

# *Equip Yourself and Others to Implement Strategies and Tools to Stop Bullying*

This is a resource tool developed for school personnel, parents, and students. It can be used to help classroom teachers and administrators for campus wide bullying mental health awareness. This Project is supported by Solano County Health & Social Service MHSA Prevention & Early Intervention grant.







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*The Bullying resource toolkit was created in collaboration with the Children's Nurturing Project, Marriage and Family counselors of Project SUPPORT and Solano County Office of Education. It provides specific insights, strategies, activities, and resources to address bullying. It is designed especially for students, parents and teachers.*



# Supporting Partners



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# Purpose of Toolkit Development

*"I just want the bullying to stop. That is all I ever wanted. I used to love going to school. Now I hate it." (9-year-old quoted in the Sunday Telegraph, 12 March 2000)*

*The **BULLY** resource toolkit was developed as a result of counseling data collected and as a request from the Marriage and Family Therapists, from our School-Age Prevention and Early Intervention program called Project SUPPORT. Project SUPPORT addresses student behavior and how it impacts school success. The data revealed that 30% of the students receiving counseling services were there to deal with "Bullying". Although all schools have policies to address "bullying" it was discovered that kids don't tell that it's happening.*

*The Project SUPPORT program opened the door to communication and to addressing the issue of bullying. We began to look for bullying information, curriculum, and activities for students, parents and teachers. We found an overwhelming amount of information and felt the need to put the information into a usable format.*





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# What is Bullying...

How Does it Relate to Social-Emotional  
Well-being and Academics?

- How Bullying Affects Young People
- Bullying in School Takes a Toll
- Bullying in the Spotlight
- Understanding the Cycle of Bullying
- Who Has the Power
- Bullying Policies



# HOW BULLYING AFFECTS YOUNG PEOPLE

*American Society for the Prevention of Cruelty to Children states, “each day an estimated 160,000 students in the USA refuse to go to school because they dread the physical and verbal aggression of their peers. Many more attend school in a chronic state of anxiety and depression. It’s reported that 6 out of 10 American youth witness bullying at least once a day.” Accessed on 10/11/12:*  
<http://americanspcc.org/lp/bullying-01/>

Victims of bullying may need Mental Health services due to the stressful, painful and lasting emotional issues that are caused by bullying.

**Being bullied can seriously affect a child’s mental and physical health by causing:**

- High levels of stress and anxiety
- Frequent illnesses
- Sleeplessness, nightmares
- Poor concentration
- Sweating, trembling, shaking, panic attacks
- Lack of confidence, self-esteem, self-worth
- Depression
- Worrying
- Sadness and loneliness

**Being bullied can lead to:**

- Becoming a bully
- Being deceptive
- Compulsive lying
- Displaying inappropriate attitudes to sexual behavior
- Exhibiting controlling behavior
- Compulsively needing to criticize
- Displaying aggression
- Exhibiting anger issues
- Showcasing selfish behaviors
- Other vicious and vindictive behaviors

Bullying, if not stopped, can progress to more serious, antisocial behavior. Recent incidents of school violence show that bullying can have tragic consequences for individuals, families, schools, and entire communities.

# BULLYING IN SCHOOL TAKES A TOLL

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## *Long term emotional connections of childhood bullying*

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Tony  
Wade  
The  
Last  
Laugh

**By Tony Wade**

From page A2 | September 03, 2012 |

<http://www.dailyrepublic.com/features/local/lifestyle/columns/bullying-in-school-takes-a-toll/>

*“Cry baby cry, wipe your winking eye, no baby no, please don’t let it show!”*

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That was the song that three girls and a boy — who they enlisted to punch me in the stomach — sang over and over again as they clapped and paraded in a circle around me as I wept, my head down on the table, my arms covering my head. The year was 1972 and I was in Mr. Fagan’s second-grade class at Camp Allen Elementary school in Norfolk, Va.

That was 40 years ago and, while I remember hardly anything else about that class, I remember that incident like it was yesterday. Memories of school bullying have a way of sticking with you.

I wrote a column a few years ago about bullying incidents I experienced when I was a kid and, as I am wont to do because of the name of my column, I put a humorous spin on it. When those incidents actually took place, however, they definitely were not funny.

Sure, now I am a 6-foot-4-inch, 48-year-old man, but back then I was an emotionally fragile, asthmatic little 8-year-old.

Am I over it? Well, yeah. I am a firm believer in focusing on whatever my part was in difficulties that I face in life. While in that instance I was the blameless victim, my part in it would be wasted if 40 years later I hadn’t dealt with it, but I have.

So while I do not harbor resentment or wish I could somehow get back at those kids, I also cannot completely erase what it felt like, either.

In the 1970s at Grange Intermediate, a buddy of mine, Richard (not his real name) was terrorized by a bully I’ll call Herman. Taunts and name-calling weren’t enough for Herman and he’d often punch and kick Richard as well.

School for Richard was akin to walking around a mine field, never knowing when a vicious pit bull would attack from behind a corner. His days at Grange were spent in dread of running into Herman, being bullied and then doing it all over again the next day.

Three decades later, Richard ran into Herman and confronted him about his bullying and the devastating effects it had had on him. Richard told his former tormentor that for years he'd assumed he'd brought on the abuse by something he'd said or done — but now he knew that whatever issues Herman had, were his own.

To his credit, Herman apologized profusely for his actions and Richard wished him well. Still, they probably won't become Facebook friends.

When I went to Grange, not at the same time as Richard, I, too, was the victim of bullying — although in my case it was not physical. There were a couple of guys who verbally berated and belittled me every chance they got.

In 2012, the bullying methods that Richard and I experienced are still around but also have an evil grandchild called cyber-bullying.

Technological advances have always been used for good as well as ill, and today personal attacks using social media or other e-methods are common and can have devastating consequences. There have been several cases of pre-teens and teens who were bullied online and, as a result, committed suicide.

Fortunately, the Internet also has a wealth of information on combating bullying in all its forms. The "Anti-Bullying Resources" link on the Solano County Office of Education's website (<http://www.solanocoe.net>), for example, has helpful info including: Definitions of the different kinds of bullying (verbal, social, physical, cyber); the warning signs for parents to look for to see if their child is being bullied or is a bully; and where to get more information and, most importantly, help.

When Richard and I, and others, were being bullied in the 1970s, there was nowhere near the resources available as there are now. It is imperative that kids who are being bullied know they are not alone and that there is help and that there is hope.

*Reach Fairfield writer Tony Wade at [kelvinsbrother@sbcglobal.net](mailto:kelvinsbrother@sbcglobal.net).*

# BULLYING IN THE SPOTLIGHT

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*Articles from around the world*

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## **Bullied children 'more prone to self-harm'**

**April 30, 2012, 5:13 am | Press Trust of India WORLD**

**London:** Children who suffer from bullying in their early years are more likely than their peers to engage in self-harm as adolescents, a new study has suggested. Researchers at the King's College London found that half of the self-harming 12-year-olds they looked at in the study were frequently bullied. The research, published in the British Medical Journal, also showed that victimized children with mental health problems were at greater risk of self-harming in later life. The findings, the researchers said, suggest that bullying by peers is a major problem during the early school years and more efforts should be made to prevent this in schools, the BBC reported

## **Facebook teams with Time Warner to fight bullies**

**San Francisco:** Facebook and Time Warner are ganging up on bullies to address a problem that torments millions of children and young adults. The partnership announced Tuesday calls for Facebook and Time Warner to use their clout to raise awareness about bullying and encourage more people to report the abuses when they see them. Facebook's participation reflects a growing recognition that its online social network consisting of more than 750 million people has become an outlet for harassment as well as friendship. "We believe that by working together with parents and teachers, we can teach young people to speak up and stop bullying," said Sheryl Sandberg, Facebook's chief operating officer. The anti-bullying campaign will be waged!

## **Schoolyard bullied more likely to abuse partners**

**June 7, 2011, 9:31 am | Reuters TRENDS**

**New York:** Boys who are bullies at school are at increased risk of abusing their partner later in life -- a link that US researchers say could hold potential for curbing domestic violence, which affects about a fourth of all US women. While their study, published in the Archives of Pediatrics & Adolescent Medicine, can't tease out cause and effect, the link appears to be surprisingly strong and warrants further study, said study leader Jay

# BULLYING IN THE SPOTLIGHT

Silverman, a psychologist. "We need to do a far better job at recognizing bullying in schools, particularly the harassment of girls by boys," Silverman, at the Harvard School of Public Health, told Reuters Health.

## Facebook has 7.5 million underage users: report

May 11, 2011, 8:23 am | Press Trust Of India TRENDS

**Boston:** Facebook has 7.5 million users who are underage and are "not supposed" to be using the social networking site, according to a new report. Of the 20 million minors who actively used Facebook in the past year, more than one-third or about 7.5 million were younger than 13 and not supposed to be able to use the site, Consumer Reports, an American consumer advocacy publication, said in a study. Among the young users, more than five million were 10 years and under, whose accounts were largely unsupervised by their parents. One million children were harassed, threatened and subjected to cyber-bullying on the site in the past year.

## Father takes his own kids to police for bullying

**Ipswich:** A father in Ipswich was so angry having caught his children bullying a boy who wore glasses, he marched them off to the police station to have them charged for assault. The father, known only as Matt, told a Brisbane radio station he saw his 17-year-old son and 15-year-old daughter bashing up a 13-year-old boy, breaking his jaw, because he wore glasses, the Sydney Morning Herald reported. He told the radio station that he experienced similar bullying as a child because he wore glasses.

## Facebook unveils option to report bullying

March 11, 2011, 3:43 pm | WORLD

Facebook users can now tell a "trusted friend" if they feel they are being bullied or harassed online, thanks to a new option introduced by the popular social networking site. Facebook has said that its reporting option allows members to alert someone in their support system, like parents or teachers, to the problem so that online behavior is linked to "real world consequences". "Often the best way of sorting offensive content is for friends to flag those things to each other. In the real world you have a sense of when

# BULLYING IN THE SPOTLIGHT

you need to escalate something to the right organization. If someone is calling you names, it might not be appropriate to go directly to the police."

## Obama to bullying victims: I know what it's like

**March 11, 2011, 10:24 am | Associated Press TRENDS**

**Washington:** President Barack Obama smiled when he said his large ears and funny name once made him a target of school-yard harassment. But he was all seriousness Thursday when he told a White House conference on bullying that torment and intimidation must not be tolerated. Some 13 million students, about a third of all those attending school, are bullied every year, the White House said. Experts say that puts them at greater risk of falling behind in their studies, abusing drugs or alcohol, or suffering mental or other health problems. Kids who are seen as different because of their race, clothes, disability or sexual orientation are more likely to be bullied.

## Police shut down 'bullying' Facebook page

**December 4, 2010, 3:18 pm | IANS TECH**

**Rome:** A Facebook page that was being used by a group of teenaged students in Italy to bully and harass one of their classmates has been shut down by police, a media report said Saturday. The Minors' Court in Rome found guilty seven 14-year-old students of online abuse against a boy in their same class. The bullies created a Facebook page where they harassed the boy, insulting and calling him names, and even threatened him. They invited other viewers to abuse the classmate in the same way, Xinhua reported. The victim, after six months of persecution, was so scared that he changed his class and later even dropped out of school, preferring to stay home.

## Cyber-bullying turning girls into "Barbie Bitches"

**May 25, 2008, 11:50 am | ANI TRENDS**

**Wellington:** Cyber-bullying and reality television are turning girls into "Barbie Bitches", which in turn is leading to a sharp rise in school violence amongst them, according to experts. Even school principals have expressed that in recent years, girls' violence - physical and emotional - has increased far more than that of boys. The statement is



# BULLYING IN THE SPOTLIGHT

backed by Education Ministry figures indicating a 41 per cent increase in girls being stood down, suspended or kicked out of school for assaults between 2002 and 2006. However, this girl-violence has its own new way of catering to its victim, as experts say, that this new gang-like mentality among schoolgirls is on a rise, in which a popular "queen bee" uses friends to do the bullying.

## Bullies are at increasing risk of mental disorders

**August 24, 2007, 12:56 pm | CNN-IBN HEALTH**

**New Delhi:** Their antics may entertain children on TV, but experts find that it is not just a few laughs, it is damaging when children take to adopting tactics of bullies in real life. They are at an increased risk of developing a mental health disorder. And while bullying is by no means a new phenomenon, it certainly is widespread. "I get bullied by my seniors. They push us away when we are playing in the playground," says a student. While another student adds, "I like bullying mostly girls, even the seniors and juniors, every one!" Seniors bully us.....

## Suicide due to school bullying

**October 31, 2012, 8:37am | A Safe World For Women**

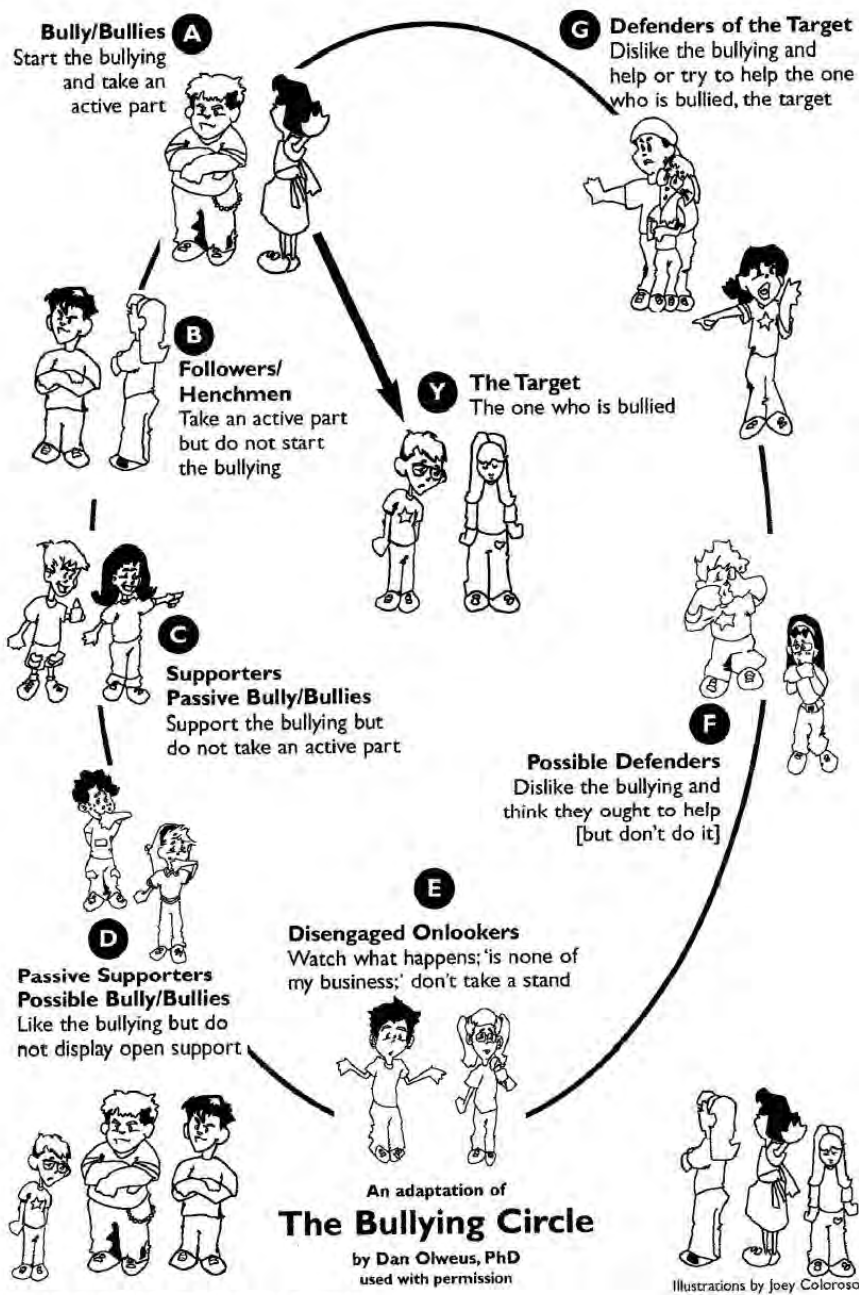
**Seoul --** It took two teenage last year in South Korea for people to notice something was very wrong.

The students lived in different cities and went to different schools, but both jumped to their deaths after saying they could not take the pain of being bullied any longer. Over the last few weeks, the country's media has been filled with reports about tragic cases of school bullying. This week, two more students from the same class reportedly took their own lives -- one was the victim of bullying, the other a powerless friend who had stood by and watched the abuse.

# UNDERSTANDING THE CYCLE OF BULLYING

Created by The Bully, The Bullied, and The Bystander

Accessed on 9/14/12, <http://kidsareworthit.com/uploads/BullyHandout.pdf>



From *The Bully, The Bullied, and The Bystander*  
Barbara Coloroso ©2002, 2005, 2009  
[www.kidsareworthit.com](http://www.kidsareworthit.com) kids are worth it! inc.  
800.729.1588 fax 303.972.3237

## the bully

Bullies come in all shapes and sizes. Some are big; some are small; some bright and some not so bright; some attractive and some not so attractive; some popular and some disliked by almost everybody.

Bullying is a conscious, willful and deliberate hostile activity, intended to harm.

### The Four Markers of Bullying

1. An imbalance of power
2. Intent to harm
3. Threat of further aggression
4. When bullying escalates unabated—terror

Bullying is not about anger, or even about conflict. It's about contempt—a powerful feeling of dislike toward someone considered to be worthless, inferior or undeserving of respect. Contempt comes with three apparent psychological advantages that allow kids to harm others without feeling empathy, compassion or shame. These are:

1. A sense of entitlement—the right to control, dominate, subjugate, and abuse another human being
2. An intolerance toward difference
3. A liberty to exclude—to bar, isolate, and segregate a person deemed not worthy of respect or care

### Seven Steps to Stop Bullying

1. Discipline (including the three Rs: restitution, resolution, reconciliation)
2. Create opportunities to “do good”
3. Nurture empathy
4. Teach friendship skills
5. Closely monitor TV viewing, video games and computer activities
6. Engage in more constructive, entertaining, energizing activities
7. Teach ways to “will good”

## the bullied

The one thing that all kids who are bullied have in common is that a bully or a bunch of bullies has targeted them. Each one was singled out to be the object of scorn, and thus the recipient of bullying, merely because he or she was different in some way.

### The Warning Signs

1. Shows an abrupt lack of interest in school, or refuses to go to school
2. Takes an unusual route to school
3. Suffers drop in grades
4. Withdraws from family and school activities
5. Is hungry after school
6. Steals money from home
7. Makes a bee-line to the bathroom when arriving home
8. Is sad, sullen, angry, or scared after receiving a phone call or email
9. Does something out of character
10. Has torn or missing clothing
11. Uses derogatory or demeaning language when talking about peers
12. Stops talking about peers and everyday activities
13. Has physical injuries not consistent with explanation
14. Has stomachaches, headaches, panic attacks, is unable to sleep, sleeps too much, is exhausted
15. Plays alone, or prefers to hang with adults

### Why Kids Don't Tell

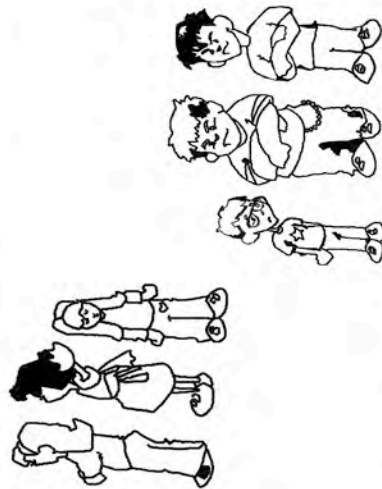
1. They are ashamed of being bullied
2. They are afraid of retaliation
3. They don't think anyone can help them
4. They don't think anyone will help them
5. They've bought into the lie that bullying is a necessary part of growing up
6. They might believe that adults are part of the lie—they bully too
7. They have learned that “ratting” on a peer is bad, not cool

## the bystander

Bystanders are the third group of players in this tragedy. They are the supporting cast who aid and abet the bully, through acts of omission and commission. They stand idly by or look away, or they can actively encourage the bully or join in and become one of a bunch of bullies. Injustice overlooked or ignored becomes a contagion that infects even those who thought they could turn away.

### Standing Up and Speaking Out

Bullying is challenged when the majority stands up against the cruel acts of the minority. Establishing new norms, enforcing playground rules, and increasing supervision are policy decisions that can help reduce the incidents of bullying. Since much of the bullying goes on “under the radar of adults,” a potent force is kids themselves showing bullies that they will not be looked up to, nor will their cruel behavior be condoned or tolerated. Kids need not be bystanders. They can become active witnesses, standing up for their peers, speaking out against injustices, and taking responsibility for what happened among themselves.



Illustrations by Joey Coloroso © 2002

Excerpts from *the bully, the bullied, and the bystander*, Barbara Coloroso © 2002  
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## teasing/taunting

### Teasing

1. Allows the teaser and person teased to swap roles.
2. Isn't intended to hurt the other person.
3. Maintains the basic dignity of everyone involved.
4. Pokes fun in a lighthearted, clever, and benign way.
5. Is meant to get both parties to laugh.
6. Is only a small part of the activities shared by kids who have something in common.
7. Is innocent in motive.
8. Is discontinued when person teased becomes upset or objects to the teasing.

### Taunting

1. Is based on an imbalance of power and is one-sided: the bully taunts, the bullied kid is taunted.
2. Is intended to harm.
3. Involves humiliating, cruel, demeaning, or bigoted comments thinly disguised as jokes.
4. Includes laughter directed at the target, not with the target.
5. Is meant to diminish the sense of self-worth of the target.
6. Induces fear of further taunting or can be a prelude to physical bullying.
7. Is sinister in motive.
8. Continues especially when targeted kid becomes distressed or objects to the taunt.

## four most powerful antidotes to bullying

Strong sense of self, being a friend, having at least one good friend who is there for you through thick and thin, and being able to successfully get into a group—and get out when it does not serve you well.

## if your child is bullied

### Don'ts

1. Don't minimize, rationalize, or explain away the bully's behavior.
2. Don't rush in to solve the problem for your child.
3. Don't tell your child to avoid the bully.
4. Don't tell your child to fight back.
5. Don't confront the bully or the bully's parents alone.

### Do's

1. I hear you; I am here for you; I believe you; you are not alone in this.
2. It is not your fault.
3. There are things you can do.
4. Report the bullying to school personnel.

## how to report

1. Arrange a meeting for you and your child with the appropriate person at the school.
2. Bring to the meeting the facts in writing—the date, time, place, kids involved, and the specifics of the incidents—and the impact the bullying has had on your child as well as what your child has done to try to stop the bullying that didn't work.
3. Work with your child and school personnel on a plan that addresses what your child needs right now in order to feel safe, what she can do to avoid being bullied and to stand up to any future bullying, and whom she can go to for help.
4. Find out what procedures the bully will be going through and what kind of support the school is expecting from the parents of the bully.
5. If you feel the problem is not being adequately addressed by the school, know that you can express your concerns and let the teacher and/or administrator know that you will take the next step to the school district board office and if necessary—especially in the cases of serious abuse and racist or sexist bullying—to the police.

## caring schools

1. Gather information about bullying at school directly from students.
2. Establish clear schoolwide and classroom rules about bullying.
3. Train all adults in the school to respond sensitively and consistently to bullying.
4. Provide adequate adult supervision, particularly in less structured areas, such as on the playground and in the lunchroom.
5. Improve parental awareness of and involvement in working on the problem.

