
Understanding & Responding to Bullying at School

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Agenda

01 Anti-Bullying Framework

02 Process & Protocol

03 Types of Bullying

04 Adults Role

05 Resources and
Next Steps



Presentation Outcomes

- Examine the concept and criteria for bullying and respond appropriately and timely
- Know the typical behavioral characteristics of bullies and reasons for bullying
- Understand the roles and duties of adults (teachers, paras, custodians, cafeteria personnel, etc.) on campus in the context of bullying

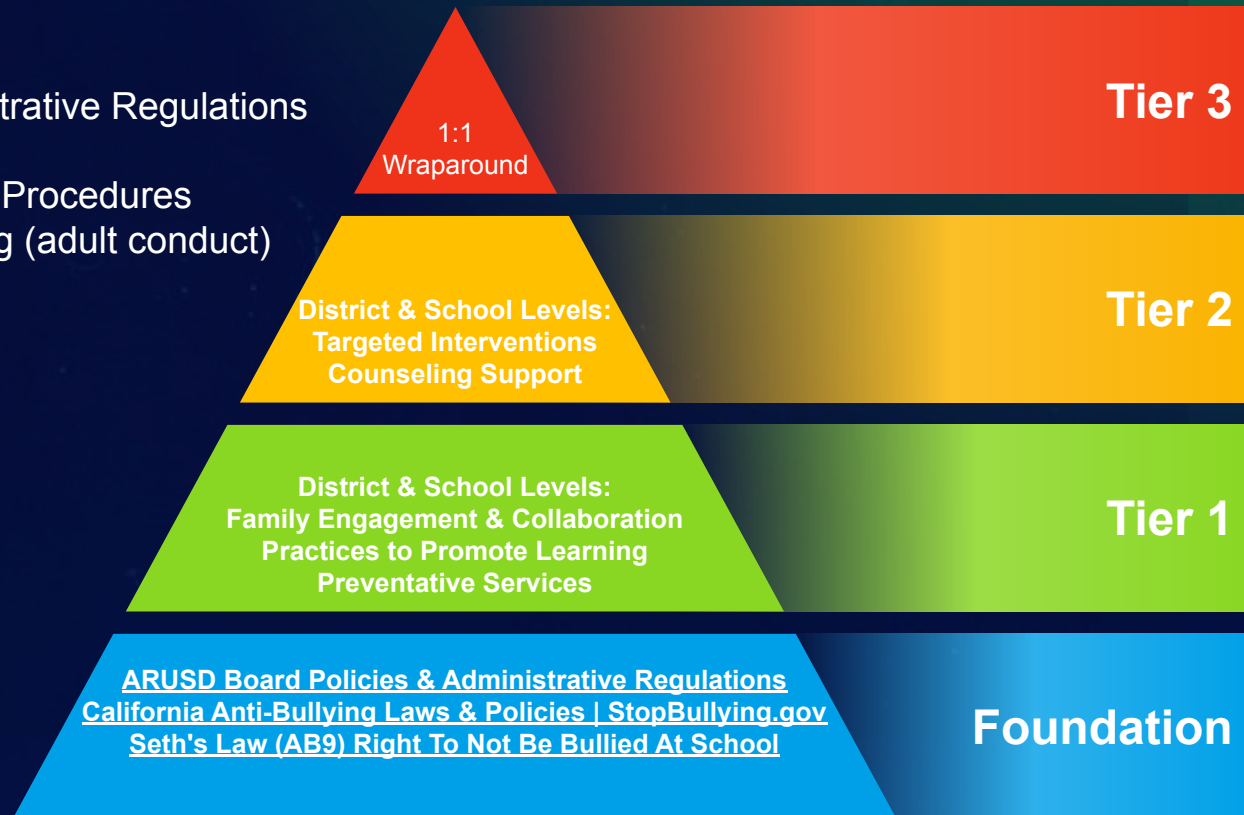
Anti-Bullying Framework

Foundation

VISION: All Alum Rock students will be ready for the future in a diverse and competitive world.

MISSION: Together with stakeholders, we provide Alum Rock students with high quality twenty first century learning that builds upon our culturally diverse community to prepare our students to be lifelong learners and compete for the careers of the future.

- CA Anti-bullying Laws & Policies
- California Education Codes
- District and School Safety Plans
- District Board Policies & Administrative Regulations
- UCP Procedures
- Bullying/ Harassment Complaint Procedures
- Board Resolution on Anti-Bullying (adult conduct)



Board Policy

Board Policies (BP): 5131.2 Bullying

The Board of Trustees 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.



