

**Bullying
Prevention
Handbook**



Pupil Services Department

**STAND UP
STAND STRONG
STAND TOGETHER
AGAINST BULLYING**



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Romoland School District

Bullying Prevention Handbook

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RSD Objective on Bullying Prevention

The Romoland School District 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. 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 student or school personnel. The district takes all reports of bullying seriously. All reports to the school site and/or district administrators are investigated. Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying.

What is Bullying?

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

A **Deliberate Act**: To cause emotional or physical harm to another individual.

An **Imbalance of Power**: Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Verbal, Social/Psychological/Relational, and Physical are three types of bullying outlined by the federal government and the U.S. Department of Health and Human Services.

Verbal Bullying is saying or writing hurtful things. Examples include:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships. Examples include:

- Leaving someone out of an activity on purpose
- Influencing others not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical Bullying involves inflicting harm upon a person's body or damaging their possessions. Examples include:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's possessions
- Making cruel or rude hand gestures

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and websites. This type of bullying is becoming more prevalent every day. Examples include:

- Demeaning or hateful text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different? Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior.

- Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Common Signs that a Student is a Target of Bullying Include:

- Physical cuts or injuries
- 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 or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Adults and bystanders (those who witness incidents) need to step up and help students and classmates who are being bullied. Students are often reluctant to report bullying incidents out of fear of being labeled as a “snitch” or fear that bullying will increase if it is reported. Students should be encouraged to report bullying incidents and be praised when they do so.

Resources

Please visit the federal government's Stopbullying.gov website at <https://www.stopbullying.gov/>

Please visit the U.S. Department of Health and Human Services website at <https://www.hhs.gov/>

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the Eyes on Bullying website at <http://eyesonbullying.org/>

Please visit the Olweus Bullying Prevention Program website at <http://www.violencepreventionworks.org>

Please visit the PACER's National Bullying Prevention Center website at <http://www.pacer.org/bullying/>

Please visit the Keenan School Safety Center and receive free training at <https://www.keenan.com/bullying-prevention-2/>

Please visit the National Alliance for Youth Sports and receive free training at <http://www.nays.org/resources/more/free-bullying-prevention-training>

What is Cyberbullying and How Can We Address It?

Cyberbullying is bullying that takes place via electronic communications or digital devices such as cell phones, tablets, or computers. It is deliberate harassing, intimidating, shaming, or otherwise targeting another person via electronic devices. Cyberbullying is a serious act that has lasting consequences.

Cyberbullying commonly occurs on social media as: text messaging through devices; instant messaging through devices; email provider services; social media message features; diary sites; interactive games; online profiles; Apps; and more. With easy access and the prevalence of such media and digital forums, personal content can be viewed by strangers as well as acquaintances. Racism, intolerance, and fear can also play a role.

Cyberbullying has special aspects. It can be persistent, permanent, and/or hard to notice. When it is persistent, it can be difficult for students experiencing it to find relief. When the cyberbullying is posted online, it becomes publicly available and may lead to a negative online reputation impacting college admissions, employment, and other areas of life. Cyberbullying is harder to recognize since educators and parents may not overhear or see it taking place. Similar to acts of bullying, students may be reluctant to report cyberbullying due to humiliation or embarrassment.

Some types of online or electronic conduct are crimes. The underlying challenge to determining criminal acts is that cyberbullying can take many forms and can violate a number of disparate criminal statutes dependent on the underlying content. As examples, but not an exhaustive list, statutory violations can include:

- Identity Theft, Penal Code section 530.5; here the harasser assumes the identity of the victims and creates a social media page or communication that appears to come from the victim. This is also a violation of Penal Code section 529, false personation.
- Unlawful recording, Penal Code section 632; here the harasser records the victim without their knowledge and posts the conversation.
- Cyber exploitation generally. See <https://oag.ca.gov/cyberexploitation>. A list of crimes can be found at <https://oag.ca.gov/sites/all/files/agweb/pdfs/ce/cyber-exploitation-post.pdf>.

Unfortunately, cyberbullying is not limited to a specified form of conduct. It's only limit is that of the human imagination to cause harm and perpetrators are consistently adopting new technology and innovative techniques to accomplish their goals.

