

Kansas Equality Coalition

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.

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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 For this internship, I have been given the task to update Kansas Equality Coalition's outdated 2009 database of the bully prevention policy and implementation plans adopted by Kansas school districts.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

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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.

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Bullying Policies by District
 Rubric Draft 2-19-2013

District	Name	Purpose	Scope	Prohibited Behavior	Enumerated Groups	District Policy	District policy Review	Definitions	Reporting	Investigations	Written Records	Consequences	Mental Health	Communications	Training/Prevention	Transparency/Monitoring	Legal Remedies
101	Erie	X	X			X			X			X		X	X		X
102	Cimarron-Ensign					X			X								
103	Cheylin			X		X		X	X			X					
105	Rawlins County																
106	Western Plains		X	X		X		X	X	X		X					
107	Rock Hills	X	X	X		X		X									
108	Washington Co.	X				X		X									
109	Republic County																
111	Doniphan West																
115	Nemaha Valley Schools	X	X	X		X		X							X		
200	Greely County Schools																
202	Turner-Kansas City	X	X	X		X		X	X								X
203	Piper-Kansas City																
204	Bonner Springs																
205	Bluestem	X	X	X	X	X		X	X			X			X	X	
206	Remington-Whitewater																
207	Fi Leavenworth	X	X	X	X	X	X	X				X		X	X		X
208	Wakeeney					X						X			X		
209	Moscow		X			X									X		
210	Hugoton Public Schools	X	X	X				X	X	X		X					X
211	Norton Community Schools			X		X						X		X	X		
212	Northern Valley			X								X					X
214	Ulysses																
215	Lakin	X	X	X	X	X		X				X					X
216	Deerfield																
217	Rolla					X						X					X
218	Elkhart	X	X	X	X	X		X		X		X		X	X		X
219	Minneola																
220	Ashland																
223	Barnes	X	X			X						X					X
224	Clifton-Clyde	X	X			X			X	X	X	X					X
227	Jetmore																
234	Fort Scott					X	X		X			X			X	X	X
235	Uniontown																
237	Smith Center																
239	North Ottawa County					X	X					X			X	X	
240	Twin Valley	X	X			X						X			X		X
241	Wallace County Schools																
242	Weskan																
243	Lebo-Waverly																
244	Burlington	X	X	X		X		X	X	X		X					X
245	LeRoy-Gridley	X	X	X	X	X	X	X	X	X		X		X	X		X
246	Northeast																
247	Cherokee								X								
248	Girard																
249	Frontenac Public Schools					X						X			X		X
250	Pittsburg								X								
251	North Lyon County							X							X		
252	Southern Lyon County																

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253	Emporia	X	X			X						X			X		X
254	Barber County North																
255	South Barber																
256	Marmaton Valley							X							X	X	
257	Ioia	X	X			X						X		X			X
258	Humbolt																
259	Wichita	X	X	X	X	X	X	X			X	X		X	X		X
260	Derby	X	X			X						X			X		X
261	Haysville	X	X			X						X			X		X
262	Valley Center Public Schools	X	X			X						X			X		X
263	Mulvane	X	X			X						X			X		X
264	Clearwater	X	X	X		X		X				X			X		X
265	Goddard	X	X	X		X		X				X			X		X
266	Maize																
267	Renwick			X		X		X									
268	Cheney			X		X		X				X					X
269	Palco																
270	Plainville	X	X	X	X	X		X	X	X	X	X		X	X		X
271	Stockton																
272	Waconda	X	X			X						X					X
273	Beloit				X	X		X				X					X
274	Oakley																
275	Triplains																
281	Hill City																
283	Elk Valley	X	X	X		X		X				X					
284	Chase County		X	X		X		X	X			X			X		X
285	Cedar Vale																
286	Chautauqua County Community																
287	West Franklin																
288	Central Heights		X	X		X		X								X	
289	Wellsville																
290	Ottawa																
291	Grinnell Public Schools																
292	Wheatland																
293	Quinter Public Schools	X	X			X		X				X					
294	Oberlin								X						X		
297	St Francis Comm Sch	X	X			X		X				X			X		X
298	Lincoln																
299	Sylvan Grove		X			X		X									
300	Comanche County	X				X						X					X
303	Ness City																
305	Salina	X	X			X		X	X	X		X					
306	Southeast of Saline																
307	Ell-Saline		X			X						X			X		X
308	Hutchinson Public Schools	X	X	X		X		X	X	X		X		X	X	X	
309	Nickerson											X					X
310	Fairfield	X	X		X	X		X				X			X		X
311	Pretty Prairie	X										X					
312	Haven Public Schools	X	X	X		X		X				X					X

