

## Our mission is to end discrimination based on sexual orientation and gender identity, and to ensure the dignity, safety, and legal equality of all Kansans.

www.KansasEqualityCoalition.org • 6505 E. Central #219 • Wichita, KS 67206 • (316) 260-4863 • fax (316) 858-7196

Jasmine Marshall, Research Intern Kansas Equality Coalition Testimony in support of SB 137 Senate Committee on Education February 19, 2013

Good afternoon Mr. Chairman and members of the committee. Thank you for the opportunity to speak to you today as a proponent of Senate Bill 137. I am Jasmine Marshall, and I am pursuing a psychology degree at Friends University. I have been a research intern for Kansas Equality Coalition since the beginning of this semester. For this internship, I have been given the task to update Kansas Equality Coalition's outdated 2009 database of the bully prevention policy and implementation plans adopted by Kansas school districts.

I began collecting information on school districts' bully prevention policy, bully prevention implementation plans, and non-discrimination policies since mid-January.

Initially, information was obtained from school districts' websites. At the time, 25 of those school districts had the three mentioned policies readily available on their sites.

- For 225 school districts, I sent requests for information schools based on what their websites were missing. A example of that request letter, sent January 30, is in your packet.
- As of February 17, we have received 49 responses.
- We have had no reply from the other 206 districts.
- Of the 49 districts that responded, 21 of those districts gave complete information. The other 28 gave either incomplete information or information that I had already collected and did not request in our letter.

In my research, I applied each school district's policies to the U.S. Department of Education's rubric on bully prevention policy. The rubric is based on whether or not a school district's bully prevention policy contains the following components:

- Purpose or why the policy exists
- Scope or where policies apply
- Prohibited Behavior as in specific behaviors defined as bullying
- Enumerated Groups meaning group characteristics as target of intention
- District Policy as in the development and implementation of policies
- District Policy Review meaning that schools districts regularly review their policies
- Definitions of prohibited behavior that are outlined in policies
- Reporting as in responsibilities for reporting bully incidents
- Investigations as in responsibilities for investigating reports
- Written Records as responsibilities for keeping records of incidents

Senate Education Committee  Date 2-19-13
Attachment 4



- Consequences or sanctions for bullying perpetrators
- Mental Health such as counseling or services for victims/perpetrators
- Communications of policy with students, parents, and school personnel
- Training and Prevention for school personnel and students
- Transparency/Monitoring meaning the monitoring of incidents and actions/ public reporting
- Legal Remedies being the victim's rights to pursue legal remedies

In general, a school district's size has no correlation with how developed or how many components that district's bully prevention policies have. While size of a school district definitely impacts how that district addresses various components, there is no evidence that suggests that district size inhibits the ability to effectively address any of the components.

It is important to note that my research is ongoing and I have applied the rubric to only 105 districts. From those 105 districts, I have put together a representative sample of five school districts based on the number of components that each school district includes. Some school districts have fully developed policies, plans, and curriculum. Some have barely adopted the minimal policy recommendations of Kansas Association of School Boards. In those districts, we have found no evidence that they have implementation plans, and they have not responded our request for that information.

In your packet you will see that you have been given all of our current information for those school districts. We have chosen five districts to highlight the "typical" bullying prevention policies found around the state:

- Plainville USD 270 with 396 students whose bully prevention policies include 14 components
- Wichita USD 259 with 50,357 students whose bully prevention policies include 12 components
- Salina USD 305 with 7,305 students whose bully prevention policies include 7 components
- Mulvane USD 263 with 1,824 students whose bully prevention policies include 6 components
- Clay Center USD 379 with 1,387 students whose bully prevention policies include 3 components

In your packet you have a disk of all research to date. We have created a folder for each school district, and have saved whatever information on their bullying policies and implementation plans we have found or been provided. I have also included a copy of the rubric as it applies to all districts.

This is an ongoing project, and we will be more than happy to provide our future research results on request.

Thank you for your time and consideration of Senate Bill 137. I am happy to stand for questions.

																ng	
District	Name	Purpose	Scope	Prohibited Behavior	Enumerated Groups	District Policy	Districk policy Review	Definitions	Reporting	Investigations	Written Records	Consequences	Mental Health	Communications	Training/Prevention	Transparency/Monitering	Legal Remedies
1	Erie	×	×			×			×			×		×	×		×
	Cimarron-Ensign		^			×			×			- 1	-		,		
	Cheylin			×		×		×	×			×					
	Rawlins County																
	Western Plains	† †	×	×		×		×	×	×		×					
	Rock Hills	×	×	×		×		×									
	Washington Co.	×				×		×									
	Republic County	+^		-													
	Doniphan West																
	Nemaha Valley Schools	×	×	×		×		×							×		
	Greely County Schools	1		^				- ' \									
	Turner-Kansas City	×	×	×		×		×	×								×
	Piper-Kansas City	1		^				- (3)									
	Bonner Springs	†															
	Bluestem	×	×	×	×	×		×	×			×			×	×	
	Remington-Whitewater							- 1									
207	Ft Leavenworth	×	×	×	×	×	×	×				×		×	×		×
	Wakeeney	$+ \hat{}$		$\hat{}$		×	-^					×			×		
	Moscow	+	×			×				_					×		
	Hugoton Public Schools	×	$\widehat{}$	×				×	×	×		×					×
	Norton Community Schools	$\uparrow $		×		×			-, \			×		×	×		
	Northern Valley			×								×					×
	Ulysses	1															
215	Lakin	$\times$	×	×	×	×		×				×					×
	Deerfield	+^			, , ,	, ,											
	Rolla					×						×					×
	3 Elkhart	×	×	×	×	×		×		×		×		×	×		×
	Minneola	1			, ,											-	
	Ashland																
	B Barnes	×	×			×						×					×
	1 Clifton-Clyde	×	×			×			×	×	×	×					X
	7 Jetmore																
	Fort Scott					×	×		×			×			×	×	×
	Uniontown																
	7 Smith Center																
	North Ottawa County					×	×					×			$\perp$	×	
240	Twin Valley	×	×	L		×						×			×		×
24	1 Wallace County Schools																
	2 Weskan													<u> </u>	ļ		
	3 Lebo-Waverly											<u> </u>	<u> </u>			1	<u> </u>
	4 Burlington	×	×	×		×		×	×	×		×		1	1	1	×
	5 LeRoy-Gridley	×	×	4		Τ.	×			×		×		×	×		×
	6 Northeast						L							1		-	
24	7 Cherokee								×					-			<u> </u>
	8 Girard								ļ		<u> </u>		1		<u> </u>		<u> </u>
	9 Frontenac Public Schools					×						$\perp \times$	-	<u> </u>	×		×
	0 Píttsburg							ļ	×		1		-				<u> </u>
	1 North Lyon County		ļ		ļ		<u> </u>	×			-	<u> </u>	ļ	-	×		
25	2 Southern Lyon County		<u> </u>	1		1	1	1				<u> </u>	<u></u>	l		<u> </u>	<u> </u>

	<del></del>	<del></del>		r			1		<del></del>		i -		1				
District	Name	Purpose	Scope	Prohibited Behavior	Enumerated Groups	District Policy	Districk policy Review	Definitions	Reporting	Investigations	Written Records	Consequences	Mental Health	Communications	Training/Prevention	Transparency/Monitering	Legal Remedies
	Emporia	×		ш.	ш.				14.	_=	>_		_ <				
	Barber County North	+~	×			×						×	-		_×		×
	South Barber					-											<del></del>
		-															
	Marmaton Valley	<del></del>						_×				·			_×	×	
	lola	×	×			×			ļ			_×		×			×
	Humbolt																
	Wichita	×	×	×	_×_	×	×	_×			×	×		×	_×_		×
	Derby	×	×			×						×			X		×
	Haysville	$\perp$ ×	×			×						×			×		×
	Valley Center Public Schools	×	×	ļ 		×						×			X		×
	Mulvane	×	×			X						×			×		×
264	Clearwater	×	×	X		X		×				×					×
265	Goddard	×	×	X		×		×				×			×		×
266	Maize																
267	Renwick			X		X		×									
268	Cheney			×		×		×				×					×
	Palco	$\top$			-												
	Plainville	×	×	×	×	×		×	×	×	×	×		×	×		X
	Stockton	+^		^	$\sim$			$\sim$									
	Waconda	×	×														
	Beloit	+^	^			×						<u>×</u>					×
	Oakley				_×	×		<u>×</u>	1			_×_					_×
	Triplains	+															
	Hill City																
	Elk Valley	-															
		×	×	×		_×		_×				_×_					
	Chase County	<del> </del>	×	_×		_×		_×	×			<u>×</u>			_×_		_×
	Cedar Vale																
	Chautauqua County Community	-															
	West Franklin	-															
	Central Heights	<del> </del>	×	×		×		_×								×	
i	Wellsville	1															
	Ottawa						.										
	Grinnell Public Schools																
	Wheatland																
	Quinter Public Schools	×	×			×		×				×					
	Oberlin								×						×		
	St Francis Comm Sch	×	×			$\times$		×			Ì	×		]	×		×
	Lincoln																
	Sylvan Grove		×			×		×									
	Comanche County	×		[		×						×					×
	Ness City																
	Salina	×	×			×		×	×	×		×					
306	Southeast of Saline																
307	Ell-Saline		×			×						×			×		×
	Hutchinson Public Schools	×	×	×		×		×	×	×		×		×	×	×	
	Nickerson	T										×				- '	×
	Fairfield	×	×		×	×		×				×			×		$\hat{\times}$
	Pretty Prairie	×										×			-,	<del></del>	
	Haven Public Schools	×	×	×		×		×				×					×
							·	للثثب									

District	Name	Purpose	Scope	Prohibited Behavior	Enumerated Groups	District Policy	Districk policy Review	Definitions	Reporting	Investigations	Written Records	Consequences	Mental Health	Communications	Training/Prevention	Transparency/Monitering	Legal Remedies
	Brewster																
	Colby Public Schools														×		
	Golden Plains																
	Wamego	_															
	Kaw Valley																
321	Naw valley	-															-
322	Onaga-Havensville-Wheaton																$\overline{}$
	RockCreek		×			×	×	×		-		_×			_×		$\stackrel{\times}{-}$
	Phillipsburg										<u></u>						
	Logan																
	Ellsworth																
	Mill Creek Valley		<u> </u>														
330	Mission Valley		1														
331	Kingman-Norwich																
	Cunningham																
	Concordia																
334	Southern Cloud																
335	North Jackson																
336	Holton																
	Royal Valley						1										
338	Valley Falls																
339	Jefferson County North																
	Jefferson West		×			×			×			×			×		×
	Oskaloosa Public Schools			""													
	McLouth					T											
	Perry Public Schools																
	Pleasanton							1.									
	Seaman	_	×	×	-	×		×				×			×		×
	Jayhawk	1	1	<del>- ^ `</del>		1		13				1					
	Kinsley-Offerle	_			-	$\vdash$	†	<del>                                     </del>	<u> </u>	T	Γ						
	B Baldwin City			<u> </u>		-				-							
	Stafford				<u> </u>		<del>                                     </del>	1	<u> </u>	<b>†</b>	1				<u> </u>		
	) St John-Hudson		+	<del>                                     </del>	<del> </del>		<del> </del>		<del> </del>		T						
	Macksville	+	+	+		+		<del>                                     </del>	1	<del> </del>			1			†	
	2 Goodland			+	-		<del> </del>				<u> </u>			<del>                                     </del>	ļ		
	3 Wellington	-	-	-	-	-	1		<del> </del>	+	†	-	1		1		
	1 Claflin		+	+		+	1			1	<del> </del>	<del>                                     </del>	1				
	Ellinwood Public Schools		+-	+	+	-	-		+		-	1		1	1	1	
	Conway Springs		+-		1	+	1		-	-	+	1	<del> </del>	1	+	1	
	7 Belle Plaine	-	+	-	+	-	+	-	-		-	<del>                                     </del>	<b> </b>		-		<del>                                     </del>
	3 Oxford			-	-	+	+	+-	<del> </del>		1			1	+		<b> </b>
			+	+	+	-	-	<del> </del>	-	+		+	-	+	1	+	<del>                                     </del>
	Argonia Public Schools		-	+	-	+	+	-	-	+	+	<del> </del>	+		<del> </del>	-	
	Caldwell		1	+-		+-	+		+		+	+-	<del> </del>	+	ļ	<del> </del>	<del> </del>
	1 Anthony-Harper		-	-	+	+-		<del> </del>	-	+		-	+	-	ļ	+	<del> </del>
	2 Prairie View			-	-	+	+	-		-	-	-	-	+	-	+	
	3 Holcomb		+-	+	-	-	+		+	<del> </del>		+	-	+	1		-
	4 Marysville		<del></del>	-	-	-	+	-	+	+-			-	<del> </del>	+	┼	
	5 Garnett	_	-	+	-	+	-	+		+	-	ļ	-		-	-	
	6 Woodson		<del> </del>	+	4			+	-	-	+	+	+		<del> </del>	-	
36	7 Osawatomie								L		1	1	1				

