



**District Wide School Safety Plan  
Building Level  
2024-2025**

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## **Introduction**

Emergencies in schools must be treated in an efficient and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Amani Public Charter School supports the SAVE legislation and will facilitate the planning process in order to be prepared, protect its students and staff and disseminate information quickly to parents and guardians.

## **Section I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

### **A. Purpose**

Amani Public Charter School's Safety Plan was developed pursuant to Education Law 2801-a and Commissioner's Regulation 155.17 to properly plan for and address appropriate responses to a variety of emergency situations.

### **B. Vital Educational Agency Information**

Amani Public Charter School opened its doors in 2011. Amani Public Charter School, located at 60 S. Third Ave, Mount Vernon, NY serves 355 students, 5<sup>th</sup> through 8<sup>th</sup> grades with a staff of 55. The mission of the Amani Public Charter School ("APCS" or the "School") is to provide 100% of Mount Vernon students who attend the school from the 5<sup>th</sup> through 8<sup>th</sup> grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.

As a public, charter school, Amani is free to all residents of Mount Vernon and admits students via a public lottery and waitlist. Students are brought to school and picked up by their parents each day, walk, or take public transportation.

### **C. Identification and Designation of School Teams**

Amani Public Charter School has developed three emergency teams with their respective functions described below:

**District Wide School Safety Planning Team:** Responsible for helping to identify and assess possible risks, assist with the planning process, and assist with subsequent revisions of the School Safety Plan. The following positions comprise the School Safety Team:

- Director of Operations (Chief Emergency Officer)
- Executive Director
- Principal
- Parent Teacher Organization
- School Safety Personnel
- School Nurse

The Building Level School Safety Planning Team will assign two teams for the purpose of responding to emergencies.

- **Building Level Response Team- Emergency Response Team -**
- **Post Incident Response Team**

**D. Concept of Operations**

- a. The initial response to all emergencies at Amani Public Charter School will be by the Building Level Emergency Response Team.
- b. Upon activation of the Emergency Response Team, the Director of Operations (or Incident Commander) will be notified, and, where appropriate, local emergency officials.
- c. Efforts may be supplanted by county and state resources through existing protocols.

**E. Plan Creation, Review and Comment**

Building Level specific plans for each type of hazard/risk are created by the School Safety Team, reviewed by First Responders and Stakeholders.

The subsequent required annual review will be completed on or before July 1 of each year prior to approval by the Board of Trustees. Local officials, including police and fire responders, will be consulted for advice and assistance in revising the Safety Plan on an annual basis.

Pursuant to Commissioner’s Regulation, Section 155.17 (e) (3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. The plan is to be adopted by the Board of Trustees of Amani Public Charter School.

This building-level plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of this building-level plan will be provided to both local and state police within 30 days of adoption.

**Section II: RISK REDUCTION/PREVENTION AND INTERVENTION**

**A. Purpose**

Amani believes that building a strong school culture built on high expectations and respect promotes the safe learning environment necessary for students to learn, and to prevent violent behaviors from occurring. To build this culture, Amani dedicates staff and resources towards: 1) a range of programs that promote high student involvement and individual growth as well as facilitate the development of highly-effective channels of communication between students and staff concerning potentially violent behaviors and conditions; 2) trainings and acculturation to assure that staff can identify, intervene early, and respond quickly to violent behaviors; and 3) ensuring preparedness of frontline and administrative staff in emergency situations.

## **B. Prevention and Intervention Strategies**

Amani has both explicit and implicit strategies designed to prevent violence in its school.

### **1. Community Building**

Amani Public Charter School consciously works to foster a strong sense of community amongst students, staff and parents/guardians and to create a positive, safe learning environment. All members of the school community are expected to uphold the standards set forth by the school and included in the Family Handbook. (found at [www.amanicharter.org](http://www.amanicharter.org))

Amani is a 5th through 8th grade school which features small class sizes no larger than 30 students a class, individual focus on student achievement, and a longer school day and year. Amani's design reinforces its belief that students best achieve when we work with families over a long period of time. Additionally, it allows Amani to develop deep relationships with families to help prevent and address potentially violent behaviors. With longstanding relationships with families, Amani can recommend interventions to support a student's academic, behavioral and emotional growth, as well as leverage parent relationships to promote community. With monthly community-building family events, three parent-teacher conferences annually, and the requirement that families meet with staff before and after a student suspension, Amani has ample opportunities to address individual behaviors and build Amani community.