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314	Brewster																
315	Colby Public Schools														X		
316	Golden Plains																
320	Wamego																
321	Kaw Valley																
322	Onaga-Havensville-Wheaton																
323	RockCreek		X			X	X	X				X			X		X
325	Phillipsburg																
326	Logan																
327	Ellsworth																
329	Mill Creek Valley																
330	Mission Valley																
331	Kingman-Norwich																
332	Cunningham																
333	Concordia																
334	Southern Cloud																
335	North Jackson																
336	Holton																
337	Royal Valley																
338	Valley Falls																
339	Jefferson County North																
340	Jefferson West		X			X			X			X			X		X
341	Oskaloosa Public Schools																
342	McLouth																
343	Perry Public Schools																
344	Pleasanton																
345	Seaman		X	X		X		X				X			X		X
346	Jayhawk																
347	Kinsley-Offerie																
348	Baldwin City																
349	Stafford																
350	St John-Hudson																
351	Macksville																
352	Goodland																
353	Wellington																
354	Clafin																
355	Ellinwood Public Schools																
356	Conway Springs																
357	Belle Plaine																
358	Oxford																
359	Argonia Public Schools																
360	Caldwell																
361	Anthony-Harper																
362	Prairie View																
363	Holcomb																
364	Marysville																
365	Garnett																
366	Woodson																
367	Osawatomie																

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368	Paola																
369	Burrton																
371	Montezuma																
372	Silver Lake																
373	Newton																
374	Sublette																
375	Circle																
377	Athchison Co Comm Schools																
378	Riley County	X	X	X		X		X	X			X			X		X
379	Clay Center		X			X											X
380	Vermillion																
381	Spearville																
382	Pratt																
383	Manhattan-Ogden																
384	Blue Valley																
385	Andover																
386	Madison-Virgil																
387	Altoona-Midway																
388	Ellis																
389	Eureka																
390	Hamilton																
392	Osborne																
393	Solomon																
394	Rose Hill Public Schools																
395	LaCrosse																
396	Douglas Public Schools																
397	Centre																
398	Peabody																
399	Paradise																
400	Smoky Valley																
402	Augusta																
403	Otis-Bison																
404	Riverton																
407	Russel County																
408	Marion-Florence																
409	Athchison Public Schools																
410	Furham-Hillsboro																
411	Gossel																
412	Hoxie Community Schools																
413	Chanute Public Schools																
415	Hiawatha																
416	Louisburg																
417	Morris County																
418	McPherson																
419	Canton-Galva																
420	Osage City	X	X	X		X		X				X			X		X
421	Lyndon																
422	Greensburg																
423	Moundridge																

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426	Pike Valley																
428	Great Bend																
429	Troy Public Schools																
430	South Brown County																
431	Hosington																
432	Victoria																
434	Santa Fe Trail																
435	Abilene																
436	Caney Valley																
437	Auburn Washburn																
438	Skyline Schools																
439	Sedgwick Public Schools																
440	Halstead																
443	Dodge City																
445	Coffeyville																
446	Independence																
447	Cherryvale																
448	Inman																
449	Easton																
450	Shawnee Heights																
452	Stanton County																
453	Leavenworth																
454	Burlingame																
456	Marais Des Cygnes Valley																
457	Garden City																
458	Basehor-Linwood																
459	Bucklin		X	X		X		X	X			X				X	
460	Hesston																
461	Neodesha																
462	Central																
463	Udall																
464	Tonganoxie																
465	Winfield																
466	Scott County																
467	Leoti																
468	Healy Public Schools																
469	Lansing																
470	Arkansas City																
471	Dexter																
473	Chapman																
474	Haviland																
475	Geary County Schools																
476	Copeland																
477	Ingalls																
479	Crest																
480	Liberal																
481	Rural Vista																
482	Dighton																
483	Kismet-Plains																