How Can Cyberbullying Be Prevented?

- **Administrators, trusted adults, and parents can advise students**
 - To never share passwords, personal data, or private photos online.
 - To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
 - That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
 - To consider how it would feel receiving such comments before making comments about others online.

What Can Be Done about Cyberbullying?

- Targets should be encouraged to tell parents or a trusted adult. Targets should be encouraged to talk to someone at school such as a counselor, teacher, nurse, coach, or principal. Targets should be assured they do not have to deal with cyberbullying alone.
- In order to secure evidence of cyberbullying for reporting purposes, targets should be encouraged to save all communications, including emails, posts, screenshots, and messages, and not to delete them.
- Targets should be encouraged to report to social media sources any harassing comments, inappropriate photos or information, or fake profiles.
- Social media has been a source of bullying and conflicts that can carry over into the school setting and contribute to an emotionally or physically unsafe environment. When this occurs, school administrators are obligated to take action.
- School administrators provide assistance to students who are bullied online.
 - By encouraging students not to share, "like," or participate in online bullying.
 - By encouraging students to report the incident(s) to a trusted adult.
 - By encouraging students to reach out to targets of bullying and respond with positive support.

Online behavior through social media channels has been a growing source of bullying and conflicts that carry over into the school setting, which can contribute to an environment that can be emotionally or even physically unsafe. When this occurs school administrators are obligated to take disciplinary action.

Resources

Please see the PACER CENTER's Teens Against Bullying: Cyberbullying–What is Cyberbullying? web page at <https://www.pacerteensagainstbullying.org/experiencing-bullying/cyber-bullying/>

Please see Stopbullying.gov's–Official United States Government Anti-Bullying and Anti-Cyberbullying Laws and Policies for California web page at <https://www.stopbullying.gov/laws/california/index.html>

Please see the California Attorney General's Cyberbullying web page at <https://oag.ca.gov/cybersafety/children/cyberbullying>

Please see the Connect Safely–Tips to Help Stop Cyberbullying web page at <http://www.connectsafely.org/tips-to-help-stop-cyberbullying/>

Please see the National Suicide Prevention Lifeline website at <https://suicidepreventionlifeline.org/>

Please visit the End to Cyberbullying Organization at <http://www.endcyberbullying.org/5-different-types-of-cyberbullying/>

What Roles Do Students Play?

There are many roles a student can play when it comes to bullying. For example, they can be both a target of bullying and the instigator of bullying or they may witness bullying and even defend against bullying in some cases. This is important to note as studies have shown cases involving students who are both bullied and who bully others are often at a greater risk of having an unstable mental and physical state in their lifetime.

It is important to understand the difference between the roles of the target, the witness/bystander, and the perpetrator, and how a student can play different roles depending on the circumstances. Understanding these roles will help prevent bullying from occurring and help in reacting properly when it does occur.

Students Directly Involved in Bullying: A student is directly involved in bullying when they are the one who is bullying others or are the target of bullying. These students are often perceived as the only two individuals involved in the bullying situation.

- **Students Who Engage in Bullying Behavior:** These are students engaging in bullying behavior toward their peers. There are many factors that contribute to this behavior, including: parenting styles, domestic violence in homes, siblings or peers who engage in bullying, tolerance in the community, and school climate, among many others. Often, these students require the support of educators to explain the consequences of bullying and to put an end to the inappropriate behavior. Adults should also address other challenges the student may be facing that are influencing their inappropriate behavior.

- **Students Who Are Bullied:** These are students who are the target of bullying behavior. Some factors put students at greater risk of being bullied, such as low self-esteem, not being a member of a strong social group, being perceived as weak or different, and countless other factors. However, not all students with these characteristics are targets of bullying. Sometimes, these students may need a parent, teacher, school counselor, or coach to listen and focus on their needs, or they may need to be assured that bullying is not their fault and learn how to respond to being bullied.

