

***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 §161B4 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 or 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/cyberbullying offender(s) and the bullying victim(s). 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:

- 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 cyberbullying 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

Bullying or harassment, including cyberbullying or cyberharassment, 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 under the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical use of weapons, coercion, intimidation, peer pressure, with or without use of electronic communication and may include:

- x intentional touching or grabbing of someone in ways that are unwanted;
- x voyeurism, the act of seeking sexual gratification from observing the sexual activities of others;
- x exposure to exhibitionism, the practice of deliberately attracting undue attention to oneself particularly of a sexual nature;
- x undesired exposure to pornography or;
- x 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 Quis 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 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 on 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, intimidation 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

x After the completion of the investigation, ensure a safety plan is developed, implemented and periodically reviewed if necessary to protect the target(s);

x Inform DEO of five school day extension if the investigation is not completed within the first five school days;

x Inform DEO of a second five day extension if the investigation is not completed within 10 school days;

x Ensure Incident Investigation Form (IIF) is completed and the Respond, Investigate, Take Action Checklist (RITA) is utilized and implemented;

x Upon completion of the investigation:

- x Determine if incident is bullying, harassment or dating violence/sexual violence, upon completion of investigation;
- x Document, track and forward all information to DEO.
- x Document consequences, interventions and social emotional supports;
- x Notify school administrator so that 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 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 Check (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 parent/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 Report of Bullying or Harassment by an Employee, Student, or Parent/Guardian
Bullying

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, staff or community member reports of bullying, harassment and/or dating/sexual violence. All ICRF forms should be returned to the school's

The investigation will be completed according to the outlined Report, Investigat

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 1-12). 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"

Acts of bullying or harassment allegedly committed by all members (including teachers, administrators, staff members, other school personnel, parent/community partners, or other visitors to the school) of the school community will be reported to school administrators and 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 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:

- x Provide for reasonable, timely, 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;
- x Document, as needed, reasonable steps to address the effects of the discrimination on the complainant(s) and/or target(s);
- x 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:

- x Having a conference with the aggressor(s) and his/her /parent(s)/gua

- x Daily check in system with target and/or a selector from a “safe zone,” an area identified by the target where he or she can go to receive help from a trusted adult.
- x 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”).
- x A plan for monitoring less structured areas of the school environment, such as buses, lunchroom, playground and school sponsored events.
- x 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/final conditions that need to be adhered to in these procedures:

1. It is strongly urged that Parent(s)/guardian of the target(s) and alleged aggressor(s) be notified of such incidents within the same day of the occurrence but 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 briefed 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 Educational Rights and Privacy Act (FERPA) which states that a parent or guardian is allowed information regarding their individual child.

Anonymous Reporting:

Anonymous reports will be investigated however 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 or designee only, would be available to staff and students in a location that would be student friendly (dance 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 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 behavior intervention plans that address 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 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 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/Sex Violence conducted through some form of electronic communication.

Cell Phone Usage

The carrying and/or use of cell phones within schools and 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 sch

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

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

Whether or not school administrators can issue a disciplinary response to a “sexting” incident follows the same guidelines as those described above for cyberbullying, e.g. substantial disruption and/or educational interference. However, as stated above, 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 impinge on public schools in the area of searching 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 section addresses search and seizure issues in the school environment. While the U.S. Constitution upholds the right to be free 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 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 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 imminent 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 a 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 technology resource account ma

VIII. Training

All school psychologists and school social workers will become trainers in their schools regarding the implementation and training of the bullying, harassment and sexual violence policies and procedures. At least one guidance counselor from each building will be a member 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 sch

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.

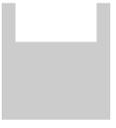
For public schools, the prevention of bullying shall be part of the school district strategic plan (§ 16-7.1-2(e)) and school safety plan (§16-21-24). Other Address And/or other Legal Remedies This section does not prevent a victim of bullying, cyberbullying or retaliation from seeking redress under 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, including 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 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 to protect the target(s) and/or ensure that the aggressor does not repeat the behavior)
-



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 Year Day Month Day Year Month Day Year
8. Witnesses (at least people who saw the incident OR have relevant information about the incident):
Name: _____ Student Staff Other (specify) _____
Name: _____ Student Staff Other (specify) _____
- 9.

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

School Name _____ Case # _____ Date: _____

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

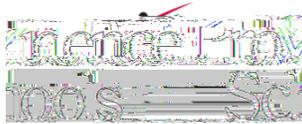
11. Resolution process used: Formal Informal Disciplinary code Other _____

12. Report/complaint investigated by: _____

(Name/Position)

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

	Means of Bullying/Harassment	Harassment Motivations
Bullying	Cyber bullying/harassment	Race
Harassment	Verbal	Color
	Threatening Behavior	Sexual Orientation/Gender Identity
	Physical	Ethnicity/National Origin
	Sexual Harassment	Disability
	Extortion/Theft	Religion
Sexual Violence		Gender
Dating Violence		



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.)?