## re-writing the script

The bully, the bullied, the bystander—the interactions involved in such role-playing, though commonplace in our culture, are not healthy, not normal, certainly not necessary, and in fact are devastating to the children playing them. We as parents and educators can rewrite the script and create for our children alternative, healthier roles that require no pretense and no violence. With care and commitment, we can rechannel the behaviors of the bully into positive leadership activities; acknowledge the nonaggressive behaviors of the bullied child as strengths that can be developed and are honored; and transform the role of the bystander into that of a witness, someone willing to stand up, speak out, and act against injustice. A daunting task, but a necessary one.



Illustrations by Joey Coloroso © 2002

Excerpts from *the bully, the bullied, and the bystander*, Barbara Coloroso © 2002  
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# WHO HAS THE POWER???

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*“ the world is a dangerous place not because of those who do evil, but because of those who loo o n and do nothing.” Albert instein*

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Bullying situations involve a balance of power. When the bully gets his/her way and scares others, the bully has the power. Sometimes there are one or more instigators who have power over the bully and the victim. When the victim doesn't respond and walks away, or otherwise resolves the problem in a meaningful way, that person takes some of that power away from the others.

The individuals who see or hear bullying tactics are bystanders. The bystander has many choices. He/she can encourage the bully, stand up for the victim, or be a passive onlooker, which supports the bully. It's the bystander who can throw off the whole balance of power by standing up for what is right.

## **Bystanders can help stop the bullying by:**

- Telling the bully that what he/she is doing is wrong
- Inviting the victim to leave the situation with them
- Not laughing or otherwise encouraging the bully
- Talking to the victim in private and sharing their support
- Speaking to the bully about why their behavior is not appropriate
- Including the victim in their activities and/or helping them avoid other potential bullying situations
- Not spreading rumors about what happened
- Tell an adult that you trust

**It takes courage to do the right thing, and there is power in numbers.**

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*My counselor helped me - help myself with bullying. She helped me know what to do when I am bullied. I didn't n ow what to do before I just cried and didn't want to go to school. Now I walk away and tell someone!*  
*6th grade girl*

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# BULLYING POLICIES

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***UCLA psychologist find that bullying cannot be ignored when trying to improve educational outcomes, because academic performance was substantially worse for students who were most bullied than their peers. – Journal of Early Adolescence <http://jea.sagepub.com/content/31/1/152.full.pdf+html>***

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## California State Law

**Right to Safe Schools.** All students and staff of public primary, elementary, junior high, senior high schools, and community colleges, colleges, and universities have the inalienable right to attend campuses which are safe, secure and peaceful.

### **AB 1156 – Bullying In Schools**

Redefines California anti-bullying law by expanding the definition of bullying and linking it to academic achievement. It will also strengthen policies and procedures to reduce bullying in schools and keep students safe.

- Requires training of school site personnel in the prevention of bullying
- Links bullying to academic achievement
- Gives victims of bullying priority for school transfer, if requested
- Encourages school districts and county offices of education to include policies and procedures on the prevention of bullying in the school safety plan

### **AB 9 – Seth’s Law**

Requires schools to establish policies to prevent bullying and to address and be responsive to complaints about bullying.

- Requires school districts to include in its non-discrimination policy a detailed list where discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics.
- Requires each school districts non-discrimination policy to describe the district’s procedure for addressing discrimination and harassment complaints; and be publicized in places for student and parental access.
- Schools are to include in their complaint procedures a written form for receiving and investigating discrimination and harassment complaints and to act on complaints.

# BULLYING POLICIES

School districts are to strengthen professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for differences.

## California Teachers Association Policies

### HATE CRIMES: VIOLENCE

CTA believes that school and college districts should provide in-service training for school employees on the identification and prevention of bullying behaviors as part of comprehensive, on-going anti-hate crimes and anti-harassment training program.

### ABUSIVE BEHAVIOR AND CRIMINAL ACTIVITIES IN SCHOOLS:

CTA believes school employees and students should be safe from physical, verbal, and psychological abuse and from all criminal activities.

## Education Code

### Section 201:

- (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
- (c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

### Section 48900:

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

# BULLYING POLICIES

**Section 32261:**

- (g) As used in this chapter, an “electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

**Section 48900 *continued*:**

- (s) A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity.

**Section 35294.21:**

- (c) To ensure a safe, respectful, accepting and emotionally nurturing environment, a school site council is encouraged to consider incorporating strategies to achieve all of the following goals:

*(10) No bullying*

**Section 48900.4:**

A pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.



# BULLYING POLICIES

## Law at a Glance

### **Bullying/Harassment:**

Education Code [48900](#) (2008) permits a student to be suspended from school or recommended for expulsion for engaging in acts of bullying.

Education Code [48900.4](#) (2008) allows a student to be suspended or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats or intimidation, directed against school district personnel or pupils "that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment."

Education Code [48900.2](#) (2008) permits a student to be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed sexual harassment, as defined in Education Code [212.5](#).

### **Cyber Bullying:**

Education Code [48900](#) (2008) permits a student to be suspended from school or recommended for expulsion for engaging in acts of bullying, including bullying committed by means of electronic acts.

Education Code [32261](#) defines "electronic act" as "the transmission of a communication, including, but not limited to, a message, text, sound or image by means of an electronic device, including but not limited to a telephone, wireless telephone or other wireless communication device, computer or pager."

### **Hazing:**

Education Code [48900.2](#) (2008) permits a student to be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has engaged in or attempted to engage in hazing. "Hazing is defined as a method of means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is

# BULLYING POLICIES

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil." For the purposes of this statute, "hazing" does not include athletic events or school-sanctioned events.

## **Sexting:**

**A.B. 321** Authorizes the court, if sexually explicit matter was in the possession of a minor, to order the minor to pay a fine not to exceed \$ 1,000, and to undergo counseling, with the cost of counseling to be borne by the minor's parents. Makes legislative findings and declarations regarding the problems associated with sexting.

**S.B. 916** Expresses the intent of the Legislature to enact legislation to address the activity commonly referred to as "sexting" as it pertains to minors.

**S.B. 919** Amends provisions of the Interagency School Safety Demonstration Act relating to the School/Law Enforcement Partnership. Defines sexting for purposes of that act as the sending or receiving of sexually explicit pictures or video images by means of an electronic act. Requires the partnership's school safety programs to reduce sexting. Includes engaging in an act of sexting directed specifically toward a pupil or school personnel as an act for which a pupil may be suspended or expelled from school.

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Bullying in schools is not an inevitable part of childhood or a rite of passage. It is a serious public safety issue which can have lasting negative consequences, for both the bully and the bully's victims. Bullies who lack empathy and resort to violence mature into adults who are more likely to enter the criminal justice system as defendants.

- United States Attorney, *Benjamin B. Wagner*

Accessed on 10/12/12: <http://www.justice.gov/usao/cae/reports.html>

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# Curriculum Overview

What Worked For Our Project and Schools  
What Might Work For You?

- Bullying Curriculum Resource Guide
- Additional Resources



# BULLYING CURRICULUM

## RESOURCE GUIDE

*This resource guide can be used as a tool for assisting with determining which curriculum will work for your school district. It will help address the social-emotional well-being of your students. The items below have assisted Solano County efforts in providing school based mental health interventions.*

*(Bullying, anxiety, depression, self-esteem, self-harm, empowerment)*

Primary – Core Curriculum	Grade level
<b>Bully Proof Kit: The Bully Proof Kit includes:</b> Four DVDs ( <i>Are You a Bully? Five Ways to Stop a Bully</i> , <i>Don't Stand By</i> , and <i>Help! I'm a Bully</i> ), three 17" x 22" color posters, 30 4" x 5" activity cards, reproducible activity sheets, teacher's resource book and a carrying case. <a href="http://www.hrmvideo.com/catalog/bully-proof-kit">http://www.hrmvideo.com/catalog/bully-proof-kit</a>	3-6
<b>Middle School Bully Prevention Tool Kit:</b> 5 Researched-based videos plus teacher's resource books with work sheets, role plays, student activities and a special bonus of 100 FREE pamphlets. <a href="http://www.hrmvideo.com/catalog/middle-school-bully-prevention-tool-kit">http://www.hrmvideo.com/catalog/middle-school-bully-prevention-tool-kit</a>	6-8

Supplemental – Curriculum/Activities	Grade level
<b>Using Your Wits (Strategies to Stop Bullying) - DVD</b> <a href="http://www.hrmvideo.com/catalog/using-your-wits-strategies-to-stop-bullying">http://www.hrmvideo.com/catalog/using-your-wits-strategies-to-stop-bullying</a>	3-7
<b>Confessions of a Former Bully - book</b> <a href="http://www.barnesandnoble.com/w/confessions-of-a-former-bully-trudy-ludwig/1100642674">http://www.barnesandnoble.com/w/confessions-of-a-former-bully-trudy-ludwig/1100642674</a>	K-6
<b>Mean Chicks, Cliques, and Dirty Tricks (girls) - book</b> <i>Teenage girls have had enough! Mean Chicks, Cliques, and Dirty Tricks is the first book to give teenage girls the lowdown on everyday issues in today's tough girl world, from gossip to gangs.</i> <a href="http://www.barnesandnoble.com/w/mean-chicks-cliques-and-dirty-tricks-erika-v-shearin-karres/1111956639">http://www.barnesandnoble.com/w/mean-chicks-cliques-and-dirty-tricks-erika-v-shearin-karres/1111956639</a>	5-12
<b>Bullying Free Classroom – Proven P &amp; I strategies - <u>For Teacher use</u></b> <i>Positive and practical, reinforced with true stories and enhanced by reproducible forms, checklists, and resources, this solution-filled book can make your classroom a place where all students are free to learn without fear.</i> <a href="http://www.bullyfree.com/products?id=18">http://www.bullyfree.com/products?id=18</a>	K-8

# BULLYING CURRICULUM

## RESOURCE GUIDE

<b>How To Be Bully Free Workbook - <i>For Student use</i></b> <i>This hands-on, consumable workbook is full of engaging activities that help kids recognize bullying behaviors, understand that bullying is not acceptable, respond appropriately if they are bullied, know what to do when others are bullied, and more.</i> <a href="http://www.bullyfree.com/products?id=65">http://www.bullyfree.com/products?id=65</a>	K-8
<b>How You Can Be Bully Free (workbook) - <i>For Student use</i></b> <i>This information-loaded and easy-to-read booklet addresses the following questions: (1) What is bullying? (2) What is the difference between bullying and normal conflict? (3) What should you do to promote your own acceptance? (4) What should you do when you are bullied? (5) What should you do if you are bullying? (6) What should you do about cyber bullying? and (7) What should you do when you are bullied by school personnel?</i> <a href="http://www.bullyfree.com/products?id=25">http://www.bullyfree.com/products?id=25</a>	4-8
<b>How You Can Be Bully Free (workbook) - <i>For Student use</i></b> <i>This information-loaded and easy-to-read booklet addresses the following questions: (1) What is bullying? (2) What is the difference between bullying and normal conflict? (3) What should you do to promote your own acceptance? (4) What should you do when you are bullied? (5) What should you do if you are bullying? (6) What should you do about cyber bullying? and (7) What should you do when you are bullied by school personnel?</i> <a href="http://www.bullyfree.com/products?id=36">http://www.bullyfree.com/products?id=36</a>	9-12
<b>Bully Prevention Tool Kit Bully Free Bulletin Boards, Posters, and Banners - book</b> <i>This book brings key anti-bullying concepts to the classroom in fun, interactive ways: Kids work on displays together, with instruction and reinforcement from teachers.</i> <a href="http://www.bullyfree.com/products?id=24">http://www.bullyfree.com/products?id=24</a>	K-8

Games	Grade level
<b>Bully Free Card Game</b> <a href="http://www.bullyfree.com/products?id=14">http://www.bullyfree.com/products?id=14</a>	K-8
<b>Goodbye Bullying Machine Card Game</b> <a href="http://www.bullyfree.com/products?id=137">http://www.bullyfree.com/products?id=137</a>	5-9
<b>Bullying in a Jar</b> <a href="http://www.barnesandnoble.com/w/bully-free-zone-in-a-jar-free-spirit-publishing/1112017417">http://www.barnesandnoble.com/w/bully-free-zone-in-a-jar-free-spirit-publishing/1112017417</a>	K-8

# BULLYING CURRICULUM

## RESOURCE GUIDE

Additional Resources	Grade level
<b>Top 10 Topics for School Counselors (Chapter 5)</b> <a href="http://www.bullyfree.com/products?id=14">http://www.bullyfree.com/products?id=14</a>	K-8
<b>Goodbye Bully Machine Card Game</b> <a href="http://www.barnesandnoble.com/w/top-10-topics-for-school-counselors-roxanne-zusmer/1030665497?ean=9781564990761">http://www.barnesandnoble.com/w/top-10-topics-for-school-counselors-roxanne-zusmer/1030665497?ean=9781564990761</a>	5-9
<b>Helping At-Risk Students (Module3)</b> <a href="http://search.barnesandnoble.com/Helping-At-Risk-Students/Jill-Waterman/e/9781572305717">http://search.barnesandnoble.com/Helping-At-Risk-Students/Jill-Waterman/e/9781572305717</a>	6-9
<b>ADDept (Teasing – Chapter 8)</b> <a href="http://www.addept.org/site/store/books_videos.htm">http://www.addept.org/site/store/books_videos.htm</a>	K-8
<b>The Bullying Circle – Poster</b> <a href="http://www.kidsareworthit.com">http://www.kidsareworthit.com</a>	K-12

**PACER's National Bullying Prevention Center:** "The End of Bullying Begins with You" [www.pacer.org/bullying/](http://www.pacer.org/bullying/)

**Stop Bullying Now:** Get tips, facts, toolkits, and training materials on topics related to bullying  
[www.stopbullying.gov/](http://www.stopbullying.gov/)

**Stop Bullying Spanish website:** information, videos, examples, and resources for help on topics related to bullying <http://espanol.stopbullying.gov/>

**California Department of Education:** Bullying Publications & Resources  
[www.cde.ca.gov/ls/ss/se/bullyres.asp](http://www.cde.ca.gov/ls/ss/se/bullyres.asp)

**American Society for the Prevention of Cruelty to Children (ASPCA):** Help, advice and resources for dealing with bullying  
<http://americanspcc.org/education/bullying/>

**A Collaborative International Project:** Dedicated to increasing awareness and to preventing, resolving and eliminating bullying  
[www.bullying.org](http://www.bullying.org)

**Kids Health for Parents:** *Bullying and Your Child*. "Helping Kids Deal With Bullies"  
<http://kidshealth.org/parent/emotions/feelings/bullies.html>

**Free Spirit Publishing:** *The Bully Free Classroom*. Literature and publication resources  
[www.freespirit.com/bullying-conflict-resolution/](http://www.freespirit.com/bullying-conflict-resolution/)

**Face Bullying With Confidence:** *8 Skills Kids Can Use Right Away*. Building prevention skills to increase confidence and help kids develop positive peer relationships  
[www.kidpower.org/library/article/prevent-bullying/](http://www.kidpower.org/library/article/prevent-bullying/)

**National PTA:** Prevention tools and resources for Parents, PTA leaders, educators and community members  
[www.pta.org/bullying.asp](http://www.pta.org/bullying.asp)

**Stomp Out Bullying:** A national anti-bullying program for kids and teens.  
[http://stompoutbullying.com/aboutbullying\\_theissue.php](http://stompoutbullying.com/aboutbullying_theissue.php)

**Center for Disease Control and Prevention:** *Understanding Bullying*. Tips and facts on bullying  
[www.cdc.gov/ViolencePrevention/pdf/Bullying\\_Factsheet-a.pdf](http://www.cdc.gov/ViolencePrevention/pdf/Bullying_Factsheet-a.pdf)



**Violence Prevention Works:** *Bullying Prevention Program*. Online courses providing information about bullying and dating violence

[www.violencepreventionworks.org/public/index.page](http://www.violencepreventionworks.org/public/index.page)

**Curry School of Education:** *Youth Violence Project: Bullying*. Bullying research & resources

<http://curry.virginia.edu/research/projects/bullying>

**Let's Get Real:** Examines a variety of issues that lead to taunting and bullying

<http://www.groundspark.org/films/letsgetreal/index.html>

**Eyes on Bullying:** Uses athletes from Boston's major sports teams to help kids stand strong against bullying

[www.eyesonbullying.org/websites](http://www.eyesonbullying.org/websites)

**Anti-Bullying Alliance:** A website with great resources for children, parents, and teachers

<http://www.anti-bullyingalliance.org/index.htm>

**Raven Days:** An abundance of real-life stories from victims of bullying and their parents, as well as many valuable resources for bullying victims

<http://www.ravendays.org>

**Bullying, No Way:** A user-friendly, interactive website for kids, parents, teachers, and whole school communities; the "chill out" space is worth a special look

<http://www.bullyingnoway.com.au/>

	NOTES
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# Student Information

- Sample Survey Grades K-2
- Sample Survey Grades 3-5
- Sample Survey Grades 6-8
- Sample Survey Grades 9-12
- Sample Bully Free Pledge
- Sample Action, Apology Form
- We Never, Ever Tease About...



STUDENT:

# SAMPLE SURVEY GRADES K-2

## ARE YOU A BULLY?

Have you ever wondered if you're a bully? Here's a quick way to tell if you are or might be. Read each question and circle "Y" (for yes) or "N" (for no).

**Be honest!** Your answers will be kept private.

- |   |   |   |
|---|---|---|
| 1. Do you pick on other kids who are smaller than you, or on animals?                 | Y | N |
| 2. Do you like to tease and make fun of other people?                                 | Y | N |
| 3. If you tease people, do you like to see them get sad and upset?                    | Y | N |
| 4. Do you think it's funny when other people make mistakes?                           | Y | N |
| 5. Do you like to take or destroy other people's things?                              | Y | N |
| 6. Do you want other students to think that you're the toughest kid in school?        | Y | N |
| 7. Do you get angry a lot and stay angry for a long time?                             | Y | N |
| 8. Do you blame other people for things that go wrong for you?                        | Y | N |
| 9. Do you like to hurt people that hurt you?  | Y | N |
| 10. When you play a game or sport, do you always have to be the winner?               | Y | N |
| 11. If you lose at something, do you worry about what other people will think of you? | Y | N |
| 12. Do you get angry or jealous when someone else does better than you?               | Y | N |

**Read this AFTER you answer all of the questions!**

If you answered "Yes" to one or two of these questions, **you may be on your way to becoming a bully**. If you answered "Yes" to three or more, you probably *are* a bully, and you need to find ways to change your behavior. **Good news:** Bullies can get help dealing with their feelings, getting along with other people, and making friends. Parents, teachers, school counselors, and other adults can all give this kind of help. **JUST ASK!!!**

STUDENT:

# SAMPLE SURVEY GRADES 3-5

## ARE YOU A BULLY?

Have you ever wondered if you're a bully? Here's a quick way to tell if you are or might be. Read each question and circle "Y" (for yes) or "N" (for no).

**Be honest!** Your answers will be kept private.

- |   |   |   |
|---|---|---|
| 1. Do you pick on kids who are smaller than you, or on animals?                       | Y | N |
| 2. Do you like to tease and taunt other people?                                       | Y | N |
| 3. If you tease people, do you like to see them get upset?                            | Y | N |
| 4. Do you think it's funny when other people make mistakes?                           | Y | N |
| 5. Do you like to take or destroy other people's belongings?                          | Y | N |
| 6. Do you want other students to think that you're the toughest kid in school?        | Y | N |
| 7. Do you get angry a lot and stay angry for a long time?                             | Y | N |
| 8. Do you blame other people for things that go wrong for you?                        | Y | N |
| 9. Do you like to get revenge on people who hurt you?                                 | Y | N |
| 10. When you play a game or sport, do you always have to be the winner?               | Y | N |
| 11. If you lose at something, do you worry about what other people will think of you? | Y | N |
| 12. Do you get angry or jealous when someone else succeeds?                           | Y | N |

**Read this AFTER you answer all of the questions!**

If you answered "Yes" to one or two of these questions, **you may be on your way to becoming a bully**. If you answered "Yes" to three or more, you probably *are* a bully, and you need to find ways to change your behavior. **Good news:** Bullies can get help dealing with their feelings, getting along with other people, and making friends. Parents, teachers, school counselors, and other adults can all give this kind of help. **JUST ASK!!!**

STUDENT:

# SAMPLE SURVEY GRADES 6-8

## ARE YOU A BULLY?

Have you ever wondered if you're a bully? Here's a quick way to tell if you are or might be. Read each question and circle "Y" (for yes) or "N" (for no).

**Be honest!** Your answers will be kept private.

- |   |   |   |
|---|---|---|
| 1. Do you pick on kids who are smaller than you, or on animals?   | Y | N |
| 2. Do you like to tease and criticize other people?   | Y | N |
| 3. If you tease people, do you like to see them get upset?  | Y | N |
| 4. Do you think it's funny when other people make mistakes?   | Y | N |
| 5. Do you like to take or destroy other people's personal belongings?   | Y | N |
| 6. Do you want other students to think that you're the toughest kid in school?                                | Y | N |
| 7. Do you get angry a lot and stay angry for a long time?   | Y | N |
| 8. Do you blame other people for things that go wrong in your life?   | Y | N |
| 9. Do you like to get revenge on people who hurt you?   | Y | N |
| 10. When you play a game or sport, do you always have to be the winner?                                       | Y | N |
| 11. If you lose at something, do you worry about what other people will think of you?                         | Y | N |
| 12. Do you get angry or jealous when someone else succeeds?   | Y | N |
| 13. Do you show your toughness when it's time for you to do a requested task that you're not confident about? | Y | N |

**Read this AFTER you answer all of the questions!**

If you answered "Yes" to one or two of these questions, **you may be on your way to becoming a bully.** If you answered "Yes" to three or more, you probably *are* a bully, and you need to find ways to change your behavior. **Good news:** Bullies can get help dealing with their feelings, getting along with other people, and making friends. Parents, teachers, school counselors, and other adults can all give this kind of help. **JUST ASK!!!**

STUDENT:

# SAMPLE

## SURVEY GRADES 9-12

### ARE YOU A BULLY?

Have you ever wondered if you're a bully? Here's a quick way to tell if you are or might be. Read each question and circle "Y" (for yes) or "N" (for no).

**Be honest! Your answers will be kept private.**

- |   |   |   |
|---|---|---|
| 1. Do you target people who are smaller than you to pick on, or on animals?                                   | Y | N |
| 2. Do you like to tease and ridicule other people?  | Y | N |
| 3. If you tease people, do you like to see them get upset and become distressed?                              | Y | N |
| 4. Do you think it's amusing when other people make mistakes?   | Y | N |
| 5. Do you like to take or destroy other people's personal possessions?  | Y | N |
| 6. Do you want others to think that you're the toughest one in school?  | Y | N |
| 7. Do you get angry a lot and hold that anger for a long time?  | Y | N |
| 8. Do you blame other people for things that go wrong in your life?   | Y | N |
| 9. Do you like to get revenge on people who hurt you?   | Y | N |
| 10. When you play a game or sport, do you always have to win?   | Y | N |
| 11. If you lose at something, do you worry about what other people will think of you?                         | Y | N |
| 12. Do you get furious or jealous when someone else succeeds?   | Y | N |
| 13. Do you show your toughness when it's time for you to do a requested task that you're not confident about? | Y | N |

**Read this AFTER you answer all of the questions!**

If you answered "Yes" to one or two of these questions, **you may be on your way to becoming a bully**. If you answered "Yes" to three or more, you probably *are* a bully, and you need to find ways to change your behavior. **Good news:** Bullies can get help dealing with their feelings, getting along with other people, and making friends. Parents, teachers, school counselors, and other adults can all give this kind of help. **JUST ASK!!!**



# **No Bullying - No Tolerance - Student Pledge**

**I BELIEVE THAT WE ALL HAVE THE RIGHT TO BE WHO WE  
ARE WITHOUT BIAS OR JUDGMENT. I RECOGNIZE THAT  
INSENSITIVITY, BIAS, BIGOTRY, STEREOTYPING,  
LABELING, AND IGNORANCE IS PREJUDICE AND  
DISCRIMINATION.**

In order to be a fair and respectful person and make my school, community and country a better place, **TODAY** I make a personal pledge to honor and respect myself and everyone around me...no matter what our differences, beliefs, abilities, ethnicity, culture, sexual identity or other characteristics may be.

