

**Take Action!**  
**StopBullying@OrangeUSD.org**

## Table of Contents

<b>Board of Education.....</b>	<b>4</b>
<b>Superintendent’s Message.....</b>	<b>5</b>
<b>Orange Unified School District on Bullying.....</b>	<b>6</b>
<b>OUSD Monthly Focus.....</b>	<b>7</b>
<b>Orange Unified School District Board Resolution .....</b>	<b>8</b>
<b>Definition of Bullying .....</b>	<b>9</b>
<b>Bullying IS .....</b>	<b>9</b>
<b>Bullying IS NOT .....</b>	<b>10</b>
<b>OUSD Bullying Prevention Policy .....</b>	<b>10</b>
<b>OUSD Board Policy on Bullying .....</b>	<b>11</b>
<b>Bullying Prevention .....</b>	<b>12</b>
<b>Intervention .....</b>	<b>13</b>
<b>Reporting and Filing of Complaints.....</b>	<b>14</b>
<b>Investigation and Resolution of Complaints.....</b>	<b>14</b>
<b>Discipline .....</b>	<b>15</b>
<b>Legal Reference .....</b>	<b>15</b>
<b>OUSD Administrative Regulations on Bullying.....</b>	<b>16</b>
<b>Bullying Incident Procedures .....</b>	<b>20</b>
<b>Responding to a Report of Bullying or Retaliation Investigation.....</b>	<b>20</b>
<b>Investigations .....</b>	<b>20</b>
<b>Determinations.....</b>	<b>21</b>
<b>Obligation to Notify Others Notice to Parents or Guardians .....</b>	<b>22</b>
<b>Notice to Law Enforcement .....</b>	<b>22</b>
<b>Bullying Prevention Activities .....</b>	<b>23</b>
<b>Common Sense Media Lessons .....</b>	<b>23</b>
<b>Check and Connect .....</b>	<b>23</b>
<b>Kindness Campaigns.....</b>	<b>23</b>
<b>Peer Leadership .....</b>	<b>24</b>
<b>Character Education .....</b>	<b>24</b>
<b>Community Partnerships .....</b>	<b>24</b>
<b>Anti-Bullying Assemblies.....</b>	<b>24</b>



<b>PBIS: Multi-tiered Approach to SEL, and Behavior Support .....</b>	<b>24</b>
<b>Restorative Practices.....</b>	<b>25</b>
<b>Lunch Clubs .....</b>	<b>25</b>
<b>Bullying Prevention Resources Guide.....</b>	<b>25</b>
<b>Bullying Prevention Resources for Staff .....</b>	<b>26</b>
<b>Bullying Prevention Resources for Youth .....</b>	<b>28</b>
<b>Bullying Prevention Resources for Families and Communities .....</b>	<b>28</b>
<b>California Legislation .....</b>	<b>29</b>



**Orange Unified School District**  
**Board of Education**



Alexia Deligianni-Brydges, Ed.D.



Kris Erickson



Brenda Lebsack



Rick Ledesma



Kathryn Moffat



John Ortega



Andrea Yamasaki

## Superintendent's Message

Dear Parents and Community Members,

The new school year brings with it a new mission, vision, core values, strategic initiatives, and graduate profile to guide the district's focus over the next five years. This new strategic plan – the Orange Unified **EDGE** - was created in a collaborative process that included staff, community members, parents, students, business partners, and service organizations. With a focus on **E**xcellence in academics and leadership, **D**edicated and engaged communication, **G**enuine wellness and safety, and **E**fficient utilization of fiscal capital, the Orange Unified **EDGE** was designed to propel Orange Unified's academic programs, community outreach efforts, student and staff support systems, and efficiency to the next level.