To maintain and further build this community, students are acculturated at the beginning of the school year with Amani's expectations. School-wide, there are universal routines, communication systems, and behavioral expectations. All students, for example, know that level 0 means silence, a level that is expected and enforced in hallways and stairwells.

Further discussion of these principles and how they are expressed and exhibited are outlined in the Family Covenant, which is provided to every family at the beginning of the school year, and is required to be read and signed by the student, teacher and parent/guardian. These principles are further discussed and interwoven into classroom discussions by individual teachers.

By building a strong sense of community, Amani facilitates improved communication between students and staff. Our teachers are trained each year before the launch of the school year to immediately disseminate any pertinent information to administrators and the school counselor to intervene as necessary.

### **2. Improving Communication with Students:**

Amani's promotion of a safe learning culture allows it to have consistent success in fostering communication with students. Amani has reinforced – through common expectations, an acculturation program, and configuration of its physical space – a culture that builds lasting relationships with its students and families.

### 3. **Prevention and Intervention Program Initiatives**

In addition to an immediate response to violent incidents, Amani has designed and implemented a host of prevention and intervention programs for its students. In addition to providing students with viable, constructive outlets and resources for growth, these programs also help promote Amani's safe learning environment.

#### a. **Institutionalized Programs**

##### *Advisory Groups*

The purpose of advisory groups is to provide students an outlet, in a safe, confidential setting to talk about issues, concerns, and realities affecting them outside of school. In the presence of an Amani staff member and a cohort of peers, Amani's students acquire critical skills to prepare them for the challenges of school and inputs that may create emotional situations that trigger violence – bullying and toxic relationships are two examples – through a curriculum designed by Amani staff trained in adolescent development. In addition to preparing students for the years ahead, the advisory group creates a support group of peers for students to work out issues confronting them now. It also facilitates the development of a personal, non-academic relationship with an Amani staff member, and provides Amani an opportunity to identify and address emerging adolescent issues that might necessitate a larger, school-wide intervention.

##### *Parent Teachers Association*

The Parent Teacher Association is chartered through the New York State PTA (NYSPTA). NYS PTA is prepared to assist charter schools in meeting the academic, social, physical, and emotional needs of students through the creation of new PTA units. PTAs promote active parent and family involvement and provide access to PTA programs, services, and leadership. This will be only one of many actions we will take to involve parents and the community.

#### b. **Intervention Programs**

In addition to the above group-based programs, Amani utilizes targeted interventions to address the needs of individual students and students with common issues.

##### *Active Needs Assessment*

The programs implemented by Amani do not replace continued, smart monitoring by staff of potential issues. If a matter such as bullying or student aggression arises as a school wide concern, the school administration will take appropriate action including bringing in outside facilitators as needed, addressing the issue at school-wide community meetings that occur weekly, and creating

opportunities for students concerned with bullying or violence to receive assistance or mentoring from a staff member or other students in the school.

Amani also implements regular professional development for staff on early detection and response to potentially violent behaviors, including topics such as bullying and mandated reporting of child abuse.