In order to fulfill my pledge, I \_\_\_\_\_ will:

Be kind and considerate of others and their feelings

Look at my own biases, get help and work hard to overcome them

Speak out against hate, bigotry, and injustice

Pledge no tolerance at school, in my community, at home, and in my country

**We are all different, yet we share a community, we share a world!**

**We share the joys of being fair and tolerant and making our shared communities and world a better place.**



STUDENT:

# ACTION RECOGNITION

## APOLOGY FORM

*This sample form can be used when a student needs to practice ownership of action recognition and apology application.*

### Ownership Action Recognition

What happened? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What can I do to help solve this problem? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Apology Application

What I did or said: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My apology to \_\_\_\_\_:  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# AT SCHOOL

We Never, Ever

TEASE ABOUT

- ✓ A person's family
- ✓ Who someone is
- ✓ A person's body or body parts

Not even in fun because it doesn't stay fun for long!



## NOTES

# Parent Information

How can parents be aware and support our students at home and school?

- Parent Tips on Bullying
- School and Bullying
- We Never, Ever Tease About...
- We Never, Ever Tease at Home...
- We Never, Ever Posters/Flyers
- Sample Parent Pledge
- Positive Parent Listening



# PARENT TIPS ON BULLYING

Bullying can affect everyone-those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including mental health issues, substance use, and suicide. It is important to talk to kids to determine whether bullying- or something else- is a concern.

*The following behaviors may indicate that a student is being bullied, is at risk of being bullied, or is bullying others.*

**Signs a child is being bullied:**

- Unexplained injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

**Signs a child is bullying others:**

- Gets into physical or verbal fights
- Has friends who bully others
- Is increasingly aggressive
- Gets sent to the principal's office or detention frequently
- Has unexplained extra money or new belongings
- Blames others for his or her problems
- Doesn't accept responsibility for his or her actions
- Is competitive and worries about his or her reputation or popularity

Warning signs provided by [www.Stopbullying.gov](http://www.Stopbullying.gov)

## ***What do you do when...***

Suddenly your child begins complaining about school and tries to avoid going to school.

- Start asking specific questions in a gentle way.
- Use questions that will be answered with an explanation rather than a “yes” or “no.” An example might be “I get the feeling you don’t want to go to school lately. Tell me what’s going on at school?”

If your child admits to being bullied at school:

- Talk to the teacher or principal right away.
- Make a plan of action before you leave the school on how the bullying will be dealt with.
- Do not confront the person suspected of bullying your child.

If your child is starting to get more aggressive, complains about other kids and how he or she is always getting blamed for what other kids are doing to him/her:

- Take time to listen carefully to what he or she is saying.
- Ask for an example of what the child has been blamed for
- Ask the child to tell you what happened, from the beginning.
- Probe a little further and ask more questions about your child’s reply.

If your child seems to be justifying why he/she needed to push back, shove, or steal:

- Ask him/her what else they could have done.
- If he/she says no one believes him/her, tell your child that you’ll talk to the teacher or principle.
- If the child tells you not to bother, just tell him/her it’s your job to bother.
- When you go to the school, make sure and listen. Get the other side of the story.

Whether you suspect you child is getting bullied, is doing the bullying, or is just telling you about other kids involved in bullying, you should:

- Pay more attention to what goes on in your child’s day at school.
- Let you child know you are interested in what is going on in their day. Showing your genuine interest in them will allow for open communication.



# SCHOOL AND BULLYING

- Always talk to your child about his/her day using specific questions such as:
  - “What is one good thing and one bad thing that happened at school today?”
  - “What was the best thing you learned in class today?”

That way you'll have a better idea when something is wrong AND it will become normal for your child to have conversations about his/her day.

- Talking to your child when there are no problems makes it much easier for your child to talk to you when there is a problem.
- Increase your exposure to your child's friends. Give them rides, invite them over and get to know them.
- Pay attention to their conversations. Always keep tuned in on what your child and his/her friends say, so you'll know when there is a problem and when things are fine.

**IMPORTANT:** It takes time to resolve bullying problems. Try to be patient. The teacher will need to talk with your child, talk with the bully, talk with other children who might have witnessed the bullying, and then decide what is best to do for everyone involved. Accessed on 10/11/12: [http://www.freespirit.com/files/other/NewBullyFreeClassroom\\_Tips\\_for\\_Parents.pdf](http://www.freespirit.com/files/other/NewBullyFreeClassroom_Tips_for_Parents.pdf)

# WE NEVER EVER TEASE...ABOUT

- ✓ A person's family
- ✓ A person's race
- ✓ Who someone is
- ✓ How a person looks

***Not even in fun because it doesn't stay fun for long!***

Dear Parents,

This handout is meant to communicate the importance of teaching your child the difference between playful teasing, and what constitutes as harassment and bullying. This knowledge will empower your child to know when someone is speaking inappropriately to him or her, as well as helping your child know how to avoid getting into trouble for speaking to someone else inappropriately. Here are examples of things you can do:

### **Post a Sign**

Make your home a safe place for your children by reinforcing this rule. Hang the sign in a room where everyone can see it, and make sure everyone in the house knows about the rule.

### **Have a Discussion**

Talk with your child/children about the differences between hurtful teasing and playful teasing. Ask them for examples of the different kinds of teasing they've witnessed. Some examples include:

"You're silly!" (**playful**) "You're so stupid that your brain hurts when you think" (**mean**)  
"You as snazzy as a model" (**playful**) "Yo mama so skinny she hula hoops with a cheerio."(**mean**)

### **Include the following in your discussion:**

- Playful teasing and mean teasing sound different; the person's tone of voice says it all.
- If it starts out playfully and the person being teased doesn't like it, it's inappropriate.
- It's important for a student who is being teased to speak up if he or she doesn't like to be teased.
- It's important for a student who is teasing someone else to stop when asked to do so.

## WE NEVER EVER TEASE...ABOUT

***If your child has experienced inappropriate teasing:***

- Have him or her draw how he or she feels. Ask your child to share it with you: "Tell me about your picture."
- Have your child write about his or her experience. Ask your child to tell you what he or she wrote about.
- Ask your child to explain what felt good about the situation, and what felt bad.

**Be prepared:**

Talk to your child about how to handle this situation if it comes up again.

- Identify whether he or she is the teaser or the child being teased.
- Specify what the child should say to the other child; it might be, "Please stop teasing me," or "I'm sorry for teasing you."
- Determine whether or not to tell a trusted adult at school, and who to talk to about it at home.

***Be consistent! It is important that EVERYONE in the house be held accountable, and everyone should have a consequence if they choose to disrespect someone else.***



# STOP


We Never, Ever  
Tease at Home

- ✓ About a person's family
- ✓ Who someone is
- ✓ The way a person looks

# **AT HOME**

## **We Never, Ever**

### **TEASE ABOUT**

- 
- ✓ A person's family
  - ✓ Who someone is
  - ✓ A person's body or body parts





# AT HOME

## TEASE ABOUT

WE  
NEVER,  
EVER...



- ✓ A person's family
- ✓ Who someone is
- ✓ A person's body or body parts

Not even in fun because it doesn't stay fun for long

# **No Bullying - No Tolerance - Parent Pledge**

**I BELIEVE THAT WE ALL HAVE THE RIGHT TO BE WHO WE  
ARE WITHOUT BIAS OR JUDGMENT. I RECOGNIZE THAT  
INSENSITIVITY, BIAS, BIGOTRY, STEREOTYPING,  
LABELING, AND IGNORANCE IS PREJUDICE AND  
DISCRIMINATION.**

In order to be a fair and respectful person and make my child's school, my community, and my country a better place, **TODAY** I make a personal pledge to honor and respect myself, everyone around me, and to stand to take action as a supportive adult...no matter what differences, beliefs, abilities, ethnicity, culture, sexual identity or other characteristics we may have.

In order to fulfill my pledge, I \_\_\_\_\_ will:

Be kind and considerate of others and their feelings

Look at my own biases, get help and work hard to overcome them

Speak out against hate, bigotry, and injustice

Be a positive source of support to my child

Pledge no tolerance at school, in my community, at home, and in my country

**We are all different, yet we share a community, and we share a world!**

**We share the joys of being fair and tolerant and making our shared communities and world a better place.**



# Positive Parent

## Don't ATTACK but REACT by Giving Time to Hear from your Child Before Starting with an IMMEDIATE Response

Often time children want to be heard and need someone who will listen to them to help process the experiences that they encounter. When a child approaches you, some tips to keep in mind when reacting to the child's experiences are as follows:

- ✓ Speak with your child in a confidential area where you will not be interrupted
- ✓ To help focus on what your child is trying to express to you try "active listening": repeat what your child has told you in your own words and check to see if you understood them correctly
- ✓ Ask your child what they need from you... don't assume you already know the answer' empower them to tell you
- ✓ Check in with your child to see how other things are going with friendships, other peers, and in general
- ✓ "Check yourself" ... check your body language to make sure you are not showing signs of tension, it could create a barrier and keep your child from continuing to share; they may not want to see you become upset and emotional
- ✓ Look for small positive behaviors and verbally reinforce it to them in the moment (don't wait until later) to acknowledge their strengths



# Listening



# School Information (Administrators, Teachers, & Staff)

How can school staff be aware and  
support students at school?

- Bullying Warning Signs
- Social-Emotional Well-Being
- Bullying and Students with Disabilities
- De-Escalation Resources
- Roll-Play Case Scenarios
- Sample School Staff Pledge
- Sample Certificates “caught doing something positive”
- We Never, Ever Tease About...



# BULLYING WARNING

## SIGNS

**INVESTIGATE** changes in behaviors that are evident and persist over time - better to be wrong than to allow a student to suffer.

Things to look for:

### SCHOOL

- Sudden change in school attendance/academic performance
- Easily distracted and/or difficulty concentrating in class
- No longer wants to participate in recess activities or go to recess
- Does not want to participate in school-sponsored activities anymore

### SOCIAL/EMOTIONAL BEHAVIOR

- Lonely, withdrawn, isolated
- Has become nervous, anxious, or fearful
- Doesn't stand up for himself or herself, is being made fun of, laughed at, picked on, teased, put down, and/or called names by other students
- Uses "victim" body language—hunches shoulders, hangs head, won't look people in the eye, backs off from others
- Rather be with adults during lunch and other free time
- Suddenly begins bullying other students
- Low self-esteem
- Irritable, disruptive, aggressive, quick-tempered, fights back (but always loses)
- Blames himself or herself for problems/difficulties
- Overly concerned about personal safety; spends a lot of time and effort thinking/worrying about getting safely to and from lunch, the bathroom, lockers, through recess, etc.; avoids certain places at school
- Talks about running away
- Talks about suicide

### PHYSICAL

- Frequent illness, headaches, stomachaches, etc.
- Scratches, bruises, damage to clothes or belongings, etc. that don't have obvious explanations
- Sudden stammer or stutter
- Has a physical difference that sets him/her apart from peers—wears glasses, is overweight/underweight, taller/shorter than peers, "talks funny," "looks funny," "walks funny," etc.
- Change in eating patterns, sudden loss of appetite

# SOCIAL EMOTIONAL WELL-BEING

**Some adults may believe bullying is a part of growing up and view it as a healthy rite of passage.**

Mental and emotional well-being is essential to overall health. Positive mental health allows people to realize their full potential, cope with stresses of life, work productively, and make meaningful contributions to their communities. Early childhood experiences have lasting, measurable, consequences later in life; therefore, fostering emotional well-being from the earliest stages of life helps build a foundation for overall health and well-being. Anxiety, mood (e.g., depression) and impulse control disorders are associated with a higher probability of high risk behaviors (e.g., tobacco, alcohol and other drug use, risky sexual behavior), increase in intimate partner and family violence, and many other chronic and acute conditions (e.g., obesity, diabetes, cardiovascular disease, HIV/STIs), as well as premature death.

Accessed on 10/11/12: <http://www.healthcare.gov/prevention/nphpphc/strategy/mental-emotional-well-being.pdf>

According to literature from Healthcare.gov:

A child experiencing mental health issues is more likely to have problems in school and is at greater risk of entering the criminal justice system. About one in five youths experience a mental, emotional, or behavior disorder at some point in their lifetime.

Family and community rejection of lesbian, gay, bisexual, and transgender (LGBT) youth, including bullying, can have profound and long-term impacts (e.g., depression, use of illegal drugs, and suicidal behavior).

People who bully have a higher risk and are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults
- Drop out of school
- Engage in early sexual activity
- Have criminal convictions
- Be abusive toward their partners, spouses, or children as adults
- Higher risk of depression and anxiety
- Bring fear and hopelessness into one's life

Signs and symptoms to look for:

- Increased feelings of sadness and loneliness
- changes in sleep and eating patterns
- loss of interest in activities

# SOCIAL EMOTIONAL WELL-BEING

- have increased thoughts about suicide
- more likely to have health complaints
- more likely to miss, skip, or drop out of school
- more likely to retaliate through extremely violent measures

## ***Supporting your students Social Emotional Well-being***

- Enhance problem-solving and coping skills
- Social development strategies that facilitate opportunities to enhance self-esteem and empower students to access help
- Support positive relationships with peers and staff
- Implement evidence based curriculum focusing on areas such as cognitive behavior, resiliency, social emotion learning, solution focused brief therapy, social and emotional intelligence and multi-sensory learning

# BULLYING AND STUDENTS WITH DISABILITIES

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**Addressing Bullying of Students with Disabilities**, Dr. Millicent Kellner of Rutgers University January 12, 2012

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*Why are students with disabilities more likely to be targeted for bullying?*

- Their appearance may be different.
- They tend to be more socially isolated.
- They lack relationships which buffer against being bullied.
- They may not be able to defend themselves verbally or physically.
- They may behave differently or in ways that others do not understand.
- The extra support they require may pose challenges to staff, as well as other students.
- There are limited opportunities to become familiar with, and better understand students with disabilities.

Studies show that students with visible and non-visible disabilities are subject to more bullying than their non-disabled peers (Carter and Spencer, 2006).

- Although little research has been conducted on the relation between learning disabilities (LD) and bullying, available information indicates that children with learning disabilities are at greater risk of being teased and physically bullied.
- Children with Attention Deficit Hyperactivity Disorder (ADHD) are more likely than other children to be bullied. They also are somewhat more likely than others to bully their peers.
- Children with medical conditions that affect their appearance (e.g., cerebral palsy, muscular dystrophy, spina bifida) are more likely to be victimized by peers. Frequently, these children report being called names related to their disability.
- Obesity may also place children at higher risk of being bullied.
- Children with hemiplegia (paralysis to one side of their body) are more likely than other children their age to be victimized by peers, to be rated as less popular than their peers, and to have fewer friends than other children.

## BULLYING AND STUDENTS WITH DISABILITIES

- Children who have diabetes and who are dependent on insulin may be especially vulnerable to peer bullying.

What can parents do? HRSA *Stop Bullying Now!* Campaign (2007)

- Be supportive of your child and listen.
- Be sure to tell your child that it isn't their fault.
- Do not encourage your child to fight back.
- Write down as much information as possible.
- Contact and share with your child's teacher to quickly resolve the problem.
- Contact the principal if the teacher does not fix the problem quickly.
- Ask the school district to convene a meeting of the Individualized Education Program (IEP) team or the Section 504 team.
- Parents should question their children to find out if the child is bullying peers or younger children because sometimes children and youth who are bullied also bully others.

A child's disability can make it difficult to identify the type of bullying that is occurring, so parents and teachers need to be more aware of the child's behavior patterns.

It is important for both teachers and parents to take the time to clearly define and describe bullying behaviors for children with disabilities, so they can identify bullying and notify adults if they experience or witness bullying.

# Bullying and Harassment of Students with Disabilities

*Top 10 facts parents, educators, and students need to know*

## 1. The facts — Students with disabilities are much more likely to be bullied than their nondisabled peers.

Bullying of children with disabilities is significant but there is very little research to document it. Only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities but all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. One study shows that 60 percent of students with disabilities report being bullied regularly compared with 25 percent of all students.

## 2. Bullying affects a student's ability to learn.

Many students with disabilities are already addressing challenges in the academic environment. When they are bullied, it can directly impact their education.

Bullying is not a harmless rite of childhood that everyone experiences. Research shows that bullying can negatively impact a child's access to education and lead to:

- School avoidance and higher rates of absenteeism
- Decrease in grades
- Inability to concentrate
- Loss of interest in academic achievement
- Increase in dropout rates

Learn more about other common misperceptions about bullying at [PACER.org/bullying/resources/publications/](http://PACER.org/bullying/resources/publications/)

## 3. The definition — Bullying based on a student's disability may be considered harassment.

The Office for Civil Rights (OCR) and the Department of Justice (DOJ) have stated that

bullying may also be considered harassment when it is based on a student's race, color, national origin, sex, disability, or religion

Harassing behaviors may include:

- Unwelcome conduct such as verbal abuse, name-calling, epithets, or slurs
- Graphic or written statements
- Threats
- Physical assault
- Other conduct that may be physically threatening, harmful, or humiliating

## 4. The Federal Laws — Disability harassment is a civil rights issue.

Parents have legal rights when their child with a disability is the target of bullying or disability harassment. Section 504 of the Rehabilitation Act of 1973 (often referred to as 'Section 504') and Title II of the Americans with Disabilities Act of 1990 (Title II) are the federal laws that apply if the harassment denies a student with a disability an equal opportunity to education. The Office for Civil Rights (OCR) enforces Section 504 and Title II of the ADA. Students with a 504 plan or an Individualized Education Program (IEP) would qualify for these protections.

According to a 2000 Dear Colleague letter from the Office for Civil Rights, "States and school districts also have a responsibility under Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA), which is enforced by OSERS [the Office for Special Education and Rehabilitative Services], to ensure that a free appropriate public education (FAPE) is made available to eligible students with disabilities. Disability harassment may result in a denial of FAPE under these statutes."

The letter further outlines how bullying in the form of disability harassment may

PACER's National Bullying Prevention Center®

8161 Normandale Blvd  
Minneapolis, MN 55437-1044  
952.838.9000  
952.838.0199 fax  
[PACER@PACER.org](mailto:PACER@PACER.org)

[PACER.org/Bullying](http://PACER.org/Bullying)  
[PACERKidsAgainstBullying.org](http://PACERKidsAgainstBullying.org)  
[PACERTeensAgainstBullying.org](http://PACERTeensAgainstBullying.org)



prevent a student with an IEP from receiving an appropriate education: “The IDEA was enacted to ensure that recipients of IDEA funds make available to students with disabilities the appropriate special education and related services that enable them to access and benefit from public education. The specific services to be provided a student with a disability are set forth in the student’s individualized education program (IEP), which is developed by a team that includes the student’s parents, teachers and, where appropriate, the student. Harassment of a student based on disability may decrease the student’s ability to benefit from his or her education and amount to a denial of FAPE.”

**5. The State Laws — Students with disabilities have legal rights when they are a target of bullying.**

Most states have laws that address bullying. Some have information specific to students with disabilities. For a complete overview of state laws, visit [Olweus.org](http://Olweus.org).

Many school districts also have individual policies that address how to respond to bullying situations. Contact your local district to request a written copy of the district policy on bullying.

**6. The adult response is important**

Parents, educators, and other adults are the most important advocates that a student with disabilities can have. It is important that adults know the best way to talk with someone in a bullying situation.

Some children are able to talk with an adult about personal matters and may be willing to discuss bullying. Others may be reluctant to speak about the situation. There could be a number of reasons for this. The student bullying them may have told them not to tell or they might fear that if they do tell someone, the bullying won’t stop or may become worse.

When preparing to talk to children about bullying, adults (parents and educators) should consider how they will handle the child’s questions and emotions and what their own responses will be. Adults should be prepared to listen without judgment, providing the child with a safe place to work out their feelings and determine their next steps.

It is never the responsibility of the child to fix a bullying situation. If children could do that, they wouldn’t be seeking the help of an adult in the first place.

For more information, read PACER’s “Talking With Your Child About Bullying.”

**7. The resources — Students with disabilities have resources that are specifically designed for their situation.**

**IEP**

Students with disabilities, who are eligible for special education under the Individuals with Disabilities Education Act (IDEA), will have an Individualized Education Program (IEP).

The IEP can be a helpful tool in a bullying prevention plan. Remember, every child receiving special education is entitled to a free, appropriate public education (FAPE), and bullying can become an obstacle to that education.

For more information, read PACER’s “Individualized Education Program (IEP) and Bullying.”

**Dear Colleague Letter**

In 2000, a ‘Dear Colleague’ letter was sent to school districts nationwide from the U.S. Department of Education’s Office for Civil Rights (OCR) and Office of Special Education and Rehabilitative Services (OSERS) that defined the term “disability harassment.”

[www2.ed.gov/about/offices/list/ocr/docs/disabharassltr.html](http://www2.ed.gov/about/offices/list/ocr/docs/disabharassltr.html)

In 2010, another Dear Colleague letter from the Office for Civil Rights was issued that reminded school districts of their responsibilities under civil rights laws that prohibit discrimination and harassment on the basis of race, color, national origin, sex, disability, and religion.

[www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html)

**Template Letters**

[PACER.org/bullying/resources/publications/](http://PACER.org/bullying/resources/publications/)

Parents should contact school staff each time their child informs them that he or she has been bullied. Parents may use one of these template letters as a guide for writing a letter to their child’s school. These letters contain standard language and “fill-in-the-blank” spaces so that the letter can be customized for each child’s situation.

PACER Center’s sample letter(s) can serve two purposes:

- First, the letter will alert school administration of the bullying and your desire for interventions.
- Second, the letter can serve as your written record when referring to events. The record (letter) should be factual and absent of opinions or emotional statements.

The two letters — “Student with an IEP, Notifying School About Bullying” and “Student with a 504, Notifying School About Bullying” — are for parents who have a child with

an Individualized Education Plan (IEP) or Section 504. The bullying law of the individual state applies to all students as noted in the law. When bullying is based on the child's disability, federal law can also apply under Section 504, Individuals with Disabilities Act (IDEA), and Title II of the Americans with Disabilities Act.

**8. The Power of Bystanders – More than 50 percent of bullying situations stop when a peer intervenes.**

Most students don't like to see bullying but they may not know what to do when it happens. Peer advocacy — students speaking out on behalf of others — is a unique approach that empowers students to protect those targeted by bullying.

Peer advocacy works for two reasons: First, students are more likely than adults to see what is happening with their peers and peer influence is powerful. Second, a student telling someone to stop bullying has much more impact than an adult giving the same advice.

Learn more about peer advocacy at [PACER.org/bullying/resources/peer-advocacy.asp](https://PACER.org/bullying/resources/peer-advocacy.asp)

**9. The importance of self-advocacy**

Self-advocacy means the student with a disability is responsible for telling people what they want and need in a straightforward way. Students need to be involved in the steps taken to address a bullying situation. Self-advocacy is knowing how to:

- Speak up for yourself
- Describe your strengths, disability, needs, and wishes
- Take responsibility for yourself

- Learn about your rights
  - Obtain help, or know who to ask, if you have a question
- The person who has been bullied should be involved in deciding how to respond to the bullying. This involvement can provide students with a sense of control over their situation, and help them realize that someone is willing to listen, take action, and reassure them that their opinions and ideas are important.