Orange Unified **EDGE**'s Focus Area 3.0 - Genuine Wellness and Safety – recognizes that a safe and respectful environment is essential to student success. By knowing each student's name, face and story, Orange Unified promotes a culture that nurtures the emotional health, safety, and well-being of students, staff, and parents. To support this endeavor, we created Strategic Initiative 3.4 to ensure systematic, district-wide implementation of the Orange Unified Bullying Prevention Handbook's policies and practices.

While Orange Unified has always stood against all forms of bullying, harassment, and intimidation, we have not previously offered a handbook detailing our definition, policies, and procedures. I am proud of the work of the OUSD Kindness Matters Taskforce to bring this handbook to you, providing clarity of definition, process, and consequences that are enforced district-wide.

In partnership with our community, we will provide a safe, equitable, and innovative culture of learning for each scholar to have a competitive **EDGE** as a leader.

Regards,  
Gunn Marie Hansen, Ph.D.  
Superintendent of Schools



## **Orange Unified School District on Bullying**

The Orange Unified School District Board of Education is committed to providing all students with a safe and healthy school environment. To that end, the District, its schools, and the community have an obligation to promote mutual respect, tolerance and acceptance, and not tolerate behavior that infringes on the safety of any student, including bullying. Students and staff shall immediately report any suspected or observed bullying to site administration for investigation and appropriate action. For this reason the Orange Unified School District is taking an active role in the movement against bullying in our schools and community by educating parents, children and students, teachers, administrators, lawmakers, law enforcement groups, mental health groups, volunteers, and community members about the tragic consequences of bullying in public and private schools. Bullying takes place in all age groups and at all levels of education.

**Take Action** – OUSD believes in taking immediate action on reports of bullying. The longer a child is a victim of bullying, the more likely the trauma will become a lifelong emotional and sometimes physical handicap. Many schools shooting and suicides have been attributed to bullying. Bullying prevention is a top priority. We have activated a Stop Bullying email address for students and parents to get us information that we can share with the school site for them to take action.

### **Social Emotional Development**

OUSD is committed to not only the academic development of our students but also their social emotional growth. Beginning in the 2019-2020 school year we will focus on a different component of our student's social emotional development each month. The first year will be for staff only. The list below will spell out our month by month the focus. Working with the development of our student's social emotional health will not only pay dividends in the culture and climate on our campuses but will also improve student academic success. Students perform better in welcoming environments.





## OUSD Monthly Focus

**September: Self-Awareness** - Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

**October: Self-Management** - Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

**November: Social Awareness** - Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

**December: Responsible Decision Making** - Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

**January: Relationship Skills** - Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**February: Problem Solving** - Look for creative ways to solve complex problems with confidence. Become a resilient and self-directed problem solver.

**March: Skilled Communicator** - Empathic listening skills are vital to the development of confident and respectful communicators. From the written word to the spoken word, effective communication skills helps to foster positive relationships with peers, adults, and with others.

**April: Social Citizen** - Encourage socially responsible and civically minded individuals. By instilling good citizenship habits including digital citizenship at an early age, our students will become active positive contributors to society.

**May: Collaborative Worker** - Understand the power of collaboration. Together there are no limits to our greatness, set a goal to be a collaborative and reflective innovator.

**June: Ethical Leader** - By teaching respect for the dignity of others and by modeling trust, integrity, responsibility, and fairness, our students will grow to become compassionate and ethical leaders.



# Orange Unified School District

## Board Resolution

**Whereas**, the Orange Unified School District Board of Education stands strong and united against all acts of Bullying and Harassment.

**Whereas**, the Orange Unified School District Board of Education strongly supports the promotion of the positive social and emotional well-being of students and staff.

**Whereas**, that well-being depends on a proactive approach to ensure students and staff have the opportunity to thrive in productive and inclusive learning environments.

**Whereas**, productive and inclusive learning environments must be free from harassment and bullying acts.

**Whereas**, harassment and bullying acts have no place on our campuses and will be thoroughly investigated and remedied in accordance to policies provided in the OUSD Bullying Prevention Handbook.