							1										<del>,</del>
				vior	sdn		eview								ion	onitering	
		ø		Prohibited Behavior	Enumerated Groups	District Policy	Districk policy Review	Definitions	Reporting	Investigations	Written Records	Consequences	Mental Health	Communications	Training/Prevention	Transparency/Monitering	Legal Remedies
1		Purpose	Scope	jë	me	ıct	흔	j iž	P.	stić	ten	sec	ıtal	ושר	j.	dst	<u>=</u>
District	Name	l In	ည်	Jo.	n.	Sist	)ist	)efi	geb	nve	Vrit	등	/ler	ő	<u>.</u>	ਬੁ	e g
	Paola	+	0)	<u> </u>	- 111	ш.							_	-			
	Burrton	<del>                                     </del>															
	Montezuma							-									
372	Silver Lake									-						-	
	Newton																
	Sublette																
	Circle	1															
	Athchison Co Comm Schools																
	Riley County	×	×	×		×		×	×			×			×		×
379	Clay Center		X			×											×
380	Vermillion																
	Spearville																
	Pratt																
	Manhattan-Ogden																
	Blue Valley																
	Andover													-			
386	Madison-Virgil																
387	Altoona-Midway																
388	Ellis																
389	Eureka							-									
390	Hamilton																
392	Osborne															-	
393	Solomon																
	Rose Hill Public Schools																
	LaCrosse																
396	Douglas Public Schools																
397	Centre																
398	Peabody																
	Paradise																
400	Smoky Valley																
	Augusta																
	Otis-Bison																
404	Riverton																
	Russel County																
	Marion-Florence																
	Athchison Public Schools																
	Furham-Hillsboro																
	Gossel																
	Hoxie Community Schools																
	Chanute Public Schools														Î		
	Hiawatha				]												
416	Louisburg																
	Morris County																
	McPherson																
	Canton-Galva																
	Osage City	×	×	×		×		×				×			×		×
	Lyndon																
	Greensburg																
423	Moundridge																

	N	Purpose	Scope	Prohibited Behavior	Enumerated Groups	District Policy	Districk policy Review	Definitions	Reporting	Investigations	Written Records	Consequences	Mental Health	Communications	Training/Prevention	Transparency/Monitering	Legal Remedies
District		п.	တ	<u> </u>	<u>ш</u>				<u>II.</u>	_=	_>	-		0			
	Pike Valley																
	Great Bend	-															
	Troy Public Schools																
	South Brown County																
	Hosington																
	Victoria	<u> </u>															
	Santa Fe Trail																
	Abilene																
	Caney Valley																
	Auburn Washburn																
	Skyline Schools																
439	Sedgwick Public Schools																
440	Halstead																
443	Dodge City																
	Coffeyville												_				
	Independence																
	Cherryvale																
	Inman																
· · · · · · · · · · · · · · · · · · ·	Easton																
	Shawnee Heights																
	Stanton County		<del>                                     </del>														
	Leavenworth	$\top$	t								_						
	Burlingame							1	ļ								
456	Marais Des Cygnes Valley	<del> </del>					l				T						
457	Garden City	+	<u> </u>														
	B Basehor-Linwood	<del> </del>	<u> </u>		-	1			-	1							
	Bucklin		×	×		×	-	×	×		-	×			×	<del></del>	
	Hesston	-	<del>  ^</del>	<del>  ^</del>				<del>-^</del>								_	
	Neodesha	-	-				<u> </u>	-			-						
	2 Central	<u> </u>				<del> </del>	-		<del> </del>		<u> </u>						
	B Udall	-	<del> </del>			-		<del>                                     </del>	<u> </u>		-		+		<u> </u>		
	Tonganoxie	-	+	<del>                                     </del>		-	-	+		<del>                                     </del>	-			<del> </del>			
	Winfield		<del>                                     </del>	+	<u> </u>	<del>                                     </del>			<del> </del>	-		-				†	
400	Villield		<del> </del>			ļ			-		-		<del> </del>	<del>                                     </del>	i	-	-
	Scott County Leoti	+	-	-	<del> </del>		1	1	1	+		1	<del> </del>		-		
	B Healy Public Schools		-	+	<del> </del>		1	-	<del> </del>		+	-			<del> </del>	† -	
		-		-		-			<del>                                     </del>	-	1-	+	1				-
469	Lansing O Arkansas City	-	-		-	-	-	-	+	-	-	<del>  '</del>				+	
			+	+	-	+		+		+		-	+			-	-
	Dexter		-		+		-	+	-	1	+	-	1	1			-
	3 Chapman	-		-		-		-	-			+				-	+
	Haviland	+	+		<del> </del>	-	-	+		+	+	<del> </del>	+		-	+	+
	Geary County Schools	-		-		<del> </del>	-	-	-	+	-	+		-	-	-	+
	Copeland		-	-	-	-	-	-		<del> </del>			-	-	-	+	+
	7 Ingalls		-		1	-		+	-	+	<del> </del>	+		<u> </u>			+
479	9 Crest	-	1	-	<u> </u>	+		-	-	-		<del> </del>	-		-	<del> </del>	+
	Liberal	-	+ -	<del> </del>	-	-	-	-	+	-		-	+		-	-	
	1 Rural Vista		<del> </del>	+-	-	-		-	+-	-	-	-	-	-	-		-
	2 Dighton			-	<del> </del>	+	1	+	+	-	-	-	-	-	-	-	-
483	3 Kismet-Plains				<u> </u>		Щ_	1			1	1	1	J	1	<u></u>	

District		Purpose	Scope	Prohibited Behavior	Enumerated Groups	District Policy	Districk policy Review	Definitions	Reporting	Investigations	Written Records	Consequences	Mental Health	Communications	Training/Prevention	Transparency/Monitering	Legal Remedies
	Fredonia																
	Herington																
489	Hays																
	El Dorado																
	Eudora	×	×	$\times$		×		×	×			×			×		×
	Flinthills																
	Columbus		×	×		×		×	×			×					×
	Syracuse																
	Ft Larned																
	Pawnee Heights																
L	Lawrence																
	Valley Heights																
	Galena																
	Kansas City																
	Topeka Public Schools																
	Lewis																
	Parsons				·							***************************************					
504	Oswego																
	Chetopa-St. Paul																
506	Labette County													-			
507	Satanta																
508	Baxter Springs																
	South Haven																
511	Attica																

### PLAINVILLE USD 270 ANTI-BULLY POLICY

### GENERAL STATEMENT OF PURPOSE

Plainville USD 270 is committed to providing a safe, civil, and respectful environment for all students, staff, volunteers, and guests, free from all forms of discrimination and harassment, including but not limited to bullying, sexual harassment, hazing, and cyber bullying. The anti-bullying policy applies at all times on school grounds; at any school-related function, activity, or event; to and from any school or school-related activity; and on buses. Discrimination or harassment includes but is not limited to any intentional physical, verbal, nonverbal, or written act that is motivated by age, race, color, religion, ancestry, national origin, gender, sexual orientation, parental status, mental and physical disability, or other distinguishing characteristics, such as physical appearance, clothing, or socioeconomic status.

### FORMS AND DEFINITIONS OF BULLYING

Bullying is defined as: when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him or herself. (hazelden.org/olweus)

Forms of bullying may include but are not limited to the following behaviors:

**Physical aggression** is defined as direct, overt acts that result in physical harm or humiliation to a person. Examples include hitting, slapping, pushing, shoving, kicking, tripping, hair pulling, biting, knocking possessions down, throwing things, etc.

Social or relational aggression refers to more covert, indirect attacks and behaviors designed to intimidate or control a person through damaging social relationships, reputations, and status within peer groups.

Examples include gossiping, spreading rumors, giving the silent treatment, public humiliation, exclusion from a group, threatening with exclusion and isolation, etc.

Verbal aggression is defined as behaviors that cause harm with words.

Examples include name calling, put-downs, insults, public humiliation, teasing, etc.

Nonverbal aggression includes behaviors that cause harm or discomfort and communicate disrespect for another by using body language, looks, or attitudes.

Examples include dirty looks, rolling of eyes, graffiti, gestures, slamming books, negative note writing, etc. **Intimidation** is defined as threatening and harassing behaviors designed to gain power and control over others. Examples include posturing, staring down, gesturing, strutting, verbal threats, threats of coercion, physical intrusion into one's space, stalking, etc.

Racial, religious, and ethnic harassment is any form of aggression directed against a person or group based on race, religion, or ethnic group.

Examples include slurs or gestures; threats related to religion or ethnicity; name calling; exclusion based on a religious, cultural, or ethnic group; telling religious, racial, or ethnic jokes; verbal put-downs or accusations. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Examples include sexual remarks or teasing; spreading rumors of sexual nature; rating students in terms of their sexuality or physical attractiveness; sexual or dirty jokes; pinching, brushing against, sexually suggestive touching; explicit talk of sexual experiences; underwear exposure or torment, such as giving wedgies, depanting, or bra-snapping; comments about body parts; repeated propositioning after someone has said "no." Sexual orientation—based harassment is harassment directed against someone based on actual or perceived sexual orientation.

Examples include using voice or mannerisms as put-down or insult; name calling; jokes or stereotypical references; derogatory comments about one's sexual orientation; inappropriate generalizations; using words in a derogatory manner.

Electronic/cyber bullying is any form of bullying or harassment that involves the use of electronic technologies.

Examples include harassing or demeaning e-mails, instant messages, or text messages; harassing cell phone calls; hate Web sites; inappropriate photos taken with camera phones.

Hazing is defined as actions, activities, or conditions (on or off the premises) required for a team or group membership that are intended to cause humiliation and/or physical or emotional harm or discomfort to a person, regardless of whether the participant has consented.

Examples include taunting, making fun of, ignoring, isolating, requiring performance of embarrassing or degrading acts, any physically painful or tormenting acts, sexual assaults or any sexually related acts, use of illegal and harmful substances, harmful or dangerous activity, aggressive or destructive acts, disobeying rules and laws.

Teen dating violence is considered to be threats or acts of aggressive or violent behavior, including physical, emotional, sexual, or verbal abuse, against a person with whom there is or has been any form of a dating or intimate relationship.

Examples include sexual assault/abuse; threat of or actual physical aggression or violence such as slapping, hitting, punching, shoving, twisting of an arm; emotional or mental abuse and "mind games"; constant putdowns or criticism; refusing to have safe sex; restraining someone by blocking movements, blocking exits, pinning against a wall; stalking.

### **BEHAVIORAL EXPECTATIONS**

All members of the school community are expected to treat each other with respect. All students and adults share in the responsibility for creating a caring and safe school. It is the responsibility of staff members to consistently address and/or report incidents, and students are expected to positively take a stand against acts of bullying and harassment. Active and passive support and/or encouragement of bullying, harassment, or acts of aggression is prohibited and will be appropriately dealt with. Members of the school community will be acknowledged and/or recognized for positive and supportive behavior that contributes to maintaining a respectful and caring school.

### REPORTING, INVESTIGATING COMPLAINTS, AND CONFIDENTIALITY

Anyone who has been the victim of bullying or who knows about or has witnessed an incident is expected to report it to school personnel. This may be a teacher, administrator, support-staff member, or other personnel with whom the complainant feels comfortable. The report can be made anonymously. A drop box will be available for students to report incidents or problems. At the elementary/junior high building it will be located in the front hall by the teacher mailboxes. At the high school it will be located in the library. Any member of the school community, including students, parents or guardians, volunteers, and visitors, may file a complaint or report an alleged incident. School personnel will take incidents of bullying seriously and will handle reports in a timely manner. To report an incident school personnel should fill out a Discipline Notice report form to be filed with the principal. Any district employee who knows that bullying is occurring must take immediate steps to see that the issue is addressed.

All students and adults will be familiar with the incident reporting system, to which all incidents of bullying and harassment can be reported. The parent or guardian of the person being harassed will be notified if bullying or harassment takes place, unless it is determined to be unnecessary. Appropriate follow-up support will be provide for that student. The parent or guardian of the perpetrator of the bullying or harassment will be notified when alleged behavior is investigated or substantiated. If the accusations are substantiated, appropriate corrective action and intervention will be taken immediately and the parent or guardian will be notified. Complaints and reports will be investigated, documented, and kept confidential to the best possible extent. Confidentiality will be respected for all parties involved, including the complainant/victim, the alleged perpetrator(s) of the incident, and all bystanders. Where required, law enforcement authorities will be contacted.

Suspected child abuse will be reported to Child Protective Services. If the complainant is dissatisfied with an investigation process, an appeal may be made to the district superintendent. These policy procedures do not deny an individual's ability to pursue any other avenues of recourse with any Human Rights Commission, initiate civil action, or seek redress under other state criminal statutes or federal law.

**Anti-Bullying Committee** 

An anti-bullying committee will be formed comprised of all principals, the counselor, and at least one staff representative from each of the following areas: K-5, junior high, high school and special education. Each K-12 representative will be appointed by building administration and will serve a two year term. Each term will be filled on a rotating basis. The committee will meet at 3:40p.m. the second Monday of each month. The success of a bullying prevention program and other violence prevention programs depends on the commitment, understanding and actions of the principal. The principal sets the school's tone and ultimately provides the time, resources and opportunities for the implementation and evaluation of the interventions.

- 1. A needs assessment survey will be conducted at the beginning and end of each school year.
- 2. Improve the schools climate and sense of school belongingness for all students.
  - a. "Bully Free Zone" posters will be distributed throughout the buildings and posted on the district web site.
  - b. The Student Bill of Rights will be posted in each classroom and on the district web site.
  - c. Other ideas as generated by the bullying committee.
- 3. Increase all staffs' awareness, commitment and ability to intervene as well as integrate any intervention program into the curriculum and school routines.
  - a. All staff will receive training at an in-service at the beginning of the school year. The training will be directed by a professional presenter.
  - b. Information as to identification of, interventions for, forms to be used, rubrics, tips and strategies for the classroom, etc., will be provided to all staff.
- 4. Implement the school-wide intervention program.
  - a. Use of a Critical Incident Report form will be used by all staff to report and track school discipline incidents.
  - b. The consequence rubric will be used to assess the severity of the incident and apply the necessary consequences.
  - c. Provide follow-up intervention with "high-risk" students who do not improve with the school-wide and classroom-based interventions.
- 6 Provide victim intervention strategies.
  Assess how much support and assistance this student may need. Talk with classroom teachers and the school counselor. Provide interventions and counseling as needed. The bully committee will provide strategies.
- 7. Provide bystander intervention programs that nurture student leadership and involvement.

  Each classroom teacher will address bystander strategies with the students. The bully committee will provide the strategies.
- 8. Involve parents and provide ongoing training and feedback.
  - a. During school enrollment, parents will be provided a student handbook which includes the bullying policy.

