



East Hampton Public Schools Safe School Climate Plan

East Hampton Public Schools
94 Main Street
East Hampton, Connecticut 06424

Mission / Vision Statement

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges.

The East Hampton School District - preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

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**East Hampton Public Schools
Safe School Climate Plan Timeline
November 2011**

July 1, 2012 and Before the Opening of School:

1. Revised the Code of Conduct to reflect the definition of bullying.
The Code of Conduct will be revised and posted on the district website and each school website in July 2012 to include the revised definition of bullying per P.A. #11-232 which follows:
“Bullying” is defined as the repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student in the same school district that: (A) causes physical or emotional harm to the student or damage to the student’s property, (B) places the student in reasonable fear of harm to himself or herself, or of damage to his or her property, (C) creates a hostile environment at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate), (D) infringes on the rights of the student at school, or (E) substantially disrupts the education process or the orderly operation of a school. “Bullying” includes, but is not limited to, written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
2. Revised Board of Education Policy #5090.3.6.1.1 Bullying to reflect the changes required by P.A. #11-232.
3. ***July 2011 legal counsel and CABA reviewed the current bullying policy and incorporated changes as per P.A. # 11-232.***
4. The Board of Education Policy Committee will review the changes to Policy #5131.911 (b) Bullying in preparation for bringing the policy to the Board of Education for action. ***The Board of Education Policy Committee scheduled a meeting in December. The Board of Education Policy Committee will review and move forward to The Board of Education for action on revised Policy #5131.911(b) Bullying and Safe School Climate at its meeting in January, 2012.***
4. The Director of Special Education and Pupil Personnel Services (Safe School Climate Coordinator) met with the Safe School Climate Specialists (School Principals) to review the School Safety Climate Initiative and the administrative regulations to complete the Safe School Climate Plan, and to develop the talking points to be used in the in-service training programs / staff meetings in January, 2012.

By January 2012:

1. The district must develop a Safe School Climate Plan to be submitted per Board of Education approval to the State Department of Education no later than January, 2012.

Each school currently has a program(s) in place as an ongoing learning experience to help students accept another's perspective in the absence of judgment, thereby building their capacity for greater understanding and acceptance of diversity. The district codified these programs as its Safe School Climate Plan at the December Administrative Council meeting.

2. The district must provide an in-service training program for certified teachers, administrators, and pupil personnel that includes information that addresses the prevention and identification of, and response to bullying and sexual harassment.

The East Hampton Public Schools began providing professional development on bullying and sexual harassment to all social workers, psychologist and guidance counselors last year with professional development in May 2011 from True Colors and continued this year on November 8, 2011 from Connecticut Sexual Assault Crisis Services. On December 2, 2011 middle and high school students and staff with attend and Internet Safety Program presented by Officer Scott Driscoll. The same presentation was offered to the community on December 5, 2011. The East Hampton Public Schools Administrative Team will present additional professional development to all certified teachers, administrators and pupil personnel staff on January 27, 2012.

By July 1, 2012

1. A Safe School Climate Coordinator must be appointed as of July 1, 2012. The Superintendent or designee of the East Hampton Public Schools is the Safe School Climate Coordinator. Responsibilities include:

- Implementing the Safe School Climate Plan
- Coordinating with the Safe School Climate Specialists
- Receiving / analyzing data regarding bullying and sexual harassment
- Meeting at least twice annually with the Safe School Climate Specialists to make recommendations concerning amendments to the district's Safe School Climate Plan.
- Overseeing completion of the biennial Safe School Climate assessment created and disseminated by the State Department of Education beginning July 2012

The Superintendent or designee was appointed as the Safe School Climate Coordinator in October 2011. The first Administrative Council meeting agenda of each month, beginning December 14, 2011 will have a standing agenda item concerning Safe School Climate. In addition, the Safe School Climate Coordinator will utilize the School Climate/PBIS Committee as the district wide Safe School Climate Committee and will include Safe School Climate as an agenda item on a quarterly basis.

