

POLICY COMMITTEE MEETING
MAY 1, 2017
CENTRAL OFFICE – LIBRARY
5:15 PM

AGENDA

COMMITTEE MEMBERS:

A. Dube

J. Bruni

E. DeCotiis

C. Libby

T. Hustus, Student Board Representative

S. Champagne, Student Representative

1. Attendance
2. IGA – Curriculum Development, Adoption and Review
3. JICK – Bullying & Cyberbullying in Schools
4. JICK-R – Bullying & Cyberbullying in Schools Administrative Procedure

Next Meeting: May 15 – 5:15 p.m. @ C.O. Library

Curriculum Development, Adoption and Review

For the purpose of this policy “curriculum” means the MSAD 6’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Learning Results, as well as for other content areas as specified by the Board. The curriculum will reflect continuous, sequential and specific instruction aligned with the content areas of *Maine’s system of the* Learning Results.

The Board recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards and to serve the best interests of students and the community.

The following principles apply to curriculum development:

- A. The Board expects the administration and staff to be sensitive to changing conditions that may require modifications in curriculum.
- B. The Board expects all programs to be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The Board expects the school system to undertake intensive curriculum revision as needed.
- D. The Board expects that curriculum development and revision will be achieved with appropriate involvement of *a balanced representation of stakeholders, such as* administrators, instructional and support staff, students, parents, community and the Board.
- E. The Superintendent is expected to lead the ongoing curriculum development and review process, and in aligning curriculum with educational standards and with advances in knowledge, educational research and “best practices.”

- F. The Superintendent is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum and to provide the Board with an annual report on the status of the curriculum.
- G. The Board will review and adopt all curriculum guides, course descriptions and courses of study prior to their implementation.

The Board authorizes the establishment of a Curriculum Committee for the purpose of conducting ongoing review of the District's curricula and programs and making recommendations to the Superintendent and through the Superintendent, to the Board. *The Curriculum Committee's membership will consist of a balanced representation of stakeholders, including all schools, all grade spans, and all content areas.*

~~Membership of the Committee will consist of:~~

- ~~A. The District's Assistant Superintendent;~~
- ~~B. One professional staff member from each District school;~~
- ~~C. Two members of the Board of Directors;~~
- ~~D. Two principals or other school administrators;~~
- ~~E. Two high school Board Members;~~
- ~~F. Two parents/citizens;~~
- ~~G. An individual with knowledge of post-secondary academic requirements; and~~
- ~~H. Two guidance counselors, one each from the high school and middle school.~~

The Board Chair will appoint the Board representatives. All others will be appointed by the Superintendent.

The Superintendent will designate the ~~Assistant Superintendent to serve as Chair.~~

~~The Curriculum Committee may consider and make recommendations concerning curriculum improvements, instructional strategies and techniques, pilot programs, student assessment, research related to teaching and learning, assessment of instructional programs and other matters related to the District's instructional program.~~

~~The Curriculum Committee will meet regularly during the school year and at other times at the discretion of the Curriculum Committee Chair.~~

~~In order for those affected by Curriculum Committee recommendations, if implemented, to have an opportunity to be involved, subcommittees or ad hoc committees may be established for specific projects.~~

The Superintendent is expected to make recommendations to the Board concerning changes in curriculum, curriculum implementation, professional development, instructional materials and resources needed for curriculum implementation, consistent with Board policy.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 6209
Ch. 127 § 5-7 (Me. Dept. of Ed. Rules)

Cross Reference: IGD–Selection of Books and Instructional Materials
IHA–Basic Instructional Program
IJJ – Instruction and Library-Media Materials Selection
IL–Evaluation of Instructional Programs

Adopted: July 23, 2007
Reviewed:
Revised: March 18, 2013

CURRICULUM DEVELOPMENT AND ADOPTION

As defined in Maine Department of Education rules, “curriculum” means [School unit name]’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Learning Results, as well as for other content areas as specified by the Board.

The [School unit name]’s curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas of the Learning Results including the knowledge and skills described in the “Parameters for Essential Instruction” and the “Guiding Principles” of the Learning Results.

Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society.

The Board recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards, to reflect community aspirations and values, and to serve the best interests of students.