- b. During the fall semester, parents will have the opportunity to attend a lyceum presented by a professional speaker.
- c. A monthly article will be included in the district newsletter with bullying information.
- d. During the annual Parent Involvement Night, one session will address bullying issues in our schools.
- e. A list of resources for parents will be posted on the Districts web site.
- 9. Improve school safety by following the safety standards of the Office of Safe and Drug Free Schools, an agency within the United States Department of Education.

  www.ncirs.org/school safety/legislation.html
- 10. Develop a school-community partnership that is designed to reduce school violence and bullying/harassment.
  - a. Provide speakers from the district to community organizations to speak on bullying issues.
  - b. Invite community members to speak to individual groups/classes.
  - c. Participate in National Bully Week.
    - (Ex.: K-5 students will make posters to display in store fronts.)
  - d. A monthly informational article covering bully topics will be provided to the local newspaper.
  - e. Post the Plainville Anti-Bullying Policy on the USD 270 website.

### **STRATEGIES**

We want to do what we can to help the bully. With that in mind, the following strategies will be used:

- 1) Since some students bully because they have not learned to control their behavior, these bullies need to be taught self-control.
  - a. Provide activities to allow the bully time to cool down.
  - b. Provide the bully with relaxation activities.
  - c. Teach self-monitoring skills.
  - d. Provide conflict resolution and/or anger management activities.
  - e. Instruct the bully in friendship skills.
- 2) Since bullies often blame others for their behavior, they need to recognize their behaviors are inappropriate and take responsibility for them.
  - a. The bully needs to look critically at his/her behaviors and recognize behavior that is inappropriate. Activities will be utilized to help the bully take responsibility.
  - b. The bully needs to repair or replace any items he/she has destroyed or damaged (i.e., graffiti, destroyed another person's property, knocked books down).
  - c. The bully needs to write or make a sincere apology to his/her victim to foster reconciliation. Make sure the bully has developed some remorse and is not just embarrassing the victim by making a mocking apology.
  - d. The bully may be asked to sign a contract that makes a commitment to correct his/her behavior in the future.
- 3) Since many bullies come from troubled backgrounds, they may need counseling to help them deal with their personal difficulties and facilitate fostering empathy for their victim.
  - a. Refer the bully to district counseling.
    - 1. Identify why he/she bullies to help them learn better coping skills.
    - 2. Identify his/her illogical thoughts and learn to think and act differently.
    - 3. Help the bully develop empathy for his/her victims.
- 4) Since bullies contribute negatively to the school environment, we will provide opportunities for them to gain attention for more positive contributions

- a. Will help the bully identify and develop his/her own interests.
- b. Provide opportunities during and after school to make positive contributions.
- c. Have the bully explore non-violence through research or read a book about bullying and write a report.
- d. Teach students to complement others and act with kindness through character-building activities.

Parents should also play an active role in the consequences. They should be encouraged not to bail the child out by making excuses, paying restitution for damages, not supporting the schools decision for consequences, etc. At times parents may be required to attend consequential activities that the child is required to complete.

### Bully Free Zone



We at Plainville USD 270 are committed to ensuring a safe and bully-free environment for the students at our school.

No one has the right to be a bully AND no one deserves to be bullied.

### **Definition of BULLYING:**

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him or herself. (hazelden.org/olweus)

S.T.O.M.P.

S - Stay away from bullies

 $\mathbb{T}$  – To Report the Incident

O – Offer assistance

M - Make friends

P − Project confidence

### THINK-ABOUT-IT FORM

Name:	Date:
What did you do?	
	with "I." Tell me later about what the other student did.
r vedec ee speedjis. zim	
What was wrong with t	hat behavior?
	w do you know you hurt this person?
The first officer your reserve. 110.	· · · · · · · · · · · · · · · · · · ·
	•
What problem were yo	u trying to solve? Did you want to be left alone? Were you trying to have fun? Were you
already mad about some	
Nort time were horse the	4 much lam have will you calve it without harting anyone?
	t problem, how will you solve it without hurting anyone?
Please list three ways to	solve the problem.
	•
Action NAV	
· · · · · · · · · · · · · · · · · · ·	

		·

JDDC Bullying JDDC-2

49 The

The district prohibits both active and passive bystander support for acts of bullying. The staff should encourage students to support students who walk away from these acts when this would defuse the situation, constructively attempt to stop them, or report them to the designated authority.

The board requires school administrators to develop and implement procedures ensuring that individualized attention be given to both perpetrators and victims of bullying, when incidents occur. It is important not to target either bully or victim for criticism, but rather to make sure that all the factors contributing to the bullying are recognized and understood.

Complaint Procedures

It is the responsibility of all students, staff members and volunteers to report acts of bullying. All reports of bullying will be taken seriously. Staff members receiving the reports will record the details as reported. The school staff or administrator will support students, coworkers and volunteers making such reports and protect against any potential retaliation. An investigation to determine the facts will take place immediately or as soon as practicable in order to verify the validity and seriousness of the report.

Filing a report in good faith will not reflect upon the individual's status, nor will it affect his or her grades, employment or volunteer status with the district. The district shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.

The board specifically prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a *student* found to have falsely accused another as a means of bullying may range from positive behavioral interventions up to and including suspension or expulsion. A *school employee* found to have falsely accused another as a means of bullying shall be disciplined in accordance with district policies, procedures, and agreements.

The board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

84 Approved: January 22, 2008
 85 Revised: October 28, 2008
 86 Revised: June 14, 2011

### JDE Assignments During Suspensions

**JDE** 

1 2 3

4

5

6 7 Students shall be responsible for their reading and written class assignments during out-of-school short-term suspension. All work to be turned in for credit must be given to the teacher no later than the first class period following the completion of the suspension. Arrangements for tests or examinations missed during out-of-school suspension will be made. Credit will be allowed for make-up work on the same basis as for regular in-class performance with the exception of credit which can be obtained only by being present in the classroom.

8 9

10	Approved:	December 4, 1991
11	Reviewed/Revised:	June 12, 2001

12 Revised: April 13, 2010 13 Revised: June 14, 2011

### - Sample Form -

Retype to suit local needs, remove from policy book and file with the clerk and principals. Form could also be included in staff or student handbooks.

### Report to Local Law Enforcement USD 263

Pursuant to Kansas law, the administrator or other school employee whose signature appears below is reporting the following crimes.

Briefly describe each incident and the person/s involved in a misdemeanor or felony behavior at school, on school property, or at a school activity.

Date	School/Location	Student/s or Person/s Involved	Brief Description of bullying incident/s.
1.			
2.			

School	Districts	are req	quired	by .	Federal	Law	and	K.S.A.	72-6214	to	protect	the
privacy	rights of	studen	its und	er t	he age	of 18	•					

Signed:				<u> </u>	· · · · · · · · · · · · · · · · · · ·	·	
	dministrator or	other	school	emplovee			

c/superintendent, USD 263; c/student's file

Bullying (See EBC, GAAB, JCE, JDD, JGEC and JGECA) **JDDC** JDDC

The board of education prohibits bullying in any form on school

property, in a school vehicle or at a school-sponsored activity or event. The

administration shall propose, and the board shall review and approve a plan to

address bullying on school property, in a school vehicle or at a school-

sponsored activity or event after school hours.

The plan shall include provisions for the training and education of

staff members and students and shall include appropriate community

involvement as approved by the board. Students who have bullied others in

violation of this policy may be subject to disciplinary action, up to and

including suspension and expulsion. If appropriate, students who violate the

bullying prohibition shall be reported to local law enforcement.

Approved: KASB Recommendation - 06/07

BOE Policy Approval Date: 12/13/2010; Effective Date: 1/3/2011

©KASB. This material may be reproduced for use in the district. It may not be reproduced, either in whole or in part, in any form whatsoever, to be given, sold or transmitted to any person or entity including but not limited to another school district, organization, company or corporation without written permission from KASB.

Clay Center USD 379

GAAE - Bullying by Staff (See EBC, GAAB, JDD, and JDDC)

The board of education prohibits bullying in any form, including electronic means, on or while using school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event. The plan shall include provisions for the training and education of staff members. Staff members who bully others in violation of this policy may be subject to disciplinary action, up to and including suspension pending a hearing and/or termination. If appropriate, staff members who violate the bullying prohibition shall be reported to local law enforcement. Approved: August 7, 2008

# Time to get involved. Time to let someone know.

No bullying allowed.



Wichita Public Schools

Bullying Prevention Initiative



## **Bullying Myths and Facts**

There have long been many misconceptions about the nature of bullying. Below is a brief quiz that presents some common questions and ideas that many people still have about this complicated problem.

Complete the following quiz by selecting True or False for each question.

- T F 1. Bullying is just a part of growing up. The effects of bullying on victims are short-term and minor.
- Bullying is not a serious problem for the bullies; they eventually grow out of this behavior.
- F 3. Most bullying occurs in high school because older students are more confident and willing to pick on others.
- F 4. Bullying is usually verbal, not physical, in nature.
- F 5. Bullies are usually insecure loners with low self-esteem.
- Bullying is almost exclusively male behavior.

ч

- Bullies don't usually pick on passive students; instead, they bully in response to some sort of provocation from their victims.
- A bully usually attacks when no one else is watching.
- Targets of bullies tend to be children with physical differences.
- Most bullying happens at school.



# Wichita Public Schools Bullying Prevention Initiative

## **Bullying** is:

- Purposeful behavior that intends to cause harm or distress
- Is usually repeated over time
- Occurs in a relationship where there is an imbalance of power
- The Board of Education of each school district shall adopt a policy to prohibit bullying...
- a. Prohibition of bullying (in any form) added to B.O.E. policy 1464 AIP #2. Complete date:  $\underline{\text{June }2007}$

# 2 Training of Administrators: needs to be a mandatory training

- Common Language
- Assessment to Deter Bullying
- Intervention Matrix for Bullies Common Definition
- Interventions for Targets
- Power Point Information to Train Staff
- άσ Red Folder information

# Target Date- January 2008-March 2008

All staff members to then be trained by their administrator by April 2008, and then again on a yearly basis.

# Training of Trainers: needs to be mandatory for each building to send one person to this training

- Common Language
- Common Definition
- Classroom Level Interventions
- Interventions for Targets
- Interventions for Bullies
- à i io Bystander Training

Focus on Training Adults to train Students

## Target Date-August 2008

- 4. Media (poster) Campaign: goal will be to get information out to parents, students, staff, and community members
- Brochures
- Common definition Common language
- iii. Explanation of procedures
- b. Posters
- 500 elementary--\$415.00
- ii. 300 middle and mga school. iii. 300 staff and community--\$345.00 300 middle and high school—\$345.00

### Parent Kit

- Video- Parent Talks
- i. To be aired on Channel 20
   ii. To be shown at Parent-Teacher Conferences, Site Council Meetings, Enrollment
- Magnets
- To serve as a reinforcer of the "Time to Speak Up" message
- ii. For students and parents
- Presentations for site councils, parent groups, and community groups

# Target Date to begin: January, 2008-ongoing

5. Follow-Up Curriculum Available Through SDFS January 2008-

# P1464 PUPIL BEHAVIOR - REGULATIONS

## OARD POLICY:

Each pupil is held responsible for his/her personal actions. The right to attend a Wichita Public School carries with it the obligation to maintain acceptable behavior.

# Administrative Implemental Procedures:

- . Behaviors other than those described in this policy may constitute unlawful or prohibited acts. The common standard against which behavior is measured is that which is conducive to learning and a contributor to the general purpose and welfare of the school.
- 2. Bullying is prohibited in any form on school property, in a school/private vehicle, or at a school-sponsored activity or event. In compliance with Section 4 of Senate Bill 68 enacted by the 2007 Kansas Legislature, USD 259 shall develop a plan to address bullying. The plan shall include provisions for the training and education of staff members and students, and shall include appropriate community involvement. Prior to implementation, the Board shall approve the plan. In addition to disciplinary action described in BOH Policy P5113 Suspension and/or Expulsion of Students, students who violate the bullying prohibition may be reported to local law enforcement, if appropriate.
- Fighting will not be permitted at school, on school buses, or at school sponsored activities.
- 4. Possession and/or use of tobacco or tobacco paraphernalia are not permitted in school buildings or on school campuses. The prohibition against smoking and the use of tobacco should be supported by programs emphasizing the hazards of smoking and tobacco use.
- Any show of disrespect by word or action toward any staff member is prohibited.
- Profanity and vulgarity are prohibited

9

- . Defiance that may threaten the general discipline of the school or classroom is prohibited.
- 8. It is within the discretion of the administration and the site council at each school to determine what type of dress code is most suitable to implement. Furthermore, the administration at each school will include in any dress code policy the underlying purpose of enacting the stricter dress code. Such dress code may include, but is not limited to, a standard uniform, restrictions relating to jewelry, and restrictions on colorful hair and extreme hairstyles. Reasonable criteria for determining appropriate appearance are based on health, safety, and public decency considerations. The relationship of dress and appearance to the safety of the individual pupil varies depending upon the nature of the activity or class. Any wearing appared which, in the opinion of the principal, is associated with gangs and/or drugs and/or becomes disruptive to the educational process may be banned. The wearer of such apparel shall be subject to administrative disciplinary action. Refer to BOE policy P1473 Standardized Dress Code Regulations.

- A pupil who steals, maliciously destroys, or defaces school property will be expected to make restitution as part of the penalty for such action. Malicious destruction cases may also be referred to the police under the Kansas School Law.
- 10. Lottering in school buildings or upon school grounds is prohibited. Any person lottering is subject to administrative and legal action. Wichita Police Department policy provides for the arrest and removal of violators, School district personnel are to report violations of the loitering ordinance to the police only when such personnel intend to assist in the prosecution of the violator.
- 11. The use of Personal Electronic Devices (PEDs) by pupils during the school day is prohibited. These devices must be kept out of sight and powered off during the school day. The school day is defined by each school site. PEDs include, but are not limited to, pagers, cellular phones, MP3 players, and other personal communication devices that have the potential to be disruptive to the educational process. Items intended to look like or simulate such devices are also prohibited during the school day.

Students who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary actions.