**Whereas**, the OUSD Bullying Prevention Handbook Book will serve as a guide to systematize our schools response to harassment and bullying incidents.

**Whereas**, the OUSD Board of Education will direct staff to support schools in the implementation of the programs and activities in the OUSD Bullying Prevention Handbook that meet the needs of their communities.

**Now THEREFORE**, the Orange Unified School District Board of Education will continue to work to provide positive, productive and inclusive learning environments free from harassment and bullying.

Passed and Adopted on this day of August 15 in 2019

Ayes:    \_\_\_6\_\_\_

Noes:    \_\_\_0\_\_\_

Absent:   \_\_\_1\_\_\_

Absent:   \_\_\_0\_\_\_

*Andrea Yamasaki*

Andrea Yamasaki, Clerk of the Board

Orange Unified School District



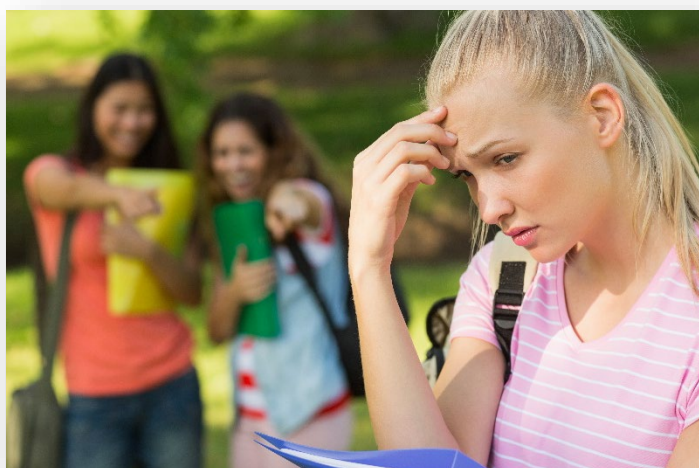


## Definition of Bullying

### Bullying IS

Bullying is defined as the harassment of students, intimidation, a hazing or initiation activity, ridicule, extortion, or any other verbal, written, electronic communication, or physical conduct, repeated over time, that causes or threatens to cause bodily harm or emotional suffering and creates a hostile learning environment or disrupts the normal operation of a school, classroom, or school related activity. Such behavior can include the following:

1. **Cyberbullying**, which involves the use of electronic communications to post harassing messages, threats, social cruelty, or other harmful text, sounds, or images on the Internet, social networking sites, or other digital technologies.
2. **Physical bullying**, which includes purposeful hitting, kicking, tripping, pinching, pushing or any other type of physical contact with the intent to cause injury, hurt or intimidation.
3. **Verbal bullying**, which includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal teasing may start as harmless, if it continues and is escalated to verbal targeting that differentiates the behavior from a “just joking” behavior.
4. **Social bullying or covert bullying**, may at times be harder to recognize since it can be carried out behind the bullied person's back. The behavior targets a person or a group of people in order to harm someone's social reputation and/or cause humiliation.



## **Bullying IS NOT**

As described above, bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel they have been placed in a situation that has made them unable to adequately and effectively respond. Since the act of bullying can continue over time, it is often hidden from adults, and will probably continue if no action is taken. However, bullying is not:

1. single episodes of social rejection or dislike
2. single episode acts of nastiness or spite
3. random acts of aggression or intimidation
4. mutual arguments, disagreements, dislike or fights

Although the above behavior can cause great distress and may require the intervention of a third party, they *are not* examples of bullying unless someone is deliberately and repeatedly doing them.

### **References:**

Education Codes 32261(f)(g), 48900, 48900.2, 48900.3, 48900.4, 48910, 48911, 48915, 48915.5, 48918, 48918.5

<https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>

## **OUSD Bullying Prevention Policy**

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying.

The Orange Unified School District's Policy on Bullying can be accessed on the OUSD website. Copies are available at each school site.

1. The Orange Unified School District prohibits bullying. This includes, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in the Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race, or ethnicity, religion, sexual orientation, or association with person of



group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).