To learn more about self advocacy for students, read PACER's "Tips for Teens: Use Your IEP Meetings to Learn How to Advocate for Yourself."

The Student Action Plan is a self-advocacy resource. It includes three simple steps to explore specific, tangible actions to address the situation:

1. Define the situation
2. Think about how the situation could be different
3. Write down the steps to take action

**10. You are not alone**

When students have been bullied, they often believe they are the only one this is happening to, and that no one else cares. In fact, they are not alone.

There are individuals, communities, and organizations that do care. **It is not up to one person to end the bullying** and it is never the responsibility of the child to change what is happening to them. **No one deserves to be bullied.** All people should be treated with dignity and respect, no matter what. Everyone has a responsibility — and a role to play — as schools, parents, students, and the community work together for positive change.

# DE-ESCALATION RESOURCES

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## Don't ATTACK but REACT

**Allow time to hear from the student before starting with an IMMEDIATE response**

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Students often want to be heard and need someone who will listen to them and help them process the experiences that they encounter. When a student approaches you, some tips to keep in mind when reacting to the student's experiences are as follows:

- Breathe and focus on the student
- Speak with the student in a confidential area with a sign on the door for no disturbances
- Implement active listening techniques: parrot back what the student has told you in your own words and check in for understanding
- Ask the student what his or her needs are; don't assume that they expect immediate action they may just need to be reassured that everything will be ok
- Check in with the student to see how other things are going in the home and how things are going in his or her life (note: Once a student has created a trusting bond with you they may begin to tell you more private information than what you are anticipating. Keep your calm and continue to listen to the student)
- Check your body language to make sure you are not showing signs of tension
- Reduce stimulation that may trigger an emotional reaction from the student
- Look for small positive behaviors and verbally reinforce them with real time acknowledgement to the student

### Phrases to Remember

Lead in de-escalation sentence starters can begin with the following non-threatening words:

- It seems like...
- What if...
- Let's try ...
- It feels like...

### Active Listening

Parroting phrases that can be used when talking with your student

- I appreciate your situation...
- It sounds hard for you...
- I can see how upset you are ...
- I can see how talking about this makes you upset...

# ROLE-PLAY

## CASE SCENARIOS

These are sample student interactions that reflect what your student can be involved in. To better equip yourself with tools on how to support your student when they are confronted with bullying, try role playing the different roles of the situation, the bully, bullied and bystander. Practicing will prepare you for the real thing.

### Case 1: Target Audience 6<sup>th</sup> – 8<sup>th</sup> Grade

#### Eric's Story:

I was on my way to class when Tyler, a friend of mine, stuck his foot out and tripped me. I tumbled down face first and the items in my backpack landed everywhere because I did not have my backpack all the way closed. I was very surprised because he was supposed to be a friend of mine. In shock, I asked, "Why did you trip me?" Tyler just looked at me, laughed and pointed at my items on the floor to a group of boys standing near the lockers. The boys then grabbed my items, and threw them further away from me. They were laughing and making fun of me as they ripped up my notebooks and even put some in the garbage. It was so embarrassing. I had private stuff in there! Stuff I didn't want everyone to see. It was between classes so the hallway was filled with other kids, many who stopped to watch what was going on.

#### The "*bystander*":

Imagine you are one of the kids who walked by Eric getting bullied.

What are some things that you could do that may make the situation worse for Eric?

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What are some things you could do to help Eric?

---

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#### The "*bully*":

Imagine you are the bully and you just conducted the act above, what's going through your mind.

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# ROLE-PLAY

## CASE SCENARIOS

The “*bullied*”:

Imagine you are the bullied and just got away from the bully, what are you going to do?

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What should be your next steps and are you going to follow them?

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### Case 2: Target Audience 9<sup>th</sup> – 12<sup>th</sup> Grade

Amy's Revenge:

Amy and Mary used to be best friends. A few weeks ago, Amy found out that Mary had told another girl in their grade about some of her personal business, including the name of the guy she had a crush on. Amy decided to get back at her by inviting a few friends over and enlisting their help in posting mean messages on Mary's Facebook page. Amy even posted pictures of Mary when she used to be overweight and titled it “Fat pig.”

The “*bully*”:

Amy told people she was doing this to teach Mary a lesson. Do you think her actions are justified? Why/why not?

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What are some other ways that Amy could have dealt with her angry feelings towards Mary?

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The “*bystander*”:

What could the other girls have been thinking about when they helped Amy post that stuff about Mary?

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The “*bullied*”:

What can Mary do when she sees the posts?

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# **No Bullying - No Tolerance - School Staff Pledge**

**I BELIEVE THAT WE ALL HAVE THE RIGHT TO BE WHO WE  
ARE WITHOUT BIAS OR JUDGMENT. I RECOGNIZE THAT  
INSENSITIVITY, BIAS, BIGOTRY, STEREOTYPING,  
LABELING, AND IGNORANCE IS PREJUDICE AND  
DISCRIMINATION.**

In order to be a fair and respectful person and make my school, my community, and my country a better place, TODAY I make a personal pledge to honor and respect myself, everyone around me, and to stand to take action as a supportive adult...no matter what differences, beliefs, abilities, ethnicity, culture, sexual identity or other characteristics we may have.

In order to fulfill my pledge, I \_\_\_\_\_ will:

Be kind and considerate of others and their feelings

Look at my own biases, get help and work hard to overcome them

Speak out against hate, bigotry, and injustice

Be a positive source of support to my students

I will work on a daily basis with the students on my campus in a positive manner

Pledge no tolerance at school, in my community, at home, and in my country

**We are all different, yet we share a community, and we share a world!**

**We share the joys of being fair and tolerant and making our shared communities and world a better place.**



SCHOOL:

# SAMPLE CERTIFICATES

Today \_\_\_\_\_,

\_\_\_\_\_ was seen caught  
doing an act of kindness.

\_\_\_\_\_ is hereby being  
recognized for \_\_\_\_\_.

This selfless act of kindness has awarded him praise  
and acknowledgement as a school leader.

\_\_\_\_\_  
Signature of awarding teacher



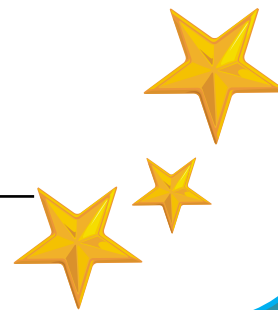
Certificates can be given to students to reinforce good behavior. Youth respond receptively to positive reinforcement when a desired behavior change is being requested.

 This Certificate is Awarded to:

\_\_\_\_\_  
Who was caught doing an Act of Kindness.  
This selfless act of kindness has awarded praise and acknowledgement as a school leader.

\_\_\_\_\_  
Signature of awarding school staff

\_\_\_\_\_  
Date






Today \_\_\_\_\_ was seen caught  
doing an act of kindness.  
\_\_\_\_\_ is hereby being  
recognized for \_\_\_\_\_.

This selfless act of kindness has awarded him praise  
and acknowledgement as a school leader.

\_\_\_\_\_

Signature of awarding teacher




Today \_\_\_\_\_ was seen caught  
doing an act of kindness.  
\_\_\_\_\_ is hereby being  
recognized for \_\_\_\_\_.

This selfless act of kindness has awarded him praise  
and acknowledgement as a school leader.

\_\_\_\_\_

Signature of awarding teacher




Today \_\_\_\_\_ was seen caught  
doing an act of kindness.  
\_\_\_\_\_ is hereby being  
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\_\_\_\_\_

Signature of awarding teacher




Today \_\_\_\_\_ was seen caught  
doing an act of kindness.  
\_\_\_\_\_ is hereby being  
recognized for \_\_\_\_\_.

This selfless act of kindness has awarded him praise  
and acknowledgement as a school leader.

\_\_\_\_\_

Signature of awarding teacher







This Certificate is Awarded to:

\_\_\_\_\_  
Who was caught doing an Act of Kindness.  
This selfless act of kindness has awarded praise and acknowledgement as a school leader.

\_\_\_\_\_  
Signature of awarding school staff

\_\_\_\_\_  
Date

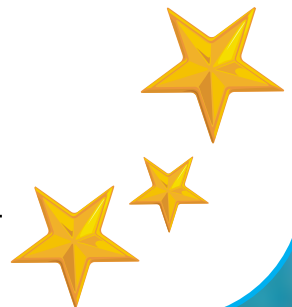


This Certificate is Awarded to:

\_\_\_\_\_  
Who was caught doing an Act of Kindness.  
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\_\_\_\_\_  
Signature of awarding school staff

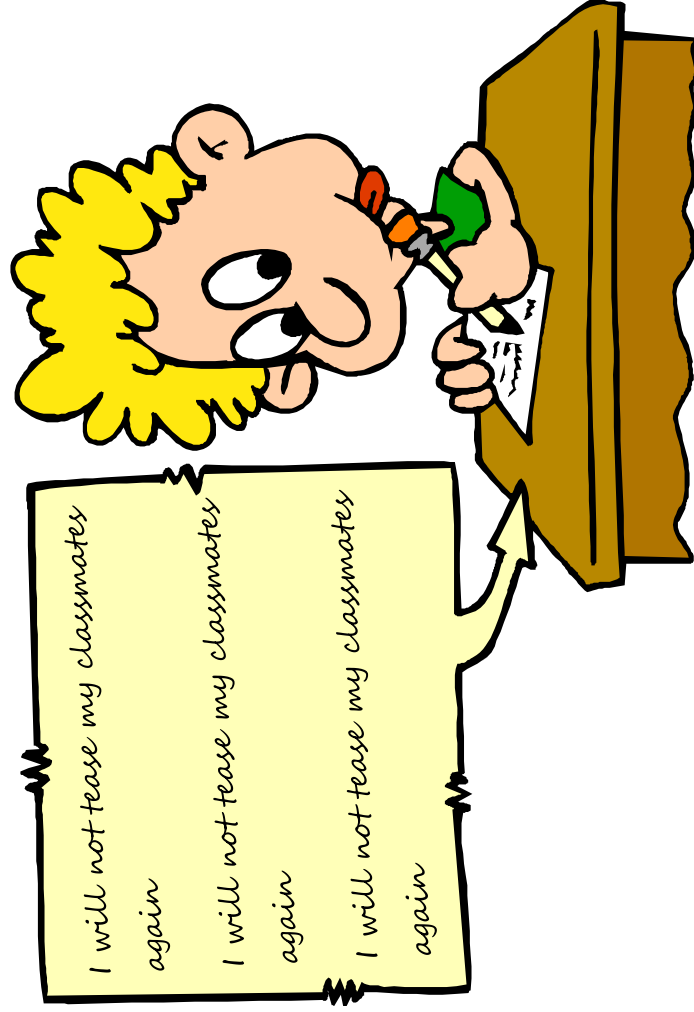
\_\_\_\_\_  
Date



# AT SCHOOL

## We Never, Ever TEASE ABOUT

- ✓ A person's family
- ✓ Who someone is
- ✓ A person's body or body parts



Not even in fun because it doesn't stay fun for long!

# AT SCHOOL

## We Never, Ever

### TEASE ABOUT

- ✓ A person's family
- ✓ Who someone is
- ✓ A person's body or body parts



Not even in fun because it doesn't stay fun for long!

	NOTES
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# Social Media Safety

How can we teach our students about social media safety?

- What is Cyber-Bullying
- Online Socialization
- Cyber-Bullying Administrator Tip Sheets
- Case Scenarios



# **WHAT IS CYBER-BULLYING**

Cyber-bullying occurs when people use cell phones or the internet to: harass, embarrass, or threaten others using hurtful messages. Cyber-bullying can also include posting personal information and/or pictures intended to be hurtful, frighten the victim or damage their reputation and/or friendships.

Types of cyber-bullying include: direct attacks (messages sent to your student directly) and cyber-bullying by proxy (using others to cyber-bully the victim with or without the accomplice's knowledge). Cyber-bullying by proxy often gets adults involved in the harassment; it is much more dangerous.

## **Way to prevent Cyber-bullying**

- Never share or post your personal information online.
- Post with caution and only post things that you are comfortable with anyone reading.
- Don't give out your passwords.
- Keep personal conversations face-to-face.
- Don't become a cyber-bully yourself, and if you know someone who is cyber-bullying, get them to stop.
- Block communication with cyber-bullies.
- Don't forward hurtful messages.

## **How to deal with Cyber-bullying if it happens to you**

- Stop and give yourself time to think. Remove yourself from the situation, and don't react immediately.
- Ignore the message – all the bully wants is your response. If you do choose to respond, take the time to write a calm, unemotional message, and show it to someone before you send it: to make sure it's conveying the message you want. Then drop it and don't respond anymore.
- Save all messages that you receive as evidence. Remember, all electronic communication can be traced.
- Block the bully.
- Tell a trusted adult.

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"Nothing is more important to a child's education than their basic health and safety," said State Superintendent of Public Instruction Tom Torlakson. "There is no place for bullying, intimidation, harassment or violence in our schools. A student who doesn't feel safe in school is in no position to learn - and our goal remains providing a world-class education to every student." – Accessed: 10/9/12

[http://www.justice.gov/usao/can/news/2012/2012\\_09\\_14\\_stopbullyingsummit.press.html](http://www.justice.gov/usao/can/news/2012/2012_09_14_stopbullyingsummit.press.html)

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Students no longer adhere to the sole use of a computer. Current times call for the use of accessible cellular phones, smartphones, and tablet style electronics. All created for the easy access to the internet for a multitude of functions. Bullying has evolved with the evolution of technology and its accessibility. The following captures the 2012 trends in electronic accessibility for teenagers.

## **Beyond the Computer**

CNN Tech Report

*One-third of US youth have smartphones*

The report focused on youth ages 15-24 from Brazil, Russia, India, China, Vietnam, Germany, Spain, Italy, the UK and the U.S.

Most young U.S. smartphone users (55%) are female.

Young American mobile users, while in second place, are far behind [China youth at 73%] -- only 48% report using the mobile Web.

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Accessed on 10/9/12: [http://articles.cnn.com/2010-12-17/tech/youth.cellphones.gahran\\_1\\_prepaid-phone-plans-teen-texting-mobile-users?\\_s=PM:TECH](http://articles.cnn.com/2010-12-17/tech/youth.cellphones.gahran_1_prepaid-phone-plans-teen-texting-mobile-users?_s=PM:TECH)

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## **iPhone adoption among teens hits 40% in U.S., iPad at 31%**

By [Mikey Campbell](#)

Results from Piper Jaffray's semi-annual survey of 7,700 U.S. teens illustrated Apple's hold on the market, with 40 percent of respondents saying they own an iPhone while another 62 percent are looking to buy one as their next phone.

Analyst Gene Munster noted that Apple continues to enjoy healthy growth with the younger demographic, as the 40 percent number is up from 34 percent in Spring 2012, and 23 percent in Fall 2011.



The analyst pointed out that Apple was able to expand its market share among teens without introducing new products between the Spring and Fall 2012 surveys. Continued growth is expected as 62 percent of respondents from the most recent survey plan to purchase an iPhone when they upgrade. In comparison, 22 percent of teens surveyed said they planned to buy an Android device.

"Overall, we expect Apple devices to continue to expand in teen ownership and believe that the company is set up well to benefit from loyalty among its younger user base," Munster said.

## Device Ownership Among Teens – Fall 2012

PJC Teen Survey – Device Ownership	Spring – 11	Fall – 11	Spring - 12	Fall-12
Do you own an iPhone?	17%	23%	34%	40%
Do you own a tablet computer?	22%	29%	34%	44%
Do you plan on buying a tablet in the next 6 mos.?	20%	22%	19%	20%

Source: Piper Jaffray

Going further, Munster noted an increase in tablet use among teens, with 44 percent currently owning such a device compared to 34 percent in Spring 2012 and 29 percent in Fall 2011. Of the teens who owned a tablet, 72 percent had an iteration of the iPad, up two percent from Spring. As for those students who did not own a tablet, but plan to purchase one in the next six months, 74 percent said they plan to buy an iPad.

With tablet adoption increasing in all sectors, Apple's much-rumored iPad mini could be a boon for the teen market as the 7.85-inch tablet is expected to carry a lower price tag than its bigger brother.

"The smaller iPad appears to be an attractive option for teens as 43% of teens planning on buying a tablet said they would be more likely to do so if Apple released a smaller iPad at \$299," Munster said.

Last week, a report claimed Apple has [started production](#) of the small form factor iPad, with Asian suppliers said to have received orders for over [10 million units](#) to be built in the fourth quarter. It is rumored that Apple will [send out](#) invitations on Oct. 10 to a media event at which the iPad mini will be unveiled.

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Accessed on 10/11/12: [appleinsider.com/articles/12/10/09/iphone-adoption-among-teens-hits-40-in-us-ipad-at-31](http://appleinsider.com/articles/12/10/09/iphone-adoption-among-teens-hits-40-in-us-ipad-at-31)

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## **Establish Safe Boundaries**

Establish safe boundaries within the home environment. Here are some ways to work with your students to be safe with technology.

1. Have the computer in an open community room and not in the child's bedroom or other enclosed room in the home
2. Install filtering software that is child friendly
3. Talk with your child about phishing: when a scam artist sends text, email or pop-up messages to get people to share personal and financial information to commit identity theft
4. Manage your child's instant messaging (IM) control so that others are unable to view their online status
5. Don't give out your password or I.D. to any account
6. Create safe screen user names
7. Protect social media profiles
8. Know which social media outlets your child has registered an account with
9. Only allow a child when meeting age requirements to establish a social profile
10. Adults should check online "friends" on a regular basis
11. Don't place personal information on a social media profile or on the internet
12. What's placed on the internet will follow a person for life (positively or negatively)
13. Never agree to meet someone in person you meet on the internet (those that you don't already know)
14. Become familiar with GPS mapping and disarming the link from photos taken on your cell phone
15. Avoid chat rooms
16. Teach your child the signs of cyber-bullying

Adults are role models to the youth in the home. Practice these positive safe boundary steps in front of the children so they can replicate your actions.

Recommended Free Resource  
Net Cetera Chatting with Kids About Being Online  
[www.bulkorder.ftc.gov](http://www.bulkorder.ftc.gov)

## CYBER — BULLYING

### ADMINISTRATOR TIP SHEETS

*The following pages have been extracted from Violence Prevention Works and Olweus Bullying Prevention Program.*

*These resources are targeted as tip sheets for school administrators.*

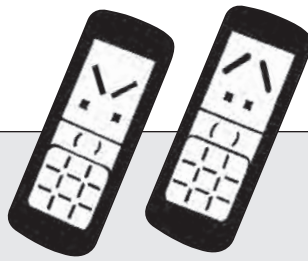
- Guidelines for Administrators to Address Cyber Bullying
- Legal Issues Regarding Cyber Bullying
- Internet Safety Tips for Parents and Guardians

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**Accessed on 10/11/12:**

[http://www.violencepreventionworks.org/public/cyber\\_bullying.page](http://www.violencepreventionworks.org/public/cyber_bullying.page)

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## Guidelines for Administrators to Address Cyber Bullying

What steps should school administrators take to protect students from cyber bullying? The following approaches are recommended (Kowalski, Limber, and Agatston 2008):

1. Develop rules and policies that prohibit the use of district computers and other cyber technologies at school to bully or harass others.

These can be incorporated into existing policies that address acceptable uses of technology by students (often termed “acceptable use policies”). Or administrators may address cyber bullying through policies that specifically focus on bullying. The following elements of a good policy are included on pages 49–50 in the Schoolwide Guide for the *Olweus Bullying Prevention Program*:

- a clear definition of bullying
- a focus on prevention
- the use of *OBPP*’s Four Anti-Bullying Rules
- the use of negative consequences for bullying and positive consequences for prosocial behavior or active bystander efforts
- procedures for reporting bullying, including the process for reporting and responding
- procedures for intervening and addressing bullying as it occurs and when it is reported

- procedures for working with parents and guardians when bullying problems occur
- district-level standards for logical consequences and disciplinary actions
- district-level policies for handling disputes and incidents that cross the line into illegal behaviors such as assault, sexual harassment, disability harassment, hazing, and discrimination

For guidance on the development of an acceptable use policy, administrators may view the Model Acceptable Use Policy for Information Technology Resources in the Schools (U.S. Department of Justice) as a starting point. This model policy requires, in part, that students comply with these rules:

- Respect and practice the principles of community.
- Communicate only in ways that are kind and respectful.
- Report threatening or upsetting materials to a teacher.
- Do not intentionally access, transmit, copy, or create material that violates the school's code of conduct, for example, messages that are pornographic, threatening, rude, discriminatory, or meant to harass.
- Do not intentionally access, transmit, copy, or create material that is illegal, such as obscenity, stolen materials, or illegal copies of copyrighted works.
- Do not use the resources to further other acts that are criminal or violate the school's code of conduct.
- Do not send spam, chain letters, or other mass unsolicited mailings.
- Do not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Because *bullying* and *harassment* have different legal connotations, it is recommended that even more specific language be included under the fourth point: "Do not intentionally access, transmit, copy, or create material that violates the school's code of conduct, such as messages that are pornographic, threatening, rude, discriminatory, or meant to

bully or harass.” A complete copy of the model policy may be found at [www.usdoj.gov/criminal/cybercrime/rules/acceptableUsePolicy.htm](http://www.usdoj.gov/criminal/cybercrime/rules/acceptableUsePolicy.htm).

2. Establish policies and procedures that limit students’ use of school Internet resources to academic purposes only.

Under the U.S. Department of Justice model policy just mentioned, if students are in compliance with the policy, they may do the following:

- Design and post Web pages and other material from school resources
  - Use direct communications, such as Internet Relay Chat (IRC), online chat, or instant messaging, with a teacher’s permission
  - Install or download software, if also in agreement with laws and licenses, and under the supervision of a teacher
  - Use the resources for any educational purpose
3. Educate faculty, staff, students, and parents and guardians about cyber bullying and the school’s policies and procedures.

It is not necessary for all faculty and staff members to be trained as experts on cyber bullying, but they should be familiar with the issue and know how to recognize and to respond to cyber bullying if students raise concerns. In addition, certain staff members (for example, counselors, administrators, media specialists) should have specific training to address cases of cyber bullying that may surface (Kowalski, Limber, and Agatston 2008). A Teacher Training Presentation on this CD-ROM provides basic information for faculty and staff about cyber bullying.



School districts should provide copies of any cyber bullying policy to faculty, staff, parents and guardians, and students.

4. Provide adequate supervision and monitoring of students, including their use of the Internet.

Bullying thrives where adults are not present or not observant. Students’ behavior at school should be monitored closely for signs of possible bullying or misuse of technology, for example, the use of cell phones on campus. Students’ use of computers in classrooms should be closely

monitored, and school staff members should routinely inspect school computers and students' Internet accounts.

5. Establish a schoolwide reporting system for students, faculty, staff, and parents and guardians to report suspected cyber bullying or other misuse of cyber technologies.

This will encourage students to report instances of bullying that they are aware of or suspect. Some schools have created forms that students and/or staff may complete to report bullying, including a description of the incident and the location where it occurred, which could be a Web address. For an example, see the Sample Middle School Bullying/Cyber Bullying Report Form on this CD-ROM.



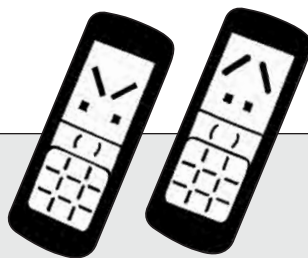
6. Establish effective procedures to respond to these reports.

All reports should be taken seriously and investigated thoroughly and in a timely manner. (See also Gathering Cyber Bullying Evidence on this CD-ROM.) School staff members should carefully document investigations and responses to suspected or known cyber bullying.