Students shall be personally and solely responsible for the security of their cellular telephones and other PEDs. The Wichita Board of Education shall not assume responsibility or liability for the theft, loss, or damage to a cellular phone or other PED, nor does it assume responsibility for the unauthorized use of any device.

- The use of explosive devices, starting fires, causing a false fire alarm, or causing a false bomb threat is considered conduct which substantially disrupts the operation of school and is subject to administrative and/or legal action.
- 13. The act of extortion is defined as obtaining something of value from an unwilling person by either physical force or intimidation. This act substantially invades the rights of others and is subject to both administrative and legal action.
- 14. Rules and regulations concerning school-sponsored activities apply to all pupils attending school functions held on school grounds, in school buildings, or at other facilities.
- 15. Pupils may not hold membership or participate in an unauthorized organization on school property or at school sponsored activities.
- 16. Pupil walkouts, boycotts, and any other unauthorized holidays will not be permitted or recognized. Once a pupil arrives at school, it is the pupil's responsibility to remain so long as he/she has classes scheduled or is required to do so. Any violations of this nature will be dealt with promptly and firmly.
- Plagiarism, cheating, and lying are prohibited.
- 18. Pupils shall be informed of the provisions of this policy through the Student Rights and Responsibility Handbook.

5.48.030 Schools, school buildings, libraries - Prohibited conduct; violation declared loitering. It is unlawful for any person to disrupt the normal activity, disturb the peace, or to remain, to idle, or to loiter at any time on or about the premises or grounds of any public library, of any public or private school or school buildings, and/or assembly of students for any school activities or athletic events conducted by such public or private schools. Any the offense of loitering. (Ord. No. 32-930, (part).) suspended or dismissed from said public or private school, or who persists in staying or remaining on or about said premises or grounds without any lawful purpose shall be guilty of student or any person who is not enrolled in said public or private school, or who has been

Board counsel has approved this policy as to legal form and content

Administrative Responsibility: Assistant Superintendents of High, Middle and Elementary Schools atest Revision Date: June 2007

Previous Revision Date: May 2007 P1464



# The McGrath Criterion - Illegal Harassment and Bullying

## Illegal Harassment

- Is the behavior related to one of the following protected classifications? (Intent is not an issue
   – impact is the issue)
- sexual in nature
- gender
- age
- 0 0 race
- 0 religion
- 0 national origin
- 0 0 sexual orientation (in some locales) disability
- 2. Is it unwelcome or unwanted?
- 3. Is it severe or persistent or pervasive?
- 4. Does the behavior substantially interfere with work or study?
- 5. Does the behavior meet the subjective/objective tests or standards related to its level of interference with work or study?

- 1. Is there intent to harm?

2. Is it unwelcome or unwanted?

- 3. Is it severe or persistent or pervasive?
- 4. Does the behavior substantially interfere with work or study?
- 5. Does the behavior meet the subjective/objective tests or standards related to its level of interference with work or study?

The key distinction between bullying and illegal harassment is the intent to harm. The intent to harm is not a requirement of illegal harassment. It is the defining characteristic of