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484	Fredonia																
487	Herington																
489	Hays																
490	El Dorado																
491	Eudora	X	X	X		X		X	X			X			X		X
492	Flinthills																
493	Columbus		X	X		X		X	X			X					X
494	Syracuse																
495	Ft Larned																
496	Pawnee Heights																
497	Lawrence																
498	Valley Heights																
499	Galena																
500	Kansas City																
501	Topeka Public Schools																
502	Lewis																
503	Parsons																
504	Oswego																
505	Chetopa-St. Paul																
506	Labette County																
507	Satanta																
508	Baxter Springs																
509	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, de-panting, 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 put-downs 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 provided 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.ncjrs.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:

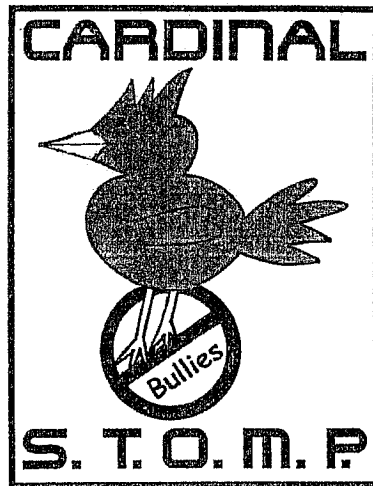
- 1) Since some students bully because they have not learned to control their behavior, these bullies need to be taught self-control.
 - a. Provide activities to allow the bully time to cool down.
 - b. Provide the bully with relaxation activities.
 - c. Teach self-monitoring skills.
 - d. Provide conflict 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.

4-13

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

T – To Report the Incident

O – Offer assistance

M – Make friends

P – Project confidence

THINK-ABOUT-IT FORM

Name: _____ Date: _____

What did you do?

Please be specific. Start with "I." Tell me later about what the other student did.

What was wrong with that behavior?

Whom did you hurt? How do you know you hurt this person?

What problem were you trying to solve?

Did you want attention? Did you want to be left alone? Were you trying to have fun? Were you already mad about something else?

Next time you have that problem, how will you solve it without hurting anyone?

Please list three ways to solve the problem.

7
4-15

48

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

53

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

58

59 Complaint Procedures

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

66

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

71

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

78

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

83

84 Approved: January 22, 2008

85 Revised: October 28, 2008

86 Revised: June 14, 2011

4-16

1 **JDE Assignments During Suspensions**

JDE

2
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9

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.

- 10 Approved: December 4, 1991
- 11 Reviewed/Revised: June 12, 2001
- 12 Revised: April 13, 2010
- 13 Revised: June 14, 2011

4-17

- 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 required by Federal Law and K.S.A. 72-6214 to protect the privacy rights of students under the age of 18.

Signed: _____
Administrator or other school employee

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

4-18

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

4-19

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



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. |
| T | F | 2. | Bullying is not a serious problem for the bullies; they eventually grow out of this behavior. |
| T | F | 3. | Most bullying occurs in high school because older students are more confident and willing to pick on others. |
| T | F | 4. | Bullying is usually verbal, not physical, in nature. |
| T | F | 5. | Bullies are usually insecure loners with low self-esteem. |
| T | F | 6. | Bullying is almost exclusively male behavior. |
| T | F | 7. | Bullies don't usually pick on passive students; instead, they bully in response to some sort of provocation from their victims. |
| T | F | 8. | A bully usually attacks when no one else is watching. |
| T | F | 9. | Targets of bullies tend to be children with physical differences. |
| T | F | 10. | Most bullying happens at school. |

Time to get involved. Time to let someone know.

No bullying allowed.