In development, revision and evaluation of curriculum, the Board expects that:

- A. School administrators and staff will be sensitive to initiatives such as the *Common Core* and *Next Generation Science Standards*, and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake intensive curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process and in aligning the alignment of curriculum with educational standards and with advances in knowledge, educational research and “best practices.”
- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.

[OPTIONAL: The Board may appoint one of its members to serve as a liaison to [School unit name]'s Curriculum Committee OR: to serve as a member of [School unit name]'s Curriculum Advisory Committee.]

over F { The Board will review and adopt (approve) all curriculum guides, course descriptions and courses of study prior to their implementation.

{ The Superintendent/designee is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum.

yes in over { The Superintendent is expected to make recommendations to the Board, consistent with Board policy, in regard to professional development, instructional materials and the resources needed for curriculum implementation.

not in over The Superintendent will report annually, or as otherwise requested, to the Board on the status of the curriculum.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 4701-4729, 6209
Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF-School Unit Commitment to the Learning Results
IHA-Basic Instructional Program
IJJ-Instructional and Library-Media Materials Selection
IL-Evaluation of Instructional Programs

Adopted: _____

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.
MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

Bullying and Cyberbullying in Schools

Introduction

All students have the right to attend public schools that are safe and secure learning environments. It is the intent of the MSAD 6 Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to the school environment and student learning, achievement and well-being. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the MSAD 6 schools, and the operation of the schools.

Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. Retaliation against those reporting such defined behaviors; and
5. Knowingly false accusations of bullying behavior.

~~Any person who engages in any of these prohibited behaviors that constitutes bullying will be subject to consequences.~~

Bullying and Cyberbullying Defined

A. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

1. Has, or a reasonable person would expect it to have, the effect of:
 - a. Physically harming a student or damaging a student's property; or
 - b. Placing a student in reasonable fear of physical harm or damage to the student's property; or
2. Interferes with the rights of a student by:
 - a. Creating an intimidating or hostile educational environment for the student; or
 - b. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; or

3. Is based on:

~~a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above.~~

- a. **A student's actual or perceived characteristics identified in 5 MRSA § 4602 OR 4684-A (including race; color; ancestry; national origin; sex, sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or**

b. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has effect described in subparagraph 1 or 2.

- B. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.
- C. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. Retaliation also includes reporting an act of bullying when it is not made in good faith.

Application of Policy

- A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.
- B. This policy applies to bullying that:
1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.
 2. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy's definition of bullying.

Consequences for Policy Violations

Students

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative discipline or other behavioral interventions.

Any student violating this policy may also be subject to civil or criminal penalties.

School Employees and Others

Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

Volunteers, contractors and visitors who violate this policy will be excluded from school property until the Superintendent is satisfied that the person will comply with Maine's bullying law and this policy.

Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of Board approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

Staff Training

MSAD 6 will provide professional development and staff training in bullying prevention and response.

Delegation of Responsibility

The Superintendent or designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

The Superintendent will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

A student or his/her parent/guardian who is dissatisfied with a decision of the Superintendent or designee related to the taking or not taking of disciplinary action in the course of implementing this policy may appeal, in writing, to the Superintendent within 10 calendar days of notice of the decision.

The Superintendent's decision will be final.

Dissemination of Policy

The Superintendent or designee will be responsible for providing this policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level in writing to students, parents, school employees and volunteers in handbooks, on the District's website and by such other means (if any) as may be determined by the Superintendent.

Legal Reference: 20-A M.R.S.A. § 1001(15)(H)
P.L. 2005, ch. 307 § 4-5

Cross Reference: **ACAA – Harassment and Sexual Harassment of Students**
ACAA-R – Student Discrimination and Harassment
Complaint Procedure
ACAD – Hazing
ADAA – Ethical and Responsible Behavior
ADF - School District Commitment to Learning Results
IJNDB – Student Computer and Internet Use and Internet Safety
**IJNDB-R – Student Computer and internet Use and Internet
Safety Administrative Procedure**
~~JBA – Non-Discrimination Policy~~
JIC – Student Code of Conduct
JICC - Conduct on School Buses
JICIA - Weapons, Violence and School Safety
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
KLG – Relations with Law Enforcement Authorities
**KLG-R – Relations with Law Enforcement Authorities
Administrative Procedure**