memene's body or property    Arm to someone's group   Arm to someone's group   Anaceplanace   According threatening   Anaceplanace   Anacepla	body or property  Harm to someone's self-esiteem  or feeling of safety  Verbal  Nonverbal  Nonverbal  Verbal  Nonverbal  Nonverbal  Nonverbal  Nonverbal  Verbal  Nonverbal  No			sexual			a lot worse!"	
Harm to someone's self-esteem verbal	Physical Bulying    Physical Bulying						tell if will be	
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Verbal Nonverbal Verbal  Insulting I Gossiping or spreading remarks  Calling names I Insulting sestures  Teasing about physical clothes, looks, appearance with possessions, clothes, looks, appearance behaviors are against (Ite Inx)  (Some of these behaviors are against (Ite Inx)  I harassing Poperty, such Messaging, ewith phone calls  I harassing Poperty, such Messaging, ewith phone as clothing, as thou with gender, or looks, intelligence, calls  I harassing Poperty, such Messaging, ewith phone books  I harassing Poperty, such Messaging, ewith phone as clothing, as thou someone in size, color, as clothing, as choling, ability, race, color, about shilly, race, color, about shilly, or sexual personal because of property, such the school disability, or gender, color, or lipson poperty, such bias against orientation, color, religion, ethnicity, or gender, color, or gentinued genue, color, or gentinued genue, color, or gentinued genue, color, religion, chinicity, or gender, color, religion, contension, color, religion, comeone by genue.  Ongoing Continued writing of dent comply genue.  Ongoing Continued contension, color, religion, color, religion, color, religion, color, color, religion, color, color, religion, color, pender, color, pender	Physical Bulying  Physical Bulying  Physical buly or property  Verbal  Rapressing between binding superiority in an effort to infimidace  Pushing between binding starding the conflict  Pushing property  Threatening  Physical barm  Strating fights  Starting figh			disability or		a weapon	strent: 11 you	
Harm to someone's self-esteem verbal acceptance verbal Nonverbal Verbal	Physical Bulying    Physical Bulying			ender.			seep someone	
Harm to someone's self-esteem  Verbal   Verbal   Verbal    Verbal   Verbal   Verbal    Verbal   Verbal   Verbal    Verbal   Ver	Physical Bulying  Physical Bulying  Physical buly or property  Verbal			ethnicity.			bean comaona	
Harm to someone's self-esteem verbal	Physical Bulying  Physical Bulying  Physical Bullying  Perbal			color, religion,			Threatening to	•
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Verbal Nonverbal Verbal  Insulting  Insulting looks  Teasing about physical clothes, looks, appearance  Insulting polities Delaytors are against the lawy with phone calls in size, ability, or sexual orientation, total contents, religion, against orientation, or gender, or g	Physical Bulying  Physical Bulying  Physical Bulying  Physical Bulying  Physical Poperty  Verbal  Verbal  Verbal  Verbal  Nonverbal  Verbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Verbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Verbal  Verbal  Nonverbal  Verbal  Verbal  Verbal  Verbal  Nonverbal  Verbal  Verbal  Verbal  Verbal  Verbal  Verbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Verbal			your ruce,		manner		
Harm to someone's self-esteem verbal acceptance  Verbal Nonverbal Verbal Verbal  I haulting looks I haulting looks remarks looks looks remarks looks  - Calling names looks - Teasing about possessions, clothes, looks, appearance looks, other personal looks, other personal looks, other personal looks, other personal looks, or looks looks, appearance looks, or looks, relationships with phone looks, or looks, other personal looks, or looks, other personal looks, or looks, other personal looks, or looks looks, or looks, or looks, other personal looks, o	Physical Bulying  Barmi to someone's body or property  Verbal  Verbal  Nanverbal  Verbal  Pofacing  Expressing superiority in acceptance  Verbal  Postorying  Expressing intimidate  Pochacing  Poperty  Blanning the victim for someoners  Poperty  Blanning the victim for conflicit  Pushing idens  From others  Spracting or starting the victim for  Pushing idens  From others  Spracting idens  Spract				orientation	threatening	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Verbal Nonverbal Verbal  Insulting  Insulting looks  Teasing about physical clothes, looks, appearance  Insulting sestures  Teasing about physical clothes, looks, appearance  Insulting sestures  Insulting poblicly about clothes, looks, relationships etc.  Comme of these behaviors are against the lavy with physical appearance behaviors are against the lavy comments at the lavy other personal lates are clothing, ability, race, color, ability, race, color, emincity, gender, with phone clother, or sexual orientation.  (NASI of These Delaviors are against the lavy)  Insulting your size and property, such derogatory comments a the sexual orientation.  (NASI of These Delaviors are against the lavy)  Insulting your size as clothing, ability, or sexual property, auch the school disability, or sexual property, auch exclusion exclusion as clothing, color, gender, writing onless against orientation, letter they color, or graffits the exclusion exclusion, against others if they den't comply gender, writing others if they den't comply	Andring the victin for Danaging physical harm is someone's body or property verbal ver			hias against	sexual	violeiii,	money)	
Harm to someone's self-esteem	Physical Bullying  Barm to someone's body or property  Verbal  Nonverbal  Verbal  Nonverbal  Nonver			graffiti with	disability, or	and Surren	taking lunch	
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Verbal Nonverbal Verbal  Insulting  Insulting gestures  Teasing about physical clothes, looks, appearance  Insulting appearance  Insulting appearance  Insulting self-esteem  Insulting appearance  Insulting books  Insulting appearance  Insulting books  Insulting left-ency, such with boys/girls, self-ency, such measuring your shifty, race, color, ability, race, color, ethnicity, gentler, books and contens in books and coloring against life and property, such the school disability, or sexual  Insulting books  Insulting your shifty, are appearance by connecting bards as clothing, and a school disability, or sexual  Insulting your shifty, are appearance by connecting books and colors, or left-ency others if they others if the	Physical Bullying			WI ILLIAN	Bernard,	acting in a	(Sucil as	
Harm to someone's self-esteem  Verbal   Verbal   Verbal    Verbal   Verbal   Verbal    Nonverbal   Verbal    N	Andering the victal barring fights superation of these behaviors are against the barring of gastery with bowse physical harm property  Physical barring fights causing a follows size aphysical harm property  Presting Teasing and the calor, or feeling of safety  Verbal Nonverbal Verbal Nonverbal Verbal Physical cutom or feeling of safety  Verbal Nonverbal Verbal Verbal Verbal Physical cutom or feeling of safety  Verbal Nonverbal Verbal Verbal Verbal Physical Calling names Insulting or spreading or spreading or spreading possessions, conflict Taking items appearance physical harm property Physical cutom of these behaviors are against the law)  Threatening Physical cutom of these behaviors are against the law orientation beause of these behaviors are against the school bathroom)  SERIOUS Some of these behaviors are against the law orientation beause of the physical cutom by your race, color, as a clothing.  Stander in gender, ability, race, causing a fall clientity, race, causing a fall property, such the school bathroom)  SERIOUS Of these behaviors are against the law orientation.  SEVERIAL (Most of these behaviors are against the law)  Making property Enforcing the school bathroom by someone by centrition of the school bathroom by the phone of these behaviors are against the school bathroom by color, comply the phone of these behaviors are against the school bathroom by color, threatening the comply of the school bathroom by the phone of the school bathroom by the phone of the school bathroom by the phone of the school bathroom by the color, the school bathroom by the physical cutoff, color, color, threatening the color, comply the physical cutoff, color, threatening the color, comply the physical cutoff, threatening the color, comply the physical cutoff, color, threatening the color, comply the physical cutoff, threatening the color, comply the physical color, color, threatening the color, comply the physical cutoff, threatening the color to comply the color.			writing of	gender.	Repeatedly	(mich an	
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Verbal Nonverbal Verbal  Insulting I Gossiping or spreading public places athletic ability, or sexual incentising in the sexual property, such bas against or color, or children, or personal breause of bas against or color, or citigion, in the achool bas against or leave personal breause of personal breause of personal personal breause of personal personal or citigion, in the achool gentler, or sexual or color, or jewelry, such bas against books and crace, others, or sexual or color, or sexual personal breause of property, such the school disability, or sexual or color, or color, or color, or sexual or color, or c	Physical Bullying  Expressing threatening gestures  Expressing threatening gestures  Infinitial property  Pushing/shoving string if safety  Verbal  Pushing/shoving sestures  From others  SERIOUS (Some of freeling of safety  Verbal  Pushing threatening property  Pushing shoving sestures  From others  SERIOUS (Some of flees beliaviors are against the bitting of safety  Pushing the conflict and the possessions, starting the conflict and the property  Pushing shoving property  Freedening property  Freedening or calls brooks  Seratching or chiffset beliaviors are against the lawy  Posterion of these beliaviors are against the lawy  Freedening or color, canasing a fall critiquity, or case, color property, such because of the section of the lawy  Freedening or property  Freedening or property  Freedening or property  Freedening or color, canasing a fall or crientation.  SEVENTIAL (Most Tof these Delayiors are against the lawy  Freedening or property because of personnal colar groups are color, canasing a fall or crientation.  SEVENTIAL (Most Tof these Delayiors are against the lawy  Freedening or property color, color, secual brooks are color, secual color, someone in the section of the section		don't comply	<ul> <li>Continued</li> </ul>	ethnicity,	1	extortion	
Harm to someone's self-esteem acceptance or feeling of safety Verbal Ver	Physical Bullying Emotional Bullying of safety  Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Pushing gestures  Expressing infimidate Pushing property  Blanning the vicini for Taking items starting the conflict  Threatening Damaging Property  Threatening Stating fights  Starting fights  Starting fights  Scratching or Jamily Property  Bulling Property  Starting items from others  Starting items or Jamily Property  Starting items from others  Starting items or Jamily Property  Damaging Property  Starting fights  Starting fights  Starting fights  Scratching or Jamily Possessions, etc.  Starting fights  Starti		omers ir they		religion,	•	Practicing	•
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Verbal Nonverbal Verbal  Insulting I Gossiping or spreading public places, and their color, intelligence, and altheir color, intelligence, color, intelligence, intelligence, attached; intelligence, color, intelligence, intelligence, color, intelligence, color, intelligence, intelligence, color, intelligence, intelligence, intelligence, color, intelligence,	Physical Bullying Emotional Bullying Social Bullying  Iarm to someone's body or property Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Verbal Nonverbal Nonverbal Verbal Nonverbal Verbal Nonverbal Nonverbal Nonverbal Verbal Nonverbal Verbal Verbal Verbal Verbal Nonverbal Nonver		Зиношения	Jewell y.	color,	<ul> <li>Physical cruelty</li> </ul>		
Harm to someone's self-esteem  Verbal   Verbal   Verbal    Verbal   Verbal   Verbal    Name of feeling of safety    Lasulting   Gossiping    Lasulting   Lasulting    Lasulting    Lasulting   Lasulting    Lasulting    Lasulting   Lasulting    Lasulting	Physical Bullying Emotional Bullying Social Bullying  Iarm to someone's body or property Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Vorbal Nonverbal Verbal Verbal Verbal Verbal Verbal Verbal Verbal Verbal Verbal Nonverbal Verbal Verbal Verbal Verbal Verbal Verbal Nonverbal Verbal Nonverbal Verbal Ver		threatoning	iemelev	your ruce,		(Juneauma)	
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Verbal Nonverbal Verbal  Insulting looks appearance Insulting public places with phone calls landly, are calls a athletic ability, or sexual beause of brosense of bro	Physical Bullying  Expressing bysical beauting physical starting the conflict  Threatening physical harm  Steating or property  Blanning the conflict  Starting fights  Threatening physical arm to someone's self-esteem  Blanning the conflict  Taking items appearance  Starting fights  Starting or size, colohes, cell in starting your sting notes, cell in starting your sti		someone hy	books and	WORL LICE		(harassing)	
Harm to someone's self-esteem  Verbal   Verbal   Verbal    Verbal   Verbal   Verbal    Nonverbal   Verbal    Insulting   Gossiping    Calling names   Insulting   Spreading    Possessions, clothes, looks, appearance    Insulting   Defacing    Insulting   Defacing    Insulting   Defacing    Insulting   Defacing    Insulting   Poperty, such    With phone   Associated    Insulting   Insulting    Insulting   Defacing    Insulting   Poperty, such    Insulting   Property, such    Insulting   Property, such    Insulting   Defaces    Insulting   Defaces    Insulting   Property, such    Insulting   Posting    Insulting   Posting    Insulting your    Insulting   Posting    Insulting your    Insulting    Insulting	Physical Bullying  Expressing  Expressing blanting the conflict  Threatening bysical harm  Threatening blanting of safety  Threatening blanting bla		against	as clothing.	bias against	-	threats	
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Insulting looks appearance looks, appearance looks, appearance with phone latting latting latting latting public places, athletic athletic ability, or sexual orientation.  (Nongori these behaviors are against the lawy)  Insulting looks, appearance looks, relationships, citc.  (Some of these behaviors are against the lawy)  Insulting your school work or looks, looks, appearance looker, or looks, looks, appearance looker, or looks, and looks looks, and looks, citcling, as clothing, as clothing, as clothing, as clothing, looks, looks, looks, religion, ability, race, color, ability, race, color, ability, or sexual orientation.  (Nots) of these behaviors are argainst the lawy)  Looks looks looks, religion, looks, loo	Physical Bullying  Expressing bysical beauting physical physical physical starting the conflict  Freshing bysical blanting the starting the conflict  Freshing bysical barm  Blanting the property  Blanting the conflict  Freshing bysical barm  Freshing b	humiliation	exclusion	property, such	because of		and/or graphic	
Harm to someone's self-esteem  Verbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal	Physical Bullying  Expressing Expressing Infinite Burnito someone's self-esteem Informations of feeling of safety  Expressing Expression Expressing Expression Expres	puotic	duoig ision	personal	narassment	property	repeated	
Harm to someone's self-esteem acceptant  Verbal Nonverbal Verbal  Insulting looks  **Calling names looks**  **Calling names looks**  **Teasing about physical clothes, looks, appearance publicly about physical appearance with phose perbarbins appearance posterior in the personal large family other personal lar	Physical Bullying  Expressing bysical submitted by the performent of someone's self-esteem or feeling of safety  Expressing bysical superiority in gestures an effort to an effort to an effort to an effort to be property  Blaning the victim for an eligion, causing the victim for sarcing bysical starting the southers are property  Firealening physical appearance  Strating fights  Strating fights  Scratching or color, causing a fall causing a fall ordension.  Styler (Monverbal verbal physical information.  Firealening bysical safety about physical physical physical physical physical physical property.  Strating fights  Firealening bysical property  Firealening colors, colors, colors, colors, or size, color, calls books  Form others are engainst the lawy of the personal books of tripping, or color, calls books  Form others are engainst the lawy of the personal books of tripping, or color, calls books  Form others are engainst the lawy of the personal books of tripping, or color, calls books of tripping, or color, ability, race, color, ability, race, color, ability, race, color, as a colothing, about physical sender in the school bathroom)  Styler (Mont of these behaviors are against the law)  Form others are engainst the lawy or sexual the lawy of the school bathroom)  Form others are engainst the lawy or sexual the lawy or sexual the school bathroom)						Making	
Harm to someone's self-esteem acceptance or feeling of safety verbal ver	Physical Bullying  Expressing physical property  Ferbal Nonverbal Verbal Verbal Nonverbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Nonv		•					
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Insulting looks  **Calling names looks**  **Calling names looks**  **Teasing about physicial clothes, appearance physicial appearance lookes, appearance lookes, appearance lookes, appearance lookes, appearance lookes, appearance lookes, looks, looks, appearance lookes, looks, looks, appearance lookes, looks, looks, appearance lookes, looks, lo	Physical Bullying Emotional Bullying Social Bullying  Iarm to someone's body or property Harm to someone's self-esteem or feeling of safety  Expressing hysical Expressing threatening ghysical physical property  Blanning the victim for an effort to be property  Blanning the victim for an effort to an eff		the law)	aviors are against		GNEVES		
Harm to someone's self-esteem acceptance or feeling of safety verbal Ver	Physical Bullying  Arm to someone's body or property  Farm to someone's self-esteem  Verbal  Annual Nonverbal  Verbal  Starting of satety  Feasing spectating  Feasing spectating  Feasing booths, edens, etc.  Cec.  Ce				orientation.			
Harm to someone's self-esteem  Verbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Verbal  Nonverbal  Verbal  Ver	Physical Bullying  Expressing  Expressing  Expressing intimidate  Pushing/shoving  Examing the vcribal  Expressing intimidate  Pushing/shoving  Expressing  Blanning the vcribal  Pushing/shoving  Expressing  Pushing/shoving  Examing the victim for  Pushing/shoving  Expressing  Pushing/shoving  Pushing/sh				sexual			
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Insulting looks  Teasing about physical appearance  Comme of these behaviors arreagainst the law with phone family other, so color, a abbeir color, religion, ethnicity, release ability, race, color, religion, ethnicity, release to the color of the	Physical Bullying  Arm to someone's body or property  Farm to someone's self-esteem  Verbal  Annual Verbal  Ann		outin outil)		disability, or			
Harm to someone's self-esteem  Verbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Verbal  Nonverbal  Verbal  Ver	Physical Bullying  Expressing Expressions Expression Expressions Expression		hathroom		genuer,	0		
Harm to someone's self-esteem acceptant  Verbal Nonverbal Verbal  Insulting looks  Teasing about physical clothes, appearance  Insulting sestures  Teasing about physical physical appearance  Insulting sestures  Insulting looks, appearance with physical appearance with physical appearance belother, or the color, or calls books  Insulting looks, appearance belother, or books, appearance with physical appearance belother, or books, appearance belother, or books, appearance belother, or books  Insulting looks, or leationships citc.  Conne of these behaviors are against the lawy girls, etc.  Conne of these behaviors are against the lawy about sing notes, other personal beauting ability race, color, as clothing, ability race, color, ability race, color, ability race, color, about someone in size, comments about someone in someone	Physical Bullying  Expressing bysical bullying bysical body or property  Ferbal Nonverbal Verbal Verbal Verbal Verbal Nonverbal Verbal		the school		cumicity,	_		
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Verbal Verbal Verbal  Nonverbal Verbal Verbal  Insulting Gossiping I Gossiping  " Calling names I Insulting gestures runnors  " Teasing about possessions, clothes, looks, appearance gestures relationships with toysterids, appearance Deficing Insulting School work or using notes, other personal Insulting Insulting Property, such With phone as clothing, as clothing, as leading intelligence, with phone calls books of the law)  Insulting your books of Posting as the little faces intelligence, ability, race, color, race, color, race, comments about the law of the law intelligence, such size, ability race, ability race, color, race, comments about the law intelligence and the laces gently gen	Physical Bullying  Expressing physical surfered property  Expressing intimidate  Blanning the verbal physical starting from others  Conflict  Threatening physical inaming the physical inaming the starting items  Starting fights  Starting fights  Starting fights  Starting fights  Starting fights  Starting fights  Starting or bitting  Pusching, or causting a fall relief or carbon, or causting a fall relief or carbon, or causting a fall relief or carbon, or car		someone in		athricity			
Harm to someone's self-esteem acceptant  Verbal Nonverbal Verbal  Insulting looks  **Calling names looks**  **Calling names looks**  **Teasing about physicial clothes, looks, appearance appearance with phose behaviors are against the lawy with phone calls property, such the personal with phone calls books  **Insulting looks peakings with phone calls books books as clothing, calls ing the personal books intelligence, attletic color, or comments comments comments comments are comments.	Physical Bullying Emotional Bullying Social Bullying  Arm to someone's body or property Harm to someone's self-esteem or feeling of safety  Ferbal Nonverbal Verbal Verbal Verbal Verbal  Expressing threatening threatening intimidate property  Blaning the victim for Taking iems sarting the conflict  Threatening physical harm  Threatening Property  STRIOUS (Some of filese behaviors are against the law) property physical and the cit.  Strating or same for the property physical conflict  Threatening Property  Strating fighas as clothes, to books other, or bitting or size, ability, race, conforce comments  Scaling or conforce comments  Social Bullying Social Someone's self-esteem acceptance acceptance  Verbal Verbal Verbal Verbal Verbal  Verbal Verbal Verbal Verbal  Verbal Verbal Verbal Verbal  Verbal Verbal Verbal  Verbal Verbal Verbal  Verbal Verbal Verbal  Verbal Verbal Verbal  Verbal Verbal Verbal  Verbal Verbal Verbal  Verbal Verbal Verbal  Verbal  Verba		about		religion	causing a fall		