2. School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation, or bullying, provided it is safe to do so.
3. Acts of discrimination or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the principal or Orange Unified School District Student and Community Services. If there is sufficient corroborating information, the Orange Unified School District will commence an investigation.
5. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the Orange Unified School District's policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.
7. The Orange Unified School District prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.
8. Students and parents also may contact OUSD's Student Community Services at (714) 628- 5424.

### **OUSD Board Policy on Bullying**

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as



defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in District schools shall be developed with the involvement of key stakeholders including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plans of the local control and accountability plan, and other applicable District and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

### **Bullying Prevention**

To the extent possible, District schools shall focus on prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed through student handbooks and other appropriate means of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

As appropriate, the District shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs, and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the District and its employees to prevent discrimination, harassment, intimidation, and



bullying of District students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community.
2. Discuss bullying prevention strategies with students. Teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
3. Identify the signs of bullying or harassing behavior.
4. Take immediate corrective action when bullying is observed.
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, or cafeterias.

### **Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)



## **Reporting and Filing of Complaints**

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a District compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the District compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or another employee so that the matter may be investigated. When a student is using a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a District compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

## **Investigation and Resolution of Complaints**

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with the law and the District's uniform complaint procedures specified in AR 1312.3.





If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

## **Discipline**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with District policies and regulations.

## **Legal Reference**

EDUCATION CODE: 200-262.4 Prohibition of discrimination, 32282 Comprehensive safety plan, 32283.5 Bullying; online training, 35181 Governing board policy on responsibilities of students, 35291-35291.5 Rules 48900-48925 Suspension or expulsion, 48985 Translation of notices, 52060-52077 Local control and accountability plan.

PENAL CODE: 422.55 Definition of hate crime, 647 Use of camera or other instrument to invade person's privacy; misdemeanor, 647.7 Use of camera or other instrument to invade person's privacy; punishment, 653.2 Electronic communication devices, threats to safety.

CODE OF REGULATIONS, TITLE 5: 4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47: 254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28: 35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34: 104.7 Designation of responsible employee for Section 504, 106.8 Designation of responsible employee for Title IX, 110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS: Wynar v. Douglas County School District, (2013) 728 F.3d 1062, J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094, Lavine v. Blaine School District, (2002) 279 F.3d 719





## **OUSD Administrative Regulations on Bullying**

Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has



reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.


(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

 A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school

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.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

*(Amended by Stats. 2018, Ch. 32, Sec. 49. (AB 1808) Effective June 27, 2018.)*



**ORANGE UNIFIED SCHOOL DISTRICT**  
**Legal Notice for Pupils and Parents/Guardians**

**Bullying and Harassment**

The Orange Unified School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of a person's 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. This policy applies to all acts related to school activity or school attendance occurring within a District school.

Bullying is defined as the harassment of students, intimidation, a hazing or initiation activity, ridicule, extortion, or any other verbal, written, electronic communication, or physical conduct, repeated over time, that causes or threatens to cause bodily harm or emotional suffering and creates a hostile learning environment or disrupts the normal operation of a school, classroom, or school related activity.

---

**REPORT IT:** Any person that has been a victim of or witnessed bullying or harassment on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to an administrator, teacher, or other adult personnel on campus. Students have an option of reporting the incident anonymously through the Bullying/Harassment Complaint form from the Districts Website; [www.orangeusd.org](http://www.orangeusd.org)

**INVESTIGATION:** The principal or designee shall promptly and thoroughly investigate all complaints of bullying or sexual harassment. The student who filed the complaint shall have an opportunity to describe the incident, present witnesses, and other evidence of the bullying or harassment, and put the complaint in writing. The school administration shall investigate the accusation and shall determine appropriate action.

**TRANSFER REQUEST:** A child that has been a victim of a violent offense or bullying as defined by state law is entitled to a transfer to another school within or outside the District under California Education Code 46600 (b). Placement at a requested school is contingent upon space availability.