Wichita Public Schools Bullying Prevention Initiative



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

1. 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: June 2007

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

- a. Common Language
- b. Assessment to Deter Bullying
- c. Common Definition
- d. Intervention Matrix for Bullies
- e. Interventions for Targets
- f. Power Point Information to Train Staff
- g. 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.

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

- a. Common Language
- b. Common Definition
- c. Classroom Level Interventions
- d. Interventions for Targets
- e. Interventions for Bullies
- f. Bystander Training
- g. 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

- a. Brochures
 - i. Common language
 - ii. Common definition
 - iii. Explanation of procedures
- b. Posters
 - i. 500 elementary--\$415.00
 - ii. 300 middle and high school--\$345.00
 - iii. 300 staff and community--\$345.00
- c. Parent Kit
 - i. To be aired on Channel 20
 - ii. To be shown at Parent-Teacher Conferences, Site Council Meetings, Enrollment
- d. Magnets
 - i. To serve as a reinforcer of the "Time to Speak Up" message
 - ii. For students and parents
- e. Presentations for site councils, parent groups, and community groups

Target Date to begin: January, 2008-ongoing

5. Follow-Up Curriculum Available Through SDPS January 2008-ongoing.

P1464 PUPIL BEHAVIOR - REGULATIONS

BOARD 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.
- 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 BOE 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.
- 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.
- Defiance that may threaten the general discipline of the school or classroom is prohibited.
- 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 apparel 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.
- Loitering in school buildings or upon school grounds is prohibited. Any person loitering 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.
- 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.
- 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.
- 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.
- Pupils may not hold membership or participate in an unauthorized organization on school property or at school sponsored activities.
- 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.
- Pupils shall be informed of the provisions of this policy through the Student Rights and Responsibility Handbook.

- a. 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 student or any person who is not enrolled in said public or private school, or who has been 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 the offense of loitering. (Ord. No. 32-930, (part).)

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

Administrative Responsibility: Assistant Superintendents of High, Middle and Elementary Schools

Latest Revision Date: June 2007

Previous Revision Date: May 2007 P1464



The McGrath Criterion – Illegal Harassment and Bullying

Illegal Harassment

1. Is the behavior related to one of the following protected classifications? (Intent is not an issue – impact is the issue)

- o sexual in nature
- o gender
- o age
- o race
- o religion
- o national origin
- o disability
- o sexual orientation (in some locales)

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?

Bullying

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 bullying.



Cyberbullying

Definition: 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:

- Being cruel to others by sending or posting harmful materials using technological means
- An individual or group that uses information and communication involving electronic technologies to 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 hurt threats, spread rumors, trash reputations usually without being caught

Cyber Bullies' Tools:

- Email
- Cell phones
- Text messages
- 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
 - 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
- Denigration
 - Dissing someone online
 - Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships
- Impersonation
 - 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
- Outing and Trickery
 - Sharing someone's secret or embarrassing information online
 - Trickling someone into revealing secrets or embarrassing information which is then shared online
- Exclusion
 - Intentionally excluding someone from an online group, like a "buddy list"

TYPES OF BULLYING BEHAVIOR			
Physical Bullying		Emotional Bullying	
Harm to someone's body or property		Harm to someone's self-esteem or feeling of safety	
Verbal	Nonverbal	Verbal	Nonverbal
<ul style="list-style-type: none"> Expressing physical superiority in an effort to intimidate Blaming the victim for starting the conflict 	<ul style="list-style-type: none"> Making threatening gestures Defacing property Pushing/shoving Taking items from others 	<ul style="list-style-type: none"> Insulting remarks Calling names Tearing about possessions, clothes, physical appearance 	<ul style="list-style-type: none"> Giving dirty looks Insulting gestures Gossiping Starting or spreading rumors Tearing publicly about clothes, books, relationships with boys/girls, etc.
SEVERE (Some of these behaviors are against the law)			
<ul style="list-style-type: none"> Threatening physical harm 	<ul style="list-style-type: none"> Damaging property Stealing Starting fights Scratching or biting Pushing, tripping, or causing a fall Assaulting 	<ul style="list-style-type: none"> Insulting family Harassing with phone calls Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability, or sexual orientation. 	<ul style="list-style-type: none"> Defacing school work or other personal property, such as clothing, locker, or books Posting slander in public places (such as writing derogatory comments about someone in the school bathroom) Playing mean tricks to embarrass someone
SEVERE (Most of these behaviors are against the law)			
<ul style="list-style-type: none"> Making repeated and/or graphic threats (harassing) Pencilting extortion (such as taking lunch money) Threatening to keep someone silent: "If you tell, it will be a lot worse!" 	<ul style="list-style-type: none"> Destroying property Setting fires Physical cruelty Repeatedly acting in a violent, threatening manner Assaulting with a weapon 	<ul style="list-style-type: none"> Ongoing harassment because of bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation. 	<ul style="list-style-type: none"> Destroying personal property, such as clothing, books and jewelry. Continued writing of graffiti with bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation. Enforcing total group exclusion against someone by threatening others if they don't comply Arranging public humiliation