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Verbal Verbal Verbal  Nanverbal Verbal Verbal  Insulting Giving dirty Gossiping remarks looks I hasulting speading spreading gestures runnors  " Teasing about possessions, clothes, looks, appearance gestures runnors relationships with boysigrids, appearance behaviors are against the lawy  Insulting Delacing Gamily Gostrocytes, such physical propersonal Insulting as cloth with phone calls books, other personal Messaging, ewith phone calls books, looker, or posting, selecting, other personal Messaging, ewith phone calls property, such physical property such physical physical property such physical phys	Physical Bullying  Expressing Physical Sectional Bullying or repetity Harm to someone's self-esteem or feeling of safety  Expressing Physical Nonverbal Verbal Verbal Nonverbal Verbal Nonverbal Verbal Verbal Nonverbal Verbal Verbal Verbal Nonverbal Verbal Verbal Verbal Nonverbal Verbal Verbal Verbal Verbal Nonverbal Verbal Verba		comments		color	mplame, or		
Harm to someone's self-esteem  Verbal  Verbal  Nonverbal  Verbal  Nonverbal  Verbal  Verbal  Nonverbal  Verbal  Verbal	Physical Bullying Emotional Bullying Social Bully  arm to someone's body or property Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Verbal Verbal Verbal  Expressing hysical Expressing threatening ghysical physical property  Blanning the victim for an effort to property  Blanning the victim for an effort or an eff		derogatory		ability, race,			
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Nonverbal Verbal Verbal  Nonverbal Verbal Verbal  I haulting looks  Calling names looks  Teasing about possessions, clothes, looks, appearance physical physic	Physical Bullying Emotional Bullying Social Bullying  Arm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Nonverbal Verbal looks  Expressing physical threatening physical property  Blaming the victim for Pushing/shoving Physical Treating the conflict  Taking items appearance  Threatening Pushing/shoving physical barm Property  SERIOUS (Some of these behaviors are appearance)  Starting fights  Starting fights  Starting fights  Starting fights  Starting fights  Scaratching or size, shoots public places as clothing, books factor as size, bitting public places founds are of the presonal property, such Messaging, e-books, public places fooks, other presonal meaning the property and Messaging, e-books, other presonal property, such Messaging, e-books, other presonal property, such Messaging, e-books, or public places fooks, or public places fooks.		writing		athletic			
Harm to someone's self-esteem acceptant  Verbal Verbal Verbal Verbal  Insulting looks  "Calling names Insulting gestures remarks looks, appearance gestures relationship, appearance lookes, appearance belowing sending with boys/girls, appearance self-energy self-energy self-energy with boys/girls, appearance of these belowing self-energy self-energy with boys/girls, appearance of these belowings are a coloting, looks, looks, appearance with possessions, other personal family self-energy self-energy self-energy self-energy self-energy with phone as coloting, as coloting, looker, or lates books slander in poperty, such books slander in poperty such pooks slander in poperty such pooks slander in pooks slander in poperty such poperty s	Physical Bullying Emotional Bullying Social Bully  arm to someone's body or property Harm to someone's self-esteem or feeling of safety  Werbal Nonverbal Verbal Verbal Verbal Verbal  Expressing hysical infinite physical physical starting the conflict  Threatening physical barm property  Blaning the victim for an effort to property  Blaning the victim for an effort to property  Fracting the conflict  Threatening are property  Blaning the victim for an effort to property  Fraking items of these belaying school work or publicly about physical harm property  Blaning apporarance  STRIOUS Conne of these belaying as chool work or with boys/girls, or lationships with phone as clothing, or mail, etc.  Stratching or linear belaying as school work or with phone as clothes, or mail, etc.  Blanding belaying as chool work or with posting as chool work or mail, etc.  Blanding belaying as chool work or with phone as clothing, or mail, etc.  Blander in blining stander in property.  Blander in property belaying stander in point with places belaying or mail to chools.		(Such as		intelligence,			
Harm to someone's self-esteem acceptance or feeling of safety Verbal Ver	Physical Bullying Emotional Bullying Social Bullying  Arm to someone's body or property Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Nonverbal Verbal Insulting physical physical breatening intimidate  Blaming the victim for Pushing/shoving Physical Treating the conflict  Taking items appearance  Threatening Passassions, conflict  The passing of safety Tensing about physical physical physical physical breatening physical breatening  Threatening Pushing items appearance  Starting fights  Starting fights  Starting fights  Starting or Insulting pour property  Front others  Starting fights  Starting or Insulting pour property and Messaging, e-public, places public, places public, places public, places public, and property, such Messaging, e-public, places public, p		female process		Slize,	biting		
Harm to someone's self-esteem acceptant acceptant  Verbal Nonverbal Verbal Verbal  Insulting looks  "Calling names looks gestures remarks looks."  "Calling names gestures runnurs  "Teasing about possessions, clothes, looks, appearance possessions, appearance possessions, appearance of these behaviors are against the lawy with boys/girls, appearance school work or using notes, looks, appearance of these behaviors are against the lawy with phone as clothing, other personal property, such Messaging, evails books  Insulting as chool work or using notes, locker, or lated the lawy other personal property, such Messaging, evails books  Insulting as clothing, as clothing, as clothing, as clother, or locker, or calls  Posting Posting Posting Stander in Posting	Physical Bullying Emotional Bullying Social Bully  arm to someone's body or property dearm to someone's self-esteem or feeling of safety  Werbal Nonverbal Verbal Verbal Verbal Verbal  Expressing hysical superiority in gestures an effort to property property  Blanning the victim for an effort or property  Blanning the conflict  Traking items from others from others from others from others from others arating the physical harm  Threatening property  Blanning the conflict  STRIOUS Some of these belaviors are against the lawy with phone as dolling, books slander in limit to property, such Messaging, eviting the conflict or alls books  Starting fights  Barring fights  Social Bully marce's self-esteem acceptance acceptance  Calling names linkulting looks Starting or such the self-ing or runous gestures runous publicly about physical colohes, looks, critical colohes, looks, or critical starting or such or using notes, lookand the personal of the flavy of the personal of the self-ing as clothing, or mail, etc.  Barring fights  Bar		public places					
Harm to someone's self-esteem acceptance or feeling of safety Verbal Ver	Physical Bullying Emotional Bullying Social Bully  term to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Nonverbal Verbal looks  Expessing physical physical property  Blaming the victim for starting the straing the straing the straing the physical physical barm physical barm  Threatening physical about starting the physical starting the physical starting the straing		slander in					
Harm to someone's self-esteem  Verbal Voryerbal Verbal  Nonverbal Verbal  Insulting looks  Calling names Insulting sestures  Teasing about possessions, clothes, looks, appearance  Teasing about physical physical appearance  Teasing about possessions, clothes, looks, appearance  Teasing about physical possessions, clothes, looks, appearance with hoys/girls, etc.  Some of these behaviors are against the lawy other personal fustant property, auch wessaging, ewith phone as clothing, and lett.  We have the lawy of the personal fustant property, auch wessaging, ewith phone locker, or mail etc.	Physical Bullying Emotional Bullying Social Bully arm to someone's self-esteem or feeling of safety  Werbal Nonverbal Verbal Verbal Verbal Verbal  Expressing physical interatening physical saring from others  Blanning the conflict  Conflict  Threatening Pushing/shoving colohes, sarring the possessions, serion others  Threatening Property  Blanning the victim for Pushing/shoving conflict  Threatening Physical Parassing physical Insulting Property  Blanning the victim for Pushing/shoving colohes, looks, smit phone of these behaviors are against the total property  Blanning the victim for Pushing/shoving colohes, looks, ofter personal finstant property  Blanning the victim for Pushing items property physical physical laarm property  Blanning the victim form others  Blanning the victim form others  Blanning the Pushing Items behaviors arre against the lawy of the property and belothing, of the property and finstant property, and Messaging, email, etc.  Blanning the Verbal		<ul><li>Posting</li></ul>	books				
Harm to someone's self-esteem  Verbal Nonverbal Verbal  I haulting I haulting looks  Calling names looks  Teasing about possessions, clothes, appearance clothes, appearance  I haulting looks  Conne of these behaviors are against the lows/girls, etc.  Conne of these behaviors are against the lows/girls, etc.  I hausting looks looks, appearance with physical appearance looks, appearance looks, appearance looks, appearance looks, etc.  Conne of these behaviors are against the lows/girls, etc.  I harassing school work or using notes, looks, etc.  I harassing school work or looks looks, etc.	Physical Bullying Emotional Bullying Social Bully  arm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Verbal Verbal Verbal Nonverbal Nonverbal Verbal Nonverbal Nonverbal Verbal Nonverbal Nonverbal Nonverbal Nonverbal Nonverbal Nonverbal Verbal Verbal Nonverbal Nonverbal Nonverbal Nonverbal Nonverbal Verbal Verbal Verbal Nonverbal Nonverbal Nonverbal Nonverbal Verbal Verbal Nonverbal Nonverbal Nonverbal Nonverbal Nonverbal Verbal Verbal Verbal Nonverbal Nonverbal Nonverbal Nonverbal Verbal Verbal Nonverbal Nonverbal Nonverbal Nonverbal Nonverbal Verbal Verbal Verbal Nonverbal			locker, or	calls			
Harm to someone's self-esteem  verbal Verbal Verbal  Nonverbal Verbal  Nonverbal Verbal  Nonverbal Verbal  Nonverbal Verbal  Verbal Verbal  Nonverbal Verbal  Nonverbal Verbal  Nonverbal Verbal  Starting or spreading spreading sestures  Teasing about possessions, clothes, looks, appearance publicly about physical appearance publicly about physical spreading personal family school work or using notes, other personal lustuming school work or using notes, other personal lustuming property, such messaging, e-continuous messaging, e-c	Physical Bullying Emotional Bullying Social Bully  arm to someone's self-esteem or feeling of safety  Perbal Nonverbal Verbal Oksneone's self-esteem acceptance  Verbal Nonverbal Verbal Verbal Verbal  Expressing physical speciation or an effort to intimidate intimidate verbing intimidate  Blanning the verbal Pushing/shoving starting the conflict  Taking items from others  Threatening Property  Threatening I Damaging physical and the self-extent of		man, cic.	as crommig,	with phone			
Harm to someone's self-esteem acceptant Verbal Nonverbal Verbal Verbal  Insulting looks  Calling names Insulting sestures  Teasing about possessions, clothes, publicly about physical appearance  Insulting publicly about clothes, looks, appearance with boys/girls, etc.  Conne of these behaviors are against the lawy other personal linear and	Physical Bullying Emotional Bullying Social Bully  arm to someone's body or property Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Verbal Verbal Verbal Nonverbal Verbal Verbal Nonverbal Verbal Nonverbal Verbal Verbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Ver	Outcome	mail atc	property, aucu		Stealing		
Harm to someone's self-esteem  or feeling of safety  Verbal  Verbal  Nonverbal  Verbal  Verbal  Nonverbal  Verbal  Ver	Physical Bullying Emotional Bullying Social Bully arm to someone's self-esteem or feeling of safety Werbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Ooks  Expressing threatening description intimidate victim for Pushing/shoving starting the victim for Taking items sconflict Taking items from others  SURVIVIOUS (Some of these behaviors are against threatening physical and the property of family of these behaviors are against the lawy property family of these behaviors are against the lawy property family of these behaviors are against the lawy property family of these behaviors are against the lawy family of these behaviors are against the lawy family of these behaviors are against the lawy as property of these behaviors are against the lawy family of these behaviors are against the lawy family of these behaviors are against the lawy as property of these behaviors are against the lawy as property of these behaviors are against the lawy as property of these behaviors are against the lawy as property of the lawy family of the lawy as property of the lawy of t	someone	Messaging e-	property such				
Harm to someone's self-esteem  Verbal Nonverbal Verbal  Insulting  Looks  Calling names Insulting sestures  Teasing about physicial physicial appearance  Insulting sestures  Possessions, appearance self-estering publicly about physicial appearance self-estering self-e	Physical Bullying Emotional Bullying Social Bully  arm to someone's self-esteem or feeling of safety  Perbal Nonverbal Verbal Nonverbal Nonverbal Verbal Nonverbal Verbal Verbal Verbal Nonverbal Verbal Nonverbal Verbal Verba	embarrass	Instant	other personal	,	,	,	
Harm to someone's self-esteem acceptant acceptant  Verbal Vonverbal Verbal  ININON  Insulting I Giving dirity I Gossiping I Gossiping I Sarting or Spreading I I Teasing about prossessions, clothes, appearance physical appearance in the Insulting I I Teasing about physical physical physical physical i Teasing pestures I Teasing about physical physical physical i Teasing I Teasing appearance in the Insulting I I Teasing I I I I I I I I I I I I I I I I I I I	Physical Bullying Emotional Bullying Social Bully arm to someone's body or property Harm to someone's self-esteem or feeling of safety Werbal Verbal Nonverbal Verbal Nonverbal Verbal Ooks  Expressing hysical threatening inimidate property Pathing or Paching in Pushing the victim for starting the conflict Taking items starting the victim for	tricks to	using notes,	school work or	family	property	physical harm	
Harm to someone's self-esteem acceptant  Verbal Vorbal Verbal  Nonverbal Verbal  Insulting looks  Calling names Insulting gestures  Calling names gestures  Teasing about possessions, clothes, looks, appearance with boys/girls, appearance with boys/girls, ctc.  Conne of these behaviors are against the lawy	Physical Bullying Emotional Bullying Social Bully  arm to someone's body or property Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal							•
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Nonverbal Verbal Verbal  I haulting looks  Calling names looks  Calling names gestures  Teasing about possessions, clothes, appearance physical appearance appearance with hops/girls, appearance contact of the stooks, appearance contact of the stooks of the stooks of the stooks of the stooks, appearance contact of the stooks of	Physical Bullying Emotional Bullying Social Bully Iarm to someone's body or property or feeling of safety  Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Nonverbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Ve		The raw)	ISHTIPSIB AND SHORAR	Some of these ber	SERIOUS		
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Vonverbal Verbal Verbal  Nonverbal Gossiping  Insulting looks Starting or spreading remarks  Calling names Insulting sestures  Teasing about possessions, clothes, physical physical appearance physical spreading publicly about physical spreading publicly about physical spreading publicly about clothes, looks, relationships with boys/girls, ctc.	Physical Bullying Emotional Bullying Social Bully farm to someone's body or property derived arm to someone's self-esteem or feeling of safety acceptance.    Verbal   Nonverbal   Verbal   Nonverbal   Verbal   Poksical		the law)		Comment of the commen	emone		
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Verbal Verbal Verbal  Nonverbal Verbal Verbal  Insulting looks  Calling names Insulting sestures  Teasing about possessions, clothes, looks, appearance with boys/girls, self-esteement of the possessions appearance are self-esteement of the possessions are self-esteement of the possessions appearance are self-esteement of the possessions are self-esteement of the pos	Physical Bullying Emotional Bullying Social Bully ing I Social Bullying I Social Bully I Social Bullying I Social Bullying I Social Bullying I Social Bullying I Social Blaming the conflict I Taking intensice		etc.					
Harm to someone's self-esteem acceptance or feeling of safety Verbal Ver	Physical Bullying Emotional Bullying Social Bullying  Iarm to someone's body or property or feeling of safety acceptanc Verbal Verbal Verbal Nonverbal Verbal Nonverbal Nonverbal Nonverbal Nonverbal Verbal Nonverbal Nonverbal Verbal Nonverbal Nonverbal Verbal Nonverbal Nonve		will boys/giris,			from others		
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Vonverbal Verbal  Nonverbal Verbal  Insulting looks  Calling names Insulting gestures  Teasing about possessions, clothes, looks, clothes, c	Physical Bullying Emotional Bullying Social Bully  arm to someone's body or property Harm to someone's self-esteem or feeling of safety acceptance  Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Superiority in an effort to indimidate vicinit for starting the conflict  Pashingshoving Physical Starting to physical starting the vicinit for starting the conflict  Pashingshoving Physical physical physical physical starting the conflict physical physical physical physical physical cheles, looks, physical		Clattonsinps		appearance			
Harm to someone's self-esteem or feeling of safety Verbal Nonverbal Verbal  ININOR  Insulting Giving drity Gossiping remarks looks  Calling names Insulting rannors  Teasing about possessions, choicies, choices choices  Insulting Gossiping rannors  Teasing about possessions, choices choices choices  Insulting Gossiping rannors  Teasing about possessions, choices choices choices  Insulting Gossiping rannors  Teasing about possessions, choices choices choices  Insulting Gossiping Feeling of Gossiping Feeling or Spreading Feeling Control of Control	Physical Bullying  Emotional Bullying  Emotional Bullying  Social Bullying  Figure 1  Figure 2  Figure 3  Figure 3  Figure 3  Figure 3  Figure 4		editionships		pujaran		conflict	
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Vonverbal Verbal Verbal  Nonverbal Verbal Verbal  Insulting looks  remarks looks  Calling names Insulting spreading gestures  Teasing about possessions, colohes, publicly about	Physical Bullying  Emotional Bullying  Emotional Bullying  Social Bullying  Figure 1		clothes looks		physical	0	starting the	
Harm to someone's self-esteem acceptanc Verbal Nonverbal Verbal Verbal  I hauting looks  Calling names looks  Calling names gestures runners  Teasing about  Teasing	Physical Bullying Emotional Bullying Social Bully Iarm to someone's body or property Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Nonverbal Verbal Verbal  Expressing physical threatening gestures an effort to intimidate intimidate property  Blanning the Possessions, Calling names gestures runnors  Emotional Bullying Social Bullying Harm to someone someone's self-esteem Harm to someone acceptance acceptance or feeling of safety  Verbal Verbal Verbal Verbal Verbal Verbal Verbal Insulting gestures  - Calling names gestures runnors  - Calling names gestures runnors  - Teasing about Teasing about Teasing Teasing		publicly about		clothes,			
Harm to someone's self-esteem acceptance or feeling of safety Verbal Verbal Verbal Verbal Insulting remarks looks Gasting or Calling names Insulting gestures runnors	Physical Bullying Emotional Bullying Social Bully farm to someone's body or property or feeling of safety acceptanc  Verbal Nonverbal Verbal Nonverbal Nonverbal Nonverbal Physical threatening intimidate property are Calling names property Physical intimidate property Teasing about Seminary Social Bullying Sestures an effort to intimidate property Teasing about Seminary Section Section Section Section Section Section Section Services Services Section Seminary Section Section Section Section Section Services Section Sectio				possessions,		Blaming the	*
Harm to someone's self-esteem acceptant Verbal Nonverbal Verbal Verbal Insulting Insulting remarks  Calling names gestures  Harm to someone acceptant  Acceptant Verbal Verbal Insulting I	Emotional Bullying  Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal  Insulting remarks  Calling names gestures  Social Bully  Harm to someone acceptance  Acceptance  Gossiping Formarks  Starting or spreading rumors					property		
Harm to someone's self-esteem acceptance or feeling of safety acceptance Verbal Nonverbal Verbal Verbal Insulting remarks looks Starting or spreading angles Insulting Technology Insulting Insultin	Emotional Bullying  Harm to someone's self-esteem or feeling of safety acceptanc  Verbal Nonverbal Verbal  Insulting remarks  Calling names Insulting spreading spread		Lottors	gestures				
Harm to someone's self-esteem acceptance or feeling of safety  Verbal Nonverbal Verbal  Nonverbal Verbal  Insulting Gossiping remarks  Calling pages Insulting spreading spreadi	Emotional Bullying  Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal  Insulting Gassiping remarks  Calling pages Insulting spreading spread	group.	TIMORS O	Gaethroe				
Harm to someone's self-esteem or feeling of safety Verbal Nonverbal Verbal Insulting Giving dirty remarks looks Starting or Starting or	Emotional Bullying Harm to someone's self-esteem or feeling of safety Verbal Nonverbal Verbal Sovial Bully  Insulting I Giving dirty I Gassiping remarks  Starting or Social Bully Harm to someone acceptanc Verbal Verbal Verbal  Starting or Social Bully  Harm to someone Acceptance Verbal Giving dirty  Starting or Social Bully  Harm to someone Acceptance  Company Self-esteem  Starting or Social Bully  Harm to someone Acceptance  Acceptance  Company Self-esteem  Acceptance	them from a				•	an effort to	
Harm to someone's self-esteem acceptanc  or feeling of safety acceptanc  Verbal Nonverbal Verbal  IMINOR  In hasulting looks  remarks looks  Gossiping Indiana	Emotional Bullying Harm to someone's self-esteem or feeling of safety Verbal Nonverbal Verbal Verbal * hauking looks remarks looks  Social Bully Harm to someone acceptance AUROR  Giving dirity  Gossiping  Gossiping	excluding				gestures	superiority in	
Harm to someone's self-esteem acceptant or feeling of safety acceptant Verbal Nonverbal Verbal  I hsulting Giving dirty Gossiping	Emotional Bullying  Harm to someone's self-esteem or feeling of safety  Verbal Nonverbal Verbal  I hsulting Giving dirty Gossiping  Gossiping Gossiping	someone and		looks	remarks	threatening	physical	
Harm to someone's self-esteem Harm to someone or feeling of safety acceptant  Verbal Nonverbal Verbal  MINOR	Emotional Bullying Social Bully Harm to someone's self-esteem Harm to someone or feeling of safety acceptant Verbal Nonverbal Verbal NINOR							
Harm to someone's self-esteem Harm to someone or feeling of safety acceptant  Verbal Nonverbal Verbal	Emotional Bullying Social Bully Harm to someone's self-esteem Harm to someone or feeling of safety acceptant Verbal Nonverbal Verbal			JK	MITA			
Harm to someone's self-esteem Harm to someone or feeling of safety acceptant	Emotional Bullying Social Bully Harm to someone's self-esteem Harm to someone or feeling of safety acceptant	Nonverbai	Verbal		Verbal	Nonverbal	Verbal	
Harm to someone's self-esteem	Emotional Bullying Harm to someone's self-esteem	anacc	accept	or sarcty	от теспти			
11	Emotional Bullying	once Source a group	accept	ne's sen-esteem	raineo comeo	s body or property	arm to someone's	Ξ
	Emotional Bullying	,	1		:			
Emotional Builying		anying	Social Di	LBuilying	Emotiona	Bullying	Physical	
								ļ