First Reading: January 2, 2007
Adopted: February 5, 2007
Reviewed: February 4, 2013
Revised: March 4, 2013

If so, please provide names of witnesses to be contacted during the investigation:

Please provide a description of incident(s) and include any supporting documentation:

(use additional pages, if needed)

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

Signature of person reporting (optional) Date: _____

Received by: _____ Date: _____

Position/title: _____

Copy to school principal on: _____
Date

Copy received by: _____ Date: _____
Signature of school principal

Copy to superintendent on: _____
Date

Copy received: _____ Date: _____
Signature of superintendent

Bullying and Cyberbullying Reporting Form NEPN/NSBA Code: JICK-E1
Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

Upon completion of this form, or when providing a verbal report, submit to designated school personnel or administrative office.

Date the alleged incident of bullying is being reported: _____

Person(s) reporting the alleged incident(s) of bullying (this is optional as reports can be made anonymously, except when reported by staff, coaches and advisors):

Person(s) completing this form (if different than person listed above and not anonymously reporting): _____

Person reporting is (circle one): student parent grandparent guardian school staff coach advisor other _____

Contact information of person reporting (optional):

home or work phone: () _____ Cell phone: () _____

email: _____

home address: _____

Details

Name of student(s) who is believed to have been bullied:

Name of the student(s) or adult(s) who is alleged to have bullied:

Date(s): _____

Time(s)/time(s) of day: _____

Location(s) of incident(s):

Were there any witnesses? yes no

May the school personnel conducting an investigation contact these witnesses? yes no

To be completed by the school principal or superintendent's designee promptly from the time that the Report Form is received.

Date the alleged incident of bullying was reported: _____

Name of school principal or superintendent's designee investigating the report of alleged incident(s) of bullying: _____

Position/title: _____

Details:

Person(s) reporting the alleged incident(s) of bullying (if indicated, but required if school staff, coaches or advisors): _____

Person who completed the Reporting Form (if indicated): _____

The person(s) reporting the alleged incident of bullying is (circle one): student parent
grandparent guardian school staff coach advisor other _____

Name of the student(s) or adult(s) who was believed to have been bullied:

Was the behavior related to the targeted student(s) actual or perceived (as indicated in the description of the alleged incident on the Reporting Form):

____ Race/color

____ Sex

____ Sexual orientation (including gender identity and gender expression)

____ Religion

____ National origin/ancestry

____ Disability

If so;

- ♣ refer to Board policy ACAA: Harassment and Sexual Harassment of Students,
- ♣ include the SAU's Affirmative Action Officer in this investigation, and
- ♣ if the behavior includes threats, violence, and/or property damage, it may be enforceable under the Maine Civil Rights Act and should be referred to local law enforcement.

Does the student have a 504 plan? yes no

Does the student have an IEP? yes no

If yes to either above questions, please refer to student's 504 plan or IEP.

Is the student in the referral process for either? yes no

If the student receives Special Education services, when was the Director of Special Education or 504 Coordinator made aware of this situation? Date: _____

Name of the student(s) or adult(s) who is alleged to have bullied: _____

The reported alleged incident(s) occurred:

- on school grounds
- on the school bus
- at a school sponsored activity
- through the use of technology – at home at school
- elsewhere – (be specific) _____

Date(s): _____

Time(s)/time(s) of day: _____

Additional details known: _____

Have there been prior reports of alleged incidents of bullying or substantiated incident(s) of bullying involving the student(s) and/or adult(s)? yes no

If yes, please include details and outcomes:

Evidence of allegation(s) of bullying provided to the school or in the school's possession used in this investigation:

- | | |
|--|---|
| <input type="checkbox"/> school video | <input type="checkbox"/> letters |
| <input type="checkbox"/> cameras | <input type="checkbox"/> phone conversation notes |
| <input type="checkbox"/> school bus camera | <input type="checkbox"/> written statements |
| <input type="checkbox"/> cell phone video | <input type="checkbox"/> hospital reports |
| <input type="checkbox"/> electronic photos | <input type="checkbox"/> police reports |
| <input type="checkbox"/> printed photos | <input type="checkbox"/> other (specify) _____ |
| <input type="checkbox"/> email(s) | |

Communication:

When did you contact the parent(s) or guardian(s) of the student(s) who was believed to have been bullied?