Students Indirectly Involved in Bullying (Bystanders): A student might not be directly involved in bullying but they can often be affected by observing the behavior. Through witnessing bullying, a student may experience an increased likelihood of distress, school absenteeism or truancy, and depression throughout their lifetime. Therefore, it is important for each student to learn what to do when they witness bullying or other forms of abuse. Roles students play when they witness bullying include:

- **Students Who Assist:** These are students who may not initiate the bullying or instigate the action, but serve as an "assistant" to their peers who are bullying others. These students may cheer the bullying behavior to continue and occasionally join in.
- **Students Who Reinforce:** These are students who are not directly involved in the bullying behavior but who give the student who bullies an audience by standing by and watching. Oftentimes they will laugh or provide support for the individuals who are engaging in bullying. As a result, this frequently encourages the inappropriate behavior to continue.
- **Outsiders:** These are students who are bystanders to the bullying but do not support the bullying behavior or in any way protect the student being bullied. They often watch what is going on but do not provide feedback about the situation for fear of taking sides. Nonetheless, by being an outsider and providing an audience to the student who bullies, this frequently encourages the bullying behavior to continue. Outsiders often want to help the individual who is being bullied, but do not know how or are fearful of getting involved because they do not want to experience retaliation.
- **Students Who Defend:** These are students who actively console the student being bullied and may come to the student's defense either through verbal or physical means when bullying occurs.

Administrators should inform students that they have an important and urgent responsibility to alert appropriate adults when they witness bullying. Every situation and student is different. It is important that all students learn the dangerous outcomes that bullying presents and how they can help prevent it from happening in their everyday life.

Try Not to Label Students: When referring to students involved in bullying, do not categorize students as "bullies" or "victims." These terms send the message that a student will be identified by these roles. As previously stated, students play multiple roles in different bullying situations over time. Peer pressure and school environment can also contribute to student behavior. Refer to those individuals involved as "the student who bullied," "the student who was the target of bullying" or "the student who was both bullied and bullied others."

Resources

Please visit the Stopbullying.gov–Bullying Prevention Training Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the PACER's National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

How Do We Prevent Bullying?

Some students engage in aggressive behavior at an early age that may be a precursor to bullying. It is important to address and stop this behavior before it becomes an established pattern with the student. Romoland School District focuses on the following strategies to prevent bullying:

Teach Prevention: Most students, regardless of their demeanor, will experience bullying to some degree at some point during their childhood. All students can benefit from learning the difference between appropriate and inappropriate behaviors. They should also learn how to advocate for themselves and others, and when to go to an adult for help.

Take Bullying Seriously: Many dismiss bullying as “kids just being kids” or as it being a normal part of growing up, however, bullying needs to be taken seriously. Students must know that bullying in any form will not be tolerated. Regardless if the student is the instigator of the bullying, or is the target of the bullying, the issue will be addressed to ensure the behavior stops.

Encourage Compassion: Students should be aware that bullying is hurtful both emotionally and physically. When a student practices compassion and realizes the repercussions of one’s actions, they are more likely to come forward and help a student who is being bullied.

Demonstrate Desired Qualities: Helping students gain confidence is important. Students with the confidence to stand up to bullying will be less likely to be bullied and they will often come to the defense of others. Students develop confidence through developing techniques and strategies to respond in a non-aggressive way to bullying-type behaviors.

Talk About and Report Bullying: Students should not be afraid to report bullying to an administrator, a school faculty member, or any significant adult in their life. Students need to feel secure about reporting bullying and feel free from retaliation for reporting. Adults listen carefully and provide support to students who come forward to report bullying or other similar issues.

Build Strong Relationships with Students: Students will be less likely to bully if they respect and trust the adults in their lives. They will also be more likely to confide in those adults.

Follow School Rules: Parents/Guardians are advised of school policies on the use of technology in and out of the classroom and help their children understand and comply with the rules.

Communicate and Implement Bullying Prevention Policies: Parents/Guardians, students, and all school personnel are made aware of and should follow bullying prevention program policies.

Be Aware of Protected Student Groups: All students are allowed to attend public school. It is an inclusive educational environment. Romoland School District ensures teaches students to accept all student peers regardless of sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, and religion.

Resources

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the Eyes on Bullying–Toolkit website at <http://eyesonbullying.org/>

Please visit the Olweus Bullying Prevention Program and Resources web page at <http://www.violencepreventionworks.org/public/index.page>

Please visit the PACER’s National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

How Do We Respond to Bullying?