2. The district must appoint a Safe School Climate Specialist in each school. The principal or assistant principal in each of the East Hampton Public Schools is the Safe School Climate Specialist. Responsibilities include:

- Investigating or supervising the investigation of reported acts of bullying and sexual harassment in accordance with the district's Safe School Climate Plan
- Collecting and maintaining records of reports and investigations of bullying and sexual harassment in the school
- Acting as the primary school official responsible for preventing, identifying, and responding to reports of bullying and sexual harassment in the school
- Completing the biennial Safe School Climate assessment created and disseminated by the State Department of Education beginning July 2012

The principal/assistant principal in each of the East Hampton Public Schools was appointed as the Safe School Climate Specialist in October 2011. The Safe School Climate Specialist has and will continue to effectuate these responsibilities.

3. A committee must be established or an existing committee may be designated in each school that is responsible for developing and fostering a Safe School Climate and addressing issues related to bullying and sexual harassment in the school. The principal (Safe School Climate Specialist) must appoint a parent or guardian of a student enrolled in the school to the committee.

In October 2011, each Safe School Climate Specialist designated the committee in the school that has been responsible for developing and fostering a Safe School Climate as the Safe School Climate Committee. The school principal (Safe School Climate Specialist) will continue to facilitate the schools Safe School Climate Committee meetings.

4. The East Hampton Public Schools will observe the first Wednesday in October of each year as *Safe School Climate Awareness Day*, as designated by the State Department of Education, to increase awareness of the effects of bullying and to promote respect for differences among students across the state.

5. Each school in the district will complete the State Department of Education's School Climate Assessment beginning July 1, 2012 and biennially thereafter. The district will collect the School Climate Assessments and submit them to the State Department of Education.

Students

Hazing

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“**Bullying**” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

Students

Hazing

Bullying

Definitions (continued)

“**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

“**Mobile electronic device**” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“**Electronic communication**” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“**Hostile environment**” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“**Outside of the school setting**” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“**School employee**” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“**School climate**” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Students

Hazing

Bullying (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
6. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

Students

Hazing

Bullying (continued)

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

Students

Hazing

Bullying (continued)

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
15. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and

Students

Hazing

Bullying (continued)

17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
19. As required, but not later than January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Hazing

Bullying (continued)

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.

Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Students

Hazing

Bullying (continued)

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
15. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Safe School Climate Assessment

The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Students

Hazing

Bullying (continued)

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. [In designing administrative regulations, the Superintendent should consult with the greater school community, including students.] In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Policy adopted: January 30, 2012

EAST HAMPTON PUBLIC SCHOOLS
East Hampton, Connecticut

To be completed by the complainant.

EAST HAMPTON PUBLIC SCHOOLS
East Hampton, Connecticut
STUDENT BULLYING COMPLAINT REPORT

Student's/Complainant Name: _____

School: _____ Grade/Teacher: _____

Home Address: _____

Telephone: _____

Date of Complaint: _____

Complaint filed against (name/position): _____

Description of complaint: *(Please include: location(s) of event(s), timeframes, frequency of offense(s), and specific details as to the actions giving rise to the suspicion of bullying.)*

Witnesses (if applicable): _____

Name/Position: _____

Address: _____ Telephone: _____

Name/Position: _____ Address: _____

Address: _____ Telephone: _____

Signatures

Complainant: _____ Date: _____

Relationship (if other than student)

School Official: _____ Date: _____

Title

Original forms are available in the Safe School Climate Specialist's / Principal's Office, Health Office, School Psychologist's Office, School Counselor's Office and District Website.

**EAST HAMPTON PUBLIC SCHOOLS
REPORT OF BULLYING
SCHOOL CLIMATE SPECIALIST INVESTIGATION SUMMARY**

NOTES: Investigation must be completed promptly after receiving the Student Bullying Report. Not later than 48 hours after the completion of the investigation, parents/guardians of students who commit verified acts of bullying and parents/guardians against whom such were directed must be notified of the results of the investigation.

Name of Student/Complainant: _____

School: _____

Date: _____

Safe School Climate Specialist / Principal _____

Report Information:

Anonymous Student Report

Staff Member Report Name: _____

Parent/Guardian Report Name: _____

Student Report Name: _____

Name of Student Reported as Committing Act: _____

Name of Student Reported as Victim: _____

Time and Location of Alleged Act(s): _____

Description of Alleged Act(s): _____

Names of Potential Witnesses: _____

Action of Reporter: _____

**EAST HAMPTON PUBLIC SCHOOLS
REPORT OF BULLYING
SCHOOL CLIMATE SPECIALIST INVESTIGATION SUMMARY**

Safe School Climate Specialist / Principal Investigation Notes: _____

Bullying is NOT verified based on the results of the investigation.