Date of communication(s): _____

Details of communication: _____

The school principal or superintendent's designee met with the student(s) who was believed to have been bullied on: _____

Details of communication: _____

When did you contact the parent(s) or guardian(s) of the student(s) who was alleged to have bullied?

Date of communication(s): _____

Details of communication: _____

The school principal or superintendent's designee met with the student(s) alleged to have bullied on: _____

Details of communication: _____

Did the person(s) reporting the alleged incident identify any witnesses? yes no

Name(s) of witness: _____

Did the school identify any witnesses? yes no

Name(s) of witness: _____

If yes, the school principal or superintendent's designee met with the witness(es) on:

_____ Details of communication: _____

Safety Measures:

Local or state law enforcement will be contacted for potential:

- ____ criminal charges
- ____ civil action under the Maine Civil Rights Act
- ____ N/A

What measures are being taken throughout the investigation to ensure the safety of the student who was believed to have been bullied? _____

Attach safety measures (ie. Student Support & Safety Plan) to this Responding Form.

When was there communication with the parent(s) or guardian(s) of the student(s) who was believed to have been bullied about these safety measures?

Date of communication(s): _____

Details of communication: _____

Determination of Bullying:

Refer to the definition of bullying in policy JICK

Behavior(s) had the effect of:

- Physically harming a student or damaging a student's property; or
- Placing a student in reasonable fear of physical harm or damage to the student's property

OR

Behavior(s) interfered with the rights of a student by:

- Creating an intimidating or hostile educational environment for the student; or
- Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provide by a school
- None of the above

Summary of Investigation: (use additional sheet)

Outcomes: (use additional sheet)

All findings and results shall be reported to the superintendent.

Is this a substantiated incident of bullying?

yes no

If yes, refer to the Remediation Form (JICK-E3) to indicate specific nature(s) of the incident, the consequences, and actions taken for the student who has bullied. This substantiated incident is to be reported to the superintendent, and to the Maine Department of Education.

If no, refer to the district-wide code of conduct and disciplinary policies for student behavior.

Signature and title of investigator

Date: _____

If the investigator is not the school principal, copy to school principal on: _____
Date

Copy received: _____
Signature of school principal

Date: _____

Copy to Superintendent on: _____
Date

Copy received: _____
Signature of superintendent

Date: _____

MSAD 6

Effective:

The intent of remediating a substantiated incident of bullying is to counter the negative impact of bullying and to reduce the risk of future bullying incidents.

This remediation is in reference to the alleged incident of bullying reported on: _____

Name of student who was found to have bullied (do not report name of student or any personally identifying information to the Maine Department of Education):

Delineate the specific nature(s) of the incident:

- _____ Cyberbullying
- _____ Electronic expression
- _____ Physical act or gesture
- _____ Retaliation
- _____ Verbal/Oral
- _____ Written

Alternative discipline imposed for this student (actions taken):

- _____ Meeting with the student and the student's parent(s) or guardian(s)
- _____ Reflective activities, such as requiring the student to write an essay about the student's misbehavior
- _____ Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option
- _____ Counseling
- _____ Anger management
- _____ Health counseling or intervention
- _____ Mental health counseling
- _____ Participation in skills building and resolution activities, such as social emotional cognitive skills building, resolution circles and restorative conferencing
- _____ Community service

The student received/will receive the following discipline actions (consequences):

- _____ Alternative Discipline
- _____ Detention
- _____ Weekend Detention
- _____ In-school suspension
- _____ Out-of-school suspension
- _____ Expulsion/Recommended for expulsion

Was the student referred to law enforcement? yes no

Outcome(s): _____

Additional details of disciplinary actions taken: _____

**[DOCUMENTATION OF ALL REMEDIATION ACTIONS MUST RESPECT
CONFIDENTIALITY OF STUDENT INFORMATION AS PROVIDED BY FEDERAL AND
MAINE LAW AND REGULATIONS]**

Date: _____
Signature of principal or superintendent's designee completing this form

Title of superintendent's designee

If this person is not the school principal, copy to school principal on: _____
Date

Copy received: _____ Date: _____
Signature of school principal

Copy to Superintendent on: _____
Date

Copy received: _____ Date: _____
Signature of Superintendent

**This substantiated incident of bullying was reported to the Maine Department of
Education *without personally identifying information* on: _____
initialed by: _____**