## **C. Risk Reduction**

### **1. Use of Monitors and Safety Personnel:**

#### **School Security**

- Access control: verify and log the identity of all school visitors and late students; prevent entry of individuals restricted from building entry, etc. Notify main office of any intruders.
- Limit the release of students during non-dismissal hours to those with an exit pass and accompanied by an approved guardian as determined by school records and policy
- All visitors upon arrival must sign in. After signing in, the main office verifies the appointment with the staff member. The staff member is notified and must escort the visitor into the building.
- Maintain integrity and cleanliness of front area post.
- Uphold and maintain all aspects of Amani's school safety plan, including but not limited to fire, shelter and intruder drills
- Reinforce student expectations at all times.
- Ensure that all school's entrances are either closed or monitored by a staff member at all times.
- Distribute hall passes as per the request of a faculty or administrative staff member

#### **Dismissal**

- Assist student pick-up by identifying incoming visitors..
- Assist with street crossing and traffic control

The school's in-house safety team has ready access to administrative and facilities staff via walkie-talkie and land phone to alert them of any emergencies associated with our physical plant or security breaches.

Amani utilizes its administrative staff to act as monitors when conducting any tests of its emergency response plan.

### **2. Leverage of Physical Space**

The physical layout of Amani makes it conducive for an immediate response to any potentially violent or unsafe situation. Amani occupies 4 floors of a stand-alone building. Amani has administrative offices on the 4th floor with classrooms, gymnasium and cafeteria on all other floors.

### **3. Early Detection of Potentially Violent Behaviors:**

Incidents and the potential for violence, aggression, bullying, and vandalism are taken with the utmost seriousness at Amani Public Charter School. Any and all incidents of violence are reported first to the Director of School Culture. Serious consequences, up to expulsion, are recommended for violent infractions. See Code of Conduct (found at [www.amanicharter.org](http://www.amanicharter.org))\_\_

When a student does not meet behavioral expectations and an infraction of the school's Code of Conduct has occurred, clear and consistent disciplinary action will ensue. Students will have an initial meeting with the Dean when a student's behavior is a disruption to the learning process. After the level of severity is determined, a meeting with the parents of the child may be necessary to develop a plan or contract between the student, parents, and school. Severe infractions will call for severe consequences.

#### **D. Training, Drills and Exercises**

##### **1. Drills and Tests of Emergency Response Plan**

Drills will be conducted according to regulation, at least 12 times per school year, with 8 prior to December 31st. Of the 12 drills, 8 must be evacuation and 4, a combination of lockdown, lockout and shelter-in-place. Amani varies its drills to ensure preparedness of its students and staff. Drills will be unannounced, take place during lunch times and assembly times of students, and passageways are blocked by staff so that staff and students are prepared to safely look for alternate exits. A log of drills is kept with the director of operations.

During summer professional development the entire staff are trained/retrained on 3 key safety areas required by New York State Department of Education. Training is to be completed by September 15th of each year.

- Building-level Emergency Response Plan
- Violence Prevention
- Components of Mental Health

##### **2. Multi-Hazard Drills and Training**

Staff members will receive training and information on how to respond to a variety of hazards, including bomb threats, severe natural disasters and weather emergencies at the beginning of each school year.. One exercise will be completed during the first month of each school year to outline local evacuation procedures, roles, and responsibilities. Local emergency responders and preparedness officials will be consulted and invited to participate in our emergency response training including quarterly tabletop exercises.

CPR and Emergency response training will be provided annually to ensure there is the requisite number of trained staff. Members of the Emergency Response Team will be required to attend as necessary to maintain their certifications, and all staff will be encouraged to attend at no expense to them.

Students will be instructed in basic emergency response to hazards such as fire, weather, and electric emergencies. This training will be age appropriate and provided by the local authorities through their

outreach programs. Teachers will also provide instruction in the classroom with various curriculum packages provided by the Red Cross, local fire, and power authorities.

### **3. Coordination with Emergency Responders and Preparedness Officials**

#### **a. Obtaining Emergency Assistance from Local Government**

As Incident Commander, the Director of Operations or his/her designee, will contact three entities to obtain Emergency Assistance:

- **Local Authorities:** Amani will call 911 to secure Emergency Services, as well as the local Mount Vernon Police Department for guidance.
- **New York State Education Department:** As Amani Public Charter School authorizer, NYSED can provide immediate guidance on available resources
- **New York State Police**

#### **b. Obtaining Advice and Assistance from Local Government Officials and Other Resources**

Amani does not work in a vacuum when conducting tests of its emergency response plan. Professionals related to their field of expertise perform annual inspections of the Fire Detection systems, all life safety apparatus, boiler inspection and elevator inspection. In the case of any deficiencies, these professionals contacts the Director of Operations.