1. The Safe School Climate Specialist/Principal will contact the parents/guardians of the complainant not later than 48 hours after the investigation is complete and invite them to a meeting. The complainant should also be invited to participate in the meeting. The purpose of the meeting is to discuss that the investigation did not determine a verified act of bullying and to communicate measures being taken by the school to ensure that the complainant feels safe at school. The meeting will be followed by a letter summarizing the discussion.

Measures/Actions Taken to Ensure a Safe School Climate for the Complainant: _____

2. The Safe School Climate Specialist/Principal will contact the parents/guardians of the accused not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to discuss that the investigation did not determine a verified act of bullying and to communicate:

- Classification of Infraction Committed by Accused Student(s) if any:
- Disciplinary Action per Code of Conduct:

The meeting will be followed by a letter summarizing the discussion.

Bullying IS verified based on the results of the investigation.

1. The Safe School Climate Specialist/Principal will contact the parents/guardians of the complainant not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to discuss the outcome of the investigation and to communicate measures being taken by the school to ensure that the complainant feels safe at school. The meeting will be followed by a letter summarizing discussion.

Measures/Actions Taken to Ensure a Safe School Climate for the Complainant: _____

2. The Safe School Climate Specialist/Principal will contact the parents/guardians of the accused not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to notify them that the investigation determined a verified act of bullying and to communicate disciplinary and other measures being taken by the school to prevent further acts of bullying. The meeting will be followed by a letter summarizing the discussion.

Measures/Actions Taken to Prevent Further Acts of Bullying by the Accused: _____

Incident File:

The incident file will include: bullying complaint, witness statements, all notes regarding the investigation, the outcome of the investigation, notification(s) to parents/guardians of students involved, and measures/action(s) taken.

Students

Sexual and Other Unlawful Harassment of Students

It is the policy of the East Hampton Board of Education to maintain a working and learning environment that is free from sexual and other unlawful harassment. The Board will not tolerate the harassment of or by any student based on sex, sexual orientation, gender identity or expression, race, color, national origin, religion or creed, physical or visual, and regardless of the medium through which it occurs. Such harassment violates state and federal law.

This policy prohibits sexual, racial and other unlawful harassment of students by employees, other students, teachers, administrators, Board members, volunteers, and others contractually or otherwise under the control of the school system. It protects against harassment on school premises, at school-sponsored activities and at other places where these individuals come in contact with students in connection with their education by the school system.

Students are prohibited from harassing teachers, administrators or other school personnel on the basis of sex, sexual orientation, race, color, religion, creed, national origin, ancestry, marital status, age, physical or mental disability.

Definition of Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- submission to the conduct is made either explicitly or implicitly a term or condition of student's education;
- submission to or rejection of the conduct by an individual is used as the basis of education decisions affecting the student;
- the conduct has the purpose or effect of having a negative impact upon the academic performance, or of creating an intimidating, hostile or offensive educational environment; or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding educational opportunities or learning environment.

Such conduct constitutes sexual harassment whether or not a threat or adverse consequences is carried out and whether or not the student actually suffers any tangible adverse consequences.

Students

Sexual and Other Unlawful Harassment of Students

Definition of Sexual Harassment (continued)

Sexual harassment includes a wide range of behaviors – from pressure or requests for sexual activities to unwelcome sexual comments and innuendo to verbal abuse of a sexual nature. Unwelcome sexual flirtations and advances, offensive touching of an individual, graphic or verbal commentaries about an individual's body, sexually degrading words used to describe an individual, and displays in the work place of sexually suggestive objects or pictures are some of the additional behaviors that constitute sexual harassment. Behavior appropriate outside the school setting may not be appropriate in the school environment. Sexual harassment may be subtle and even unintentional. It may be directed toward members of the opposite or same sex.