Ours

Bullying and Cyberbullying in Schools Administrative Procedure

Policy JICK – Bullying and Cyberbullying in Schools and this Administrative Procedure apply to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

Reporting

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

- A. School Staff, coaches and advisors for extracurricular and co-curricular activities are required to report incidents of bullying to the school principal or other school personnel designated by the superintendent.
- B. Students who have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.
- C. Parents and other adults who are aware of incidents of bullying are encouraged to report this behavior to a staff member or school administrator.
- D. Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying will be subject to disciplinary consequences.

Responding

The school principal or a superintendent's designee will:

- A. Promptly investigate and respond to allegations of bullying behavior;
- B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report substantiated incidents to the superintendent;
- C. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances.

They're different

Broken out separately

Different

who have witnessed or

Different wording means the same

under response to Bullying by students or

(under investigation)

not in MSAD 6

Ours

NEPN/NSBA Code: JICK-R

- D. Remediate any substantial incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services.
- E. Communicate to the parent of a student who has been bullied the measures being taken to ensure the safety of the student who has been bullied and to prevent further acts of bullying;
- F. Communicate with a local or state law enforcement agency if the school principal or the superintendent's designee believes that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate; and
- G. Notify parents, guardians and students of the right to appeal a decision of a school principal or a superintendent's designee related to taking or not taking disciplinary action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the superintendent.

separate paragraph under " See pg. 4 of 4 "

covered under A-B last page

in there also

} different

Notification of Policy


- 1. Annually providing written versions of this policy and related procedures to students, parents, volunteers, administrators, teachers and school staff.
- 2. Posting this policy and related procedures on the school administrative district's publicly accessible website.
- 3. Including in student handbooks a section that addresses in detail this policy and related procedures.

Oversight, Implementation, & Enforcement

- 1. Designating a school principal or other school personnel to administer the policies at the school level;
- 2. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies at the school level;

not in NSBA

OURS

- 
3. Developing procedures to implement the requirements for reporting and responding to bullying under administrative procedure or delegating that responsibility to principals or designees.
 4. Ensuring that any contractor, visitor, or volunteer who engages in bullying is barred from school grounds until the superintendent is assured that the person will comply with the policies of the school board; and
 5. Ensuring that any organization affiliated with the school that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school;
 6. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy;

Examples

A. Conduct that may constitute bullying includes, but is not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;

not in MSAD 6

ours

NEPN/NSBA Code: JICK -R

6. Blocking access to school property or facilities;
 7. Stealing or hiding books, backpacks, or other possessions;
 8. Stalking; and
 9. Physical contact or injury to another person or his/her property.
- B. Conduct that may constitute cyberbullying includes, but is not limited to:
1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website or other online application;
 2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the target;
 3. Impersonating or representing another student through use of that other student's electronic device or account to send e-mail, text messages, instant messages (IM), or phone calls;
 4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
 5. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" photographs of other students.

Alternative Discipline

See ~~MSMA~~ p9. 3

Examples of alternative discipline include, but are not limited to:

1. Meeting with the student and the student's parents;
2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;

OLLRS

NEPN/NSBA Code: JICK -R

3. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
4. Counseling;
5. Anger management;
6. Health counseling or intervention;
7. Mental health counseling;
8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
9. Community service; and
10. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

ACAA & ACAA-R

Cross Reference: JICK - Bullying and Cyberbullying in Schools

JRA

JRA-R

Page 5 of 5

MSAD 6

Effective: March 4, 2013

BULLYING – ADMINISTRATIVE PROCEDURE

This procedure is intended as guidance for school administrators in carrying out their responsibilities when bullying is alleged to have occurred. It provides important definitions as well as steps for reporting, investigating and responding to allegations of bullying.

Bullying behavior alleged to be based on race, color, ancestry, national origin, sex, sexual orientation, religion or disability should be addressed under the procedures set forth in the Student Harassment and Sexual Harassment procedure, ACAA-R, rather than under this procedure.

