

SCHOOL-BASED DECISION MAKING

School: Fern Creek High School

Subject of the Policy: Antibullying Policy

Policy Statement

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

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

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.” Fern Creek High School has an obligation to promote mutual respect, tolerance, and acceptance. Fern Creek High School will not tolerate behavior that infringes on the safety of any student.

At Fern Creek High School, students will be educated by staff in all grade levels to help them identify and respond to the dangers of bullying. There are five types of bullying recognized in this policy.

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

Reporting Procedures shall include the following:

- Tell a teacher or another adult at school.
- Witness Statements may be completed by other students per the Bullying Witness Statement Form.

- An AP or designee will review and investigate the report from the student and/or reporting adult to verify illegal acts. Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.
- A staff member will report immediately to the school administration when he or she witnesses or becomes aware of conduct that may be bullying or retaliation.

Progressive Discipline Process

Level One Intervention: Level 1 behaviors represent minor disruptions to the classroom environment. Typically, these are not referred to an administrator until the classroom level interventions are not correcting the behavior. With Level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Repeated misbehavior requires a parent/ teacher conference, a conference with the counselor and/or a conference with an administrator. Staff should use responses in a graduated fashion.

Level Two Intervention: Level 2 behaviors represent acts whose frequency or seriousness disrupt the learning environment of the school. These violations always result in the involvement of school administration. With Level 2 behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Staff should use responses in a graduated fashion.

Level Three Intervention: Level 3 behaviors represent acts against a person(s) or property which indirectly endanger the health of safety or others in the school. These offenses may result in the short term removal of the student from the school environment because of the severe nature of the offense. Response options may include combinations of interventions, resolutions, and discipline. Staff should use responses in a graduated fashion. Out of school suspensions should include a conference with parent and student the morning the student returns to school at the end of the suspension.

Level Four Intervention: Level 4 behaviors represent acts against a person(s) or property which may directly or indirectly endanger the health or safety of others. These offenses always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal of the student from school. The school will make a recommendation to the Office of Student Relations for an administrative hearing to determine next steps. In the case of Level 4 violations, response options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others.

Date of First Reading: 12-19-19

Date of Second Reading: 1-7-2020

Date Adopted: 1-7-2020

Signature: 
 (SBDM Council Chairperson)