

# Harassment (Harassment, Intimidation, Bullying, and Hazing)

It is the policy of the **Crowder Public School District** that threatening behavior, harassment, intimidation, and bullying of students by other students, personnel, or the public will not be tolerated. Students are expected to be civil, polite, and fully engaged in the learning process. Students who act inappropriately are not fully engaged in the learning process. This policy is in effect while students are on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school district. Threatening behavior, harassment, intimidation, and bullying of students by electronic communication is prohibited whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school.

Harassment is intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes but is not limited to harassment on the basis race, sex, creed, color, national origin, religion, marital status, or disability.

As used in the School Bullying Prevention Act, “harassment, intimidation, and bullying” means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know would harm another student, damage another student’s property, place another student in reasonable fear of harm to the student’s person or damage to the student’s property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student. Harassment, intimidation, any bullying include, but are not limited to gestures, or written, verbal, or physical acts, or electronic communications. Such behavior is specifically prohibited.

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 **Crowder Schools** will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order of sequence of events to follow in disciplinary actions. The **Crowder Board of Education** will rely upon the judgment and discretion of the administrator to determine the appropriated 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. Behavior contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring students to appropriate social services 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 of eligibility to participate or attend extracurricular activities as well as removal from privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, or written harassment or abuse;
2. Repeated remarks of a demeaning nature;
3. Implied or explicit threats concerning one's grades, achievements, etc;
4. Demeaning jokes, stories, or activities directed at the student;
5. Unwelcome physical contact.

The superintendent shall develop procedures providing for:

1. Prompt investigation of harassment;
2. The expeditious correction of the conditions causing such harassment;
3. Establishment of adequate measures to provide confidentiality in the complaint process;
4. Initiation of appropriate corrective actions;
5. Identification and enactment of methods to prevent reoccurrence of the harassment; and
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

**A copy of this policy will be furnished to each student and teacher in the Crowder school district.**

**REFERENCE: 21 O.S. ss 850.0 & 70 O.S. 22 24-100.2**

**Adopted by the Crowder Board of Education, October 8, 2012**

## **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. ss. 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 **Crowder 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 **Crowder Board of Education** recognizes that intimidation, harassment, and bullying of student’s 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 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 district’s 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. Improvement in student behavior through the prevention or minimization of intimidation, harassment, and bullying towards student-victims simultaneously supports the district’s 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 bullying 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 experienced 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 student who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide.

6. Substantially disrupts school operations by increasing violent acts committed against fellow student. Violence, in the context, is frequently accompanied by criminal acts.
7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

Bullying, harassing, and intimidating behavior often involves expressive gestures, speech, physical acts that are sexually suggestive, lewd, vulgar, profane, or offensive to the education or social mission of this school district, and at times involves the commission of criminal acts. This behavior interferes with the curriculum by disrupting the presentation of instruction and also disrupt and interferes with the student-victim's or bystander's ability to concentrate, retain instruction, and study or to operate free from the effects of intimidation, harassment, and bullying. This results in a reluctance or resistance to attend school.

### **Definition of Terms**

1. Statutory definition of harassment, intimidation, and bullying:  
70 O.S. ss24-100.3© of the School Bullying Protection Act defines the terms "harassment, intimidate, or bully," as including but not limited to, any gesture, written, or verbal expression, or physical act that a reasonable person should recognize will:
  - A. Harm another student;
  - B. Damage another student's property;
  - C. Place another student in reasonable fear of harm to the student's person or damage to the property; or
  - D. Insult or demean any student or group of students in such a way as to disrupt or interfere with school's educational mission or the education of any student.

2. The "Reasonable Person" Standard

In determining what a "reasonable person" should recognize as an act placing a student in "reasonable" fear of harm, staff will determine "reasonableness" not only from the point of view of a mature adult, but also from the point of view of an immature child of the age of the intended victim along with, but not limited to, consideration of special emotional, physical, or mental needs of the particular child; personality or physical characteristics, or history that might cause the child to be particularly, sensitive to efforts by a bully to humiliate, embarrass, or lower the self esteem of the victim; and the discipline history, personality of, and physical characteristics of the individual alleged to have engaged in the prohibited behavior.

3. General Display of Bullying Acts

Bullying, for the purpose of this section of the regulation, includes harassment and intimidation, and vice versa. According to experts in the field, bullying in general is the exploitation of a less powerful person by an individual taking unfair advantage of that person, which is repeated over time, and which inflicts a negative effect on the victim. The seriousness of a bullying act depends on the harm inflicted upon the victim and the frequency of the offensive acts. Power may be, but is not limited to, physical strength, social skill, verbal ability, or other characteristics. Bullying acts by students have been described in several different categories.

- A. Physical Bullying includes harm or threatened harm to another's body or property, including, but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.
- B. Emotional Bullying includes the intentional infliction of harm to another's self-esteem, including but not limited to, insulting or profane remarks, insulting or profane gestures, or harassing and frightening statements, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.
- C. Social Bullying includes harm to another's group acceptance, including, but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that results in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors, or humiliating acts designed to deprive the student of awards, recognition, or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.
- D. Sexual Bullying includes harm to another resulting from, but not limited to, making unwelcome sexual comments about the student; making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's

body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment also prohibited by **Crowder Public Schools**.

### **Procedures Applicable to the Understanding of and Prevention of Harassment, Intimidation, and Bullying of Students**

#### 1. Student and Staff Education and Training

All staff will be provided with a copy of the district's policy on prevention of harassment, intimidation, and bullying of students. All students will be provided a summary of the policy and notice that a copy of the entire policy is available on request. **Crowder Public Schools** is committed to providing appropriate and relevant training to staff regarding identification of behavior constituting harassment, intimidation, and bullying of students and the prevention and management of such behavior.