4.25



Understanding the Difference

TEASING	BULLYING/TAUNTING
<p>Adapted from Coloroso, Barbara, <i>The Bully, the Bullied and the Bystander</i> (2004)</p> <ul style="list-style-type: none"> Allows the teaser and teased to swap roles with ease. Is innocent in motive; NOT intended to hurt the other person. Maintains the basic dignity of everyone involved. Pokes fun in a lighthearted, clever and benign way. Is meant to get both parties to laugh. Is a small part of the activities shared by kids who have something in common. Is discontinued when the teased becomes upset or objects to the teasing. 	<ul style="list-style-type: none"> Is based on an imbalance of power and is one-sided. Is sinister in motive – intended to harm. Involves humiliating, cruel, demeaning or bigoted comments thinly disguised as jokes. Includes laughter directed at the target, not with the target. Is meant to diminish the sense of self-worth of the target. Induces fear of further taunting or can be a prelude to physical bullying. Continues especially when target becomes distressed or objects to the taunting.
FLIRTING	SEXUAL BULLYING
<p>Adapted from Coloroso, Barbara, <i>The Bully, the Bullied and the Bystander</i> (2004)</p> <ul style="list-style-type: none"> Allows and invites both persons to swap roles with ease. Is NOT intended to hurt the person – it is an expression of desire. Maintains the basic dignity of both persons. Is meant to be flattering and complimentary. Is an invitation to have fun together and enjoy each other's company. Invites sexual attention. Is intended to make the other person feel wanted, attractive and in control. Is discontinued when the person becomes upset, objects to the flirting or is not interested. 	<ul style="list-style-type: none"> Is based on an imbalance of power and is one-sided. Is intended to harm and exploit. Is invasive and intended to assert the status of the bully. Is intended to be degrading or demeaning. Is intended to express control and domination. Is intended to violate the boundaries of the target. Is intended to make the other person feel rejected, ugly, degraded, powerless or uncomfortable. Continues especially when target becomes distressed or objects to the sexual comment.
PEER CONFLICT	BULLYING
<p>Adapted from The ABC's of Bullying, http://pathwayscourses.sanhsa.gov/bully/bully_intro_pgl1.htm</p> <p>Normal peer conflicts involve the following factors:</p> <ul style="list-style-type: none"> Freedom of expression – Peers do not insist on getting their own way. Willingness to communicate – Peers give reasons when they disagree. The relationship is valued – Peers apologize or try to find win-win situations. Negotiation is an option – Peers will bargain and negotiate to get their need met. Disengagement is an option – Peers can change the topic or walk away. 	<p>Characteristics of bullying behavior:</p> <ul style="list-style-type: none"> Intent to harm – bully finds pleasure in trying to dominate. Intensity and duration – continues over a long period of time and is damaging to the victim's self-esteem. Power of the bully – age, strength or size used to overpower the target. <p>Effects on victim:</p> <ul style="list-style-type: none"> Vulnerability of the victim – cannot adequately defend Lack of support – target feels isolated, fears retaliation. Long-term consequences – damage to self-esteem is often long lasting.