Amani Public Charter School also periodically consults with R&R Security, an outside security agency to assess its safety plan and perform a security analysis of Amani's facility.

## **Section III: RESPONSE**

### **A. Assignment of Responsibilities**

In the event of an emergency or perceived emergency, the members of the Emergency Response Team and the Chief Emergency Office will determine the correct action to take and will divide responsibilities according to the nature of the emergency.

#### **1. Emergency Response Procedures:**

Amani employs 5 main types of response procedures:

Shelter-in-Place: Used to shelter students and staff inside the building

Hold-in-Place: Used to minimize movement of students and staff while dealing with short term emergencies

Evacuation: Used to evacuate students and staff from the building

Lockout: Used to secure the building during incidents that pose an imminent concern outside the school

Lockdown: Used to secure the building during incidents that pose an imminent threat of violence in or around the school.

## **2. Accounting for all students, staff, and visitors.**

During a crisis there are staff members and alternates responsible for sweeping all areas of the building to ensure complete compliance with crisis plan regulations. Any students found during a sweep will be reunited with their class if possible. If it is not possible to reunite the student with their class, their name and location will be reported to a dean.

During all crises teachers will be responsible for accounting for all children under their care. All crisis plans are equipped with homeroom rosters for all grades. After ensuring students' safety, teachers should immediately take attendance. The names and grades of any missing students should be reported to a dean who will either locate the student or initiate a search for the student.

All staff members will be accounted for by their direct supervisors. All visitors to the building will sign-in in the main office. Visitors will be accounted for by the staff member that they are visiting.

### **B. Notification and Activation**

**1. Notification of Other Schools/Agencies:** Amani Public Charter School is considered a one school district, and as such is not required to notify any other schools. Nevertheless, in the event of an emergency, the Executive Director may contact the Mount Vernon City School District main office and local after-school programs that are used by our children in the event of a disruption to normal operations.

**2. Notification of Families:** In the event of an evacuation, violent incident, (or other emergencies) the Chief Emergency Officer a designated school official will notify families of the situation and the proper action required from them. Emergency contact information is kept electronically in our student database, in addition to hard copies kept by each classroom teacher.

**3. Available Equipment:** Equipment on hand that can be used in the event of an emergency include: telephones, cell phones, bull horns, public portable radios, and local media communications.

In the event of an emergency, the following steps will be taken:

- An incident or hazard's development will be reported to the Executive Director, her designee, or other member of the Emergency Response Team as soon as possible following its detection.

- In the event of an emergency, the Chief Emergency Officer or his designee, or other member of the Emergency Response team will notify all building occupants to take the appropriate protective action.
- Portable radios are not to be used in the event of a bomb threat.

### **C. Situational Responses**

**1. Hazard Guidelines:** This section provides specific actions to be taken in the event of various hazards.

**a. Fire:** When a smoke or fire emergency occurs the fire alarm and flashing and chirping strobes will be activated. This is the signal to exit the building. Should a fire emergency arise, the fire department will be automatically notified via our fire protection system.

**b. Medical Emergencies:**

*Asthma:* Where possible, our school nurse will administer the students' prescribed medication. Should a child not carry appropriate medication, either the child's parent, guardian, or emergency contact will be notified, OR should time be of the essence, an ambulance called to assist the child. In all cases, we will err on the side of caution and call emergency services to care for a child who needs assistance.

*Cardiovascular Failure:* As per state law, we are required to have on site and at all events an Automatic External Defibrillator. We will have designated and trained staff members capable of using this equipment should the need arise, with one in attendance at any school function where children are present. A current list of staff certified in CPR and AED is available in the School Crisis Plan and a copy of their certifications is available in the main office.