Process & Protocol



Bullying Defined

Bullying - Education Code Section 48900(r)

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 of the following:

- 48900.2 (Sexual Harassment)
- 48900.3 (Hate Violence),
- 48900.4 (Harassment, Threats, or Intimidation)

- **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.



Three Key Components of Bullying

- Involves an aggressive behavior (physical, verbal, and/or virtual)
- Typically involves a pattern of behavior repeated over time, however, it can be an isolated incident due to level of severity or pervasiveness
- Imbalance of power or strength



Common Signs that a Student is a Target

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior
- Self-destructiveness or display of odd behavior
- Decreased self-esteem
- Physical cuts or injuries
- Student isolating themselves from peers



Types of Bullying

Direct & Indirect

Types of Bullying

Physical

- Hitting, kicking, spitting, pushing, etc
- Indirect: getting someone else to do this for you
- other unwelcome physical contact

Verbal

- Taunting, threatening, rude noises
- Name calling, malicious teasing
- Spreading hurtful rumors or gossip

Psychological

- Spreading rumors, intimidating, extortion
- Manipulation of relationships, social exclusions and aggression

Cyberbullying

- Using electronic devices to embarrass, spread rumors, threaten or intimidate
- Posting or sending inappropriate messages, images by text, SMS, Instagram, etc



Types of Bullying

Social

- leaving people out, rejecting, manipulating relationships
- rating or ranking people
- trying to ruin their reputation

Non-Verbal

- posturing, dirty looks, stalking, damaging property, graffiti, making gang signs or other efforts to intimidate

Discrimination (Racial) - UCP potential

- targeting someone based on their real or perceived race, color, national origin, religion, disability, or medical condition, sex, sexual orientation, gender, gender identity, or gender expression

Sexual Harassment - Title IX potential

- any unwanted or demeaning behavior about someone's sex, sexual orientation, gender, gender identity or gender expression.



Facts about LGBTQ+ Youth Suicide

LGBTQ+ youth are not inherently inclined towards suicidal ideation because of their sexual orientation or gender identity. What places them at high risk for thought and attempt is connected to the isolation, mistreatment, and stigmatization in society. Statistics show the following:

- LGBTQ youth are more than four times as likely to attempt suicide than their peers (Johns et al., 2019; Johns et al., 2020).
 - 36% of LGBTQ youth reported that they have been physically threatened or harmed, and those who did attempted suicide at nearly triple the rate of those who did not in the past year.
 - 73% of LGBTQ youth report that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime, and those who did attempted suicide at more than twice the rate of those who did not in the past year.
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- **Having at least one accepting adult can reduce the risk of a suicide attempt among LGBTQ young people by 40 percent.**
 - **LGBTQ youth who report the presence of trusted adults in their school have higher levels of self-esteem (Dessel et al., 2017) and access to supportive peers is protective against anxiety and depression, including among those who lack support from their family (Parra et al., 2018).**



Panorama Survey Data Spring 2023

School Level	How safe do you feel when you are at school?	I feel like I am part of this school.
Elementary	Groups with the highest percentages of feeling unsafe: <ul style="list-style-type: none"><li data-bbox="324 589 948 639">● African American: 45%<li data-bbox="324 651 904 701">● Pacific Islander: 50%<li data-bbox="324 715 745 765">● Hispanic: 33%<li data-bbox="324 779 674 829">● Asian: 34%	Groups with the highest percentages of disconnection: <ul style="list-style-type: none"><li data-bbox="1103 589 1727 639">● African American: 36%<li data-bbox="1103 651 1682 701">● Pacific Islander: 50%<li data-bbox="1103 715 1524 765">● Hispanic: 30%<li data-bbox="1103 779 1452 829">● Asian: 30%
Middle	Groups with the highest percentages of feeling unsafe: <ul style="list-style-type: none"><li data-bbox="324 1008 948 1058">● African American: 58%<li data-bbox="324 1072 933 1122">● Native American: 50%<li data-bbox="324 1136 904 1186">● Pacific Islander: 50%<li data-bbox="324 1200 745 1250">● Hispanic: 48%<li data-bbox="324 1265 674 1315">● Asian: 44%	Groups with the highest percentages of disconnection: <ul style="list-style-type: none"><li data-bbox="1103 1008 1727 1058">● African American: 68%<li data-bbox="1103 1072 1711 1122">● Native American: 58%<li data-bbox="1103 1136 1682 1186">● Pacific Islander: 58%<li data-bbox="1103 1200 1524 1250">● Hispanic: 50%<li data-bbox="1103 1265 1452 1315">● Asian: 50%

Students Indirectly Involved in Bullying (Bystanders)

Students Who Assist: These children may not start the bullying or lead in the bullying behavior, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behavior and occasionally join in.

