marked by the intent to ridicule, harass, humiliate or intimidate the victim. In evaluating whether conduct constitutes bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation of the perpetrator. • <u>Types of conduct.</u> Bullying can take many forms and can include many different behaviors having the overt intent to ridicule, harass, humiliate or intimidate another student. Examples of conduct that could constitute bullying include: <ol style="list-style-type: none"> 1. Physical violence and/or attacks; 2. Verbal taunts, name-calling and put-downs, including taunts based on race, ethnicity, gender, religion, sexual orientation, or other protected and/or individual characteristics such as socioeconomic status or physical appearance; 3. Threats and intimidation (through words and/or gestures); 4. Extortion or stealing of money and/or possessions; 5. Cyberbullying, defined as use of computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to commit acts of bullying. 		

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<p>II. Complaint processes</p> <p>A. Publication of the policy and regulations against bullying</p> <p>Effective July 1, 2009, this policy and the applicable regulations shall be included in the school district’s publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.</p> <p>B. Appropriate school personnel</p> <p>All school administrators are charged with the responsibility of taking reports of bullying and appropriately investigating same. Reports may be made to any School Building Administrator or Central Office Administrator.</p> <p>C. Formal/written complaints</p> <p>Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any School Building Administrator or Central Office Administrator for review and action in accordance with Section III below.</p> <p>D. Informal/verbal complaints by Students</p> <p>Students may also make informal/verbal complaints of conduct that they consider to be bullying by verbally reporting to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist. Such informal/verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, other professional employee, or administrator who receives an informal/verbal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building principal (or other responsible program administrator) for review and action in accordance with Section III below.</p>		

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<p>E. Anonymous complaints</p> <p>Students who make complaints of bullying to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist, may request that their name be maintained in confidence by the staff member who receives the complaint. Should anonymity be requested, the principal or his/her designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.</p> <p>III. Staff responsibilities and intervention strategies</p> <p>A. Teachers and other school staff</p> <p>1. Teachers and other school staff who witness acts of bullying, as defined above, shall promptly notify the building principal and/or his/her designee in writing of the events observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student reports of suspected bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal/verbal complaint by a student that is received by a teacher, administrator or other professional employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal complaint by a student that is received by other school staff, this employee shall verbally report the matter to the principal and/or his/her designee promptly (no later than the next school day).</p> <p>2. In addition to addressing both informal and formal complaints, teachers and other professional employees are encouraged to address the issue of bullying in other interactions with students. Teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying</p>		

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<p>behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”</p> <p>B. Administrator responsibilities</p> <p>1. Investigation</p> <p>a. The principal (or other responsible program administrator) shall be promptly notified of any formal or informal complaint of suspected bullying received by any building administrator, teacher or other professional employee. The principal (or other responsible program administrator) shall consider whether the allegation of bullying also raises a concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, marital status, age, or disability). If a concern about discrimination or harassment on the basis of a legally protected classification is raised by the bullying complaint, the principal (or other responsible program administrator) shall coordinate the investigation with other appropriate personnel within the district as appropriate (e.g. the Title IX Coordinator, the Section 504 Coordinator or other administrator responsible for investigating discrimination claims).</p> <p>b. Under the direction of the building principal or his/her designee, and in coordination with other administrative personnel as appropriate, all such complaints shall be investigated promptly. In order to allow the district to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that permits the district to release that student’s name to those third parties who the district contacts as part of its investigation of that complaint. With regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.</p> <p>c. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, which may include disciplinary action. Where appropriate, written witness statements shall be attached to the report.</p>		

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<p>d. Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.</p> <p>2. Remedial actions</p> <p>a. Verified acts of bullying shall result in intervention by the building principal (or other responsible program administrator) or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced with the goal that any such bullying behavior will end as a result.</p> <p>b. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint.</p> <p>c. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline, and other appropriate remedial actions as determined by the responsible administrator.</p> <p>d. The following sets forth possible interventions for building principals (or other responsible program administrators) to enforce the Board’s prohibition against bullying:</p> <p style="padding-left: 40px;">i. Non-disciplinary interventions</p> <p style="padding-left: 80px;">When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response,</p>		

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<p>students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.</p> <p>If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.</p> <p>ii. Disciplinary interventions</p> <p>When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.</p> <p>In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board’s Student Discipline policy.</p> <p>Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board’s Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.</p> <p>3. Interventions for bullied students</p> <p>The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address multiple incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:</p> <ul style="list-style-type: none"> a. Counseling; b. Increased supervision and monitoring of student to observe and intervene in bullying situations; c. Encouragement of student to seek help when victimized or witnessing 		

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<p>victimization;</p> <p>d. Peer mediation where appropriate.</p> <p>4. General Prevention and Intervention Strategies</p> <p>In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:</p> <p>a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;</p> <p>b. A school survey to determine the prevalence of bullying, which survey may be part of a broader survey that assesses school site safety and student, parent and staff perceptions of school site safety;</p> <p>c. Establishment of a bullying prevention coordinating committee with broad representation to review school climate survey results and implement appropriate strategies, which committee may be part of a broader school improvement committee;</p> <p>d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;</p> <p>e. Inclusion of grade-appropriate bullying prevention curricula, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;</p> <p>f. Individual interventions with the perpetrator, parents and school staff, and interventions with the bullied student, parents and school staff;</p> <p>g. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training,</p>		

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<p>cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;</p> <ul style="list-style-type: none"> h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions; i. Respectful responses to bullying concerns raised by students, parents or staff; j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same; k. Use of peers to help ameliorate the plight of victims and include them in group activities; l. Avoidance of sex-role stereotyping; m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies; n. Modeling by teachers of positive, respectful, and supportive behavior toward students; o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others; p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere. <p>IV. Reporting Obligations and Parent Meetings</p> <ul style="list-style-type: none"> A. Report to the parent or guardian of the perpetrator <p>If after investigation, acts of bullying by a specific student are verified, the building principal (or other responsible program administrator or his/her designee) shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.</p>		

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<p>B. Reports to the victim and his/her parent or guardian</p> <p>If after investigation, acts of bullying against a specific student are verified, the building principal (or other responsible program administrator or his/her designee) shall notify the parent or guardian of the targeted student of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student’s educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law.</p> <p>C. Meeting with the Parent or Guardian</p> <p>In any instance in which bullying is verified, the building principal (or other responsible program administrator) shall invite the parents or guardians of the perpetrator and the parents or guardians of the bullied student (the “victim”) to attend at least one meeting. The invitation to the parents or guardians of the students involved shall be made in writing, and the principal (or other responsible program administrator) shall document that the meeting was held. Normally, separate meetings shall be held with the parents of the victim and the parents of the perpetrator. In the discretion of the building principal or other responsible program administrator, and with written permission of the parents of the students involved, the meeting(s) described in this section may be held jointly.</p> <p>D. List of verified acts of bullying</p> <p>The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves multiple acts in the same school year, each report prepared in accordance with Section III above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.</p> <p>E. Report to Department of Education</p> <p>Within available appropriations, the principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education, in such manner as prescribed by the Commissioner of Education.</p>		

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<p>Legal References: Conn. Gen. Stat. § 10-222d Conn. Gen. Stat. §§ 10-233a through 10-233f Public Act No. 08-160 Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)</p>		