The AED should only be used on children older than 1 year of age AND when the child or adult displays ALL of the signs of cardiac arrest. Only the current charging pads should be used according to American Heart Association guidelines. AEDs are located in the main office, the nurse's office, and in the PE office. The AED will only be placed on the victim after the following symptoms are confirmed:

- Victim is unconscious.
- Victim is not breathing.
- Victim has no pulse and/or shows no signs of circulation such as normal breathing, coughing, or movement.

In any medical emergency, Amani will call emergency services as soon as practicable.

**c. Natural/Weather Related:** In situations where the school is made aware of an imminent or possible severe weather related or natural emergency, an early dismissal will be called. Wherever possible, the school will remain open until all children are picked up. If the school appears to be unsafe, we will relocate to our evacuation site.

Parents and guardians will be contacted immediately and notified whether to pick their children up at the school or our evacuation site.

In sudden emergencies, such as severe sudden storms, students will remain in the building until parents and guardians are able to pick them up.

**d. School Bus Accident:** In the case of a school bus accident during a class trip, all families of students will be contacted and updated on the situation. They will be informed of the nature of the accident, and whether there were any injuries. If so, parents/guardians will be directed to the hospital where students have been brought for treatment.

**e. Gas Leak/Hazardous Material:** In the event of a gas leak in the building, emergency services will be called, and all students will be evacuated to our evacuation site to await pickup.

## 2. Criminal Activity

**Threats of Violence:** All threats are taken seriously at Amani. Threats of violence, intruders, kidnappings, bomb threats, fire, and civil disturbance to cover a few are part of the safety planning process at Amani.

## F. COVID-19

Extensive detailed information as to how Amani will respond to any outbreak of COVID-19 in the school can be found under [Return to In Person Instruction](#) and on the school's website.

## Section IV: RECOVERY

The school's Post-Incident Response Team has enacted the following protocols post-incident recovery:

### A. Short-Term

- 1. Mental Health Counseling Resources for students and staff:** Amani Public Charter School will work with its Director of School Culture to coordinate counseling services for students. In the event that the school's needs outstrip the counseling services available in-house, Amani will seek additional services from trusted partners.
- 2. Building Security:** Amani Public Charter School will work with R&R Security Services, Inc., its current security service provider, to support our short-term building security needs.
- 3. Facility Restoration:** Amani Public Charter School will work with community service officers from the Mount Vernon Police Department and with officials from the New York State Education Department to support our short-term facility restoration needs.
- 4. Post-Incident Response Reflection and Critique:** Amani Public Charter School will work with its Response Teams, its Board of Trustees, and the Parent Teacher Association to reflect and critique our incident response.

**B. Long-Term**

1. **Mental Health Counseling Resources for students and staff:** Amani Public Charter School will contract with trusted service providers to address any long-term counseling needs.
2. **Building Security:** Amani Public Charter School will work with R&R Security Services, Inc., its current security service provider, to support our short-term building security needs.
3. **Mitigation:** Amani Public Charter School will implement suggestions discussed and approved by our Board of Trustees and Parent Teacher Association upon reflection and critique of our incident response.

**V. School Cancellation or Changes – Snow or other Emergency**

**A. Cancellation due to inclement weather**

Amani follows the lead of the Mount Vernon City School District in making decisions about school cancellations or other school opening or closing changes. Specifically, if other Mount Vernon public schools are cancelled for weather or any other emergency, we will cancel school. This information is generally broadcast on News12, published on the News12 website or the Mount Vernon City Schools website.

