

# *Fond du Lac School District*

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A los Padres y Guardianes de Estudiantes del Distrito de Fond du Lac,

Estamos emocionados poder darles bienvenidos a su hijo para otro año de aprendizaje en el Distrito de Fond du Lac. Nuestro personal ha trabajado muy duro para estar preparados para acomodar las necesidades académicas y emocionales de los estudiantes. Note el trabajo que hemos hecho respecto a comportamiento positivo.

- Desde 2010 el Distrito de Fond du Lac School ha implementado Positive Behavior Intervention and Supports (PBIS) (Apoyos e Intervenciones Positivos de Comportamiento).
  - PBIS es un sistema basado en la evidencia que establece una cultura social y de comportamiento que es necesario para todos los niños en una escuela para lograr éxito social y académico.
  - Cada escuela dentro del Distrito de Fond du Lac logró premios por su trabajo de PBIS en el año escolar 2018-19.
  
- En mayo de 2018, el Departamento de Educación Pública del Estado de Wisconsin (DPI) lanzó una serie de Competencias de Aprendizaje Social y Emocional (SEL) que han estado diseñados para guiar al personal para entender, enseñar y apoyar a los estudiantes mientras adquieren y aplican el aprendizaje, los actitudes, y los habilidades necesarios para comprender y manejar sus emociones, hacer y realizar sus metas, sentir y mostrar empatía para otros, establecer y mantener relaciones positivas, y tomar decisiones responsables.
  - El Distrito de FDL ha creado un equipo de aviso que está compuesto de maestros, padres, miembros de la administración, y miembros de la comunidad para guiar nuestro trabajo respecto a SEL.
  - Hemos asistido a entrenamiento, hemos creado metas respecto a la implementación, y hemos recibido aviso del estado.
  
- El Distrito de Fond du Lac ha adoptado el uso de las Prácticas Reconstituyentes (Restorative Practices (RP)). Se usan las Prácticas Reconstituyentes para construir relaciones, resolver problemas, y dar bienvenidos cuando alguien ha hecho daño a otro. Se las usan para ayudarles a individuos en aceptar responsabilidad personal por comprender el impacto de sus acciones.
  - Todas las escuelas tienen un equipo entrenado en usar RP
  - Todas las escuelas han creado un plan de implementación y recibirán más desarrollo profesional respecto a RP.
  
- El Distrito de Fond du Lac no tolera el acoso. Hemos implementado las prácticas ya mencionadas para prevenir el acoso. Favor de notar nuestra Política de Acoso 5517.01.
  - Recientemente hemos revisados nuestros formularios para reportar el acoso para representar lo que hemos aprendido y los comentarios de todos los interesados. Los formularios nuevos están atajados a este email y también están disponibles en el sitio de la escuela y en las oficinas de las escuelas.
  - El mes de octubre es para “Bullying Awareness” (para mejorar la conciencia respecto al acoso) en que se enseñan lecciones específicas para enseñar qué es el acoso, cómo buscar ayuda si alguien te está intimidando, y cómo apoyar a alguien que sufre del acoso.

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The District will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

## **Definitions**

### **"Bullying"**

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Indirect/Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to, the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites;
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.