The Romoland School District believes that disregarding bullying will send the message that it is acceptable or even encouraged. By ignoring the problem, or not taking it seriously, students who are being bullied may feel as though the adults in their lives do not understand or care for them. If they find themselves dealing with a dangerous situation in the future, they are less likely to seek help. If there is no adult intervention, a student who witnesses an act of bullying also may not intervene. When adults see bullying occur, it is critical to intervene immediately.

California Education Code 48900(r)

(r) 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) An act of cyber sexual bullying.

(I) 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.

(II) 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.

BOARD POLICY 5131.2 BULLYING

ROMOLAND SCHOOL DISTRICT

STUDENTS STUDENT DISCIPLINE BULLYING

The Romoland 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.

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, creates a hostile learning environment, or disrupts the normal operation of a school, classroom, or school related activity.

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

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students who engage in bullying (including cyberbullying) on campus, traveling to or from school, at school activities, or in a manner otherwise related to school attendance, shall be subject to school/District disciplinary procedures. A student shall be subject to school/District disciplinary action for off-campus expressions (including via electronic means), when such expressions are obscene, libelous or slanderous, or when such expression poses a threat to the safety of other students, staff or school property, or disrupts the educational program.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board Policy, and Administrative Regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Legal References: Education Codes 32261(f)(g), 48900, 48900.2, 48900.3, 48900.4, 48910, 48911, 48915, 48915.5, 48918, 48918.5
Revised: November 13, 2012 (5/3/11; Adopted: 3/5/02)

ADMINISTRATIVE REGULATION 5208

BULLYING

ROMOLAND SCHOOL DISTRICT

STUDENTS STUDENT DISCIPLINE BULLYING

The Board of Trustees prohibits bullying at any location or activity under the jurisdiction of the school system. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion, in accordance with applicable Board Policy and Education Code sections. In addition to disciplinary action, any student who engages in cyberbullying using the district network, or district-owned equipment on or off school premises, may have their user privileges revoked.

Students and/or staff shall immediately, or when it is safe to do so, report incidents of bullying to the principal or designee. Each complaint of bullying shall be investigated. If the complainant or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. Retaliatory behavior against any complainant or any participant in the complaint process is prohibited.

Teachers should discuss this policy with their students in age-appropriate ways.

A. Bullying Defined

Bullying includes verbal, written, physical conduct, or electronic communication, repeated over time, that causes or threatens to cause bodily harm, emotional suffering, creates a hostile learning environment, or disrupts the normal operation of a school, classroom, or school related activity.

These incidents will be acted upon when they are related to school activity, including but not limited to while students are on school grounds at any time, in route to and from school or a school-sponsored activity, during the lunch period whether on or off campus, or through social or electronic communications that impacts a school activity or school attendance.

Bullying may include, but is not limited to making unsolicited written, verbal, physical and/or visual contact, including but not limited to:

1. Direct physical contact such as hitting or shoving

2. Verbal assaults such as teasing or name-calling, intimidating/threatening comments, slurs, innuendos, teasing, jokes, epithets, racial slurs, or spreading rumors
3. Intimidating /threatening letters, notes, messages or electronic communications
4. Leering or gestures
5. Socially isolating or manipulating a student
6. Harassment of students or staff
7. Intimidation, hazing or initiation activity
8. Ridicule
9. Extortion
10. Making reprisals, threats of reprisals, or implied threats of reprisal
11. Engaging in implicit or explicit coercive behavior to control, influence or affect the health and well-being of a student
12. Breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships

B. Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish 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.

The district may provide students with instruction in the classroom, or other educational settings, that promote effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff may receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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, cafeterias, etc.

C. Retaliation Prohibited

The initiation of a report of bullying should not reflect on the reporting student or witnesses in any way. It should not affect the student's future relationship with the school system, grades, class section or other matters pertaining to his/her status as a student in any program.

D. Investigation Procedures

1. Reporting Allegations of Bullying

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.