## **Bullying Incident Procedures**

### **Responding to a Report of Bullying or Retaliation Investigation**

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target or to protect the alleged target from possible further incidents. The site will engage strategies to promote safety. These strategies will vary based on the severity of the act or acts and will be discussed with the family of the impacted student. The principal or designee will also take steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a students who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. School counselors, guidance counselors, and School Resource Officers will be notified if appropriate.

If the incident involves on-campus bullying or cyberbullying, a determination will be made if there is an immediate threat of violence to any students involved. If there is a positive determination, a report will be make immediately to District Office Administration and the appropriate Police department.

After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the principal or designee will develop a limited to, an educator, counselor, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor or an extracurricular activity or paraprofessional. The parents or guardian of students will be involved in the development of the plan. Teachers and other appropriate staff members will be notified of the incident, the parties involved, and their roles in the incident along with the provisions of the Safety/Conduct Plan.

### **Investigations**

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations (s) and the ages of the students involved. During the investigation, the principal or designee will, among other things,



interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee or whoever is conducting the investigation will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process to the extent that is consistent with state and federal law. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation after consultation with the superintendent or designee.

Often parents wish to know exactly what will happen to an aggressor during the investigation and/or disciplinary phase, and this is a natural reaction. However, educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor age students. School records (including disciplinary records) will be a private matter. This means that the school district is ***prohibited*** from sharing any information in a student's record-including disciplinary information - to third parties.

## **Determinations**

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participation in school or in benefiting from school activities.

The principal or designee will:

1. Determine what remedial action is required, if any and
2. Determine what responsive actions and/or disciplinary action is necessary.





Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher (s) and/or school counselor, and the target's or aggressor's parents or contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records. The principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or another directive that the target must be aware of in order to report violations.

### **Obligation to Notify Others Notice to Parents or Guardians**

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations. Notification will be made by phone, with a follow-up letter if phone contact cannot be made.

### **Notice to Law Enforcement**

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe the criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with applicable school or district policies and procedures, consult with the school resource officers, administrators and other individuals the principal or designee deem appropriate.





## Bullying Prevention Activities

### Common Sense Media Lessons

- **Parent Resources for Cyberbullying:**  
<https://www.common sense media.org/blog/how-to-block-and-report-cyberbullies-on-instagram>
- **Common Sense Media Review of Apps and Literature:**  
<https://www.common sense.org/education/search?sq=bullying>
- **K-12 Digital Citizenship Scope and Sequence:**  
<https://www.common sense.org/education/scope-and-sequence>
- **OUSD Digital Citizenship Lessons:**  
[https://orangeusd.learning.powerschool.com/kkolset/orangeusddigitalcitizenshipk-12/cms\\_page/view/33930510](https://orangeusd.learning.powerschool.com/kkolset/orangeusddigitalcitizenshipk-12/cms_page/view/33930510)

### Check and Connect

Student check-in daily in the morning and afternoon with admin/other to review goals of the day. For each hour/period of the day they can earn points. If they meet their points by the end of the day, they receive a school incentive ticket.

### Kindness Campaigns

- ***Sandy Hook Promise - Start with Hello:***  
A week at the beginning of the year to stop and say hello to someone who looks alone.
- ***The Great Kindness Challenge:***  
Students track completed acts of kindness during a week in February.
- ***One Billion Acts of Kindness Initiative:***  
We have an adopted Bullying Prevention Plan that we use to train students and address Bullying concerns. Students were challenged to complete 21 kindness activities in 21 days. Once completed students were given a wristband to wear promoting kindness.
- ***Fill My Bucket Campaign:***  
Students and adults fill each other's buckets with kindness, rather than emptying their buckets through negativity. Based on a series of Bucket-Filling Books. Can be used as a campaign or a schoolwide positive behavior support.