**B. Cancellation due to public health emergency**

1. In the event the governor of New York declares a public health emergency and decrees all schools must be closed, only essential workers (*as listed below*) shall be allowed in the school building. Information about remote learning plans and the continuity of operations can be found in [Return to In Person Instruction](#)
- 2.
3. Essential shall refer to a designation made that an employee is required to be physically present at the work site to perform his or her job.
  - a. Director of Operations
  - b. Executive Director
  - c. Bookkeeper
  - d. Office Manager
  - e. Facilities Manager
  - f. Facilities Staff
3. Non Essential shall refer to a designation made that an employee is not required to be physically present to perform his or her job. Non essential employees shall include but not be limited to all instructional staff, deans, Principal, Executive Director, additional administrative staff not listed above.
4. For continuity of remote learning Amani has set up a network of remote learning platforms which can be found in [Reignite\\*Reopen\\*Reimagine](#).
5. Early on during the pandemic Amani took measures to secure adequate PPE supplies. The supplies include hand sanitizer, masks, gowns, gloves, face shields, structural barriers. Additionally, the school has purchased equipment for deep sanitizing and disinfection.

6. All essential employees are required to log in and out via a time clock, fill out a health screen survey and temperature checks daily. All information is kept in the schools Human Resources system. In the event an essential employee's temperature is above the allowable limit or shows any signs of illness they will be required to immediately be tested for COVID19 and be examined by a qualified physician. The employee will also be required to complete a form detailing who they have been in contact with and what areas of the school they visited.

Included with this District-Wide Safety Plan

- DASA
- Code of Conduct

**HARASSMENT, INTIMIDATION OR BULLYING**  
**PREVENTION AND INTERVENTION POLICY**  
**DASA**

**Introduction**

Amani Public Charter School is committed to providing an educational and working environment that promotes respect, dignity and equality. Amani recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to scholar learning and achievement. These behaviors interfere with the mission of the school to educate its scholars and disrupt the operation of the school. Such behavior affects not only the scholars who are its targets but also those individuals who participate and witness such acts.

To this end, Amani condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events.

Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other scholars are prohibited, and may be subject to disciplinary consequences.

**Definitions**

**Harassment**

Harassment has been defined in various ways in federal and state law and regulation. Amani recognizes that these definitions are important standards, but the school's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The **Dignity for All Scholars Act** (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a scholar's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a scholar to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race;
- color;
- weight;
- national origin;
- ethnic group;
- religion;
- religious practice;
- disability;
- sex;

- sexual orientation; or
- gender (including gender identity and expression).

### Intimidation

Intimidation is intentional behavior that would cause a person of ordinary sensibilities fear of harm or injury. It is not necessary to prove that the behavior caused the victim to actually be frightened.

### Bullying

Bullying is a form of harassment that consists of inappropriate persistent behavior including threats of intimidation of others, treating others cruelly, terrorizing, coercing, stalking, or habitual put-downs and/or badgering of others, whether done directly, indirectly, face to face or remotely through electronic communication.

Types of bullying include:

- **Verbal**- involves taunting, teasing, name calling, and threats;
- **Physical**- the most common form; including hitting, kicking, pushing and taking personal belongings;
- **Emotional**- includes spreading rumors, manipulating social relationships, and engaging in social exclusion, extortion, or intimidation;
- **Cyber**- including the use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone.

### Cyberbullying

The law defines “cyber bullying” as the above conduct through any form of electronic communication, where it be through electronic text, photos, or videos. Examples of this behavior include, but are not limited to:

- *Sending false, cruel, or vicious messages.*
- *Creating websites that have stories, cartoons, pictures, or jokes ridiculing others.*
- *Breaking into an email account and sending vicious or embarrassing materials to others.*
- *Engaging someone in electronic communication, tricking that person into revealing sensitive personal information, and forwarding that information to others.*
- *Posting of a student picture without his/her permission.*

The online activities and technologies often used by students engaged in cyberbullying include, but are not limited to: social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cell phone cameras, and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

### Reporting and Prevention of Bullying and Cyberbullying

The school is committed to promptly addressing and preventing incidents of bullying to the maximum extent possible.