## Reference

Kowalski, R. M., S. P. Limber, and P. W. Agatston. 2008. *Cyber bullying: Bullying in the digital age*. Malden, MA: Blackwell Publishing.



## **Litigation on Cyber Bullying: Legal Issues for School Personnel**

Recent attention to bullying has focused not only on the passing of new state laws on bullying and cyber bullying, but also on what's happening within the courts. Although it is difficult to track bullying-related litigation, a number of recent high-profile cases against school systems have resulted in significant awards to parents or guardians for harm caused to children who are bullied (Kowalski, Limber, and Agatston 2008).

Although published case laws relevant to cyber bullying are very limited and somewhat unclear (Kowalski, Limber, and Agatston 2008; Willard 2006), these three legal questions are particularly relevant to public school staff members in the United States:

- Under what circumstances might school staff members be liable for failing to address cyber bullying?
- When can school staff members intervene to address cyber bullying without violating students' First Amendment rights regarding freedom of expression?
- Under what circumstances can school staff members monitor or search Internet records of students without violating students' Fourth Amendment restrictions on illegal searches and seizures?

### **Under What Circumstances Might School Staff Members Be Liable for Failing to Address Cyber Bullying?**

School staff members may, under certain circumstances, be held liable under state or federal laws if they don't address cyber bullying or harassment. Under state laws, students (or parents or guardians on behalf of their children) may sue



school staff members for negligence to use reasonable care to protect students from harm caused by cyber bullying. Under a variety of federal laws, such as Title IX of the Education Amendments Act of 1972, Title IV of the Civil Rights Act of 1964, and Title II of the Americans with Disability Act, students who are members of protected classes may bring suits against schools or districts for injuries caused by student harassment based on race, gender, or disability. For a detailed explanation of liability for failure to address cyber bullying, see the book *Cyber Bullying: Bullying in the Digital Age* (Kowalski, Limber, and Agatston 2008).

### **When Can School Staff Members Intervene to Address Cyber Bullying Without Violating Students' First Amendment Rights Regarding Freedom of Expression?**

Students have First Amendment rights to freedom of expression, but administrators may, in some circumstances, infringe on these rights to protect students from harm. Although uncertainty exists regarding how existing laws may apply to the cyber world, it appears that administrators may suppress cyber speech that takes place on school grounds under the following circumstances (Kowalski, Limber, and Agatston 2008):

- The cyber speech includes a threat.
- It is lewd, vulgar, or profane.
- The speech is, or appears to be, sponsored by the school.
- The speech disrupts the school or the rights of others.

It is unclear whether or to what extent school staff members may limit students' cyber speech that originates *off campus* (Chaker 2007; Kowalski, Limber, and Agatston 2008; Willard 2006).

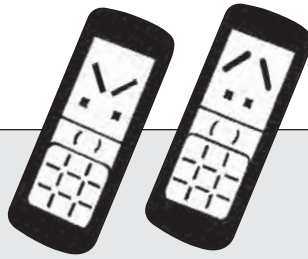
### **Under What Circumstances Might School Staff Members Monitor or Search Internet Records of Students Without Violating Students' Fourth Amendment Protections Regarding Illegal Searches and Seizures?**

In efforts to monitor or search students' Internet records for evidence of cyber bullying or other inappropriate speech, school staff members may wish to search

students' computers or Internet records at school. Are these actions permissible, or do they violate students' Fourth Amendment protections against illegal searches and seizures? Following the legal precedent set in cases that have involved searches of students' desks and lockers, students should expect limited privacy of the contents of computers at school. On a regular basis, school staff members may make general inspections of school computers and Internet accounts. They may make more specific searches of computers or accounts in cases when they have reason to suspect content that either (a) is illegal or (b) may provide evidence of activities that are illegal or violate school rules (Kowalski, Limber, and Agatston 2008).

## References

- Chaker, A. M. 2007. Schools act to short-circuit spread of "cyberbullying." *The Wall Street Journal*, January 24, page D1.
- Kowalski, R. M., S. P. Limber, and P. W. Agatston. 2008. *Cyber bullying: Bullying in the digital age*. Malden, MA: Blackwell Publishing.
- Willard, N. E. 2006. *Cyber bullying and cyber threats: Responding to the challenge of online social cruelty, threats, and distress*. Eugene, OR: Center for Safe and Responsible Internet Use.



## **Internet Safety Tips for Parents and Guardians**

- Install antivirus software on your computer and keep it up to date. Use a firewall for protection. Young people are notorious for downloading games and applications from Web sites that may include harmful viruses. Make sure you back up files regularly.
- Take advantage of any free parental controls and spam blockers provided by your Internet service provider.
- When kids are young (elementary-school age), the best practice is to bookmark appropriate sites for your children to visit and reach an agreement that these are the only sites they can visit online. If they wish to venture to a new site, they should check with you first. Teach them to use a “kid-friendly” search engine, such as Yahooligans, and set your Google Search Preferences on Strict Filtering to avoid the display of inappropriate content.
- Limit your children’s online time to 1 hour or less a day.
- As kids move into the tween and teen years, consider adding monitoring software. Monitoring software allows you to view the sites they visit and to review chat sessions and comments they post on social-networking sites. You can also view the history of the sites visited on your computer by using the Control/Shift/H keys on a PC or selecting View from the toolbar on a PC or Mac. Kids often learn how to clear the history by selecting the Delete History option. If your child appears to be deleting the history of sites visited, you will need to add monitoring software.
- Teach your child how to communicate appropriately in cyberspace. Explain how easy it is for messages to be misinterpreted online.

Discuss the golden rule as it applies to cyberspace. Stress to your child that, “If you wouldn’t want someone to say that to you, don’t send it in a message.” Discuss how easily rumors get started online and the importance of avoiding gossip. Teach your child how to be a rumor blocker (don’t pass it on) rather than a rumor starter. Remind him or her not to respond to a message when feeling angry or upset. It’s okay to respond after calming down.

- Discuss with your child what information is appropriate to share online and what information is too private or personal. Make sure your child knows to avoid posting his or her phone number, cell phone number, date of birth, or home address on Web sites or in instant messages.
- Younger children should be prohibited from sending and sharing personal photos online or through a cellular phone without your permission. Discuss with tweens and teens with whom they can share photos and what types of photos are appropriate. Explain that sharing nude photos of minors is against the law. If your teen is posting photos on a social-networking site, make sure he or she uses a privacy feature that only allows friends to view the photographs.
- Respect the minimum-age guidelines of social-networking sites. Do not allow your children to lie about their ages to bypass the age limits. If you are willing to let your child have a profile on a social-networking site such as MySpace.com or Facebook.com, set it up together. Emphasize how important it is for you to know their passwords.
- Make sure your child understands the importance of keeping their passwords private. Good friends may become enemies and could wreak havoc if they know your child’s passwords.
- Online friends should be friends in the real world. Make sure the friends on your child’s buddy lists and social-networking sites are people he or she knows, rather than friends of friends.
- Google your child’s name, screen name, phone number, and address regularly to see what pops up. Teach him or her the importance of building a positive online reputation for the future, because employers and colleges may search online for information about him or her.

- Keep the computer in a central place, but recognize that you need to set guidelines for other wireless devices, such as cell phones, PDAs, and gaming devices. Computers and laptops that have Internet capability should not be in bedrooms. As your child enters his or her later teens, you may be able to relax some of these standards based on your teen's demonstrated appropriate use of technology. This will also prepare him or her for the increased freedom to come in college and adulthood.

## CASE SCENARIOS

These are sample student interactions that reflect what your student may go through. To better equip yourself with tools on how to support your student when they are confronted with bullying, try role playing with a friend, neighbor or other family member. Practicing will prepare you for the real thing.

### Case 1: Social Media Use

A girl and a boy who are in the same class aren't getting along, and tension is increasing between them. The boy starts posting mean things about her on Facebook, saying that she is "fake", that he "hates her", and he wishes she wasn't at his school. The girl starts to feel really uncomfortable around him at school because of what he said. It then escalates to where the boy's cousin, from another school, joins in on Facebook and posts a comment, threatening to bring his friends and "beat her up", to "teach her a lesson". Luckily she saved what he had written, because shortly after writing this on Facebook, he deleted it so no one could see it. She starts to feel really afraid of what could happen.

What are the Signs of Being Bullied:

- She was afraid to come to school
- She felt helpless and anxious
- She avoided social gatherings where she knew he would be at

What are the next steps:

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### Case 2: Cell Phone Use

A girl starts "prank calling" one of the boys in her class, but she uses her friend's phone to make the calls. She calls him so often he starts to get really irritated, and he tells his mom about it and she gets involved by having a meeting with the principal. The girl whose phone the calls were made from gets in trouble, so she gets mad at her friend for involving her, and they end up having a big argument. The prank calls stop, but the boy and both the girls are all still mad at each other.

What are the Signs of Bullying Others:

- The girl initiating the "prank calls" had gotten into a lot of verbal fights at school recently

## CASE SCENARIOS

- She was sent out of class often for making inappropriate comments
- She became increasingly angry and aggressive
- Her friendship with the girl whose phone she used is now on the rocks

What are the next steps:

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### How to Support Your Student

#### Ways to Help:

- **ASK** specific questions in a gentle way. These should be the type of questions that will be answered with an explanation rather than a “yes” or “no.” An example might be “I get the feeling you don’t want to go to school lately. Tell me what’s going on at school?”
- **BELIEVE Him or Her** - if the child complains of being cyber-bullied. Cyber-bullying can become very serious and they need your support!
- **ENCOURAGE** the child to 1) Stop and think about how they want to respond (if at all) and save the evidence, 2) Block the Bully, and 3) Get the help of another adult if needed.
- **TALK** to the child’s teacher(s) or principal right away, and agree to a plan of action.
- **DO NOT** approach the bully directly. If you want to speak with the bully, arrange a meeting with the principal and the family of the student who is bullying, so that all of you can reach an agreement together.

	NOTES
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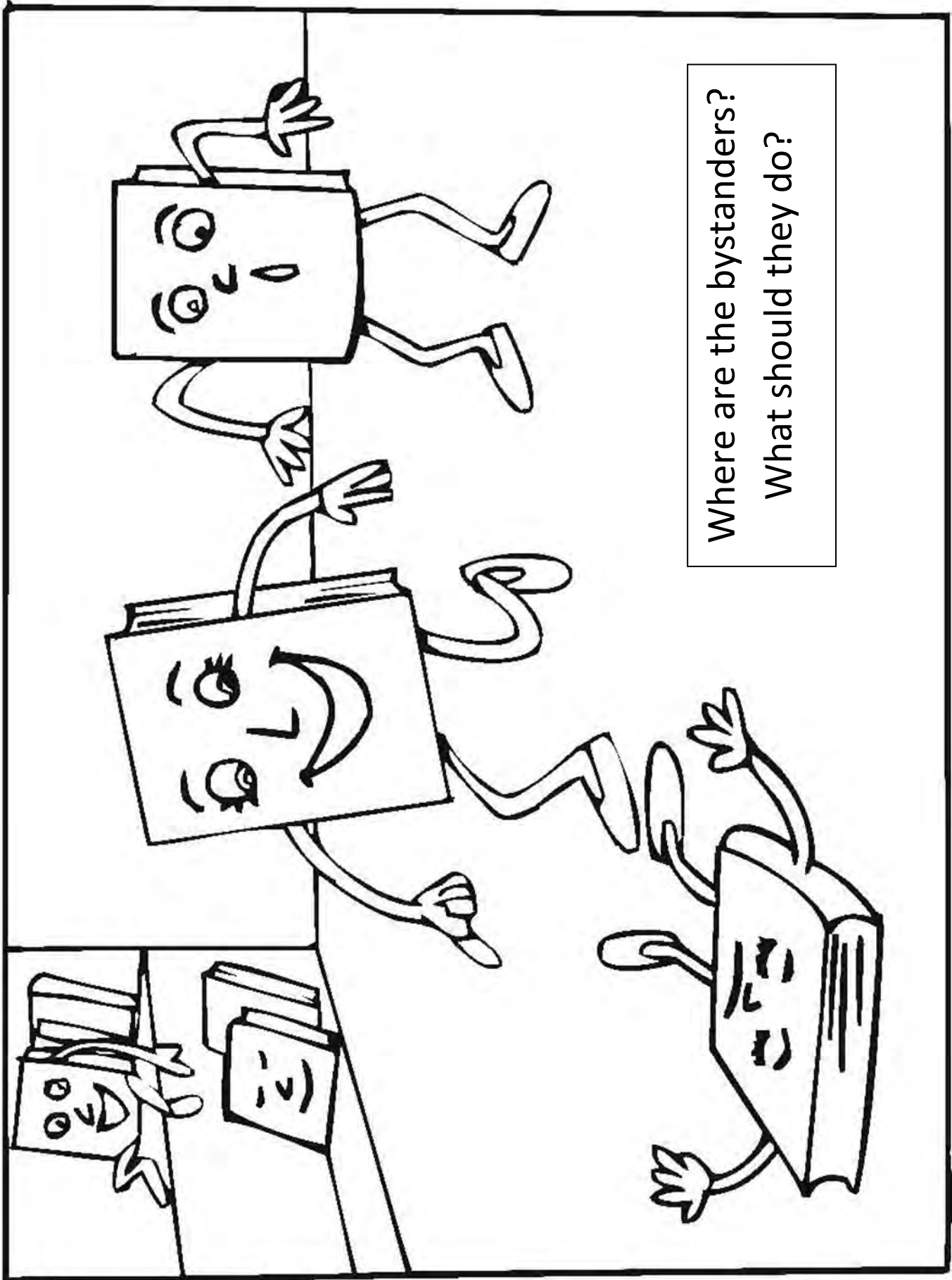


# Activities

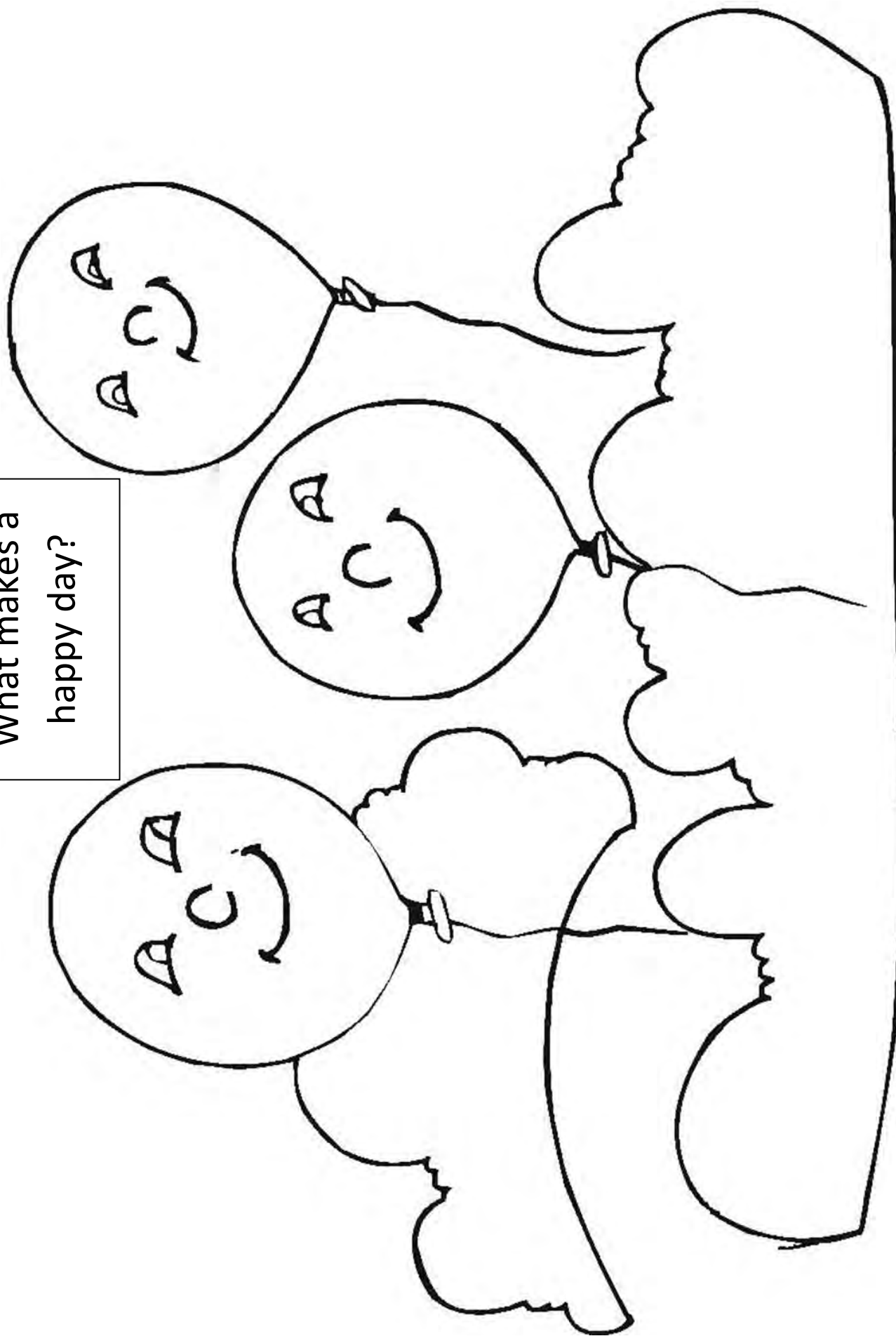
These are some activities that can be used after a therapeutic session, in a classroom, or at home

- Coloring Activities for Dialogue Starters
- Pictures to use as a Communication Opener
- Word Finders
- Word Finders Answer Key





What makes a  
happy day?



Simple things are a treat!  
What are a few things that  
make you feel special?

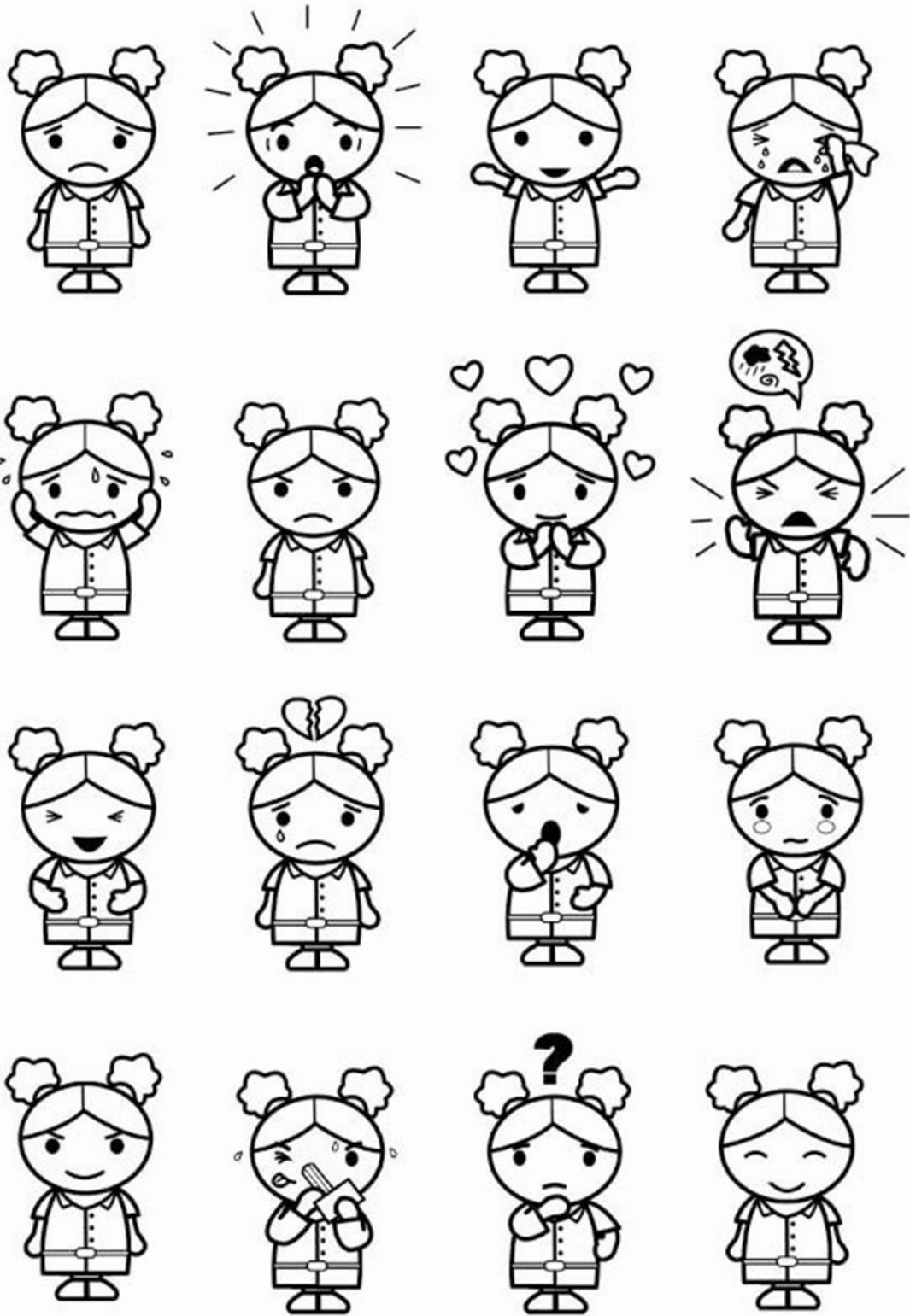


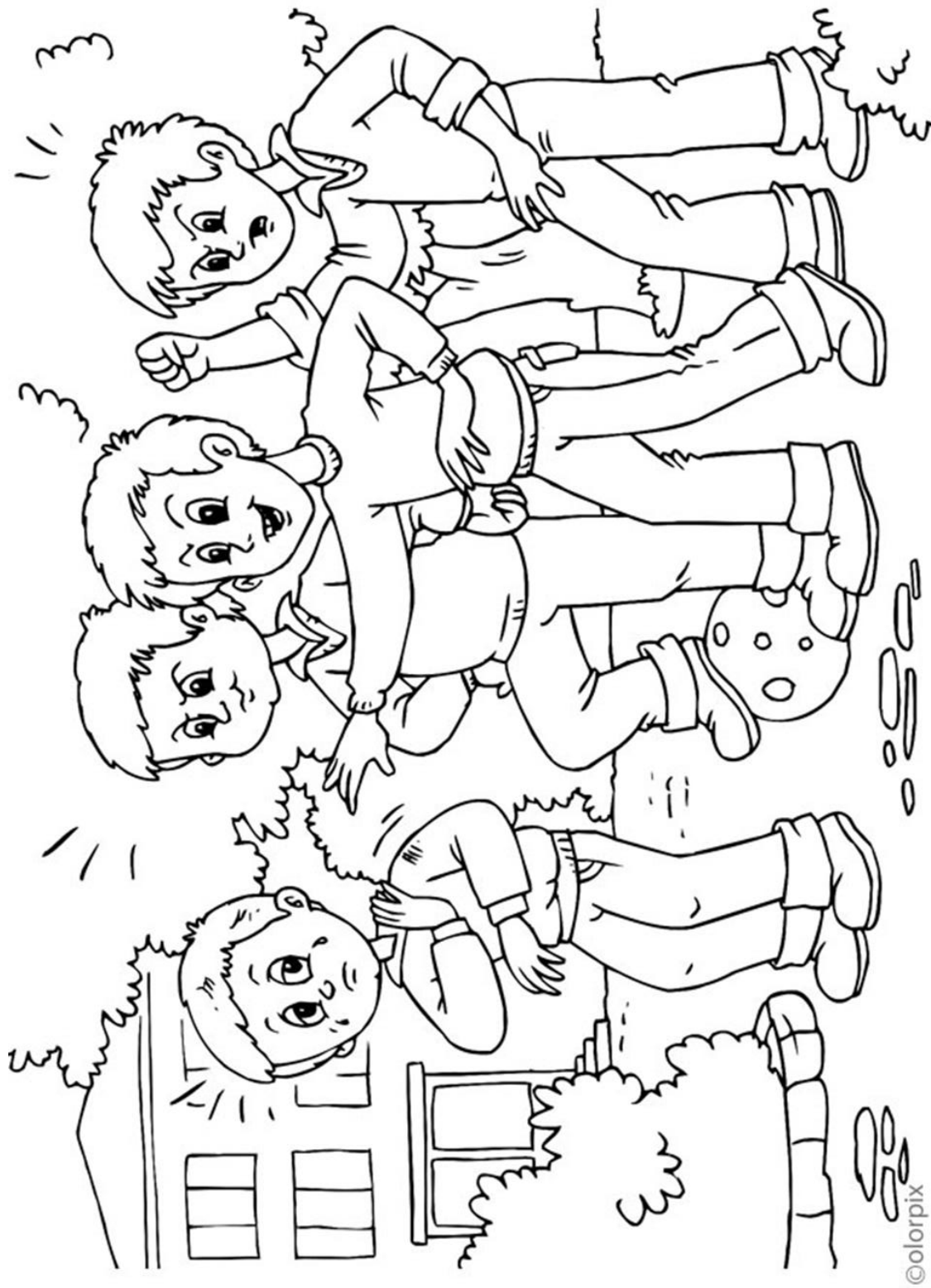
What could have made  
them angry?