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?
- Five friends are talking during lunch. One of the boys says, "Yo' mamma's so fat when she wears a yellow raincoat, people holler 'Taxii!' 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?
- 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.
2. Place the youth at ease while collecting information and encourage the expression of emotions. Gauge his/her distress level and refer for additional services if needed.
3. 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.

Suspect:

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

Witness/Bystander:

- 1. Make provisions for confidential reporting.
2. Express appreciation for his/her willingness to report.
3. 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.
4. 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.



BULLYING BEHAVIOR ASSESSMENT

Student Name: _____ Grade: _____ Date: _____
School: _____ Administrator: _____

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
For examples of bullying behaviors see page 3

STEP 1: ASSESS THE INCIDENT

1. Was there a real or perceived imbalance of power? _____

Consider:

- Physical size or strength
- Appearance
- Status within peer group (social power)
- Intellectual
- Socio-economic
- Gender, race, sexual orientation, ethnicity
- Other: _____

2. Is the problem ongoing or has it been repeated? Yes No Unknown

If Yes, how do you know it is ongoing? _____

3. Do you consider this incident severe/serious? Yes No

If so, it is based on:

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

4-27



Did any person involved encounter emotional distress such as:

- Fear
- Humiliation
- Embarrassment
- Intimidation
- Other _____

STEP 2: DETERMINE IF THE INCIDENT IS BULLYING
(check one after reviewing the Step 1 checklist)

- This *does not* meet the definition of a bullying incident. Follow general school guidelines for intervention and/or consequences. **Maintain documentation in student's regular discipline file.**
- This *meets the definition* of a bullying incident. See intervention guidelines listed in Step 3 and Step 4. **(documentation must be placed in student's red folder).**
- Additional information and observation needs to be conducted to determine if this *meets the definition* of a bullying incident. This information can include:
 - 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.
 - Other: _____

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)

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

TYPES OF BULLYING BEHAVIOR			
Physical Bullying	Emotional Bullying	Social Bullying	
Harm to someone's body or property	Harm to someone's self-esteem or feeling of safety	Harm to someone's group acceptance	
Verbal	Verbal	Verbal	Nonverbal
<ul style="list-style-type: none"> Expressing physical superiority in an effort to intimidate Blaming the victim for starting the conflict 	<ul style="list-style-type: none"> Making threatening gestures Defending property Pushing/showing Taking items from others 	<ul style="list-style-type: none"> Insulting remarks Calling names Teasing about possessions, clothes, physical appearance 	<ul style="list-style-type: none"> Giving dirty looks Insulting gestures Gossiping Spreading or spreading rumors Teasing publicly about clothes, looks, relationships with boy/girls, etc.
<ul style="list-style-type: none"> Threatening physical harm 	<ul style="list-style-type: none"> Damaging property Stealing Starting fights Scratching or biting Pushing, tripping, or causing a fall 	<ul style="list-style-type: none"> Insulting family Harassing with phone calls Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability, or sexual orientation. 	<ul style="list-style-type: none"> Defacing school work or other personal property, such as clothing, locker, or books Posting shanter in public places (such as writing derogatory comments about someone in the school bathroom) Playing mean tricks to embarrass someone
SEVERE (Most of these behaviors are against the law)			
<ul style="list-style-type: none"> Making repeated and/or graphic threats (harrasing) Practicing extortion (such as taking lunch money) Threatening to keep someone silent: "If you tell, it will be a lot worse!" 	<ul style="list-style-type: none"> Assaulting Destroying property Setting fires Physical cruelty Repetitively acting in a violent, threatening manner Assaulting with a weapon 	<ul style="list-style-type: none"> Ongoing harassment because of bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation. Continued writing of graffiti with bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation. 	<ul style="list-style-type: none"> Enforcing total group exclusion against someone by threatening others if they don't comply Arranging public humiliation