If direct communication with the person whose conduct is offensive has been ineffective or would be impracticable, the aggrieved student should communicate his/her concern to a teacher, counselor, principal or assistant principal. All complaints of bullying shall be forwarded to a site administrator.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

2. Responsibilities of Employees

When it is safe to do so, employees who receive reports of bullying or observe an act of bullying should immediately stop the behavior and inform the principal or designee at the school the student attends.

It is the responsibility of the employee, regardless of whether a student has complained, asked the school to take action, or identified the harassment as bullying to report the incident.

3. Administrative Review and Procedure

a. Investigation

All matters regarding bullying should be thoroughly investigated within five days of the initial report. The student accused of bullying should be informed of the investigation and given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf. Parents of both the accused and the student filing the complaint should be contacted as appropriate.

b. Establishing School Jurisdiction

School jurisdiction shall be established for an allegation of bullying when it is determined to be related to school activity and one of the following conditions are met:

- (1) The incidents occurred at school
- (2) The incidents occurred at a school activity
- (3) The incidents occurred while en route to or from school or a school activity
- (4) The incidents occurred via electronic communications and resulted in:
 - (a) A disruption of the school's educational program
 - (b) The creation of a hostile learning environment for one or more students
 - (c) A negative impact on one or more students' attendance
- (5) The incidents occurred off campus, and the Superintendent or designee document the activity and identify specific facts or circumstances that explain the impact or potential impact on school activity, school climate, school attendance, or the targeted student's educational performance.

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 other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

c. Confidentiality

Reasonable efforts will be made to keep a report of bullying and the results of the investigation confidential. Witnesses should be informed of the confidential nature of the investigation and should be asked to refrain from disclosing the nature of the investigation to others.

d. Corrective Action/ Discipline

Upon completion of the investigation, the principal or designee should determine the appropriate action, if any, to take. Corrective action may include, but not be limited to, counseling, warning, or initiating disciplinary procedures up to and including suspension, involuntary transfer or expulsion against the offending student. Corrective action should be designed to prevent reoccurrence of the bullying. All corrective actions shall be recorded in the Student Information System.

4. Follow-up

The site administrator will ensure that students and their families know how to report subsequent problems, and conduct follow-up inquiries to determine if there have been any instances of retaliation and respond promptly to address continuing or new problems.

A bullying resolution may be appealed consistent with Board policy, administrative regulation and law.

- a. The burden shall be on the appealing party to show why the principal's/designee's decision should be overruled.
- b. Immediately following or within ten (10) days of the resolution, the appealing party shall complete and submit a written request to the Director of Student Support Services specifying the reasons why the resolution is being challenged.
- c. The District Director's written decision to support or overrule the resolution will be sent to the principal/designee, and the parent/guardian.

- d. Within 30 days of receiving the request, the Director of Pupil Services shall determine whether or not to approve or deny the parent/guardian's request. Prior to making this determination, the District Director may meet with the appealing party and principal/designee. If the District Director determines that the appealing party has overwhelmingly proven that the principal's/designee's decision should be overruled, he/she shall overrule the site's decision.
- e. The District Director's decision may be appealed by submitting a written request to the Board of Trustees within 15 school days. Within 30 days of receipt of a written appeal, or at the next scheduled Board meeting, the Board of Trustees shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the principal/designee, and the District Director to decide the appeal. The decision of the Board shall be final.

E. Mandated Notification

At the beginning of the school year, each family should receive a summary of the policy prohibiting bullying.

This policy and administrative regulation shall be annually reviewed with each staff member.

Revised: November 13, 2012 (5/3/11, 3/22/04, 10/25/02, 3/5/02)



ROMOLAND SCHOOL DISTRICT

Notice for Pupils and Parents/Guardians



Bullying and Harassment

The Romoland 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 or 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 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 directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.



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.

INVESTIGATION

The principal or designee shall promptly 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 their complaint in writing. The school administration shall investigate the accusation and shall determine appropriate action.



TRANSFER REQUEST

A child that has been reported as the victim of a violent offense or bullying as defined by state law is entitled to 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. Transfer requests can be obtained in the Pupil Services Department located in the Educational Services Building at 25900 Leon Road, Homeland, CA 92548.

Bullying Incident Procedures

Responding to a Report of Bullying or Retaliation Safety

The principal or designee will investigate promptly 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.

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.

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.