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 were both adopted by the Providence School Board on August 10, 2010, as well as the unique 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

Strategies and Related Objectives

- x 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.
- x 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.
- x 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.
- x Ensure that all stakeholders understand that the Bullying and Harassment policy extends to students as well as adults, both as targets and perpetrators.
- x Ensure that students, families and staff understand the actions that constitute dating and sexual violence, the scope of the district policy regarding these actions, and the potential consequences for these actions.
- x 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

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

Message(s) to be Communicated

- x Bullying, harassment and dating/sexual violence is serious, unacceptable and will not be tolerated in the PPSD community.
- x Response to allegations will be handled promptly, with appropriate consequences reinforced.
- x The level of consequences is determined by the nature of the offense and not unilaterally imposed.
- x 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.
- x All members of the PPSD community have a responsibility to report knowledge or suspicion of any behaviors covered in both policies.
- x The harassment and bullying policy now covers adults as well as students.
- x The bullying and harassment policy addresses the following types of harassment: sexual harassment, hostile environment sexual harassment, quid pro quo sexual harassment, cyberbullying, 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.	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.	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	12. End of first quarter, 2011 3 & 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
1. Fliers/3r 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
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. 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>	<p>1-3. Ongoing 4 5. 2011/12 School Year</p>

DVD

5. Webinar on procedures to be used for staff training

media to raise awareness of the details of the policies, stressing that bullying and harassment will not be tolerated.

3 4. Write PSA to be disseminated to various media outlets, possibly

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

- ¾ Stand Up - Speak Out" Program and Project" <http://antibullyingprograms.org/Programs.html>
- ¾ Lindsay Ann Burke Resources /dating violence/ <http://labmf.org/main/dvdinfo> /
- ¾ Books: www.jodeeblanco.com

o

- ¾ Kaliedescope Theatre <http://kt-online.org>/Student Resources Officers (Providence Police Department)
- ¾ 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 STA

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

Harassment is bullying behavior as defined above which includes the expression, physical act or gesture may include, but is 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 cyberharassment (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 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 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:

The Superintendent shall provide 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 and 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.

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, cyberbullying/harassment or retaliation shall include, but not be limited to:

- a. Admonitions and warnings
- b. Parental/ Guardian notification and meetings
- c. Detention
- d. Inschool 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 remediation 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 ~~the~~ ~~target's~~ ~~parent~~ ~~should~~ ~~be~~ ~~afforded~~ ~~a~~ ~~range~~ ~~of~~ ~~options~~ ~~to~~ ~~ensure~~ ~~that~~ ~~person's~~ ~~emotional~~ ~~and~~ ~~physical~~ ~~safety~~. ~~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 ~~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 ~~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, ~~viol~~ ~~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 ~~not~~ ~~limited~~ ~~to~~ ~~filing~~ ~~a~~ ~~complaint~~ ~~with~~: the Rhode Island Department of Education, at (401) ~~2620~~; the Rhode Island Office of Attorney General, Civil Rights Division, at (401) ~~2700~~; the Office of Civil Rights of the United States Department of Education, at (617) ~~2891~~, and/or the Equal Employment Opportunity Commission, at (800) ~~3690~~; filing a civil lawsuit; or pursuing criminal prosecution.

Legal References

R.I.G.L. section ~~101~~ 84 (School Safety)

)Repealed

R.I.G.L. section ~~101~~ 83 (Safe Schools Act)

R.I.G.L. section ~~68~~ 1.1 (Sex Discrimination)

R.I. Gen. Laws section ~~422~~ 1 et seq (Rhode Island Civil Rights Act of 1990)

RI ~~285~~ 1 et seq. (Labor Employment Practices State Fair Employment Practices)

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.

- x **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,
- x voyeurism, meaning the act of seeking sexual gratification from observing the sexual activities of others,
- x exposure to exhibitionism, meaning the practice of deliberately attracting undue attention to oneself partially of a sexual nature,
- x undesired exposure to pornography, or
- x 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 Quis 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, brushed against in a sexual way.

Perpetrator/Abuser/Dominant Aggressor means a person who uses dating violence, sexual violence, or verbal or emotional

Reporting and

Each member of the PPSD community is

to and including suspension or exclusion, as outlined in the “DistrictWide Code of Conduct, Grades PK-2.”

Retaliation or threats of retaliation in any form designed to intimidate the victim of dating violence and/or sexual violence or 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 “DistrictWide Code of Conduct, Grade PK-2.”

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 contact

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

Policy and Purpose

- x 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.

- x 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.

- x 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

Filtering

x

Unacceptable Use of the Internet

- x 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, or anything that is not within the scope of educational use.
- x 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.
- x 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.
- x 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

- x General school rules and policies apply to all school computer use, internet activity and communication.
- x 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 01(a)(1)(A)(i)

Libraries under Museum and Libraries Act 20 USC 164(f)(1)(A)(i)

History

Policy Adopted: August 26, 2002, Resolution 6182

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 work 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 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 file 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.

Appendix 7:
Massachusetts Aggression Reduction Center:
Why Is It Confidential? <http://webhost.bridgew.edu/marc/that's%20confidential.pdf>