STUDENT REFLECTION SHEET



4-29

STEP 4: DISCIPLINE INTERVENTION

Suggested Bullying Incident Discipline Guidelines

Number Incident	MINOR	SEVERE	SEVERE
1st Violation	<ul style="list-style-type: none"> Parent Notification (must make contact) One privilege removal/natural consequence Student Reflection Form Review Bullying/Harassment Brochure with student 	<ul style="list-style-type: none"> Parent Conference (in person) prior to student returning to regular classes In School Suspension Student Reflection Form Review Bullying/Harassment Brochure with student 	<ul style="list-style-type: none"> Parent Notification Expulsion Hearing
2nd Violation	<ul style="list-style-type: none"> Parent Notification (must make contact) Multiple privilege removals/Natural consequences Student Reflection Form Review Bullying/Harassment Brochure with student 	<ul style="list-style-type: none"> 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 	
3rd Violation	<ul style="list-style-type: none"> Parent Conference (in person) prior to student returning to regular classes In School Suspension Student Reflection Form Review Bullying/Harassment Brochure with student 	<ul style="list-style-type: none"> Parent Notification Expulsion Hearing 	
4th Violation	<ul style="list-style-type: none"> 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 		
5th Violation	<ul style="list-style-type: none"> Parent Notification Expulsion Hearing 		

Name: _____ Date: _____
 School Name: _____ Grade: _____

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.

- 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?

- Next time you have that problem or goal, how will you solve it or reach it without hurting someone else?

Student Signature: _____ Date: _____
 Parent Signature: _____ Date: _____
 Administrator Signature: _____ Date: _____
 Student Support Staff Member Signature: _____ Date: _____



STUDENT REFLECTION SHEET

Name: _____

Date: _____

School Name: _____

Grade: _____

1. What did you do?

2. What was wrong with what you did?

3. What problem were you trying to solve? What goal were you trying to reach?

4. Next time you have that problem or goal, how will you solve it or reach it without hurting someone else?

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Student Support Staff Member Signature: _____

Date: _____



Interventions for the Target(s) of Bullying

- Adults need to immediately stop the bullying from happening
- 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
- Note consequences were given to the bully, but details may not be discussed as each student has the right to confidentiality.
- Mention seriousness of bullying
 - State law (Senate Bill 68)
 - District policy (BOE Policy 1454, Code of Conduct)
- Note that the school staff recognizes the seriousness of the situation and will do what it can to provide support to the student (target)
- Provide ideas for interventions for the parent/guardian to use with his/her child
 - Review information on reporting and documenting any further incidents
- Encourage parent/guardian to discuss incident with child – to offer support and reinforce good choices his/her child made.



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

- 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
 - State law (Senate Bill 68)
 - 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 child – to reinforce making better choices in the future
- Provide a Bullying/Sexual Harassment Brochure to the parent/guardian to discuss with his/her child to be signed and returned



Bullying Quiz Answers

1. **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.
2. **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.
3. **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.
4. **True.** While bullying can be physical, verbal, emotional, or sexual in nature, verbal bullying – including name-calling – is the most common form.
5. **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.
6. **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.
8. **False.** Other students are watching as bystanders during most bullying incidents. In contrast, adults – such as teachers and parents – rarely observe bullies victimizing others.
9. **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.
10. **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).



1. Think of your building. What are your concerns regarding bullying.

2. 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.)

3. To what do you attribute these strengths? (Example: adequate supervision provided in halls.)

4. 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.)

5. To what do you attribute these concerns? (Example: inadequate supervision provided in halls.)

6. 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 _____
7. 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

- How will we identify the needs* of our building (regarding bullying intervention)?
*These needs will determine the key components of the training for our staff and students.

2. Who will lead the training?

3. When will the training occur?

4. What are the expectations for our staff?

5. Who will be involved in the intervention planning and student training?

6. Which interventions would best address our school's needs?

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

School Name: _____



EVALUATION

1. Does the definition of bullying make sense to you? _____

2. Do you have a better understanding of: _____

- The target: _____
- The bully: _____
- The bystander: _____

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? _____

4. What follow-up training is needed? _____

5. Other comments: _____

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

3
4 The board prohibits acts of bullying in any form, including cyberbullying, on or with
5 school property, in school vehicles or at school sponsored activities or events. The board believes
6 that a safe, healthy and supportive environment during all school-related functions is necessary
7 for students to learn and achieve high academic standards. Bullying, like other disruptive or
8 violent behaviors, is conduct that interferes with both a student’s ability to learn and the school’s
9 ability to educate students. All Salina USD 305 administrators, faculty, staff and volunteers are
10 expected to treat others with civility and respect and to refuse to tolerate bullying in order to
11 provide positive examples for acceptable student behavior.