## Peer Leadership

- AVID Ambassadors advertise the core values with posters around school
- PAL program (Peer Assistance Leadership) - leadership opportunity for our students. PAL members run a school-wide recycling club and serve as peer mentors.
- LINK Crew - leadership opportunity to support new students

## Character Education

- ***John Wooden's Pyramid of Success:***  
Harper for Kids assemblies, HFK lessons/resources, Restorative Practices, Primary & Upper Class Buddy Kindness Projects, daily/monthly character tickets and awards based on Wooden's character traits. Students are referred to administration and recognized for demonstrating positive attributes
- ***Monthly Core Values***
- ***Character Counts***

## Community Partnerships

- ***Phoenix House:***  
Social Emotional support for students, which includes curriculum and small group support for students in need.
- ***GRIP:***  
Identified at-risk students are assigned a mentor and work for various incentives by setting goals for Attendance, Academics or Attitude.

## Anti-Bullying Assemblies

- ***Power of One Assembly:***  
Students are presented with an anti-bullying assembly focused on how every person can be a part of the solution. The assembly focuses on how we can choose to be a bystander or an upstander in each situation. In the end, it is up to the individual, the “one” to make the right decision to help others. Students then sign an anti-bullying pledge, committing to being an "upstander".

## PBIS: Multi-tiered Approach to SEL, and Behavior Support

Schoolwide systematic approach to providing positive behavior supports for students. Examples include: Caught being \_\_\_\_\_ (e.g. a good sport, kind,



etc.) and a picture with our mascot displayed in the office. School “tickets” and a school store where kids can purchase gifts for themselves.

### **Restorative Practices**

Restorative Practice strategies are modeled with staff at all meetings and professional development opportunities. Modeling Restorative Circles with all staff members consistently has empowered teachers to bring these same strategies to their classrooms. Restorative Circles are used throughout the campus ranging in purpose for addressing conflict, anti-bullying, culture building, and class bonding opportunities. Restorative Circles are used consistently by the administration to address any and all discipline needs, including bullying-like behaviors.

### **Lunch Clubs**

- Lunch Bunch
- Lunch clubs - preferred activities (i.e. sports, Lego engineering, board games, art, etc.)
- Lunch Bunch-for identified students who are having problems on playground, work on social skills and zones of regulation
- Restorative Circles conducted during lunch
- Buddy Bench for lunch and recess, which is intended for students to sit on when they feel alone and in need of a “buddy”.

## **Bullying Prevention Resources Guide**

Bullying is defined as unwanted aggressive behavior that occurs over a period of time with an imbalance of power between the bully and the victim.

Bullying behaviors can take many forms, including hitting, teasing, name-calling, intimidation, social exclusion, and sending insulting texts or emails. Girls who bully are more likely to use verbal and social methods, while boys who bully are more prone to use physical violence.

Regardless of what form bullying takes, developing an understanding of bullying and the facts and myths that surround it is critical to dealing with it effectively. You must be aware of its warning signs and be prepared to help kids who are bullied, kids who bully, and kids who are bystanders to bullying.



Keep in mind that it's important to show kids how to resolve problems firmly and fairly, to guide them toward demonstrating assertive behavior, and to teach them that it's OK to say "No" to unacceptable demands.

Creating an emotionally and physically safe environment requires a coordinated effort among staff, students, families, and your community. The following resources contain a wealth of information dedicated to helping you create a safer, more respectful school culture that helps you enable students to learn and thrive.

Please note that while Orange Unified School District does not endorse the following external resources, they may be helpful in addressing this complex issue.