Bullying Prevention Activities

October Bullying Prevention Month

Romoland School Districts commemorates National Bullying Prevention Month every October to raise awareness of bullying prevention. The District's goal is to encourage students, parents, communities and staff to work together to stop bullying and cyberbullying by increasing awareness of the prevalence and impact of bullying on all children of all ages. Many bullying prevention activities are conducted district wide, such as:

- Sites display bullying prevention message throughout the schools
- The "Leader in Me" program inspires kids to be leaders and to learn to work with others
- Classroom counseling lessons focused on bullying prevention
- Adoption of a resolution proclaiming October as the National Bullying Prevention Month
- Participation in National Bullying Prevention Week
- Unity Day



ROMOLAND SCHOOL DISTRICT
Bullying Complaint Form

E 5131.2(a)

The district will not tolerate discrimination, intimidation, harassment, bullying, or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics 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. (Education Code 234.1)

Date of Report: _____

Name of Student Making the Report: _____ **Student ID No:** _____

Parent/Guardian/Community Member (Filing this complaint on behalf of a student): _____

Person(s) Your Complaint Involves: _____

Date(s) of Incident: _____

Where did the incident take place? _____

Did you report this incident of bullying? (Check one) ☐ Yes ☐ No

If Yes, to whom? _____ **When?** _____

Please describe your complaint in as much detail as possible. (Use other side of this paper, if necessary)

Were there any witnesses? If Yes, list their name(s): _____

Attach any additional documents related to this complaint. This may include printouts from social media.

Print Name _____ **Signature** _____ **Date** _____

Please submit this form to a school administrator. If you need assistance completing this form, please contact the school administrator. Complaints will be investigated within five (5) school days of receipt of this complaint form.

FOR ADMINISTRATION USE ONLY

Outcome: (Check One) ☐ Founded ☐ Unfounded

Date/Time Victim and/or Parent Notified: _____

Names of those Notified: _____

Administrator Who Handled the Complaint: _____

Policy
Adopted: March 12, 2013
pwals/Documents/Word/Board Policies/Exhibits/5131.2 - Bullying Complaint

ROMOLAND SCHOOL DISTRICT
Homeland, CA
REV: 01/07/2015

Olweus Bullying Prevention Program

What is the Olweus Bullying Prevention Program?

The Olweus Bullying Prevention Program (OBPP) is the most researched and best-known bullying prevention program available today. Backed by more than thirty-five years of research and successful implementation in many different countries, the Olweus Bullying Prevention Program is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.

The *Olweus Bullying Prevention Program* is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program with the goals of improving peer relations and making the school a safer and more positive place for students to learn and develop.

What Are the Goals of the Program?

The goals of the program are to:

- reduce existing bullying problems among students
- prevent the development of new bullying problems
- achieve better peer relations at school

What Are the Components of the Program?

The Olweus Bullying Prevention Program is not a classroom curriculum. It is a whole-school, systems-change program at four different levels: school-wide, classroom, individual, and community. Learn more about the program components for each of these levels.

What Are the Effects of the Olweus Bullying Prevention Program?

The Olweus Bullying Prevention Program has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations involving more than 40,000 students produced the following documented results.

- Average reductions of 20 to 70 percent in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded roughly similar results.
- Marked reductions in student reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy.
- Clear improvements in the classroom social climate, as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school

For students in grades 4–7, most of these positive results can be seen after only eight months of intervention work, given reasonably good implementation of the program. For students in grades 8–10, it may take somewhat more time, maybe two years, to achieve equally good results.

Within the United States, a large-scale study of the program's effects on middle school children resulted in positive though somewhat weaker outcomes. Since then, hundreds of schools in most every state in the United States have used the program. Additional studies of these efforts are being conducted. For the most current information about specific research findings, see the Olweus Web site at www.clemson.edu/olweus.

For Whom Is the Olweus Bullying Prevention Program Designed?

The *Olweus Bullying Prevention Program* is designed for students in elementary, middle, and junior high schools (students ages five to fifteen years old). All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions.