12
13 Bullying is defined as any intentional gesture or any intentional written, verbal or
14 physical act or threat sufficiently severe, persistent or pervasive to create an intimidating,
15 threatening or abusive educational environment for a student or staff member that a reasonable
16 person, under the circumstances, knows or should know will have the effect of

- 17
18 • harming a student or staff member, whether physically or mentally,
19 • damaging a student’s or staff member’s property,
20 • placing a student or staff member in reasonable fear of harm to the student or staff
21 member, or
22 • placing a student or staff member in reasonable fear of damage to the student’s or
23 staff member’s property.

24
25 “Cyberbullying” is defined as bullying by use of any electronic communication device
26 through means, including, but not limited to email, instant messaging, text messages, blogs,
27 mobile phones, pagers, online games and websites.

28
29 “School vehicle” means any school bus, school van, other school vehicle and private
30 vehicle used to transport students or staff members to and from school or any school-sponsored
31 activity or event.

32
33 The board expects students to conduct themselves in a manner in keeping with their
34 levels of development, maturity, and demonstrated capabilities with a proper regard for the rights
35 and welfare of other students, school staff and volunteers.

36
37 The board believes the standards for appropriate student behavior must be established
38 cooperatively with input from students, parents/guardians, staff and the community. These
39 standards must encourage the development of student self-discipline in an atmosphere of respect
40 for self and others and respect for district and community property.

41
42 The board believes that the best discipline is acceptance of personal responsibility and is
43 self-imposed. It is the responsibility of staff to use disciplinary situations as opportunities for
44 helping students learn to assume responsibility and to learn from the consequences of their
45 behavior. Staff members who interact with students shall apply best practices designed to *prevent*
46 discipline problems and encourage students’ abilities to develop self-discipline.

48
49 The district prohibits both active and passive bystander support for acts of bullying. The
50 staff should encourage students to support students who walk away from these acts when this
51 would defuse the situation, constructively attempt to stop them, or report them to the designated
52 authority.
53

54 The board requires school administrators to develop and implement procedures ensuring
55 that individualized attention be given to both perpetrators and victims of bullying, when
56 incidents occur. It is important not to target either bully or victim for criticism, but rather to
57 make sure that all the factors contributing to the bullying are recognized and understood.
58

59 Complaint Procedures

60 It is the responsibility of all students, staff members and volunteers to report acts of
61 bullying. All reports of bullying will be taken seriously. Staff members receiving the reports will
62 record the details as reported. The school staff or administrator will support students, coworkers
63 and volunteers making such reports and protect against any potential retaliation. An
64 investigation to determine the facts will take place immediately or as soon as practicable in order
65 to verify the validity and seriousness of the report.
66

67 Filing a report in good faith will not reflect upon the individual's status, nor will it affect
68 his or her grades, employment or volunteer status with the district. The district shall keep the
69 complaint confidential for both the accused and the accuser, until such time as the misconduct is
70 confirmed and sanctions are imposed.
71

72 The board specifically prohibits any person from falsely accusing another as a means of
73 bullying. The consequences and appropriate remedial action for a *student* found to have falsely
74 accused another as a means of bullying may range from positive behavioral interventions up to
75 and including suspension or expulsion. A *school employee* found to have falsely accused another
76 as a means of bullying shall be disciplined in accordance with district policies, procedures, and
77 agreements.
78

79 The board prohibits reprisal or retaliation against any person who reports an act of
80 bullying. The consequences and appropriate remedial action for a person who engages in reprisal
81 or retaliation shall be determined by the administrator after consideration of the nature, severity,
82 and circumstances of the act.
83

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