#### 2. Crowder Public Schools' Safe School Committee

The safe school committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that interfere with an adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, and bullying, the safe school committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, and bullying and understanding and identifying bullying behaviors. In addition, the committee shall make recommendations regarding: identification of methods to encourage the involvement of the community and students in addressing conduct involving bullying; methods to enhance relationships between students and school staff in order to strengthen communication; and fashioning of problem-solving teams that include counselors and /or school psychologists.

In accomplishing its objectives, the committee shall review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. (See also policy BDFC.)

### **Student Reporting**

Students are encouraged to inform school personnel if they are the victim of or a witness to acts of harassment, intimidation, or bullying.

### Staff 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 (Building or site Principal). 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 site principal.

### 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, and bullying may involve certain actions to be taken by the 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 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 Crowder 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. Corporal punishment
5. Detention
6. Referral to the counselor
7. Behavioral contract
8. Changing student's seat assignment or class assignment
9. Requiring a student to make financial restitution for damaged property
10. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
11. Restriction of privileges
12. Involvement of local authorities
13. Referring student to appropriated social agency
14. Suspension
15. Expulsion
16. 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.

The following procedures will be used by any person for the filing, processing, and resolution of a reported incident of harassment, intimidation, bullying, or threatening behavior. The procedures are to be followed by the administration of the school district in an effort to determine the severity of the incident and the potential to result in future violence.

### **Definitions**

1. "Harassment, intimidation, and bullying" means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation, and bullying include, but are not limited to, gestures, written, verbal, or physical acts, or electronic communications.

"Electronic communication" means the communication of any written, verbal, or pictorial information by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless communication device, or a computer.

"Threatening behavior" means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

## **Board Policy Prohibiting “Hazing”**

- A. “Hazing” means any activity which recklessly or intentionally endangers the physical or mental health or safety of a student, required as a condition of membership in an organization, regardless of willing participation, including but not limited to physical brutality such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of food, alcohol, drugs or other substances. And activities which would induce extreme mental stress such as prolonged sleep deprivation, prolonged isolation, and conduct which could cause extreme embarrassment or humiliation.
- B. No organization having student members which is sponsored by the **Crowder School district** or which is permitted to hold meetings or other events on school district property (a “student organization”) and no student member of a student organization shall engage or participate in or directly or indirectly condition membership on participation in or submission to a hazing activity.
- C. Students violating this policy shall not be permitted to participate in **ANY** extra-curricular activity sponsored by the **Crowder School District** for a minimum or **two (2) months and shall be subject to disciplinary measures which may include suspension or expulsion, and shall be referred to local law enforcement authorities for prosecution.**
- D. Student Organizations which violate this policy shall be placed on probation for the period of one (1) year. Any further violations will result in the forfeit of all rights, privileges, and recognition of the program.
- E. This policy shall be considered to be a part of the by-laws or other organizational rules of all school district-sponsored student organizations.

## **Procedures**

The procedure for investigating reported incidents of harassment, intimidation, and bullying or threatening behavior, is as follows:

1. The matter should be immediately reported to the building principal. If the bullying involved an electronic communication, a printed copy of the communication as well as any identifying information such as email address or web address shall be provided to the building principal. As much detailed information as possible should be provided to the building principal in written form to allow for a thorough investigation of the matter.

2. Upon receipt of a written report, the building principal shall contact the superintendent and begin an investigation to determine the severity of the incident and the potential for future violence.
3. If, during the course of the investigation, it appears that a crime may have been committed the building principal and/or superintendent shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.
4. If it is determined that the school district's discipline code has been violated, the building principal shall follow district policies regarding the discipline of the student.
5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the **Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1377 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.**

Adopted by the Crowder Board of Education, October 8, 2012

## HARASSMENT / INTIMIDATION / BULLYING INCIDENT REPORT FORM

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Room/Location \_\_\_\_\_

Student(s) Initiating Bullying/Harassment:

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

Student(s) Affected:

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

**Type of Harassment Alleged:**

Racial \_\_\_\_\_ Sexual \_\_\_\_\_ Religious \_\_\_\_\_ Other \_\_\_\_\_

**Check all spaces below that apply. Adult stated or identified inappropriate behavior as:**

- |  |   |
|--|---|
| <input type="checkbox"/> Name Calling            | <input type="checkbox"/> Spitting                 |
| <input type="checkbox"/> Stalking                | <input type="checkbox"/> Demeaning Comments       |
| <input type="checkbox"/> Inappropriate Gesturing | <input type="checkbox"/> Stealing                 |
| <input type="checkbox"/> Staring / Leering       | <input type="checkbox"/> Damaging Property        |
| <input type="checkbox"/> Writing / Graffiti      | <input type="checkbox"/> Shoving / Pushing        |
| <input type="checkbox"/> Threatening             | <input type="checkbox"/> Hitting / Kicking        |
| <input type="checkbox"/> Taunting / Ridiculing   | <input type="checkbox"/> Flashing a weapon        |
| <input type="checkbox"/> Inappropriate Touching  | <input type="checkbox"/> Intimidation / Extortion |
| <input type="checkbox"/> Other _____             |   |

**Describe the incident:**

**Witnesses Present:** \_\_\_\_\_

**Physical evidence:** Graffiti \_\_\_\_\_ Notes \_\_\_\_\_ E-Mail \_\_\_\_\_ Web sites \_\_\_\_\_  
Video / audio tape \_\_\_\_\_ Other \_\_\_\_\_

**Staff Signature:** \_\_\_\_\_

**Parent(s) contacted: Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Administrative Response taken:**