Examples of Sexual Harassment

While an exhaustive list is not possible, the following are examples specific behaviors that, if unwelcome and of a sexual nature, could constitute sexual harassment:

- Suggestive or obscene letters, notes, e-mail messages, voice mail messages, invitations, derogatory comments, slurs, jokes, epithets, touching, impeding or blocking movement, leering, gestures, noises, pulling at clothes, display of sexually suggestive objects, pictures or cartoons, graffiti, sexual assault, attempted sexual assault.
- Continuing to express sexual interest after learning of or being informed that the interest is unwelcome;
- Coercive sexual behavior used to control, influence, or affect educational opportunities, academic achievements, and/or learning environment of a student, such as threats of reprisal, implying or withholding support for an honor, program, or recommendation, benefit or activity;
- Suggesting a poor grade or evaluation will be prepared;
- The creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive learning environment; and
- Inappropriate attention of a sexual nature.

Other Prohibited Conduct

Unwelcome speech or conduct of an offensive or hostile nature based on an individual's race, color, origin, sexual orientation, disability, sex or religion is also prohibited by this policy.

Students

Sexual and Other Unlawful Harassment of Students (continued)

Complaint Procedure

All members of the school community are responsible for helping to assure that sexual, racial and other unlawful harassment is avoided. Any person who has observed or otherwise become aware of conduct prohibited by this policy should bring the matter to the immediate attention of the Building Principal and/or Title IX Coordinator. Any student who feels he or she has been harassed or victimized in violation of this policy should process a complaint in accordance with the Complaint Procedure described in the accompanying regulations.

All complaints will be promptly investigated in as confidential a manner as practical and appropriate corrective action will be taken when warranted. Any employee, student, volunteer or other individual under the control of the school system who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to discipline, including possible dismissal or expulsion. He or she may also be personally liable in any legal action brought against him or her.

Retaliation

Retaliation against an individual because she or he has reported harassment or has cooperated in an investigation of alleged harassment is a violation of Board policy and state and federal law. Such retaliation is a form of harassment and will be handled in the same manner as other forms of unlawful harassment.

Relationships at the Workplace

Sexual or romantic relationships between employees and students are strictly prohibited whether or not they constitute sexual harassment as defined in this policy.

A copy of this policy shall be distributed to all current and future students and employees.

Legal Reference: Connecticut General Statutes
 20 U.S.C. §1681-1688 (Title IX)
 §10-15c (Discrimination in public schools prohibited)
 §10-15c Discrimination in public schools prohibited. School attendance by five
 year olds. (Amended by P.A. 97-247 to include "sexual orientation" and
 P. A. 11-55 to include "gender identity or expression"
 Public Act 11-55 An Act Concerning Discrimination

Policy adopted: January 26, 2006
 Policy revised: December 8, 2008
 Policy revised: October 24, 2011

EAST HAMPTON PUBLIC SCHOOLS
 East Hampton, Connecticut

To be completed by the complainant.

EAST HAMPTON PUBLIC SCHOOLS
East Hampton, Connecticut
STUDENT SEXUAL HARASSMENT COMPLAINT REPORT

Student's/Complainant Name: _____

School: _____ Grade/Teacher: _____

Home Address: _____

Telephone: _____

Date of Complaint: _____

Complaint filed against (name/position): _____

Description of complaint: *(Please include: location(s) of event(s), timeframes, frequency of offense(s), and specific details as to the actions giving rise to the suspicion of sexual harassment)*

Witnesses (if applicable): _____

Name/Position: _____

Address: _____ Telephone: _____

Name/Position: _____ Address: _____

Address: _____ Telephone: _____

Signatures

Complainant: _____ Date: _____

Relationship (if other than student)

School Official: _____ Date: _____

Title

Original forms are available in the Safe School Climate Specialist's / Principal's Office, Health Office, School Psychologist's Office, School Counselor's Office and District Website.

**EAST HAMPTON PUBLIC SCHOOLS
REPORT OF SEXUAL HARASSMENT
SCHOOL CLIMATE SPECIALIST INVESTIGATION SUMMARY**

NOTES: Investigation must be completed promptly after receiving the Student Sexual Harassment Report. Not later than 48 hours after the completion of the investigation, parents/guardians of students who commit verified acts of sexual harassment and parents/guardians against whom such were directed must be notified of the results of the investigation.