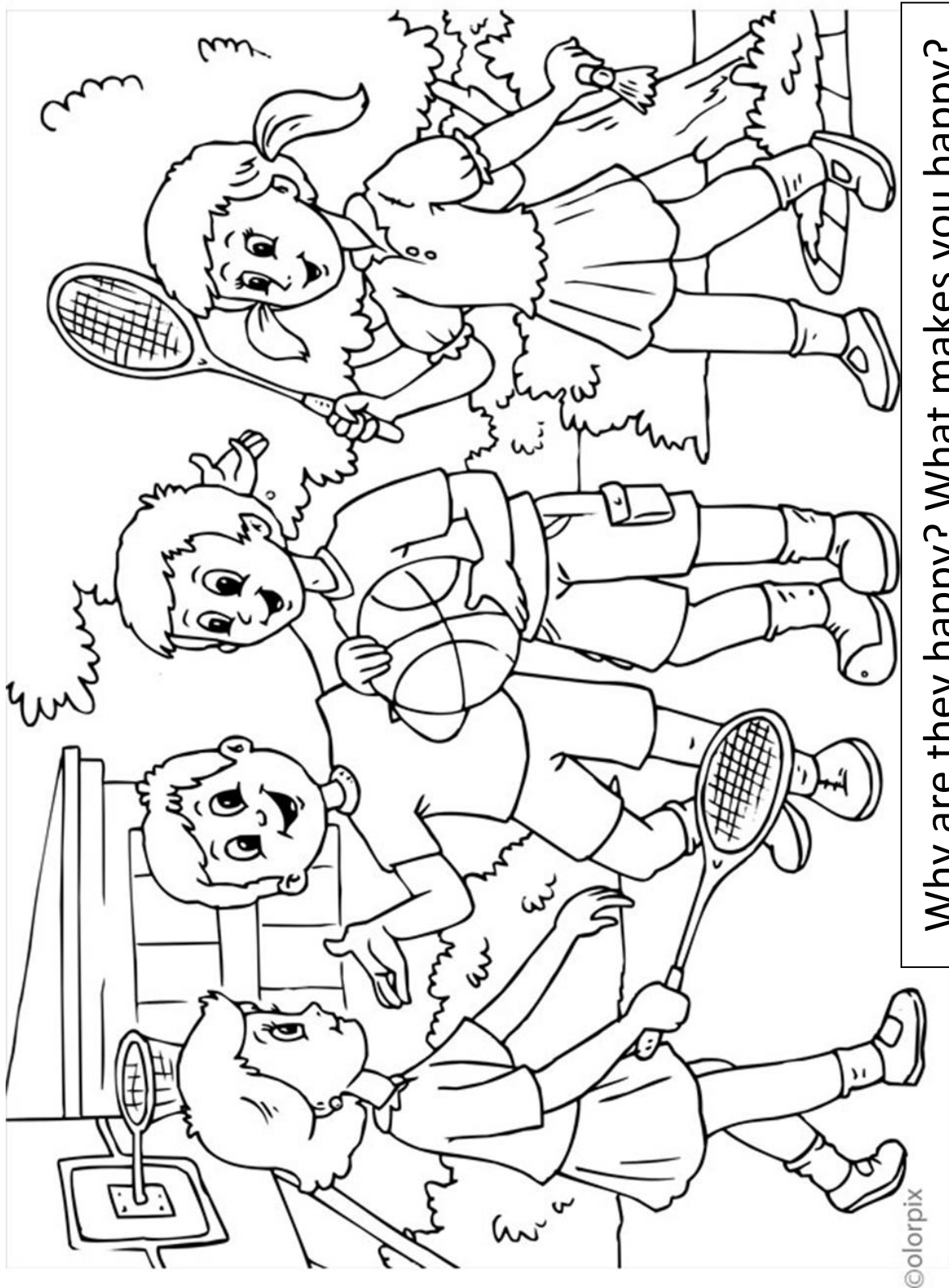
# 16 Emotions





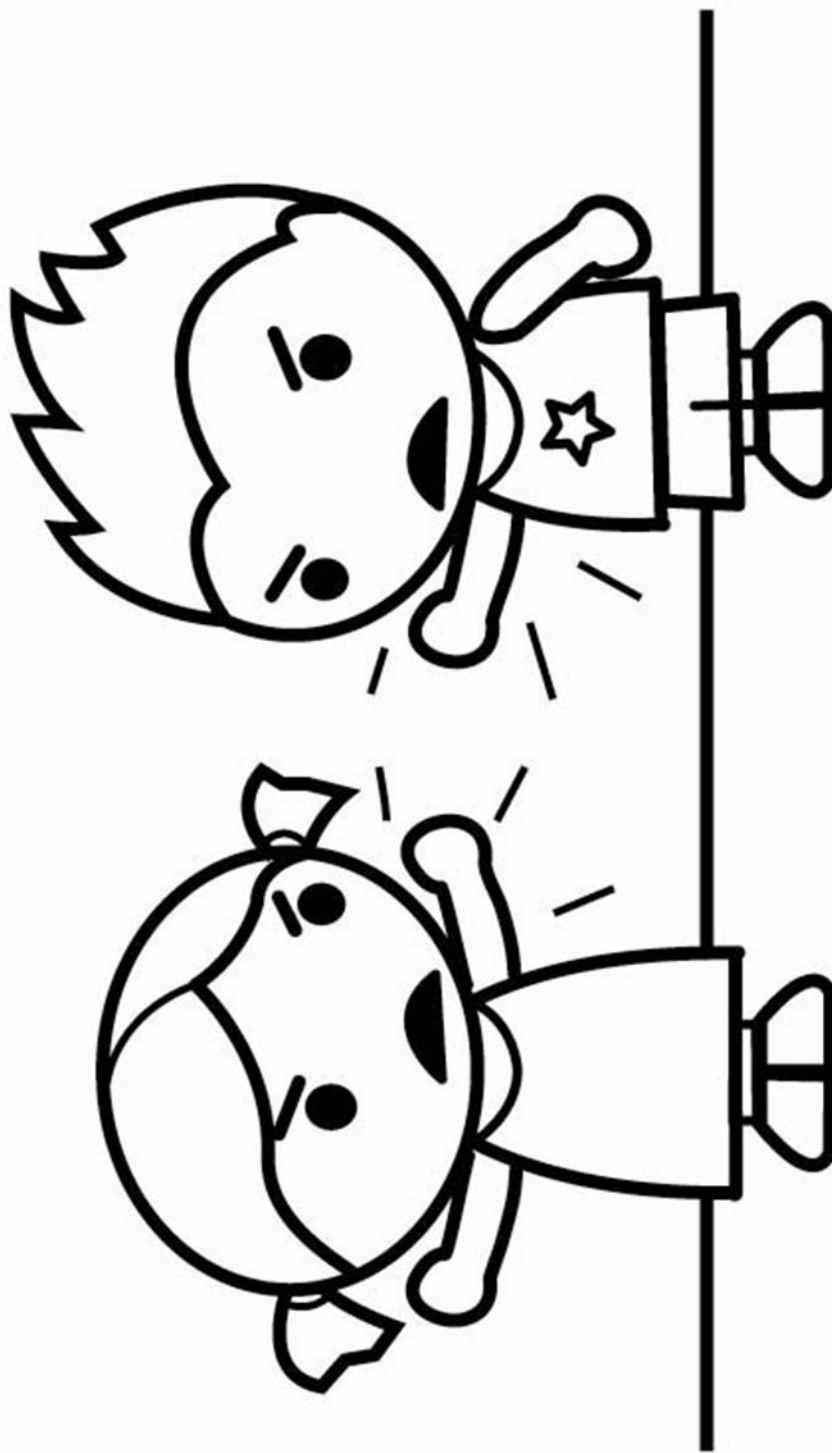
How do you think that the boy being picked on feels?





Why are they happy? What makes you happy?

Why do you think that they are upset?

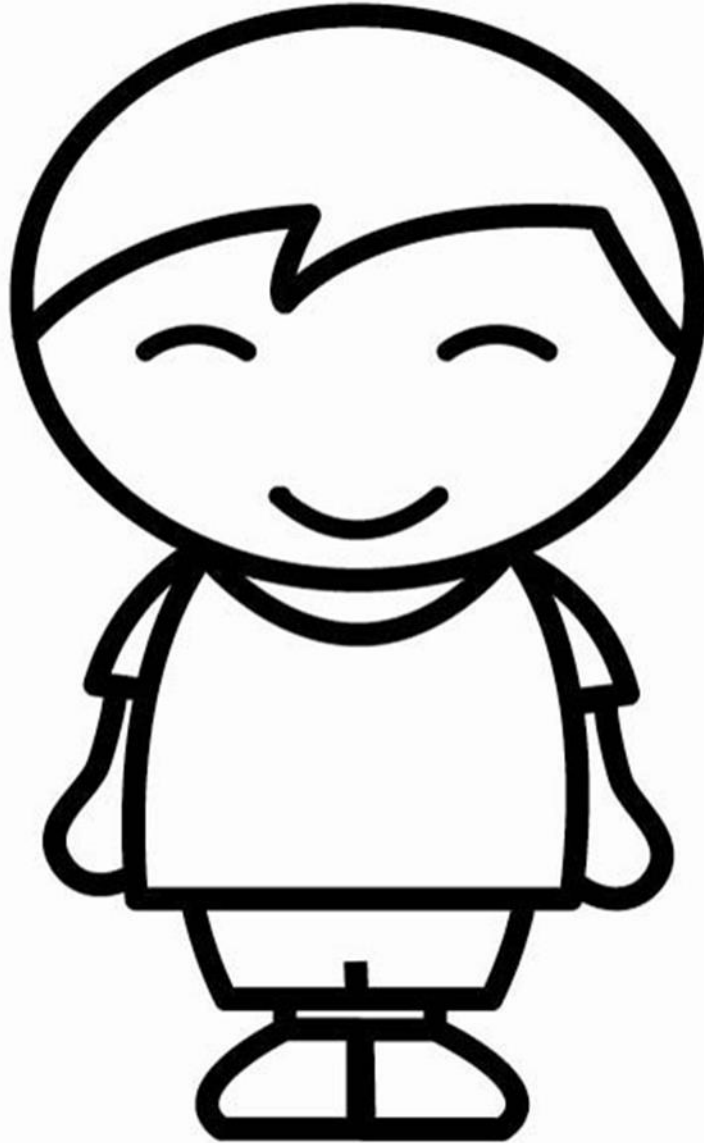




What does Friendship look like?



What could have made  
him happy?

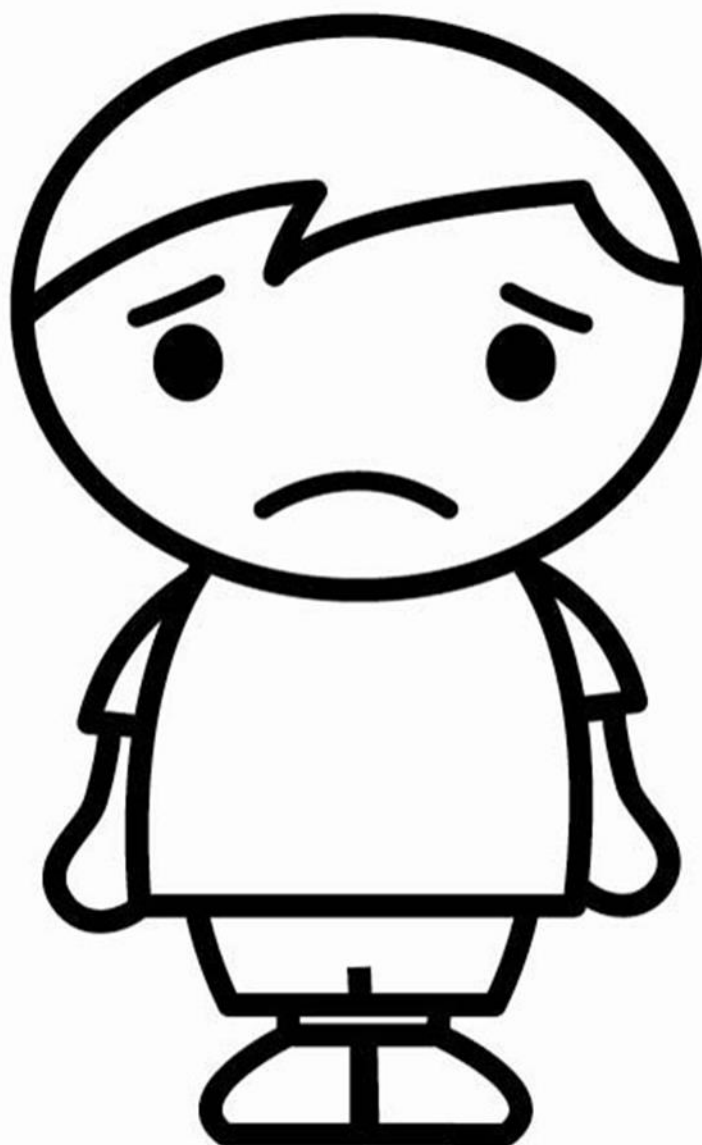


What is he thinking about?

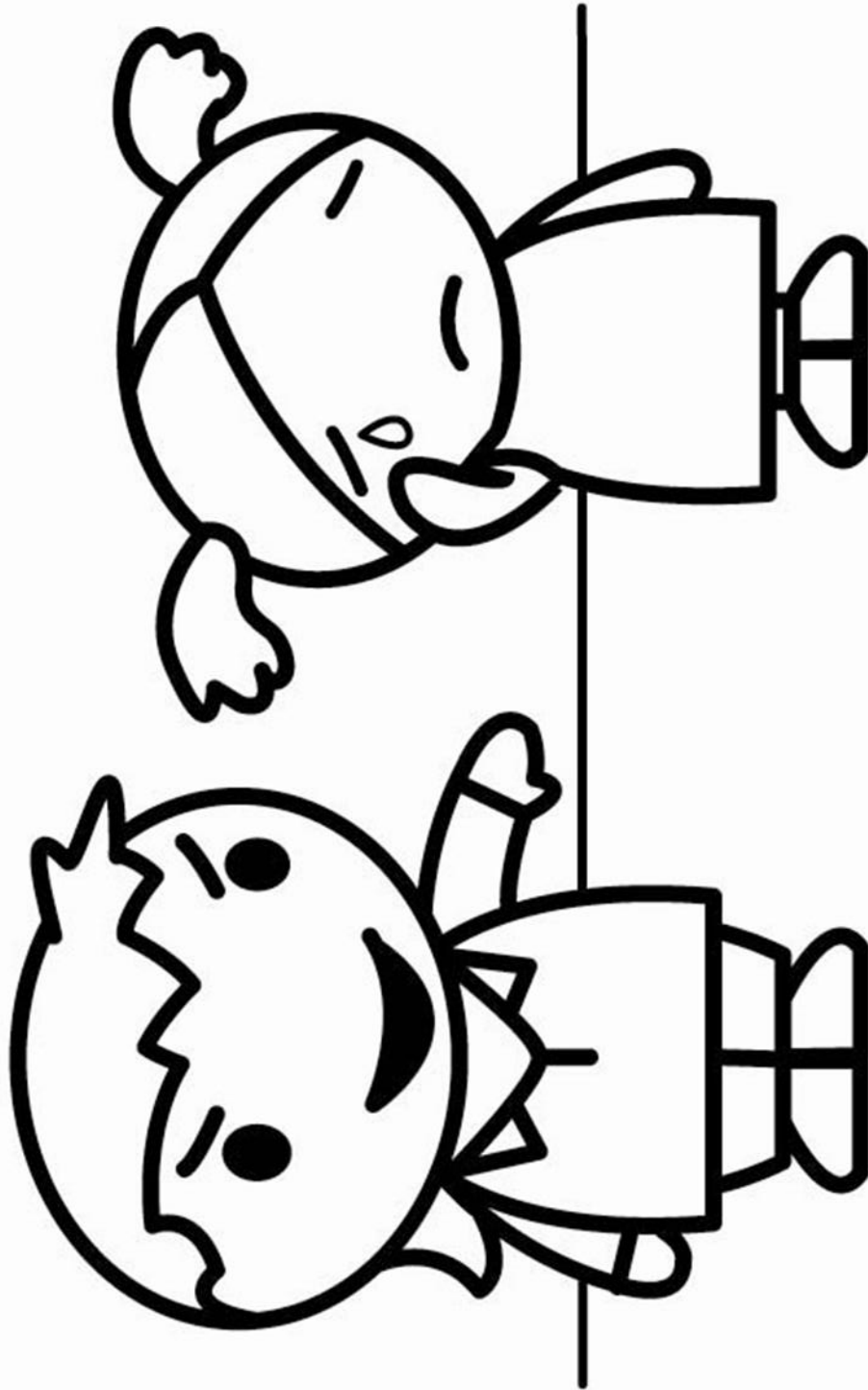




What can we do to cheer her up?

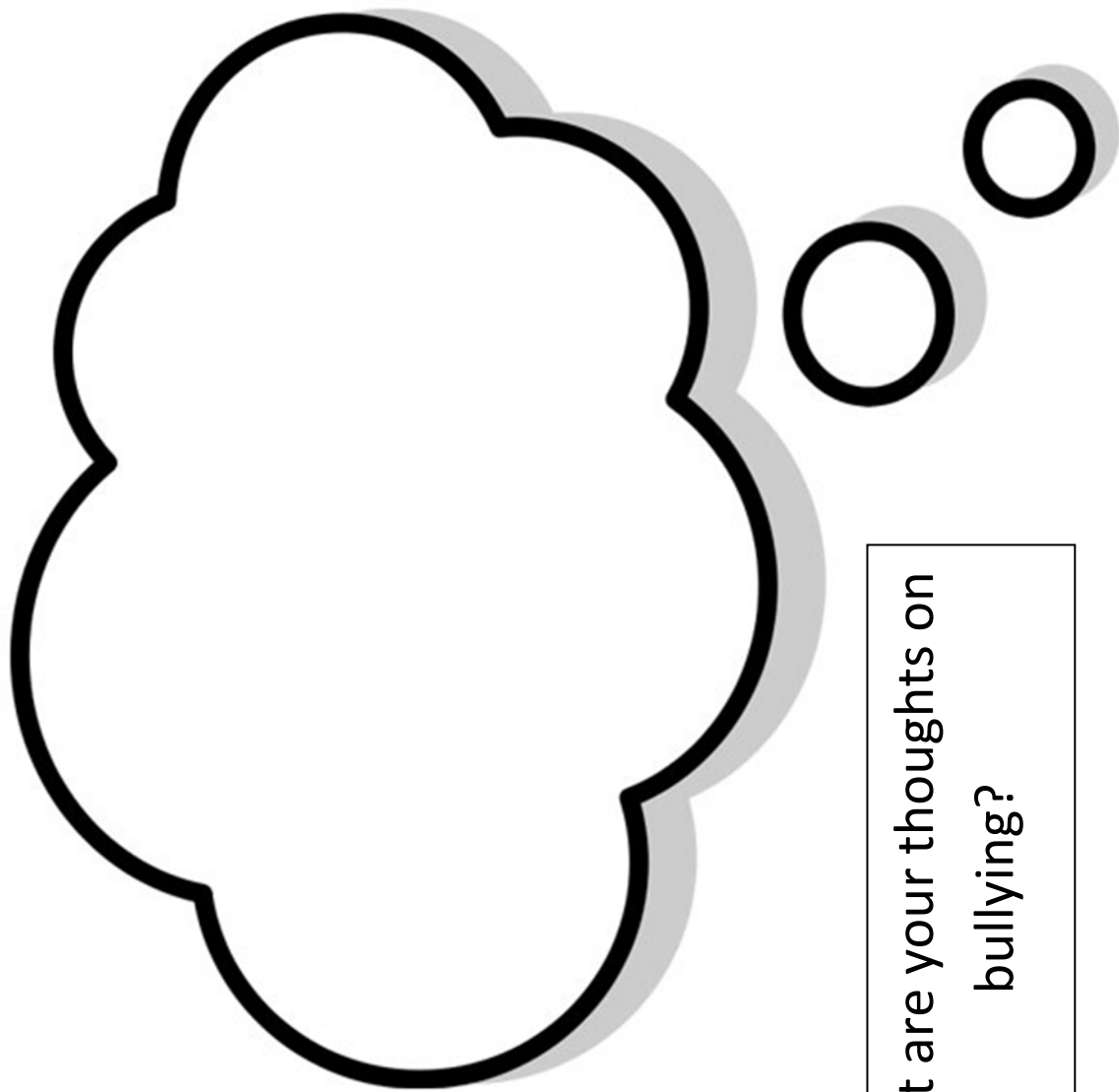


What can we do to cheer him up?