### **Bullying Prevention Resources for Staff**

**10 Ways to help Reduce Bullying in Schools** (Crisis Prevention Institute) Learn to define bullying, remove labels, set clear rules and expectations, and address behaviors. This is an article.  
<https://www.crisisprevention.com/Blog/November-2011/10-Ways-to-Help-Reduce-Bullying-in-Schools>

**Boys Don't Tell on Sugar-and-Spice-but-Not-So-Nice Girl Bullies** (Crisis Prevention Institute) This blog post reviews the characteristics of bullying. It explores strategies for home and school to counterpoise such activities.  
<http://www.firsthomecare.com/wp-content/uploads/2013/03/Boys-Dont-Tell-on-Sugar-and-Spice-but-Not-So-Nice-Girl-Bullies.pdf>

**Bully-Proofing Your School: A Comprehensive Approach for Elementary Schools** (Amazon) This book explores strategies for helping students prevent bullying. <https://smile.amazon.com/Bully-Proofing-Your-School-Comprehensive-Elementary/dp/1570352798>

**Bullying in School: The Traumatic Effects of Bullying on Children** (Crisis Prevention Institute) In this blog post, Dr. Terry Ehiorobo ties bullying to traumatic stress and discusses steps schools can take to address the issue.  
<https://www.crisisprevention.com/Blog/April-2012/Bullying-in-School-The-Traumatic-Effects-of-Bullyi>



**Center for the Prevention of Youth Violence** (Johns Hopkins University) The center provides education and training to reduce and stop violence. <https://www.jhsph.edu/research/centers-and-institutes/center-for-prevention-of-youth-violence/index.html>

**Grabbing a Bully by the Horns** (Crisis Prevention Institute) This blog post gives an idea for teachers to teach tolerance, respect, and good citizenship. [https://totallyspies.fandom.com/wiki/Grabbing\\_the\\_Bully\\_by\\_the\\_Horns](https://totallyspies.fandom.com/wiki/Grabbing_the_Bully_by_the_Horns)

**Olweus Bullying Prevention Program** (Clemson University) This is a comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. [http://www.violencepreventionworks.org/public/olweus\\_bullying\\_prevention\\_program.page](http://www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page)

**Bully Prevention Manual** (Office of Elementary and Secondary Education) The broad purpose of Positive Behavioral Interventions and Supports (PBIS) is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. <https://www.pbis.org/resource/786>

**Preventing Classroom Bullying: What Teachers Can Do** (Intervention Central) This document, a PDF, offers guidelines and activities to help manage the problem of bullying. While published in 2004, many activities and insights continue to be relevant. <http://www.jimwrightonline.com/pdfdocs/bully/bullyBooklet.pdf>

**Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying** (Amazon) This book outlines research on effective bullying prevention interventions and presents specific practices and skills that help schools implement that research. <https://smile.amazon.com/Schools-Where-Everyone-Belongs-Strategies/dp/0878225846>

**StopBullying.gov** (U.S. Department of Health and Human Resources) This website provides comprehensive information and training and resources regarding the problem of bullying. <https://www.stopbullying.gov/>



**Teaching Tolerance** (Southern Poverty Law Center) The website for educators offers publications and classroom resources for promoting respect for differences in schools. <https://www.tolerance.org/>

### **Bullying Prevention Resources for Youth**

**PACER Center's Kids Against Bullying** (PACER Center) This a website designed for elementary students to learn about bullying prevention, engage in activities and be inspired to take positive action. <https://www.pacerkidsagainstabullying.org/>

**PACER Center's Teens Against Bullying** (PACER Center) This website is created by and for teens, this website is a place for middle and high school students to find ways to address bullying, to take action, to be heard, and to own an important social cause. <https://www.pacerteensagainstabullying.org/>

**Stop Bullying Now** (Bridgewater State University) This site is managed by the Massachusetts Aggression Reduction Center and provides training, seminars, books, and videos regarding this important issue. <https://www.stopbullyingnow.com/>

**The Trevor Project** Lesbian, gay, bisexual, and transgender youth can get crisis intervention and suicide prevention services through this project. This well-maintained website provides ways to get help in a crisis. <https://www.thetrevorproject.org/>