Name of Student/Complainant: _____

School: _____

Date: _____

Safe School Climate Specialist / Principal _____

Report Information:

Anonymous Student Report

Staff Member Report Name: _____

Parent/Guardian Report Name: _____

Student Report Name: _____

Name of Student Reported as Committing Act: _____

Name of Student Reported as Victim: _____

Time and Location of Alleged Act(s): _____

Description of Alleged Act(s): _____

Names of Potential Witnesses: _____

Action of Reporter: _____

EAST HAMPTON PUBLIC SCHOOLS
REPORT OF SEXUAL HARASSMENT
SCHOOL CLIMATE SPECIALIST INVESTIGATION SUMMARY

Safe School Climate Specialist / Principal Investigation Notes: _____

Sexual harassment is NOT verified based on the results of the investigation.

1. The Safe School Climate Specialist/Principal will contact the parents/guardians of the complainant not later than 48 hours after the investigation is complete and invite them to a meeting. The complainant should also be invited to participate in the meeting. The purpose of the meeting is to discuss that the investigation did not determine a verified act of sexual harassment and to communicate measures being taken by the school to ensure that the complainant feels safe at school. The meeting will be followed by a letter summarizing the discussion.

Measures/Actions Taken to Ensure a Safe School Climate for the Complainant: _____

2. The Safe School Climate Specialist/Principal will contact the parents/guardians of the accused not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to discuss that the investigation did not determine a verified act of sexual harassment and to communicate:

- Classification of Infraction Committed by Accused Student(s) if any:
- Disciplinary Action per Code of Conduct:

The meeting will be followed by a letter summarizing the discussion.

Sexual harassment IS verified based on the results of the investigation.

1. The Safe School Climate Specialist/Principal will contact the parents/guardians of the complainant not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to discuss the outcome of the investigation and to communicate measures being taken by the school to ensure that the complainant feels safe at school. The meeting will be followed by a letter summarizing discussion.

Measures/Actions Taken to Ensure a Safe School Climate for the Complainant: _____

2. The Safe School Climate Specialist/Principal will contact the parents/guardians of the accused not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to notify them that the investigation determined a verified act of sexual harassment and to communicate disciplinary and other measures being taken by the school to prevent further acts of sexual harassment. The meeting will be followed by a letter summarizing the discussion.

Measures/Actions Taken to Prevent Further Acts of Sexual Harassment by the Accused: _____

Incident File:

The incident file will include: sexual harassment complaint, witness statements, all notes regarding the investigation, the outcome of the investigation, notification(s) to parents/guardians of students involved, and measures/action(s) taken.

East Hampton Public Schools Programs and Initiatives

At the district level, the East Hampton Public Schools, through its Positive Behavioral Interventions and Supports (PBIS) model for grades PreK-12, addresses a variety of character traits to foster good/global citizenship, compassion and respect for differences, responsibility and pride. These themes are not delivered in isolation; rather they are imbedded throughout the curriculum, school wide activities and clubs.

The comprehensive school guidance and counseling program and PBIS Model for the East Hampton Public Schools is an integral component of the total educational process, grades PreK-12. It is designed to respond to the developmental needs of all students and includes structured, sequential activities which are organized, implemented and delivered by certified school counselors in partnership with teachers, administrators, pupil support personnel, students, parents and community agencies. The program is designed to address the developmental needs of all students by helping them to acquire competencies in three broad domains of student development: personal and social development, educational development and career / vocational development.

Elementary School Programs and Initiatives

Memorial Elementary School (Grades K-3)