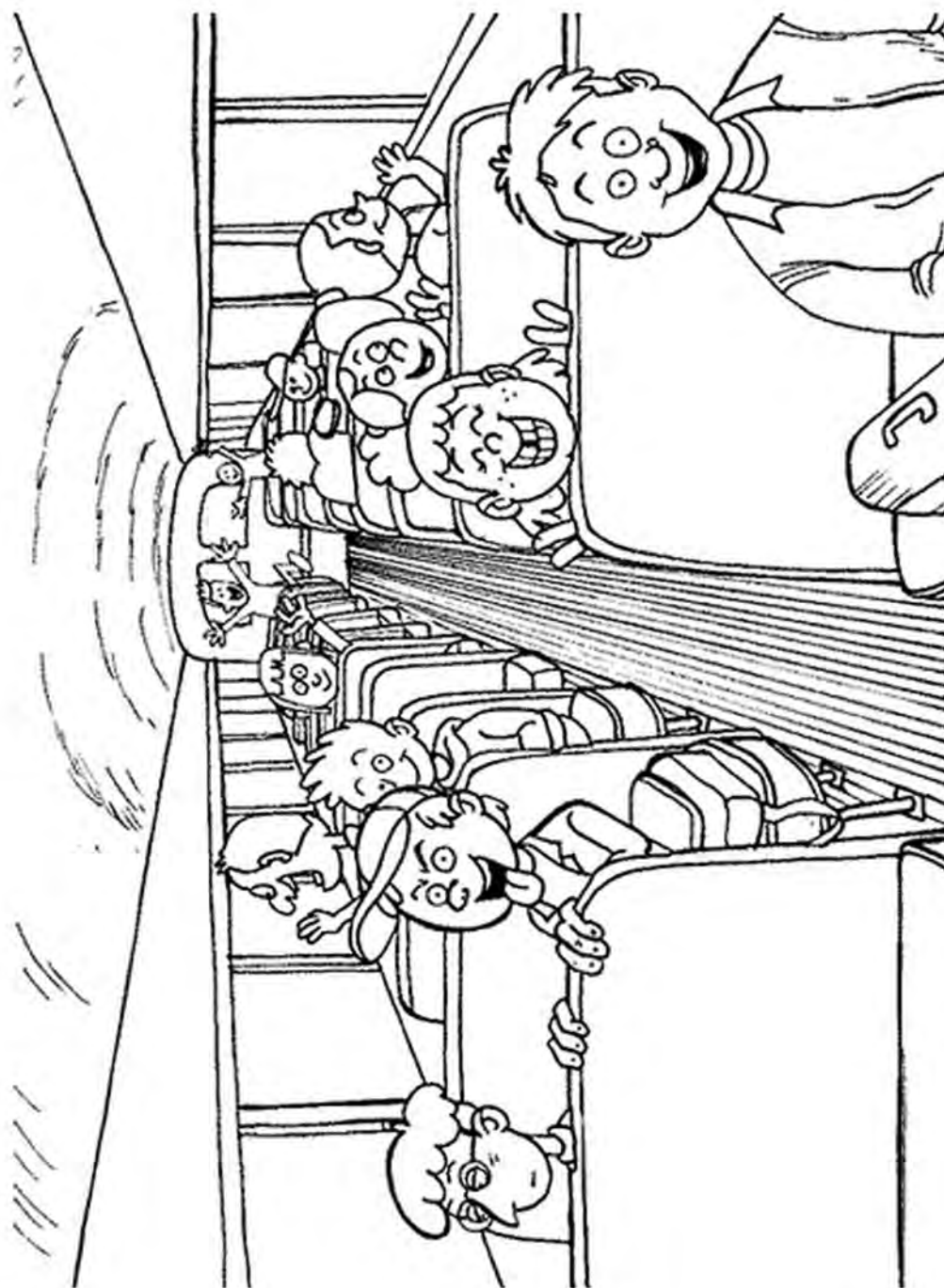


What should she do and who should she talk to?



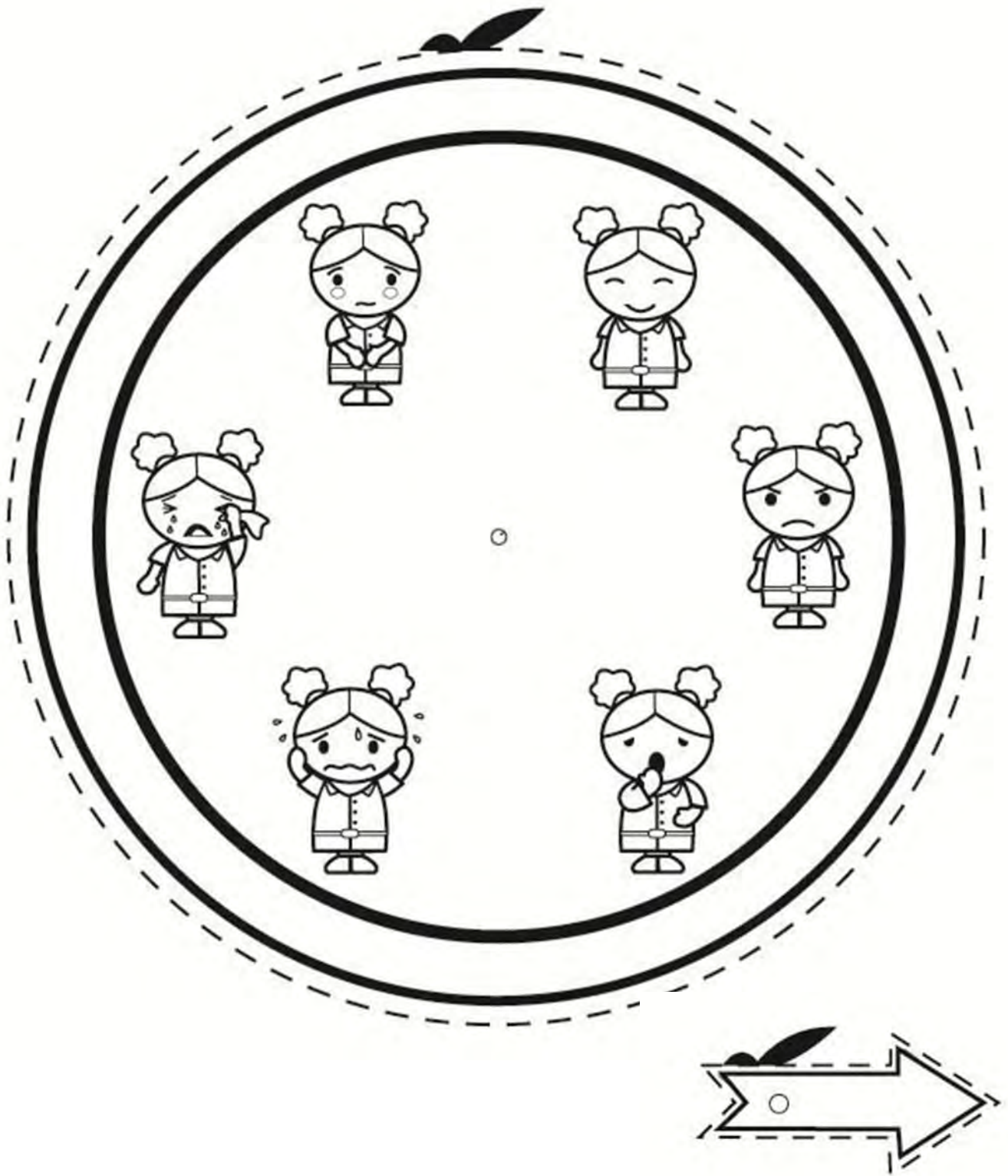


What are your thoughts on  
bullying?

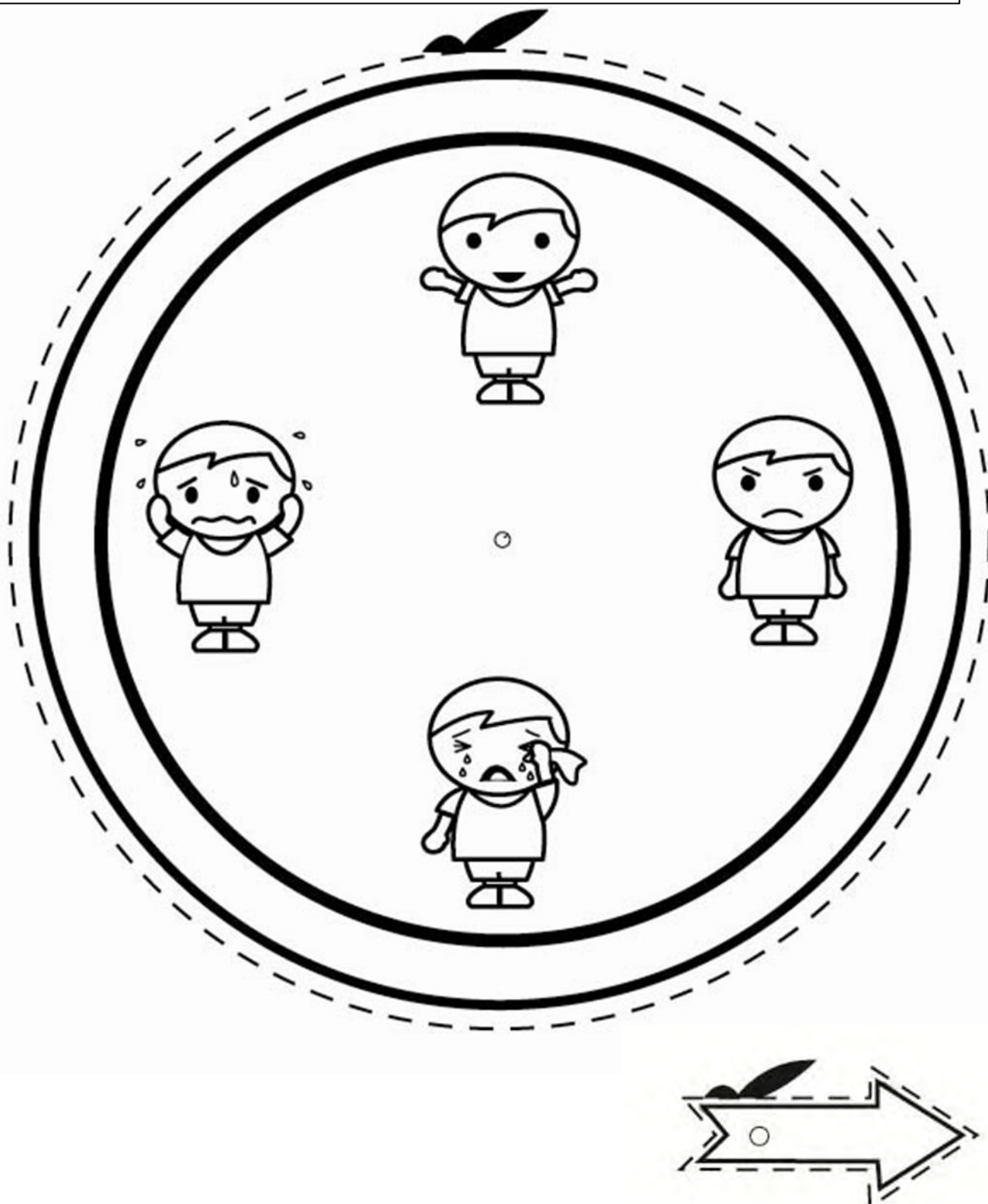


How does bullying happen on the  
school bus?

How are you feeling at different times of the day?



How are you feeling at different times of the day?





***Use this image to generate a discussion with your student***

---



What might be the cause of this child being upset?

***Use this image to generate a discussion with your student***

---



What might this child be thinking?

***Use this image to generate a discussion with your student***

---



What makes this child happy?

---

***Use this image to generate a discussion with your student***

---



What makes this child happy?



# Word Finder #1 (25 WORDS)

H	V	H	T	A	S	T	V	R	E	W	O	P	T	I
C	A	C	T	U	G	I	E	B	N	D	T	E	N	P
A	T	Z	E	E	O	V	L	I	E	T	G	T	T	A
R	N	N	I	L	E	A	K	P	G	R	E	R	O	I
D	E	F	E	N	D	E	R	A	A	N	D	A	R	N
Y	S	N	G	M	G	E	T	T	T	L	I	U	S	T
L	C	E	E	E	S	T	A	I	I	A	C	M	T	E
E	R	E	H	S	A	S	O	C	V	C	I	A	R	R
N	T	C	E	C	U	N	A	N	E	I	U	T	V	N
O	I	D	K	P	A	G	G	R	E	S	S	I	V	E
L	L	E	P	L	R	D	V	D	A	Y	F	Z	T	T
D	N	O	W	L	A	W	A	R	D	H	T	I	W	E
E	R	A	N	L	A	B	R	E	V	P	E	N	T	D
T	V	R	L	U	F	T	R	U	H	R	R	G	G	I
C	H	P	A	D	K	E	R	R	M	D	L	P	A	A

SUPPORT

LONELY

PHYSICAL

ATTACK

VIOLENCE

PAIN

TRAUMATIZING

TEASE

HURTFUL

VERBAL

NEGATIVE

SUICIDE

POWER

REVENGE

DEFENDER

INTERNET

BAD

HAZING

TARGET

DEPRESSED

HARASSMENT

HEADACHES

AGGRESSIVE

WITHDRAWAL

INTENTIONAL

# Word Finder #2 (22 WORDS)

E	T	R	U	H	Y	E	Y	E	Y	S	S
H	U	E	P	G	A	Y	A	N	H	R	S
N	O	E	S	O	S	T	B	F	S	I	C
L	S	S	E	S	F	R	T	R	G	T	S
V	I	A	T	S	U	I	E	I	N	S	L
T	N	E	L	I	S	D	A	G	I	Y	S
N	B	T	S	P	L	N	R	H	L	L	S
S	S	E	L	F	-	E	S	T	E	E	M
A	D	V	A	N	T	A	G	E	E	N	L
A	N	G	E	R	D	D	H	N	F	O	F
L	A	N	O	I	T	O	M	E	N	L	E
G	T	T	S	C	A	R	E	D	E	S	U

BRUISED  
SCARED  
RUN  
LONELY  
USED  
GOSSIP  
LIES  
HOSTILE

EMOTIONAL  
UPSET  
CRY  
SILENT  
DIRTY  
SAD  
ANGER

FRIGHTENED  
SELF-ESTEEM  
TEASE  
HURT  
ADVANTAGE  
TEARS  
FEELINGS

# Word Finder #3 (25 WORDS)

J	A	N	E	M	E	G	M	A	I	E	T	U	O	D
E	E	H	E	A	A	G	N	I	D	N	U	O	H	D
W	E	A	K	N	E	S	S	I	N	B	I	O	A	I
G	N	T	L	H	A	N	G	R	Y	H	R	N	I	C
I	O	E	L	O	I	O	T	N	A	R	O	N	G	I
Y	I	F	L	D	U	I	A	R	I	E	E	A	T	T
L	T	U	R	U	I	S	A	B	I	L	R	L	S	E
D	A	L	E	O	F	S	L	D	U	I	E	I	H	H
A	D	T	S	N	S	E	G	I	A	S	N	E	M	T
E	I	U	U	M	U	R	M	U	V	I	E	L	F	A
D	M	G	E	R	U	G	E	A	S	E	E	I	E	P
T	I	N	C	D	B	G	N	T	H	T	O	Z	E	E
I	T	N	E	M	T	A	E	R	T	S	I	M	L	D
R	N	E	H	O	R	R	I	D	A	D	O	N	B	I
V	I	C	T	I	M	I	Z	A	T	I	O	N	G	H

AGGRESSION

EVIL

HORRIBLE

JEALOUS

INTIMIDATION

RUDE

MISTREATMENT

ABUSE

CRUEL

HORRID

MEAN

SINISTER

HOUNDING

VICTIMIZATION

BRUTAL

ANGRY

IGNORANT

HATEFUL

WEAKNESS

HARASSMENT

DEADLY

DISGUSTING

FEELINGS

SHAMEFUL

PATHETIC

## Word Finder #4 (5 WORDS)

I	A	P	A	L	R
U	A	S	S	S	E
S	R	A	E	T	D
S	D	N	I	K	U
S	R	S	D	D	R
A	R	A	T	A	P

SAD

TEARS

PAL

KIND

RUDE

# Word Finder #5 (5 WORDS)

O	E	A	N	I	N	S	A	P	E
P	I	H	S	D	N	E	I	R	F
L	A	H	S	C	S	I	Y	E	I
E	Y	L	E	N	O	L	A	P	E
S	O	E	N	N	I	P	A	S	F
A	N	S	I	I	I	P	L	N	A
N	I	Y	P	E	A	C	E	P	N
L	A	N	P	N	N	P	P	I	N
N	E	E	A	P	E	P	A	A	A
H	A	N	H	P	I	E	S	I	A

LONELY  
PAIN

PEACE  
HAPPINESS

FRIENDSHIP

## Word Finder #6 (10 WORDS)

O	G	E	D	T	N	K	P
D	O	N	E	U	R	R	L
S	S	A	I	F	P	U	E
E	S	C	A	R	E	D	H
E	I	K	L	I	A	R	H
E	P	B	I	E	A	C	R
G	M	E	A	N	R	R	T
P	C	D	E	D	D	E	I

SCARED  
MEAN  
CARING  
TEASE

KIND  
FRIEND  
HELP

GOSSIP  
HURT  
BAD

# Word Finder #7 (10 WORDS)

M	R	L	E	U	R	C	A	G
N	E	N	M	U	G	G	E	O
M	P	N	O	H	L	T	E	N
E	L	I	T	L	F	A	D	T
T	E	S	I	O	E	R	V	N
S	H	E	O	Y	R	G	N	A
E	K	I	N	D	N	E	S	S
E	R	L	A	T	E	T	E	T
F	E	E	L	I	N	G	S	V

VALUE  
ANGRY  
CRUEL  
HELPER

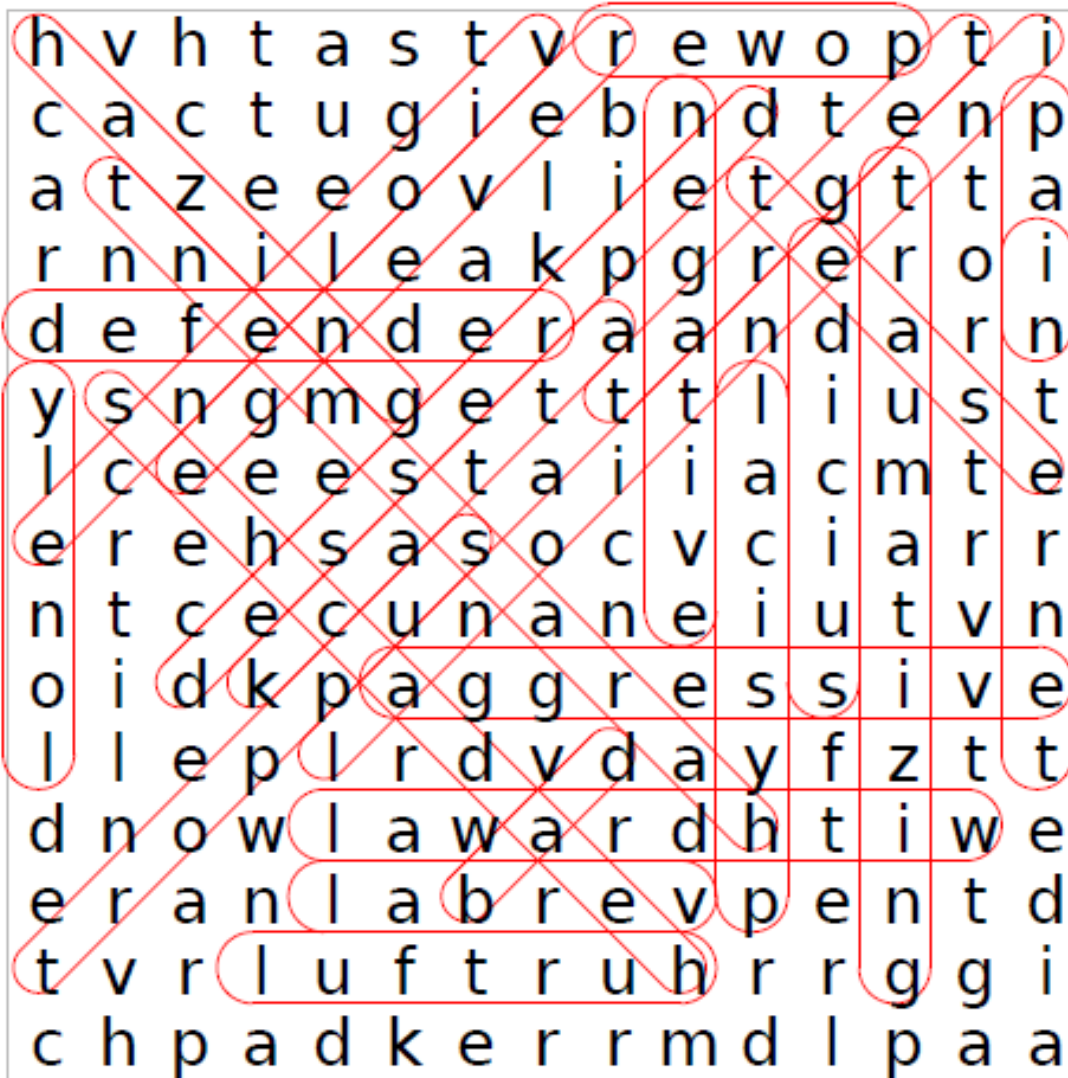
TARGET  
FEELINGS  
EMOTIONAL

MENTOR  
KINDNESS  
LIES

W	O	R	F					A
			I				N	
			N			S		
			D		W			
			E	E				
			R					
					<u>K</u>	<u>E</u>	<u>Y</u>	

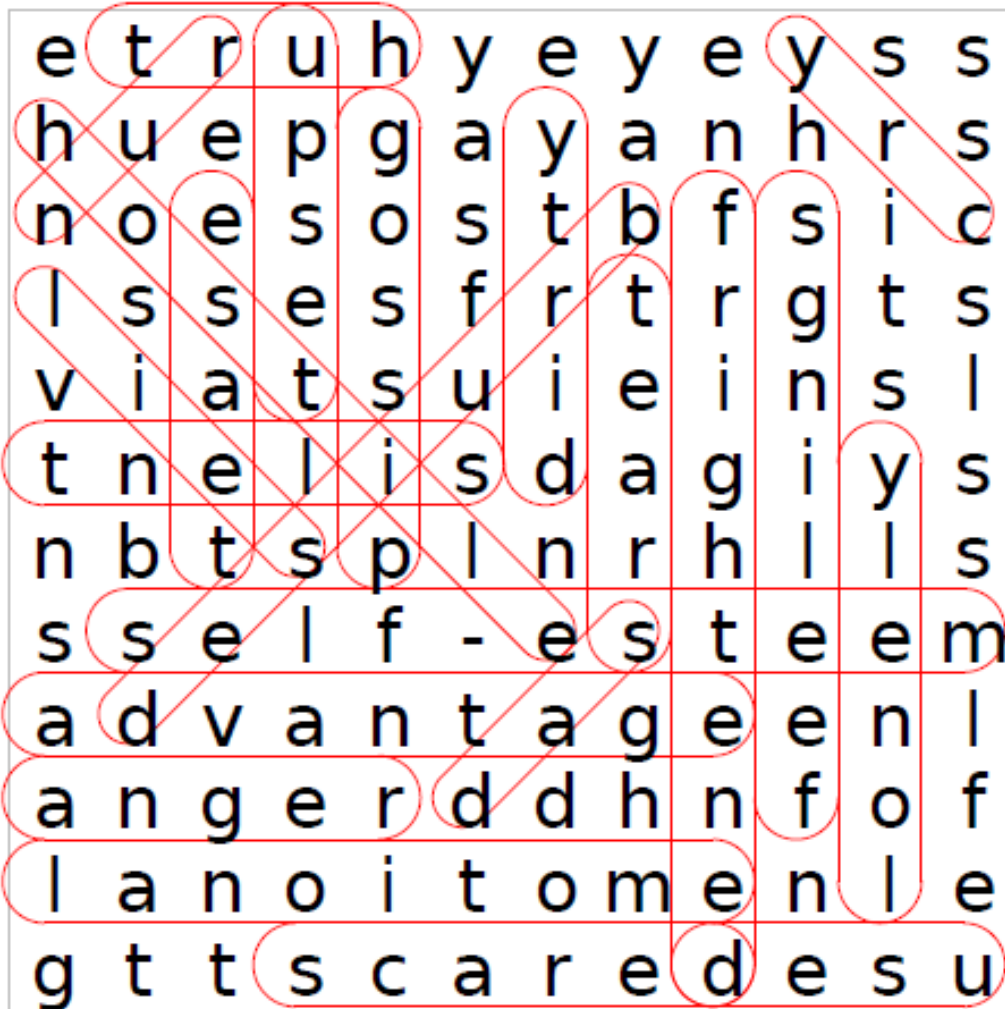


# Word Finder #1 (25 WORDS)



SUPPORT	TEASE	REVENGE	DEPRESSED
LONLEY	HURTFUL	DEFENDER	HARASSMENT
PHYSICAL	VERBAL	INTERNET	HEADACHES
ATTACK	NEGATIVE	BAD	AGGRESSIVE
VIOLENCE	SUICIDE	HAZING	WITHDRAWAL
PAIN	POWER	TARGET	INTENTIONAL
TRAUMATIZING			