Students Who Reinforce: These children are not directly involved in the bullying behavior but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.

Outsiders: These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behavior.

Students Who Defend (Upstander): These children actively comfort the child being bullied and may come to the child's defense when bullying occurs. These children may also ask an adult for help to stop the bullying.



Responding to Allegations of Bullying

Receiving the Complaint

Complaints can come in in a variety of forms:

- ARUSD Form
- Email
- Hand written note
- In person complaint
 - Request they write it down or provide someone to transcribe for them
- Phone call - write it down for your records.
- Reporting can be anonymous or not. Form needs to be completed.
- Complaint form available in
- English, Spanish and Vietnamese

On the day that the complaint is received, it must be dated and time stamped.



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BULLYING/HARASSMENT COMPLAINT FORM

(To be submitted to the School Office or Student Services Department)

Date Filed: _____ Name: _____
Address: _____ Phone # _____
Zip Code _____ School: _____

Please identify yourself as a:
Student _____ Parent/Guardian _____ Employee _____ Volunteer _____ Other _____

Bullying is defined as 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 (Sexual Harassment), 48900.3 (Hate Violence), or 48900.4 (Harassment, Threats, or Intimidation) 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.

Date(s) of alleged bullying or harassment: _____

Person(s) alleged to have committed the bullying or harassment: _____

Name of victims (optional): _____

Description of the incident: Use specific dates, times, locations, names, or if it involved an electronic act. Use the backside of this form if necessary.

Name of Witness (es): _____

Have you reported this to anyone else: Yes ___ No ___ If so, who? _____

Signature of reporting person (optional): _____ Date: _____

Note: Completion of this form will initiate an investigation of the alleged incident of bullying or harassment outlined in this form. Please provide sufficient information to permit a meaningful investigation. All information will be confidential except for that which must be shared as part of the investigation. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment or work assignment. By signing above, you are verifying that your statements are true and exact to the best of your knowledge.



Bullying/Harassment Procedures

REPORT IT

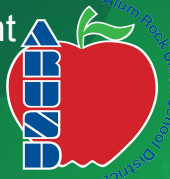
Students, parents, guardians or any person who has been a victim of, or witnessed Bullying (per the definition above) on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to a counselor, administrator, or other adult personnel on campus. Individuals have an option of reporting the incident through the *Bullying/Harassment Complaint Form* located in the school office or online on the District's webpage. Forms can be turned in or mailed to the school or Student Services Department at the District Office. The district address is 2930 Gay Avenue, San Jose, CA 95127

INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The individual who filed the complaint shall have the opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. Within 10 school days of the reported incident, the principal or designee shall meet with the individual who filed the complaint to discuss his/her findings. If it is determined that the complaint involves non-UCP (Uniform Complaint Procedure) allegations, it will be resolved by school administration. If the complaint involves allegations of discriminatory harassment, the principal or designee shall report the incident to the District Compliance Officer and the complaint will be resolved utilizing the UCP process.

TRANSFER REQUEST

A child that has been reported as the victim of a violent offense or bullying as defined by state law shall be given priority for interdistrict attendance under California Education Code §46600 (b). Placement at a requested school is contingent upon space availability. Transfer requests can be obtained at the Student Services Department located at 2930 Gay Avenue, San Jose, CA 95127.



Roles and Responsibilities of Adults on Campus



Adults Role in Bullying

- Do not underestimate the severity of the perpetration that is reported or observed.
- Do not ignore what is happening to the student by telling them to stop tattling, solve their own problems, or make them feel as if they are acting in a way to invite bullying.
- Foster positive staff-student communication and providing support to targets of bullying.
- Work in partnerships to overcome bullying.
- Be willing to listen and give advice.

Notar, C. E., & Padgett, S. (2013). Adults Role in Bullying. *Universal Journal of Educational Research*, 1(4), 294-297.



Do not minimize the impact
that a bullying situation
may have on the student and
their feelings of safety.

Relational Bullying

Unconscious Bias



Resources:

Bullying Prevention - Alum Rock Union School District





NEXT STEPS

Next Steps

**Site
Presentations**

**Professional
Development**

**Community
Partnerships**

**Parent
Workshops**

**MTSS
Alignment**