Safe School Climate Specialist: Mindy Wilkie, Principal

Safe School Climate Committee: School wide PBIS Team

Each year Memorial Elementary School's Positive Behavior Intervention and Support (PBIS) Team meet and determine how to help create a safe school environment that enable everyone to feel safe and secure. They helped to successfully implement the school wide PBIS program at Memorial School. All staff members were trained in PBIS periodically throughout the 2009-2010 school year. In August 2010, all staff members were given a comprehensive training in PBIS and more specifically, how it would be implemented at Memorial School (the SHINE program). Parents were given an informational brochure detailing PBIS and its implementation at Memorial School. They were informed about it during Open House and parent meetings. The paraprofessionals and other staff members (cafeteria workers, secretaries, custodians, nurse) were provided with information about the SHINE program and how it would pertain to their role in the school. With the start of our new school year, came new changes to our SHINE program! The year began with our school wide kick off assembly, complete with videos and songs illustrating our SHINE behavior themes. Students reviewed the SHINE acronym and the behavioral expectations. 2nd and 3rd grade students watched skits performed by their teachers illustrating some poor behavioral choices. Students were able to participate and correct the mistakes their teachers made, and show them what the SHINE behavior should look like. Weekly SHINE ticket raffles have continued, as well as our monthly top SHINE winners for each grade level. New prizes have been introduced this year, including the VISP (Very Important Shining People) table in the cafeteria. Student trainings, in the form of SHINE kick-off assemblies, were held at the end of September. Throughout the first month of school, teachers completed lesson plans on the first behavioral expectation (Safety First), and students created t shirts and posters with the SHINE logo to be used during special PBIS events. The students have begun to internalize the SHINE expectations and look forward to weekly SHINE raffles, and SHINE student of the month assemblies. All staff members are participating in the reinforcement program, and classroom teachers have incorporated both the reinforcement and consequence pieces of PBIS into their classroom behavioral programs. SHINE expectations were often discussed at morning meetings in classrooms, as well as during specials, lunch, and recess. The School Management Committee, consisting of teachers, administrators, and parents were involved in creating a way for students to acknowledge SHINE behavior. Student cherishes every SHINE ticket that they have gotten, and can tell you exactly how they earned that ticket. Staff is also recognized on a monthly basis for participating in the SHINE program. Each time a staff member picks up a new packet of SHINE tickets, that staff member can fill out a raffle ticket to earn

prizes at monthly staff meeting (gift certificates, free duties, etc.). Memorial School was recognized by the Connecticut Association of Schools for our SHINE PBIS program.

The Second Step curriculum is implemented in Pre-K, first and second grade classes by a social worker and the strategies are implemented by the staff to help students build greater understanding and positive connections with each other. All third grade students learned how to ‘put bullying to bed’ through the ‘No Name Calling Week’ program. Books were chosen for all the teachers to read to the third grade students that connected to ‘No Name Calling Week’. On a Friday they wore their PJs to show solidarity in putting bullying to bed. The PBIS team will continue to meet and find ways to help enhance the PBIS program so all students feel valued and cared for at Memorial Elementary School.

Center Elementary School (Grades 4-5)

Safe School Climate Specialist: Donna Turchi, Principal

Safe School Climate Committee: School –Wide PBIS Team

At Center School, a safe school climate is reinforced on a daily basis through our PBIS initiatives. Framed school wide expectations are posted throughout the school to review respectful, responsible and kind behaviors for each setting. Review and re-teaching of school wide expectations are provided by classroom teachers in formatted lessons with role play opportunities of examples and “non-example” for students. School wide assemblies with active student and staff participation also offer reminders of positive behavior.

Positive behavior in students is reinforced continually by teachers and staff with school *GOLD* certificates awarded that recognize a specific behavior. Students can then exchange their accumulated Gold certificates for rewards from school wide and classroom tiered menus that may range from a classroom treasure box item to a trip to the school *Pot of Gold*, or may also include the opportunity to earn special lunch with a staff member. Thirty point ‘club members’ are recognized with daily announcements, their pictures displayed on a dedicated bulletin board, and a letter of recognition sent home to parents.

Special school wide “Thirty Point Activities” are offered several times a year as an additional incentive. Students receive a GOLD coin that admits them to these special events and activity pictures are posted on the bulletin board throughout the school year.

Social problem solving lessons to address specific needs are available by the school psychologist at classroom meetings, in small groups and individually. The *Second Step* curriculum may be offered by classroom teachers or the school psychologist to provide discussion and role play of social problem solving steps and responsible choices. Health classes allow students to role play and discuss healthy problem solving steps in response to a variety of social problem scenarios. The classroom *New Friend Friday* rotation encourages students to make new friends and strengthen their social interaction skills.

Parents are invited to Center school’s “Good Citizen” assembly held twice yearly to provide the opportunity for students to recognize peers who consistently demonstrate respectful, responsible behavior.