## Cyberbullying

Cyberbullying is using communication technology (cellular phones, internet, and other forms of electronic media) to torment others. The incredible scope of the internet means that a cyber bully can reach millions with the click of a mouse.

## Additional Definitions:

Definition:

- An individual or group that uses information and communication involving electronic technologies to Being cruel to others by sending or posting harmful materials using technological means facilitate deliberate and repeated harassment or threat to an individual or group

## Cyberbullying is:

- Taking humiliation to a frightening level
- Allowing students to hide behind the anonymity of the internet
- Allowing students to hurl threats, spread rumors, trash reputations usually without being caught

## Cyber Bullies' Tools:

- Email
- Cell phones
- Instant messaging
- Defamatory personal websites
- Defamatory online personal polling websites
- Chat rooms

## Types of Cyber Bullying:

- Flaming
- Online fights using electronic messages with angry and/or vulgar language
- Harassment Repeatedly sending offensive, rude, and insulting messages
- Cyber-stalking
- Denigration Repeatedly sending messages that include threats of harm or are highly intimidating
   Engaging in other online activities that make a person afraid for his or her own safety
- Dissing someone online
- 0 Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships
- Pretending to be someone else and sending or posting material online that makes that person look bad, gets that person in trouble or danger, damages that person's reputation or friendships

Impersonation

- Outing and Trickery Tricking someone into revealing secrets or embarrassing information which is then shared online Sharing someone's secret or embarrassing information online
- Intentionally excluding someone from an online group, like a "buddy list"



# **Understanding the Difference**

Advanted from Coloroso Barbara The Bully the Bullied and the Bustander (2004)	BULLYING/TAUNTING
<ul> <li>Allows the teaser and teased to swap roles with ease.</li> </ul>	■ Is based on an imbalance of power and is one-sided.
Is innocent in motive; NOT intended to hurt the other	Is sinister in motive – intended to harm.
person.  National the basic dignity of everyone involved	Involves humiliating, cruel, demeaning or bigoted
<ul> <li>Pokes fun in a lighthearted, cleaver and benign way.</li> </ul>	Includes laughter directed at the target, not with the
<ul> <li>Is meant to get both parties to laugh.</li> </ul>	target.
Is a small part of the activities shared by kids who have	Is meant to diminish the sense of self-worth of the target.
something in common.	Induces fear of further taunting or can be a prelude to
<ul> <li>Is discontinued when the teased becomes upset or objects to the teasing.</li> </ul>	<ul> <li>Physical bunying.</li> <li>Continues especially when target becomes distressed or</li> </ul>
odone to no memb.	
FLIRTING	SEXUAL BULLYING
Adapted from Coloroso, Barbara, The Bully, the Bullied and the Bystander (2004)	stander (2004)
Allows and invites both persons to swap roles with ease.	Is based on an imbalance of power and is one-sided.
of desire.	Is invasive and intended to assert the status of the bully.
Maintains the basic dignity of both persons.	Is intended to be degrading or demeaning.
<ul> <li>Is meant to be flattering and complimentary.</li> </ul>	Is intended to express control and domination.
Is an invitation to have fun together and enjoy each other's company.	<ul> <li>Is intended to violate the boundaries of the target,</li> <li>Is intended to make the other nerson feel rejected, noty.</li> </ul>
Invites sexual attention.	degraded, powerless or uncomfortable.
<ul> <li>Is intended to make the other person feel wanted,</li> </ul>	Continues especially when target becomes distressed or
<ul> <li>Is discontinued when the person becomes upset, objects</li> </ul>	
to the flirting or is not interested.	
PEER CONFLICT	BULLYING
Adapted from The ABC's of Bullying, http://pathwayscourses.samhsa.gov/bully/bully_intro_pg1.htm	hsa.gov/bully/bully_intro_pg1.htm
Normal peer conflicts involve the following factors:	Characteristics of bullying behavior:
<ul> <li>Freedom of expression - Peers do not insist on getting their own way.</li> </ul>	<ul> <li>Intent to harm – bully finds pleasure in trying to dominate.</li> </ul>
<ul> <li>Willingness to communicate - Peers give reasons when</li> </ul>	Intensity and duration – continues over a long period of
<ul> <li>The relationship is valued – Peers apologize or try to find win-win situations</li> </ul>	<ul> <li>Power of the bully – age, strength or size used to</li> </ul>
Negotiation is an option - Peers will bargain and	Effects on victima
Disengagement is an option - Peers can change the	LAILVOS ON TAVALLIA
topic or walk away.	Vulnerability of the victim – cannot adequately defend     Tack of support target feels isolated fears ratalisation.
	Long-term consequences – damage to self-esteem is
	oten ong lasmig.

## Your Turn...

- Two popular girls approach a boy during lunch. He is a loner and has very few friends. One girl asks him to be her friend, pauses, and then says "Just kidding."
- Is it bullying? Why or why not?
- Would you intervene?
- If so, how?
- A female student becomes angry with one of the girls in her clique. She acquires the girl's Facebook password and proceeds to go in and slander many other students throughout the school. While this continues over a length of time, she also threatens the girl in the hallway at school.
- Is it bullying? Why or why not?
- Would you intervene?
- If so, how?
- 3. Five friends are talking during lunch. One of the boys says, "Yo' mama's so fat when she wears a yellow raincoat, people holler "Taxi!" From the look on the boy's face you can tell that he is embarrassed and does not know what to say.
- Is it bullying? Why or why not?
- Would you intervene?
- If so, how?
- 4. A female and a male student are arguing back and forth at recess. The boy finally pushes the girl. The girl continues to call the boy names. The two have been close friends in the past and have not had any incidences of this kind.
- Is it bullying? Why or why not?
- Would you intervene?
- If so, how?



# GUIDELINES FOR INTERVIEWING STUDENTS IN A BULLYING SITUATION

# Target (Victim) of Bullying Behavior:

- 1. Talk with the student who has been the target of the bullying behavior. Let him/her know:
- You are concerned about his/her welfare and safety.
- He/she will be protected from harmful aggression.
- His/her need for safety and security will be provided for
- 5 Place the youth at ease while collecting information and encourage the expression of emotions. Gage his/her distress level and refer for additional services if needed.
- Provide support and encouragement while you inform him/her of general steps and/or plans to address the problem.
- 4. Communicate with parents and follow-up as needed.

- Talk separately to the suspect. (Do not interview the victim and suspect together).
   Keep reporting information confidential. (Do not tell the suspect who reported incident information).
   Focus on rules and consequences and notify him/her that he/she will be monitored.
- 9 4 2 Keep complete documentation of incident reports and alert appropriate staff concerning incident facts
- Notify parent and follow-up as needed.

## Witness/Bystander:

- Make provisions for confidential reporting.
- Express appreciation for his/her willingness to report.
- 4 ۶۶ بې Listen to what the witness has to say. He/she provide a perspective that may be very helpful in getting a complete picture of the incident.
- Encourage him/her to be as objective in his/her reporting as possible without letting personal relationships to either party compromise the facts of reporting.

If so, it is based on:

Victim's perception
Bystander's perception
Witness' perception (i.e. teacher, bus driver, custodian, etc.)



	15.41	WICHITA PUBLIC SCHOOLS,	, ITA			
Student Name: School:	ne:		Grade: Admin	Grade:Administrator:	Ä	Date:
	BULLYING BEHAVIOR ASSESSMENT	HAVI	OR A	SSES	SME	T
Bullying is: Purp Is us	g is: Purposeful behavior that intends to cause harm or distress Is usually repeated over time	e harm o	or distre	SS		
• Occ	Occurs in a relationship where there is an imbalance of power for examples of bullying behaviors see page 3	ın imbalı	ınce of	power		
STEP 1:	ASSESS THE INCIDENT					
1. Was there a	1. Was there a real or perceived imbalance of power?					
Consider:						
00	Physical size or strength Appearance					
<b>-</b> -	Status within peer group (social power) Intellectual	Ē				
	Socio-economic Gender, race, sexual orientation, ethnicity Other:	icity				
2. Is the prob	2. Is the problem ongoing or has it been repeated?		Yes		8	□ Unknown
If Yes, how do	If Yes, how do you know it is ongoing?					

If sexual harassment is a componer forwarded to Keith Reynolds, Dire	☐ Teachers and administrat ☐ School counselor/social v ☐ More background inform ☐ Parents will be contacted. Other:	Additional information and observation needs to bullying incident. This information can include:	☐ This meets the definition of a bullying incident. See interv (documentation must be placed in student's red folder)	☐ This <i>does not meet</i> the defini and/or consequences. Maint	STEP 2: DETERMINE IF T
If sexual harassment is a component of this behavior a copy of this form and the written complaint need to be forwarded to Keith Reynolds, Director of Title IX, 201 North Water (AMAC), Wichita, KS 67202  Consequences: (the charts in steps 3 and 4 can be used for guidance in determining appropriate consequences)	Teachers and administrators will monitor the student's behavior.  School counselor/social worker/administrator will discuss bullying with the student.  More background information will be collected.  Parents will be contacted.	Additional information and observation needs to be conducted to determine if this meets the definition of a bullying incident. This information can include:	This <i>meets the definition</i> of a bullying incident. See intervention guidelines listed in Step 3 and Step 4. (documentation must be placed in student's red folder).	This <i>does not meet</i> the definition of a bullying incident. Follow general school guidelines for intervention and/or consequences. Maintain documentation in student's regular discipline file.	DETERMINE IF THE INCIDENT IS BULLYING (check one after reviewing the Step 1 checklist)



Did any person involved encounter emotional distress such as:

00000

Fear
Humiliation
Embarrassment
Intimidation
Other

Step 3: Identify the level of the bullying behavior. This chart provides just a few examples; it is not all inclusive.

