

SCHOOL-BASED DECISION MAKING

School: Okolona Elementary School

Subject of the Policy: #27 – Anti-Bullying Policy

Policy Statement

At Okolona, we believe that all students have a right to a safe and healthy school environment. KRS 158.148 defines *bullying* as “any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.”

Okolona has an obligation to promote mutual respect, tolerance, and acceptance. Okolona will not tolerate behavior that infringes on the safety of any student.

At Okolona, students will be educated by staff in all grade levels to help them identify and respond to the dangers of bullying. The following six types of bullying are recognized in this policy:

1. **Relational bullying**, sometimes referred to as “social” or “psychological” bullying. This takes the form of disrupting another student’s peer relationships through gossiping, whispering, and spreading rumors. It also includes turning your back on them, giving them the silent treatment, or leaving them out.
2. **Cyberbullying**, sometimes referred to as “social” bullying, is often indirect. Students communicate negative representations of the target to third parties, often through social network sites, instant messaging, texting, chat rooms, or posting on webpages or blogs.
3. **Verbal bullying** includes threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, making faces, rolling eyes, and other gestures.
4. **Physical bullying**, such as hitting, pushing, shoving, kicking, pinching, or holding a person down, includes both the person and/or their possessions (through extorting money, stealing, or causing damage to possessions).
5. **Sexual bullying**, sometimes referred to as sexual harassment, includes unwanted sexual attention and comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, touching the private parts of another student’s body, molestation, assault, and rape. This includes bullying based on actual or perceived sexual orientation or gender identity.

6. **Racial bullying** is a type of bullying that focuses on your race, ethnicity, or culture. Racial bullying can include, but is not limited to, the following:

1. Being called racist names
2. Being sent insulting messages or threats
3. Being the recipient of jokes about your color, nationality, race, or culture
4. Having belongings damaged
5. Having to see racist graffiti
6. Personal attacks, including violence or assault
7. Being left out, treated differently, or excluded
8. People making assumptions about you because of your color, race, or culture
9. Being made to feel like you have to change how you look

Reporting procedures shall include the following:

1. **Report to** a teacher or another adult at school. Complete a Bullying Report Form or anonymous tip card, usually located in the counselor's office.
2. Witness statements may be completed by other students.
3. A counselor or designee will review and investigate the report from the student and/or reporting adult to verify illegal acts. Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.
4. A staff member will report immediately to the school administration when they witness or become aware of conduct that may be bullying or retaliation.
5. If the Hotline Report is sent by the Bullying Prevention Department, please include the steps taken.

Example:

The Hotline Report is sent to the school principal from their respective Assistant Superintendent's office. The principal assigns the report to the designee. The designee holds conferences/interviews with the following:

- Person(s) harmed
- Witnesses named
- Staff/Other adults (parent)
- Person(s) displaying bullying behavior
- Any other person who may be named during interviews

- o A second interview with any of these persons may be needed for fact-checking.
 - o Based on the information gathered, a determination is made as to whether the report should be substantiated, unsubstantiated with corrective action, or unsubstantiated.
 - o The designee is to complete the Compliance Hotline Action Form (Word doc) also sent with the original Hotline Report and email to the appropriate assistant superintendent's secretary. The secretary will forward the information to the Bullying Prevention Department ~~clerk~~.
- 2 Reports and/or disclosures are made in good faith and should be investigated with confidentiality so that there is no fear of harassment or retaliation.
1. Please note the visibility of and access to other students connected or possibly involved when holding your investigation.

This process should be completed within five business days. If an extension is needed, please contact the Bullying Prevention Department directly.

Progressive Discipline Process

When bullying is substantiated, it **must be** documented in Infinite Campus. All students involved should be linked in the same behavior event.

Progressive discipline should include interventions/supports for **both** the person(s) harmed and the person(s) displaying bullying behavior.

Examples of interventions/supports:

Person(s) harmed: Student schedule change, new seating arrangements, student escort/travel buddy, speaking one-on-one with a trusted adult, periodic check-ins with a trusted adult, referral to the counselor, and/or referral to other JCPS support services

Person(s) displaying bullying behavior: Student schedule change, new seating arrangements, student escort/travel buddy, point sheet, behavior contract, speaking one-on-one with a trusted adult, periodic check-ins with a trusted adult, counseling session with a school counselor or mental health practitioner, referral to outside counseling, and/or referral to other JCPS support services

Intervention Levels

Level-One Intervention: Involves school administration to correct a behavior by stressing the seriousness of the behavior and keeping the student in the **classroom**. The parent will be notified. Interventions will typically involve a conference with the student, parent/guardian conference,

office time-out, cooling-off period, ~~peer~~ mediation (if appropriate*), referral to student support staff, or detention. An attempt should be made to include the parent and student(s) in a constructive plan/behavior contract.

Staff should use these responses in a graduated fashion.

***Mediation** is to be used only as a resolution with **peer conflict**, **NOT** in circumstances of bullying.

Level-Two Intervention: Involves school administration in order to correct a behavior by stressing the seriousness of the behavior while keeping the student in **school**. The parent will be notified. Interventions will typically involve short-term time in the Positive Action Center (PAC), time-out, or in-school suspension. An attempt should be made to include the parent and student(s) in a constructive plan/behavior contract.

Staff should use these responses in a graduated fashion.

Level-Three Intervention: Involves **short-term removal of the student from the school** environment because of the severity of the behavior (short-term, out-of-school suspension ranging from one to three days). An attempt should be made to include the parent and student(s) in a constructive plan/behavior contract.

Staff should use these responses in a graduated fashion.

Level-Four Intervention: Involves **long-term removal of the student from the school** environment because of the severity of the behavior (long-term, out-of-school suspension ranging from six to ten days). This may involve the placement of the student in a safe environment that provides additional structure to address the behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. An attempt to include the parent and student(s) in a constructive plan/behavior contract should be made.

Staff should use these responses in a graduated fashion.

Retaliation Prohibited

Employees and other students may not retaliate against a student because they report bullying or assist or participate in an investigation proceeding or hearing regarding the violation. The principal or designee shall take measures needed to protect students from such retaliation.

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First Reading: 4/25/19
First Reading: 9/26/19

Second Reading: 10/27/16
Second Reading: 5/23/19
Second Reading: 10/24/19

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Signature: _____
(SBDM Council Chairperson)