Middle School Programs and Initiatives

East Hampton Middle School

Safe School Climate Specialist: Nancy Briere, Principal

Safe School Climate Committee: School-Wide PBIS Team

A safe school climate is cultivated continually at East Hampton Middle School. As you enter our school a large banner reflects on the school core values and school pride. We have a very strong PBIS (Positive Behavioral Interventions and Supports) program fully implemented at our school. Our pillars of character and core values include Respect, Responsibility, Compassion and Pride and are continually integrated

into our conversation and messages to our students. The school year begins with the Safe School climate Specialist (principal) meeting with each grade level to review character expectations for each student and the school. Students review the handbook where the PBIS pillars are reviewed. The school climate specialist also reviews the conduct expectations which include the definition of bullying and sexual harassment and the related consequences. Students are informed how to report bullying and how to report others who are being bullied. Students are encouraged to police each other's behavior and are instructed about the referral process that is to be followed by students and staff. Our PBIS program and referral process for inappropriate behavior (including bullying behavior) is reviewed with parents at the Open House during the first week of school. It is also clearly stated in our student handbook which parents review. Our PBIS Tier One program includes a system of rewards that starts with the receiving of a blue ticket that then goes into a weekly drawing. Students select from a menu of rewards that range from lunch with the principal, to a free lunch, or a school lanyard. We have a PBIS bulletin board in the main hallway that displays the names of students who are rewarded. Students are then rewarded on a quarterly basis with an activity/assembly for displaying appropriate behavior and character. Students that are not selected to attend the assembly participate in a re-teaching activity. PBIS pillars are also emphasized during morning announcements. The administration and staff work diligently to model appropriate character traits whenever they address and interact with students.

At East Hampton Middle School our students begin their investigation of their future career and college path. Our School Counseling curriculum is centered around the investigation of each student's individual interests and strengths. We then take these interests and aid the students in applying them towards an eventual career path. In 6th grade we do a program called "The Record of Me." It is designed to have the school accumulate data on each student as they enter our school. Later in 6th grade we do a lesson discussing the vast number of careers that are available to pursue. We connect these careers to everyday items in their production, design, and practical uses. In 7th grade we explore each student's core values. We find out which core values are important to each student. We then connect those values to picking a career path that fits with one's own core values. For example we would connect the value of the importance of relationships and suggest pursuing a career that deals with people. Finally in 8th grade each student completes an interest inventory which suggests an area of strength or interest for each student. We talk about the careers that would fit into those areas of strength. In 7th and 8th grade we talk about the opportunities that lie ahead for each student. We talk about the choice they have for high school. We discuss how the classes they take now will affect their leveling for the high school, which in turn will affect their college and career paths. The high school counselors come down to discuss freshman classes towards the end of the 8th grade school year. The High School counselors meet every 8th grade student in preparation for their freshman years at East Hampton High School.

A great deal of work is also done during Health classes. The Principal and guidance department visit all health classes to discuss anti-bullying behavior, how to report behavior that makes you feel uncomfortable and to emphasize the respectful and kind behavior we all strive to attain. This model of smaller adult to student ratio allows for open dialogue about behaviors and promotes a safe school climate. The guidance department also works with all students on a 'Record of Me', activity that promotes self-confidence for all students.

At various times, school-wide programs are presented to students to promote safe school climate practices. Rachel's Challenge presented a program to promote kindness and respect rather than hurtful behavior. A student group, Chain Reaction Club, formed as a result of this program, promotes activities to enhance our school climate and provides for service projects such as "Mani's for the Cure" to support Breast Cancer. Our Student Council also sponsors many service projects as well. All of these activities promote students' self-confidence and a sense of themselves which guards against inappropriate behavior being directed towards them. Scott Driscoll from Internet Safety Concepts LLC also presented a program to the student body and to parents about the dangers of cyber bullying and the safe use of the internet. A locally written and produced play, with bullying behaviors as a focus, was also presented to our student body. This included a follow up activity that promoted open dialogue about bullying behavior and the importance of a safe school climate.

Another practice used in our school to enhance our safe school climate is the choice of literature for analysis. For example "Touching Spirit Bear" with its focus on bullying behaviors gives our students the opportunity to emphasize desirable behaviors and discuss those behaviors that hurt others. Other

curricular activities such as persuasive essays and the social studies curriculum promote tolerance and acceptance of differences.

All of the above activities go a long way to promote an atmosphere of acceptance and tolerance of all and encourages the practice of kind, respectful and compassionate behavior towards others. As we continue with our PBIS model we have positive longitudinal data that supports and validates our premise that our school climate is positive and showing continual growth.

