

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (REGULATION)

Statement of Legislative Mandate and Purpose

This regulation is a result of the legislative mandate and public policy embodied in the School Bullying Protection Act, 70 O.S. §24-100.2. The Oklahoma Legislature requires school districts to adopt a policy to prevent harassment, intimidation, and bullying in an effort to “create an environment free of unnecessary disruption” and also requires school districts to actively pursue programs for education regarding bullying behaviors.

The Nowata Public Schools’ student conduct code prohibits harassment, intimidation, and bullying. This regulation further explains the negative effects of that behavior and seeks to promote strategies for prevention.

Statement of Board Purpose in Adopting Policy

The board of education recognizes that intimidation, harassment, and bullying of students causes serious educational and personal problems, both for the student-victim and the initiator of the intimidation, harassment, and bullying. The board observes that this conduct:

1. Has been shown by national and state studies to have a substantial adverse effect upon school district operations, the safety of students and faculty, and the educational system at large.
2. Substantially disrupts school operations by interfering with the districts’ mission to instruct students in an atmosphere free from fear, is disruptive of school efforts to encourage students to remain in school until graduation, and is just as disruptive of the district’s efforts to prepare students for productive lives in the community as they become adults.
3. Substantially disrupts healthy student behavior and thereby academic achievement. Research indicates that healthy student behavior results in increased student academic achievement. Improvements in student behavior through the prevention or minimization of intimidation, harassment, and bullying towards student-victims simultaneously supports the districts’ primary and substantial interest in operating schools that foster and promote academic achievement.
4. Substantially interferes with school compliance with federal law that seeks to maximize the mainstreaming of students with disabilities and hinders compliance with Individual Educational Programs containing objectives to increase the socialization of students with disabilities. Targets of bully are often students with known physical or mental disabilities who, as a result, are perceived by bullies as easy targets for bullying actions.
5. Substantially interferes with the district’s mission to advance the social skills and social and emotional well-being of students. Targets of intimidation, harassment, and bullying are often “passive-target” students who already are lacking in social skills because they tend to be extremely sensitive, shy display insecurity, anxiety and/or distress; may have experience a traumatic event; may try to use gifts, toys, money, or class assignments or performance bribes to protect themselves from intimidation, harassment, or bullying; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-target victims who have been harassed and demeaned by the behavior of bullies often respond by striving to obtain power over others by becoming bullies themselves, and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or in an effort to gain power over their life or situation, commit suicide.

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (Cont.)

Student Reporting

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassing, intimidating, or bullying. Employees, whether certified or noncertified, shall encourage students who tell them about acts that may constitute intimidation, harassment, or bullying to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events are to complete reports and to submit them to the employee designated by the superintendent to receive them. Staff members who hear of incidents that may, in the staff member's judgment, constitute harassment, intimidation, or bullying, are to report all relevant information to the superintendent or his/her designee.

Parental Responsibilities

Parents/guardians will be informed in writing of the district's program to stop intimidation, harassment, and bullying. An administrative response to a reported act of intimidation, harassment, or bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Watch for symptoms that their child may be a victim of bullying and report those symptoms; and
5. Cooperate fully with school personnel in identifying and resolving incidents.

Discipline of Students

In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention

5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assigned or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean out or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

CROSS-REFERENCE: Policy BDFC, Safe School Committee

NOWATA PUBLIC SCHOOLS
Bullying/Harassment Incident Report Form

Reporting Person Information

Name: _____ Relationship: _____

Telephone: _____ Email: _____

Incident Details

School Site: _____

Date: _____ Time: _____ Room/Location: _____

Student Affected:

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

Student(s) Initiating Bullying/Harassment:

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

Witness: _____

Witness: _____

Type of Alleged Harassment

Racial Sexual Religious Electronic Other _____

If you checked any item above and you are not getting help from the district, contact the US Department of Education's Office of Civil Rights to file a complaint.

Yes, this is a repeated offence. No, this is a one-time incident.

Check all spaces below that apply. Inappropriate behaviors include:

<input type="checkbox"/> Gesture, written or verbal expression	<input type="checkbox"/> Verbal fight <input type="checkbox"/> Written or verbal threat <input type="checkbox"/> Written note <input type="checkbox"/> Written or verbal rumor <input type="checkbox"/> Seclusion <input type="checkbox"/> Embarrassing the student <input type="checkbox"/> Other: _____
<input type="checkbox"/> Physical Act	<input type="checkbox"/> Physical fight <input type="checkbox"/> Physical injuries <input type="checkbox"/> Other: _____
<input type="checkbox"/> Electronic communication	Identify the component used:

	<input type="checkbox"/> Cell Phone <input type="checkbox"/> Audio or visual image <input type="checkbox"/> Instant Message/email <input type="checkbox"/> Gaming <input type="checkbox"/> Social Networking <input type="checkbox"/> Blog <input type="checkbox"/> Other: _____
<input type="checkbox"/> Damage of student's property	<input type="checkbox"/> Property damage <input type="checkbox"/> Stolen or missing property <input type="checkbox"/> Other: _____
<input type="checkbox"/> Reasonable fear or harm to person or property	<input type="checkbox"/> Fear of harm to person <input type="checkbox"/> Fear of harm to property <input type="checkbox"/> Other: _____
<input type="checkbox"/> Disrupt or interfere with school's educational mission or the education of student	<input type="checkbox"/> Changes in attendance; absences, tardies <input type="checkbox"/> Missing classes/parts of school day <input type="checkbox"/> Changes in grades <input type="checkbox"/> Changes in participation of school activities <input type="checkbox"/> Avoidance of elements: lunch, bus, recess <input type="checkbox"/> Other: _____

Details of the incident (additional space is on the back):

Physical evidence: Graffiti Notes Email Websites _____
 Video/audiotape Other _____

Was the affected student absent from school as a result of this incident? Yes No

What was the reason? _____

How many days? _____

Has a complaint relevant to this incident been filed before?

Where: _____ With Whom? _____ When? _____

I agree that all of the information is accurate and true to the best of my knowledge.

Signature (optional): _____ Date: _____