**StopBullying.gov** (U.S. Department of Health and Human Resources) This is a resource page that is intended for teenagers. It provides guidance for teens encountering bullying in today's world of social media and school-life. <https://www.stopbullying.gov/what-you-can-do/teens/index.html>

### **Bullying Prevention Resources for Families and Communities**

**Bully-Proofing Your Child** (Amazon) This book helps parents understand the psychological makeup of a bully and a victim, how to distinguish normal conflict from a bully/victim situation, and how bullying is exhibited at different ages. For those who feel their child is particularly at risk, it can also



bring peace of mind. <https://smile.amazon.com/Bully-proofing-your-child-parents-guide/dp/157035247X>

**Stop Bullying Now** (Bridgewater State University) This site is managed by the Massachusetts Aggression Reduction Center and provides training, seminars, books, and videos regarding this important issue. <https://www.stopbullyingnow.com/>

**StopBullying.gov** (U.S. Department of Health and Human Resources) This is a resource page that is intended for parents, educators, and the community. <https://www.stopbullying.gov/what-you-can-do/index.html>

### California Legislation

**StopBully.gov** (U.S. Department of Health and Human Resources) This is a resource page that lists California Education Code and California Code of Regulations that concern bullying. <https://www.stopbullying.gov/laws/california/index.html>

**Seth's Law** (ACLU Southern California) This website provides an explanation of California's new law that strengthens existing state anti-bullying laws to help protect all California public school students. <https://www.aclusocal.org/en/new-tools-prevent-bullying-california-schools>

**AB 9:** (2011/2012) Requires educational agencies to adopt a policy prohibiting discrimination, harassment, intimidation, and bullying. Also requires school personnel who witness bullying to immediately intervene. [http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab\\_0001-0050/ab\\_9\\_bill\\_20111009\\_chaptered.html](http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_0001-0050/ab_9_bill_20111009_chaptered.html)

**AB 86:** (2011/2012) Defines bullying and encourages schools to be trained in and create policies aimed at prevention. Also allows students who have been victims of bullying to attend a school outside out their residential district. [http://www.leginfo.ca.gov/pub/07-08/bill/asm/ab\\_0051-0100/ab\\_86\\_bill\\_20080930\\_chaptered.html](http://www.leginfo.ca.gov/pub/07-08/bill/asm/ab_0051-0100/ab_86_bill_20080930_chaptered.html)

**AB 1156:** (2008) Defines bullying and provides grounds for school officials to suspend a pupil or recommend a pupil for expulsion for bullying, including





cyberbullying. [http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab\\_1151-1200/ab\\_1156\\_bill\\_20110218\\_introduced.pdf](http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_1151-1200/ab_1156_bill_20110218_introduced.pdf)

**AB 1732:** (2012) Amends existing law that authorizes pupil suspension or expulsion recommendation for specified acts including bullying and defines bullying to include certain postings on a social network websites.

[http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml;jsessionid=1e1db0d212c179ed7ff7825604a0?bill\\_id=201120120AB1732](http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml;jsessionid=1e1db0d212c179ed7ff7825604a0?bill_id=201120120AB1732)



## Kindness Matters Task Force



<b>Craig Abercrombie</b>	<b>Principal</b>
<b>Heather Darrow</b>	<b>Principal</b>
<b>Ben Figueroa</b>	<b>Psychologist</b>
<b>Gregory Goodlander</b>	<b>Teacher</b>
<b>Ed Howard</b>	<b>Executive Director SCS</b>
<b>Sally Hughson</b>	<b>Principal</b>
<b>Diane Lew</b>	<b>Principal</b>
<b>Sandra Preciado Martin</b>	<b>Principal</b>
<b>Mark McLaughlin</b>	<b>Principal</b>
<b>Jana Saenz</b>	<b>Principal</b>



**Produced By OUSD Educational Services**

**Student and Community Services**



**Kindness Matters Taskforce**

**Adopted By the OUSD Board of Education**

**August 2019**