

(X) Required  
( ) Local  
(X) Notice

## STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, such as cyberbullying, which creates or can be reasonably expected to create a material and substantial interference with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

### Definitions

**Bullying** - Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below). The accompanying regulation provides more guidance regarding the definition and characteristics of bullying to help the school community recognize the behavior.

**Cyberbullying** - Cyberbullying is defined as harassment (see below) through any form of electronic communication.

**Discrimination** - Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).

**Hazing** - Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

**Harassment** - Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- body type
- national origin,

- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender, gender identity and expression

For the purpose of this definition the term “threats, intimidation or abuse” shall include verbal, non-verbal and/or virtual expression actions.

In some instances, bullying or harassment may constitute a violation of an individual’s civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.

In order to streamline the wording of this policy and regulation the term “bullying” will be used throughout to encompass harassment, intimidation, cyberbullying and hazing behaviors.

### **Prevention**

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, body types, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.

In order to implement this program the Board will vote on the Superintendent’s designation of Dignity Act Coordinators (DACs) for each school in the district. The role of each DAC is to oversee and enforce this policy in the school to which they are assigned.

### **Provisions for students who do not feel safe at school**

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of a member of the building administrative team. The building principal, other appropriate staff, the student and the student’s family member will work together to define and implement any needed accommodations.

### **Provisions for students who do not feel safe at school**

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of a member of the building administrative team. The building principal, other appropriate staff, the student and the student’s family member will work together to define and implement any needed accommodations.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

### **Incident Reporting and Investigation**

Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Students who have been bullied, parents/caregivers whose children have been bullied or other students who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to make an oral report to Superintendent, building principal or their designee within one school day and to fill out the district reporting form within two school days. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with his/her supervisor. A district employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains.

At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment] and the district's Code of Conduct. The Principal will regularly report as designated by the Superintendent on the complaints filed, no less than four times per year.

An equitable and thorough investigation will be carried out by the Dignity Act Coordinator or the Building Principal in accordance with the accompanying regulation. In addition, the results of the investigation shall be reported back to both the target and the accused as specified in the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy. Verified bullying incidents that meet the criteria established by the state will be included in the statewide reporting system when applicable, in accordance with law and regulation.

### **Disciplinary Consequences/Remediation**

While the focus of this policy is on prevention, acts of bullying may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action that is measured, balanced and age-appropriate will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct.

### **Non-Retaliation**

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

### **Training**

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed.

### **Dissemination, Monitoring and Review**

This policy, or a simplified version will be posted in prominent places. A bullying complaint form will be available on the district's website. The district will ensure that the process of reporting bullying is clearly explained to students, staff and families on an annual basis.

The district will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

Cross-ref:        0100, Equal Opportunity and Nondiscrimination  
                      0110, Sexual Harassment  
                      4321, Programs for Students with Disabilities  
                                  9700, Staff Development

Ref:     Dignity for All Students Act, Education Law, §10 – 18  
           Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*  
           Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*  
           Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*  
           Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*  
           §504, Rehabilitation Act of 1973, 29 U.S.C. §794  
           Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq.*  
           Executive Law §290 *et seq.* (New York State Human Rights Law)  
           Education Law §§313(3), 3201, 3201-a  
           8 NYCRR 100.2(c), (l), (jj), (kk); 119.6  
           *Tinker v. Des Moines Independent Community School Dist.*, 393 US 503, (1969)  
           *Doninger v. Niehoff*, 527 F.3d 41 (2d. Cir. 2008)  
           *Pollnow v. Glennon*, 594 F.Sup. 220, 224 aff'd 757 F.2d. 496  
           *Zeno v. Pine Plains* 702 F3rd 655 (2<sup>nd</sup> Cir. 2012)  
           *Cuff v. Valley Central School District* F3rd 109 (2<sup>nd</sup> Cir 2012)  
           *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999)  
           *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998)  
           *Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)  
           *Burlington Industries v. Ellerth*, 524 U.S. 742 (1998)  
           *Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998)  
           *Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992)  
           *Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)  
           *Appeal of K.S.*, 43 Ed. Dept. Rep. 492  
           *Appeal of Ravick*, 40 Ed. Dept. Rep. 262  
           *Appeal of Orman*, 39 Ed. Dept. Rep. 811

Adoption date: September 23, 2024