# Word Finder #2 (22 WORDS)

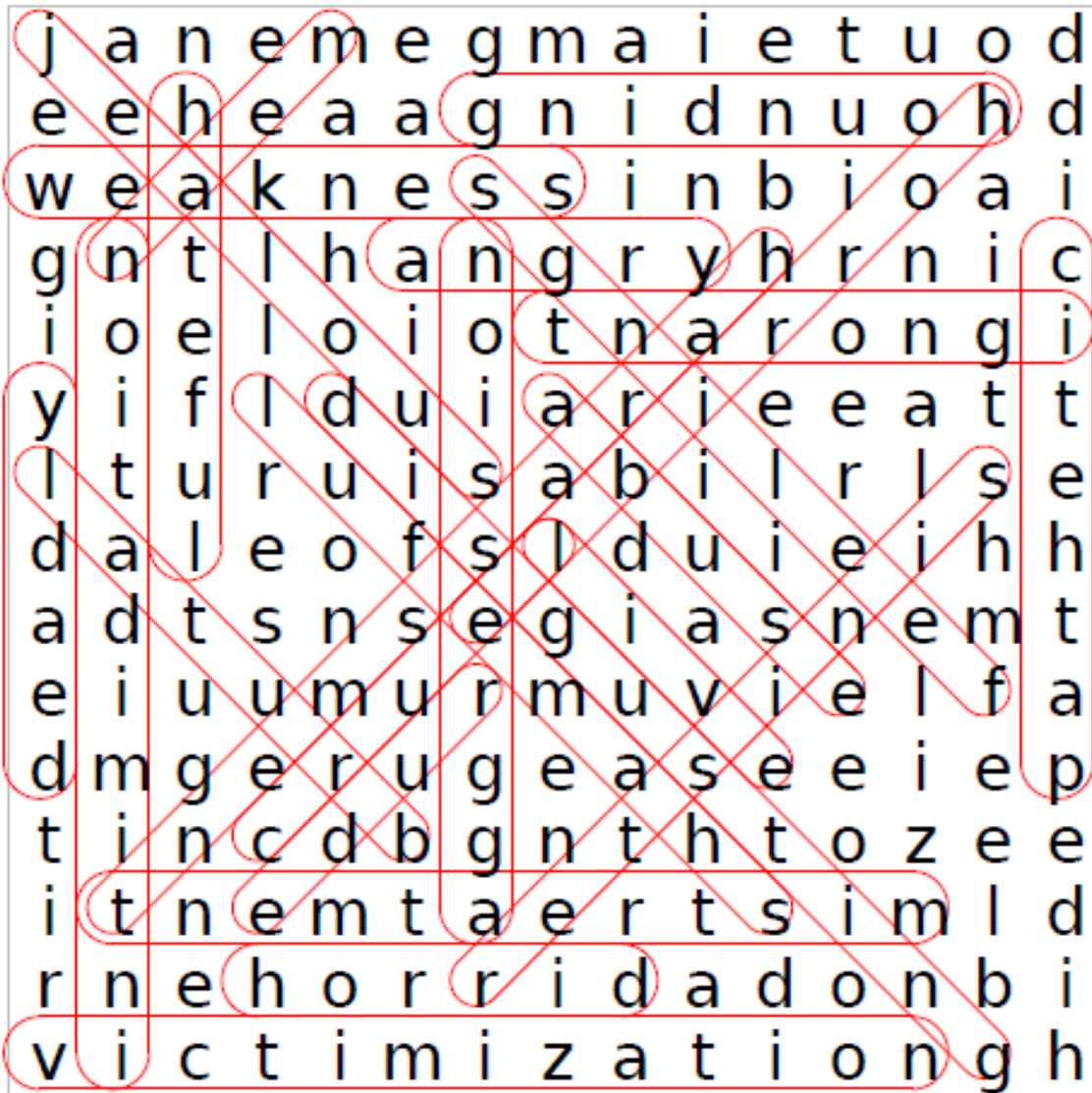


BRUISED  
SCARED  
RUN  
LONELY  
USED  
GOSSIP  
LIES  
HOSTILE

EMOTIONAL  
UPSET  
CRY  
SILENT  
DIRTY  
SAD  
ANGER

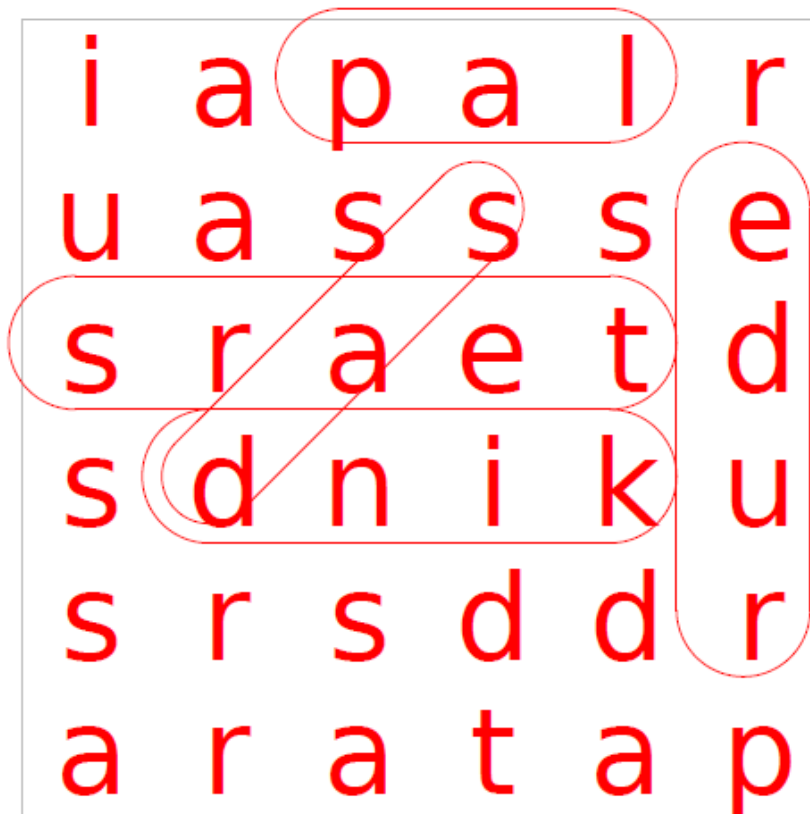
FRIGHTENED  
SELF-ESTEEM  
TEASE  
HURT  
ADVANTAGE  
TEARS  
FEELINGS

# Word Finder #3 (25 WORDS)



AGGRESSION	ABUSE	BRUTAL	DEADLY
EVIL	CRUEL	ANGRY	DISGUSTING
HORRIBLE	HORRID	IGNORANT	FEELINGS
JEALOUS	MEAN	HATEFUL	SHAMEFUL
INTIMIDATION	SINISTER	WEAKNESS	PATHETIC
RUDE	HOUNDING	HARASSMENT	
MISTREATMENT	VICTIMIZATION		

## Word Finder #4 (5 WORDS)



SAD

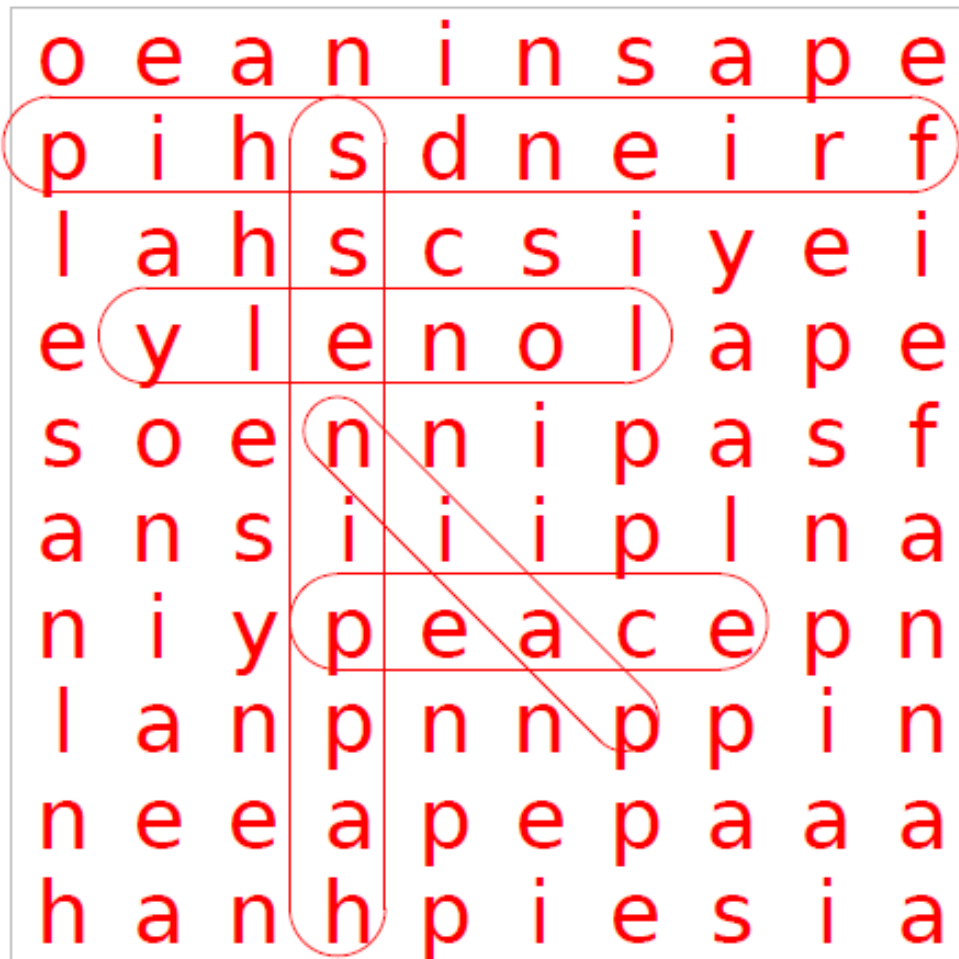
TEARS

PAL

KIND

RUDE

# Word Finder #5 (5 WORDS)



LONELY  
PAIN

PEACE  
HAPPINESS

FRIENDSHIP

## Word Finder #6 (10 WORDS)

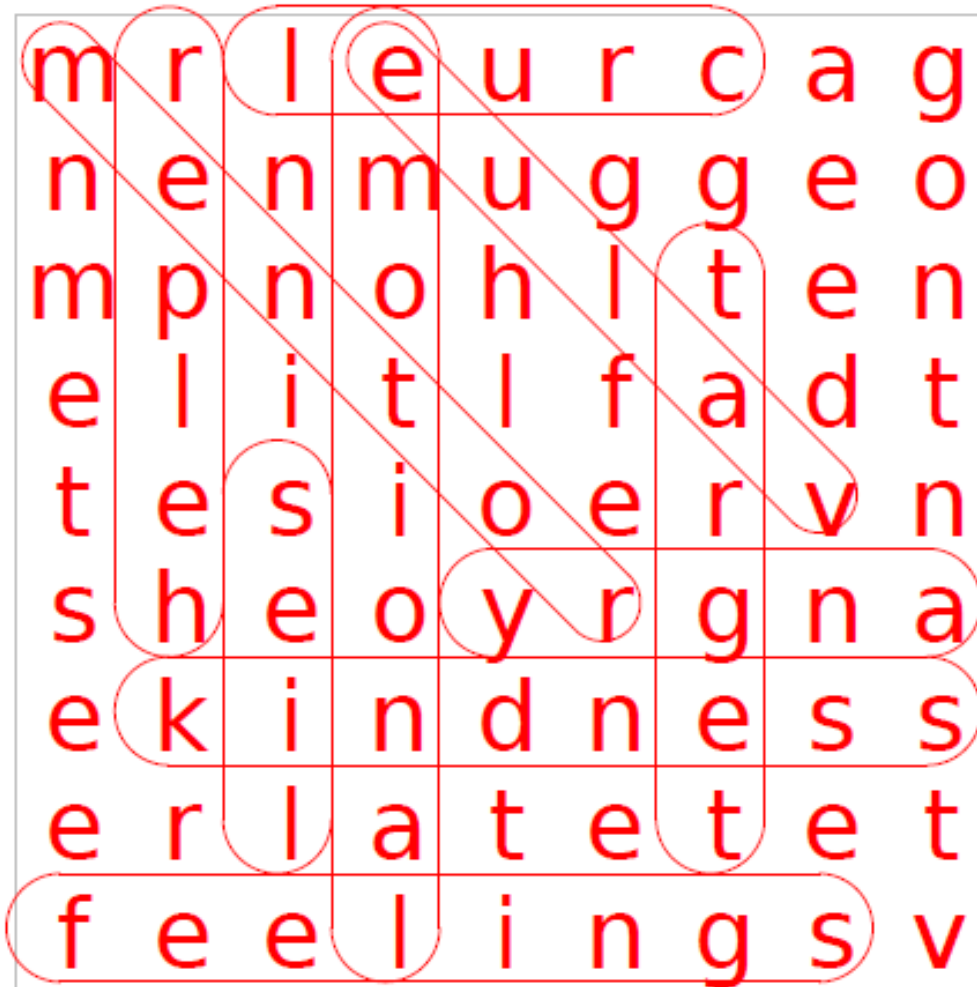


SCARED  
MEAN  
CARING  
TEASE

KIND  
FRIEND  
HELP

GOSSIP  
HURT  
BAD

## Word Finder #7 (10 WORDS)



VALUE  
ANGRY  
CRUEL  
HELPER

TARGET  
FEELINGS  
EMOTIONAL

MENTOR  
KINDNESS  
LIES

	NOTES
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# Appendix

## Resources

- Seth's Law AB 9
- Seth's Law FAQ's
- Sample Sheet



## **Assembly Bill No. 9**

### **CHAPTER 723**

An act to amend Sections 234, 234.1, 234.2, and 234.3 of, and to add Section 234.5 to, the Education Code, relating to pupil rights.

[Approved by Governor October 9, 2011. Filed with  
Secretary of State October 9, 2011.]

#### **LEGISLATIVE COUNSEL'S DIGEST**

**AB 9, Ammiano. Pupil rights: bullying.**

Existing law provides that it is the policy of the state to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes, equal rights and opportunities in the educational institutions of the state, and that it is the purpose of existing law to prohibit acts that are contrary to that policy and to provide remedies therefor. Existing law requires the State Department of Education to develop a model handout, posted on appropriate department Internet Web sites, describing the rights and obligations set forth in these provisions and the policies addressing bias-related discrimination and harassment in schools. Existing law also requires the department to monitor adherence to these provisions and, as part of its regular monitoring and review of local educational agencies, to assess whether local educational agencies have adopted a policy that prohibits discrimination and harassment and a process for receiving and investigating complaints of discrimination and harassment, as specified.

This bill would require the policy adopted by the local educational agencies to prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified. The bill also would require the process for receiving and investigating complaints to include complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and to include a requirement that school personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process, as specified. The bill would make other conforming changes.

Because this bill would require local educational agencies to perform additional duties, this bill would impose a state-mandated local program.

The bill would require the Superintendent of Public Instruction to post, and annually update, on his or her Internet Web site, and to provide to each school district, a list of state-wide resources, including community-based organizations, that provide support to youth who have been subjected to

school-based discrimination, harassment, intimidation, or bullying, and their families.

The bill would make its provisions operative on July 1, 2012.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

*The people of the State of California do enact as follows:*

SECTION 1. Section 234 of the Education Code is amended to read:

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.

(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

SEC. 2. Section 234.1 of the Education Code is amended to read:

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and Chapter 2 (commencing with Section 200) as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:

(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.

(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:

(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

(2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.

(3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.

(4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.

(c) Publicized antidiscrimination, antiharassment, anti-intimidation, and antibullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985.

(d) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.

(e) Maintained documentation of complaints and their resolution for a minimum of one review cycle.

(f) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.

(g) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and Chapter 2 (commencing with Section 200).

SEC. 3. Section 234.2 of the Education Code is amended to read:

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted.

SEC. 4. Section 234.3 of the Education Code is amended to read:

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

SEC. 5. Section 234.5 is added to the Education Code, to read:

234.5. The Superintendent shall post, and annually update, on his or her Internet Web site and provide to each school district a list of state-wide resources, including community-based organizations, that provide support

to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families.

SEC. 6. This act shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Sections 48907 and 48950 of the Education Code, and other applicable law.

SEC. 7. This act shall not be construed to require an exhaustion of any administrative complaint process before civil law remedies may be pursued.

SEC. 8. This act shall become operative on July 1, 2012.

SEC. 9. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Art 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

## FACT SHEET

### Seth's Law

*This bill, AB 9, would require schools to establish policies to prevent bullying, be responsive to complaints about bullying, train personnel how to recognize and intervene in bullying, and make resources available to victims of bullying.*

**AUTHOR:** Assemblymember Tom Ammiano

**SPONSORS:** Equality California, ACLU, Gay-Straight Alliance Network, National Center for Lesbian Rights

#### PURPOSE OF THE PROPOSED LAW

Each day, thousands of young people are the targets of discrimination, harassment, intimidation and bullying at school. Research shows that students who are harassed at school frequently suffer long-term social, emotional, and psychological harm. The most effective way to reduce the harm is to create a school-wide culture of inclusion and respect for differences. Existing law does not adequately protect young people from school-based discrimination and harassment. This bill will ensure that existing laws are effective and enforced by requiring every school district to take concrete steps to improve school climate.

#### BACKGROUND

In September 2010, 13-year old Seth Walsh tragically took his own life after years of relentless harassment based on his sexual orientation and gender expression. Seth's mother and close friends report that teachers and school administrators were aware that Seth was being harassed and, in some instances, participated in the harassment. Yet Seth's mother's pleas to the school for help were brushed aside.

Wendy Walsh, Seth's mother, says, "Seth told me he was gay when he was in the sixth grade. He was a wonderful, loving child, and I loved him for who he was. I can't bring my son back. But schools can make a difference today by taking harassment and bullying seriously when parents or students tell them about it, and when they see it in the halls."

Every day young people in California schools are subjected to discrimination, harassment, intimidation, or bullying based upon actual or perceived sexual orientation, gender identity or expression, gender, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics. California has taken some steps to address this issue, but we must do more to remedy the glaring gaps in existing law. This bill draws upon tested approaches and best practices to ensure that schools have adequate policies and procedures in place to prevent discrimination and harassment and to respond to incidents quickly.

#### EXISTING LAW

Current California law prohibits discrimination, harassment, intimidation, or bullying of students based on actual or perceived sexual orientation, gender identity or expression, gender, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics. The California Student Safety and Violence Prevention Act (AB 537, Kuehl), which was enacted in 2000, prohibited discrimination and harassment in schools based on specified categories. The Safe Place to Learn Act (AB 394, Levine), and the Student Civil Rights Act (SB 777, Kuehl), were passed in 2007 and required the California Department of Education to monitor school districts' creation and publication of anti-

harassment policies and complaint procedures and updated the list of prohibited bases of discrimination and harassment.

Existing law provides a solid foundation for the protection of California students from discrimination, harassment, intimidation, and bullying, but, in practice, many school districts have not taken steps to implement the law, many students and parents do not understand their rights, and far too many students continue to experience severe discrimination and harassment with no meaningful protection from school officials.

### **WHAT THIS BILL WOULD DO**

This bill would require each school district to include in its non-discrimination policy an enumerated list of the bases on which discrimination, harassment, intimidation, and bullying are prohibited under existing law—actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics. Research shows that lesbian, gay, bisexual, and transgender students feel safer at school when their school policy specifically prohibits discrimination or harassment based on sexual orientation, gender identity and gender expression.

In addition, this bill would require that each school district non-discrimination policy describe the district's procedure for addressing discrimination and harassment complaints; identify two or more school personnel on each campus who are knowledgeable about the policy and able to assist students with discrimination and harassment complaints and refer them to counseling as appropriate; and be publicized in places that are easily accessible to students and parents, such as the student-parent handbook.

With respect to complaints of discrimination and harassment, AB 9 would require schools to include in their complaint procedures a written form for receiving and investigating discrimination and harassment complaints and to act on discrimination and harassment complaints, written or otherwise, expeditiously so that investigation and resolution may be reached quickly.

AB 9 would further require school districts to bolster existing professional development curricula for teachers, school counselors, and administrators with instruction on identifying and stopping discrimination and harassment and creating a school-wide culture of inclusion and respect for difference. And school districts would be required to communicate to the students, staff, and parents about the harmful impact of discrimination and harassment on the individual targets as well as on the entire school community.

Because research shows that the best way for schools to prevent and address discrimination, harassment, intimidation, and bullying is to deal with its underlying reasons, AB 9 promotes alternative discipline tactics that would teach appropriate behavior and help bullies understand and take responsibility for the harm caused prior to implementing punitive measures such as suspension and expulsion, which do not address the roots of the misbehavior.

The Superintendent of Public Instruction would be instructed to annually post on the Department of Education website a list of statewide resources, including community-based organizations that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, and bullying and to the families of these youth.

### **FOR MORE INFORMATION**

Matt Bunch, Equality California – (916) 554-7683 or [Matt@eqca.org](mailto:Matt@eqca.org)

Wendy Hill, Office of Assemblymember Ammiano – (916) 319-2013 or [wendy.hill@asm.ca.gov](mailto:wendy.hill@asm.ca.gov)

Tiffany Mok, ACLU California Affiliates – (916) 442-1036 or [tmok@acluleg-ca.org](mailto:tmok@acluleg-ca.org)

Jody Marksamer, National Center for Lesbian Rights – (415) 365-1308 or [jmarksamer@nclrights.org](mailto:jmarksamer@nclrights.org)

T. Aaron Hans, Gay-Straight Alliance Network – (415) 552-4229 or [aaron@gsanetwork.org](mailto:aaron@gsanetwork.org)



## SAMPLE REPORTING FORM

### Bullying, Cyber-bullying, Harassment or Intimidation Reporting Form

This form is to report alleged bullying, cyber-bullying, harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school. If you are the student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying, cyber-bullying, harassment, or intimidation, complete this form and return it to a Benicia High/Middle School administrator. If you wish to remain anonymous, leave Reporter Name blank.

*Bullying, cyber-bullying, harassment, or intimidation including verbal, physical, written, or intentional electronic communication that creates a hostile educational environment by interfering with a student's educational benefits, opportunities, and/or performance, or with a student's physical or psychological well-being is taken seriously, against educational code (EC 48900), and the law. Each situation is taken case by case. Consequences for such behavior are confidential, progressive, and determined based on factual information.*

Victim Name(s): \_\_\_\_\_ Accused Name(s): \_\_\_\_\_

Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Reporter Name: \_\_\_\_\_ & Phone #: \_\_\_\_\_

Date of Incident: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_ am pm Location of Incident: \_\_\_\_\_

Witness Name(s): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Is this an on-going incident? Yes or No \_\_\_\_\_ If so, was it reported and to whom? Yes or No \_\_\_\_\_

Please describe what happened. Use quotations when appropriate and stick to the facts: (continue on back)

Any other comments and/or details relevant to this report:

Have you or your family taken any measures to resolve this before seeking support from BHS (BMS)? If so, what were they?

~~~~~ For Office Use ~~~~~  
Report received by: \_\_\_\_\_ on \_\_\_\_/\_\_\_\_/\_\_\_\_ @ \_\_\_\_\_ am pm

This form provided courtesy of Benicia Unified School District

mentor  
sad  
value  
resilient  
support  
friend  
power  
emotional  
hurt  
feelings  
trust