Physical	Physical Bullying	Emotional Bullying	Bullying	Social Bullying	lullying
Harm to someone?	Harm to someone's body or property	Harm to someone's self-esteem or feeling of safety	e's self-esteem or if safety	Harm to someone's group acceptance	s group acceptance
Verbal	Nonverbal	Verbal	Nonverbal	Verbal	Nonverbal
		STONIEN STONE STON		2	
<ul><li>Expressing physical</li></ul>	Making threatening	Insulting remarks	■ Giving dirty looks	■ Gossiping	<ul> <li>Ignoring someone and excluding</li> </ul>
superiority in an	gestures	<ul> <li>Calling names</li> </ul>	Insulting gestures	Starting or	them from a group.
intimidate	<ul> <li>Defacing property</li> </ul>	■ Teasing about		spicaumy romois	
Blaming the	<ul><li>Pushing/shoving</li></ul>	clothes, physical		<ul> <li>leasing publicly about clothes,</li> </ul>	
VICUM IO		appearance		looks,	
conflict	<ul> <li>Taking items from others</li> </ul>			relationships with boys/girls, etc.	
	SERI	SERIOUS (Some of these behaviors are against the law)	haviors are against th	e law)	
Threatening physical harm	<ul><li>Damaging property</li></ul>	Insulting family	Defacing school work or other	<ul> <li>Ostracizing using notes,</li> </ul>	<ul> <li>Playing mean tricks to embarrass</li> </ul>
	<ul><li>Stealing</li></ul>	Harassing with phone calls	personal property, such as clothing,	Instant Messaging, e-	someone
	■ Starting fights	<ul> <li>Insulting your</li> </ul>			
	Scratching or	size, intelligence, athletic ability,		in public places	
	biting	race, color, religion, ethnicity,		(such as writing derogatory	
	Pushing tripping.	gender, disability,		comments about	
	or causing a fall	or sexual orientation.		school bathroom)	
	Assaulting				
<ul> <li>Making repeated</li> </ul>	■ Destroying	SEVERE (Most of these behaviors are against the law)	naviors are against the Destroying	Enforcing total	<ul> <li>Arranging public</li> </ul>
and/or graphic	property	harassment	personal property,	group exclusion	humiliation
(harassing)	<ul> <li>Setting fires</li> </ul>	against your race, color, religion,	books and jewelry.	by threatening others if they	
<ul> <li>Practicing</li> <li>extention (such</li> </ul>	<ul> <li>Physical cruelty</li> </ul>	ethnicity, gender, disability, or	<ul> <li>Continued writing of oraffiti with</li> </ul>	don't comply	
as taking lunch	<ul> <li>Repeatedly acting</li> </ul>	sexual orientation.	bias against your		
	in a violent,		religion, ethnicity,		
<ul> <li>Threatening to</li> </ul>	manner		gender, disability,		
keep someone			orientation.		
tell, it will be a	<ul> <li>Assaulting with a weapon</li> </ul>				
lot worse!"	mcapon.				



# STEP 4: DISCIPLINE INTERVENTION

# Suggested Bullying Incident Discipline Guidelines

Parent C person) returnin relaxes In or Ot Suspana Sudent Review Bullyin, Brothur Parent I	Parent ( person) preturnin classes 3rdViolation Sudent Review Bullyin Brochu	Parent I make co Multiple removal conseque Studention Review Bullying Brochu	Parent I make co One pri natural Studention Studention Review Bullying Brochu	Number
Parent Conference (in person) prior to student returning to regular classes in or Out of School Suspension Student Reflection Form Review Bullying/Harassment Brochure with student Parent Motification	Parent Conference (in person) prior to sudent returning to regular classes classes for the Suspension Student Reflection Form Review Bullying/Harassment Brochure with student	Parent Notification (must make contact) Multiple privilege removals/ Natural consequences Student Reflection Form Review Bullying/Harassment Brochure with student	Parent Notification (must make contact) One privilege removal/ natural consequence Student Reflection Form Review Bullying/Harassment Brochure with student	MINOR
	<ul> <li>Parent Notification</li> <li>Expulsion Hearing</li> </ul>	Parent Conference prior to student returning to regular classes-(in person)     In or Out of School Suspension     Student Reflection Form     Review     Bullying/Harassment Brochure with student	Parent Conference (in person) prior to student returning to regular classes     In School Suspension     Student Reflection Form     Review     Bullying/Harassment     Brochure with student	SERIOUS Security Incident Report and a WPD report may need to be made. Contact Security Communications at 973-2100.
			Parent Notification     Expulsion Hearing	SEVERE Security Incident Report and a WPD report will need to be made. Contact Security Communications at 973-2100.



# STUDENT REFLECTION SHEET

Name:		Date:
Schoo	School Name:	Grade:
Direc made, reviev should be pl	Directions: Student should complete this form after a determination of consequences for the bullying behavior has been made. This form should be used as a part of the intervention plan for the student. The completed form should be reviewed and discussed with student by designated staff member. A copy of the completed Student Reflection Sheet should be sent to parents to be reviewed, signed and returned. A copy of the completed Student Reflection Sheet should be placed in the student's red folder.	quences for the bullying behavior hent. The completed form should be the completed Student Reflection Stronpleted Student Reflection Sheet
1.	What did you do?	
2.	What was wrong with what you did?	
ω	What problem were you trying to solve? What goal were you trying to reach?	o reach?
4.	Next time you have that problem or goal, how will you solve it or reach it without hurting someone else?	ch it without hurting someone else
Stude	Student Signature:	Date:
Parent	Parent Signature:	Date:
Admi	Administrator Signature:	Date:



# STUDENT REFLECTION SHEET

OT OFFICE AND A PARTY	DEC LICIT DAMERA
Vame:	Date:
ichool Name:	Grade:
. What did you do?	
What was wrong with what you did?	
What problem were you trying to solve? What goal were you trying to reach?	re you trying to reach?
Next time you have that problem or goal, how will you solve it or reach it without hurting someone else?	solve it or reach it without hurting someone else?
ludent Signature:	Date:
arent Signature:	Date:
Administrator Signature:	Date:
itudent Support Staff Member Signature:	Date:



|--|

- √ Gauge level of distress
- ✓ Assess what school has done to address the problem
- √ Notify parent(s)
- ✓ Place child at ease Give choices/change classes
- ✓ Offer genuine support
- ✓ Discuss importance of reporting
- ✓ Teach positive self-talk
- ✓ Skill development social and personal
- ✓ Mentoring
- ✓ Work with victim and allow him or her to assess what he/she has already done to resolve the problem. (Focus on the fact that bullying is not his or her fault and asking for outside assistance is appropriate and necessary)
- ✓ Discuss how to avoid bullying situations
- ✓ Recruit peers to be friends
- ✓ Educate the student about bullying
- ✓ Encourage victim to isolate behaviors that he/she is willing to tolerate



# SUGGESTED TALKING POINTS

FOR ADMINISTRATORS TO USE WITH PARENTS/GUARDIANS OF STUDENTS WHO ARE THE TARGETS OF BULLYING

Explain incident

- Note safety in school is #1 priority
- student has the right to confidentiality. Note consequences were given to the bully, but details may not be discussed as each

- Mention seriousness of bullying
  o State law (Senate Bill 68)
  o District policy (BOE Policy 1454, Code of Conduct)
- can to provide support to the student (target) Note that the school staff recognizes the seriousness of the situation and will do what it
- Provide ideas for interventions for the parent/guardian to use with his/her child
- o Review information on reporting and documenting any further incidents
- good choices his/her child made. Encourage parent/guardian to discuss incident with child - to offer support and reinforce



# FOR ADMINISTRATORS TO USE WITH PARENTS/GUARDIANS OF STUDENTS WHO EXHIBIT BULLYING BEHAVIOR SUGGESTED TALKING POINTS

## Explain incident

- Note safety in school is #1 priority
- Explain role that person's child played in the incident
- Note consequences given for the bullying behavior

- Mention serious of bullying
  o State law (Senate Bill 68)
  o District policy (BOE Policy 1464, Code of Conduct)
- Note that the school staff recognizes the seriousness of the situation and cannot tolerate this or any form of bullying behavior
- Provide ideas for interventions for the parent/guardian to use with their child
- Encourage parent/guardian to discuss incident with  $\mbox{child}-\mbox{to}$  reinforce making better choices in the future
- his/her child to be signed and returned Provide a Bullying/Sexual Harassment Brochure to the parent/guardian to discuss with



## **Bullying Quiz Answers**

- . False. In addition to the social, emotional, and physical torment of the actual bullying experience, victims are also more likely than non-victims to suffer from physical illnesses, academic troubles, and enduring mental health problems.
- False. Studies have established a strong correlation between bullying other students during the school years and experiencing legal or criminal troubles with violence as adults.
- False. Some studies indicate that bullying is most prevalent during the elementary school years, while
  other studies indicate that it increases and peaks during the middle school years. However, it is clear
  that bullying though certainly present in high school is more prevalent among younger students.
- True. While bullying can be physical, verbal, emotional, or sexual in nature, verbal bullying –
  including name-calling is the most common form.
- False. Bullies are likely to have both friends and followers in fact; they tend to be rather popular in
  the early school years. Furthermore, research indicates that bullies typically have average or above
  average levels of self-esteem and self-confidence.
- False. Both boys and girls bully, just in different ways. Male bullies are more likely than female bullies to engage in physical bullying; female bullies typically use verbal and emotional tactics.
- 7. False. Only 10-15% of victims actually provoke bullies into action. 85-90% of victims are passive, with many not even reporting that they have been bullied.
- False. Other students are watching as bystanders during most bullying incidents. In contrast, adults such as teachers and parents rarely observe bullies victimizing others.
- False. Bullies typically do not choose their victims based on physical attributes. Instead, they usually
  victimize those peers who display a cluster of psychological weaknesses that make them vulnerable to
  attack. Victims tend to reveal their poor self concepts, social withdrawal, anxiousness, depression and
  fearfulness.
- True. Bullying most often occurs in and around schools specifically in those areas where there is little or no adult supervision (playground, hallways, cafeteria, classroom before the lesson begins).



## **ACTION PLAN**

	Think of your building. What are your concerns regarding bullying.
2	A. When looking at your school as compared to the district what are the strengths of your building? (Example: fewer instances of bullying in the hallway areas reported.)
	B. To what do you attribute these strengths? (Example: adequate supervision provided in halls.)
ယ	A. When looking at your school as compared to the district what are the concerns for your building? (Example: more instances of bullying in the hallway areas reported.)
	B. To what do you attribute these concerns? (Example: inadequate supervision provided in halls.)
.4	In what ways could the district's Bullying Prevention Initiative committee assist you in the areas of:
	A. Staff Development  B. Student Programming  C. Parent Education
<b>.</b> 5	If your building has already implemented any programs or strategies for reducing bullying behaviors please identify those and indicate how they have been effective.



## Planning Sheet

6. Which interventions would best address our school's needs?	5. Who will be involved in the intervention planning and student training?	4. What are the expectations for our staff?	3. When will the training occur?	2. Who will lead the training?	<ol> <li>How will we identify the needs* of our building (regarding bullying intervention)?</li> <li>*These needs will determine the key components of the training for our staff and students.</li> </ol>	
5. Other comments:		4. What follow-up training is needed?	3. Based on the information provided to you, do you feel you have the tools necessary to begin developing a school-wide program to identify, respond and intervene in bullying situations?	a. The target: b. The bully: c. The bystander:	School Name:  1. Does the definition of bullying make sense to you?  2. Do you have a better understanding of:	

7. How will we measure the effectiveness of our training and interventions?



**EVALUATION** 

6		

(See GAAB, JCE, JGEC, JGECA, JDD and EBC)

The board prohibits acts of bullying in any form, including cyberbullying, on or with school property, in school vehicles or at school sponsored activities or events. The board believes that a safe, healthy and supportive environment during all school-related functions is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that interferes with both a student's ability to learn and the school's ability to educate students. All Salina USD 305 administrators, faculty, staff and volunteers are expected to treat others with civility and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.

 Bullying is defined as any intentional gesture or any intentional written, verbal or physical act or threat sufficiently severe, persistent or pervasive to create an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of

• harming a student or staff member, whether physically or mentally,

• damaging a student's or staff member's property,

- placing a student or staff member in reasonable fear of harm to the student or staff member, or
- placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

"Cyberbullying" is defined as bullying by use of any electronic communication device through means, including, but not limited to email, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

"School vehicle" means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

The board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff and volunteers.

 The board believes the standards for appropriate student behavior must be established cooperatively with input from students, parents/guardians, staff and the community. These standards must encourage the development of student self-discipline in an atmosphere of respect for self and others and respect for district and community property.

The board believes that the best discipline is acceptance of personal responsibility and is self-imposed. It is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and to learn from the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline.



JDDC Bullying JDDC-2

47 48 49

50

51

The district prohibits both active and passive bystander support for acts of bullying. The staff should encourage students to support students who walk away from these acts when this would defuse the situation, constructively attempt to stop them, or report them to the designated authority.

52 53 54

55

56

The board requires school administrators to develop and implement procedures ensuring that individualized attention be given to both perpetrators and victims of bullying, when incidents occur. It is important not to target either bully or victim for criticism, but rather to make sure that all the factors contributing to the bullying are recognized and understood.

57 58 59

60

61

62

63

64

### Complaint Procedures

It is the responsibility of all students, staff members and volunteers to report acts of bullying. All reports of bullying will be taken seriously. Staff members receiving the reports will record the details as reported. The school staff or administrator will support students, coworkers and volunteers making such reports and protect against any potential retaliation. An investigation to determine the facts will take place immediately or as soon as practicable in order to verify the validity and seriousness of the report.

65 66 67

68

69

Filing a report in good faith will not reflect upon the individual's status, nor will it affect his or her grades, employment or volunteer status with the district. The district shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.

70 71 72

73

74

75

76

The board specifically prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a student found to have falsely accused another as a means of bullying may range from positive behavioral interventions up to and including suspension or expulsion. A school employee found to have falsely accused another as a means of bullying shall be disciplined in accordance with district policies, procedures, and agreements.

77 78 79

80

81

The board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

82 83

84 Approved: January 22, 2008 Revised: October 28, 2008 85 June 14, 2011

Revised: 86