*Reporting Bullying and Cyberbullying (together, "Bullying")*

1. If a student feels that he/she is a victim of bullying, or witnesses a student being bullied, the student should report the incident to a trusted adult in the building. Students may report bullying situations anonymously via written note or email so long as the information is securely and privately delivered to the Social Emotional Learning ("SEL") team.
2. If a parent or guardian suspects bullying, they may report it via written note or e-mail to the SEL.
3. Any staff member who witnesses or receives any report of bullying must notify a member of the SEL department as soon as possible, and in any event within one school day after the staff member witnesses or receives a report of bullying.
4. All reports will be documented and maintained for the duration of the student's tenure at the school.
5. The school will maintain a list of the number of confirmed acts of bullying, without specific names. The school will make the list available upon request and will provide the number of confirmed acts of cyberbullying as required to the State Department of Education.

*Investigation*

1. As with any situation involving a serious breach of school culture and the Code of Conduct, the SEL department will take action to investigate the report of bullying. As bullying is prohibited by the Code of Conduct, it is important to note that this applies to activity 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 school, or through the use of an electronic device owned, leased or used by the school, or outside of the school setting if the bullying creates a hostile environment at school for the scholar against whom the bullying was directed, infringes on the rights of that scholar, or substantially disrupts the education process or the orderly operation of the school.
2. The SEL department will investigate, in a timely fashion, parents' reports and will review students reports, anonymous or otherwise, to determine the proper action.
3. The SEL department will question the reporting student or parent about specific details, which may include date of incident, time, location, and what was said or done to the student being bullied. If the reporter is anonymous, the dean of students will question those who are listed in the report. No disciplinary action will be taken solely based on an anonymous report.
4. A member of the SEL department will then meet with and question the student(s) accused of bullying, as well as the student(s) being bullied.
5. A member of SEL department or his/her designee will call the parents or guardians of the students involved in verified incidents of bullying and inform them of the incident(s), the school's response, and any consequences that may result from further acts of bullying within 48 hours after the completion of the investigation. Parents or guardians of scholars against whom the bullying was directed will be invited to a meeting to discuss the measures being taken by the school to ensure the safety of their scholar and policies and procedures in place to prevent further acts of bullying. Parents or guardians of scholars who committed the bullying will be

invited to a separate meeting to discuss specific interventions undertaken by the school to prevent further acts of bullying.

6. At the discretion of the SEL Department or his/her designee, the parents of both parties may be requested to come in and meet with the dean of students and Social Worker for mediation.

## **Intervention and Prevention**

### **A. Intervention**

1. The school will promote the use of interventions that are least intrusive and most effective and will develop case-by-case interventions for addressing repeated acts of bullying against a single individual or recurring bullying incidents perpetrated by the same individual. Intervention may include, but not limited to the following:
  - As the situation may warrant, the school may provide counseling or refer students to outside counseling to address the needs of the victim(s) of the bullying.
  - As the situation may warrant, the school may provide or refer out for counseling and support to address the behavior of the students who bully (*e.g.*, empathy training, anger management, and social skills), and will take other disciplinary measures as appropriate.
  - The school will monitor each individual situation to ensure that the bullying ceases for individual victims and on a school-wide basis.
  - Disciplinary sanctions and consequences will be commensurate with the situation.
  - The school will notify the appropriate law enforcement agency if principal or designee believes the acts of bullying constitute criminal conduct.

### **B. Prevention**

The school will send consistent messages to students throughout the school year that bullying is not part of our school's culture and will not be tolerated. Prevention may include, but it not limited to, the following:

1. The school will maintain rules prohibiting bullying, harassment and intimidation and will establish appropriate consequences for those who bully other students.
2. The school prohibits discrimination and retaliation against any individual who reports or assists in the investigation of an act of bullying.
3. As part of our regular character education program - ACHIEVE, the school will provide advisory time and age-appropriate curricula for all classes to discuss bullying in school and the effects of it.
4. The school will implement an ongoing cyber safety curriculum to ensure that students are knowledgeable about how to safely interact online.
5. The school will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
6. The school will discuss values with parents during orientations.
7. The school's PD program will contain a time to discuss promoting positive school culture including character development and bullying prevention training.
8. The school will use common time with students to discuss cyber safety and cyber bullying issues with students.

9. The school will host tech sessions to teach parents how to monitor their children's behavior on the Internet and their phones.