High School Programs and Initiatives

East Hampton High School

Safe School Climate Specialist: Michael Dalton, Assistant Principal

Safe School Climate Committee: School Climate/PBIS Team

The East Hampton High School mission statement avows our commitment to developing informed, responsible, and contributing members of a global society through a challenging academic program delivered in a socially and emotionally healthy environment. All students are assigned to an advisory group when they enter the high school. That group of ten to fifteen students is facilitated by one of our teachers and the group remains together throughout the four years of high school. The goal of the advisory group is to provide the opportunity to develop meaningful and positive peer relationships as well as to be able to make a similar connection to an adult in the building. During the first quarter of the school year, the advisory groups focus on our four pillars in the BELL program of Being compassionate, Encouraging involvement, Living responsibly, and Living respectfully. As the year progresses, the advisory groups focus on additional aspects of character development and positive interpersonal relationships. In addition to being a large part of the advisory program, our BELL program of Positive Behavioral Interventions and Supports looks to recognize positive role modeling in the school on an ongoing basis. Students are recognized for their positive involvement and it elevates the atmosphere and spirit of the school. Students are recognized daily through the receipt of Bellringer certificates, weekly through free lunch drawings, and quarterly through drawings for larger rewards. In addition to the small group interaction that takes place, there are grade level class meetings held at the start of the year and at varying times throughout the year as needed. During these class meetings, expectations for positive and appropriate student conduct, behavior, and interaction are consistently expressed by the administration and class advisors. Our two school counselors, the school psychologist, and the school social worker all have an open door policy and students know they can come to them with any issue that may arise. Those same individuals work regularly with students who find that they need extra support to help them work through issues. Students also know that they can go to any adult in the building to report issues of bullying or harassment and that the issue will be brought forth and handled by our safe school climate specialist. Throughout the year, many of our clubs and school activities help focus student attention and awareness on acceptance of others and the promotion of positive interpersonal interactions. The Gay/Straight Alliance group sponsors and promotes acceptance for differences in others and organizes a school-wide observance of the National Day of Silence. The French Club, the Spanish Club, and the Interact Club all engage in raising funds for worthy causes, helping students to look beyond themselves and assist others through their participation. Other activities such as the Model United Nations, the Connecticut Youth Forum group, and our participation in the Diversity Conference also help students to look beyond themselves and increase their awareness and appreciation of the diversity in individuals. In addition to the ongoing interactions in our school, in our advisory groups, and in our clubs and activities, the high school brings in outside assemblies to inform students and raise their level of awareness on the issue of bullying. This year we focused on the issue of cyber-bullying and the inappropriate and hurtful uses of electronic media. All of the aforementioned elements and activities combine to support our goal of promoting and encouraging a positive school climate where students are compassionate, responsible, respectful and involved.

East Hampton High School also has a strong focus on college and career readiness. In the 9th grade students take a career interest inventory online through the Family Connection program. They then meet with their school counselor to discuss scheduling options designed to meet their long-term college and career goals. In the 10th students take a “personality type” assessment through Family Connection

program and identify three potential careers based on their personality type. Students are invited to attend a career fair to explore careers related to their personality type as well as other self-identified careers. . All 10th graders are encouraged to take the PSAT. They also meet individually with their school counselors to expand upon the 9th grade discussion about career goals. In 11th grade students are invited to attend a college fair. Individualized 45 minutes are held with their school counselor to formulate a preliminary list of colleges and career options. Senior year scheduling is also discussed at this time. All 11th graders are once again invited to take the PSAT. All 11th graders are encouraged to take the SAT or ACT. School counselors go into 11th grade classrooms to give an overview of the college selection process. In 12th grade individualized meetings are held in the fall to finalize post-secondary plans. All 12th graders are encouraged to take the SAT or ACT. Counselors go into 12th grade classrooms to give an overview of the college application process. The school partners with CONNTAC to work with first generation/low income students to help those students with the financial aid process as they pursue post-secondary plans.

MODEL ANNUAL BULLYING NOTICE

[State Law requires that boards of education notify students annually of the process by which they may anonymously report acts of bullying to school employees. We suggest that this notice be included in a student handbook.]

Bullying behavior by any student in the East Hampton Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. Causes physical or emotional harm to such student or damage to such student’s property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.