Bullying Reports

Students and Parents/Guardians

Students who believe they have been bullied, or who have witnessed or learned about an act of bullying should [OR: ~~are strongly encouraged to~~] report this behavior to the building principal [OR: _____ (position of other person designated by the Superintendent to receive reports at the school level, e.g., guidance counselor or affirmative action/Title IX coordinator)].

Parents/guardians may report bullying on behalf of their children or when they have witnessed or are aware of the occurrence of bullying.

Reports of bullying may be made anonymously, but no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Any student who has been determined to have made a false report of bullying will be subject to disciplinary consequences.

School Employees

For the purposes of this procedure, "school employees" includes coaches, advisors for cocurricular or extracurricular activities and volunteers.

All school employees are expected to intervene when they see acts of bullying in progress and are required to report incidents of bullying they have witnessed or become aware of to the building principal [OR: _____] as soon as practicable.

Report them out

owns say school member or administrator

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School employees who fail to report bullying or who have made a false report of bullying will be subject to disciplinary consequences up to and including termination, in accordance with any applicable collective bargaining agreement.

Others

Contractors, service providers, visitors or community members who have witnessed or become aware of bullying are encouraged to report such incidents to the building principal [OR: _____].

Form of Reports

Complaints or reports of bullying may be made orally or in writing, but all reports will be recorded [OR: **documented**] in writing by school personnel authorized to receive complaints or reports, using the school unit's reporting form (JICK-E1).

School employees are required to make reports of bullying to the principal [OR: _____] in writing. Although students, parents and others, as identified above, may make bullying reports anonymously, all persons reporting incidents of bullying are encouraged to identify themselves.

Bullying reports may be made anonymously, but in no instance will action be taken against any person or organization affiliated with the schools solely on the basis of an anonymous report.

The building principal will forward a copy of the report to the Superintendent by the end of the next school day.

Interim Safety Measures

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The building principal may take such interim measures as he/she deems appropriate to ensure the safety of the targeted student and prevent further bullying and will inform the parents of the targeted student of measures taken.

[NOTE: School personnel should be careful to respect the confidentiality of student information when communicating with the parents of a student who has reported being bullied. It should be sufficient to inform the parents of what the school is doing to protect the student from further bullying and to convey that the incident will be investigated and appropriate disciplinary consequences will be applied, without providing details that would be considered a violation of FERPA or an invasion of privacy.]

Investigation

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The principal [OR: ___] will ensure that all reports of bullying and retaliation are investigated promptly and that documentation of the investigation, including the substance of the complaint or report and the outcome of the investigation is prepared and forwarded to the Superintendent within a reasonable period of time.

The determination of whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity[®] of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Response to Bullying by Students

If bullying has been substantiated, the building principal or designee as appropriate under the circumstances will determine the appropriate disciplinary consequences, which may include detention, suspension or expulsion; alternative discipline; remediation; and/or other intervention.

Alternative discipline includes but is not limited to:

- A. Meeting with the student and the student's parents;
- B. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- C. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;
- D. Counseling;
- E. Anger management;
- F. Health counseling or intervention;
- G. Mental health counseling;
- H. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
- I. Community service; and

Handwritten notes:
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 needed under alternative discipline
 due to
 pg 1 & 5

- J. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

[NOTE: Items A-J are listed as examples of alternative discipline in 20-A § 6554(2)(A).]

under 4/19/20

In order to remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, the principal [OR: _____] may refer the targeted student/victim, perpetrator or other involved persons to counseling of other appropriate services.

If the bullying behavior appears to be a criminal violation, the building principal will notify local law enforcement authorities.

If bullying has been substantiated, the building principal will provide written notification to:

- A. The parents/guardians of the targeted student, including the measures being taken to ensure the student's safety; and to
- B. The parents/guardians of the student found to have engaged in bullying, including the process for appeal.

All communications to parents must respect the confidentiality of student and employee information as provided by federal and Maine law and regulations.

Appeals

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Any appeal of the building principal's decisions in regard to consequences for bullying must be submitted, in writing, within 14 [OR: ____] calendar days of the parental notification. The Superintendent will review the investigation report and actions taken and decide whether to sustain or deny the appeal. The Superintendent's decision shall be final.

Cross Reference: ACAA-R – Student Harassment and Sexual Harassment Procedure
 JRA JICK – Bullying
 JRA-R – Student Education Records and Student Information

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.
 MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.