With some adaptation, the program can also be used in high schools, although research has not measured the program's effectiveness beyond tenth grade. In addition, classroom support materials are not currently available for high school students. If your school is interested in using the program for high school audiences, please contact Marlene Snyder, Ph. D., at 1-864-710-4562, to identify specific challenges in implementing the program at the high school level.

Because the *Olweus Bullying Prevention Program* is not a curriculum, its core principles, rules, and supportive materials could be adapted for use by any program that children and youth attend on a regular basis, such as after-school programs, camps, or community youth programs. The core principles and rules could be integrated into these existing program's policies and routines. Although research has not measured the program's effectiveness in these settings, with appropriate staff training these nonschool programs may help prevent bullying and help students understand that bullying is not just a school issue, but one that spills over into all areas of their lives and into their communities as well.

Bullying Prevention Resources



Bullying Prevention Resources for Staff

[10 Ways to Help Reduce Bullying in Schools](#)

Learn to define bullying, remove labels, set clear and enforceable rules and expectations, and address behaviors.

[Boys Don't Tell on Sugar-and-Spice-but-Not-So-Nice Girl Bullies](#)

Review the characteristics of bullying and get anti-bullying strategies and practices for home, school, and community settings.

[Bully-Proofing Your School: A Comprehensive Approach for Elementary Schools](#)

This book explores strategies for helping students prevent bullying.

[Bullying in School: The Traumatic Effects of Bullying on Children](#)

Dr. Terry Ehiorobo, a principal at an alternative school in Kenosha, WI, ties bullying to traumatic stress and explores steps schools can take to stop it.

[Center for the Prevention of Youth Violence](#)

The center provides education and training geared toward violence prevention for youth.

[Center for the Study and Prevention of Violence](#)

The center offers bullying prevention and intervention tips.

[Grabbing a Bully by the Horns](#)

Get tips for teachers to model and teach tolerance, respect, character building, good citizenship, self-control, and self-worth.

[Kids Are Worth It!](#)

Author Barbara Coloroso offers insight into parenting, teaching, school discipline, and nonviolent conflict resolution.

[Model Bullying Prevention and Intervention Plan](#)

The Massachusetts Department of Elementary and Secondary Education presents bullying prevention and intervention resources.

[Olweus Bullying Prevention Program](#)

The Olweus Program is a bullying prevention program designed for school-wide use in elementary, middle, and high schools.

[Bully Prevention Manual](#)

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) offers a handbook focused on reducing bullying behavior through the use of school-wide PBIS.

[Preventing Classroom Bullying: What Teachers Can Do](#) [PDF]

School psychologist Jim Wright offers guidelines to help you manage the problem of bullying.

[Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying](#)

In this book, school counselor Stan Davis offers strategies for reducing bullying that are part of statewide initiatives throughout the US.

[StopBullying.gov](#)

Learn how to engage kids and parents in creating a safe school climate.

[Teaching Tolerance](#)

This website for educators offers publications and classroom resources for promoting respect for differences in schools.

[Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates](#) [PDF]

The US Secret Service and the Department of Education provide information on conducting school threat assessments and managing threatening situations.

[The Principal's Perspective: School Safety, Bullying and Harassment. A Survey of Public School Principals](#) [PDF]

This report presents findings from a survey of public school principals.

Bullying Prevention Resources for Youth

[PACER Center's Kids Against Bullying](#)

PACER offers bullying info, facts, and handouts with an emphasis on what kids with disabilities can do to prevent bullying.

[Pacer Center's Teens Against Bullying](#)

Get bullying info, facts, and handouts with an emphasis on what teens can do to prevent bullying.

[Stop Bullying Now](#)

This site outlines training programs, seminars, books, and videos aimed at reducing bullying.

[The Trevor Project](#)

Lesbian, gay, bisexual, and transgender youth can get crisis intervention and suicide prevention services through this project.

[School Bullying Infographic](#)

Check out an illustration of facts about the methods of bullying, the effects of bullying, and preventive measures schools and students can take against bullying.

[StopBullying.gov](#)

Find out what teens can do to stop bullying.

Bullying Prevention Resources for Families and Communities

[Bully-Proofing Your Child](#)

This book helps you equip your child with a personal strategy to help her cope with and feel defended against bullying behaviors.

[The School Bully Can Take a Toll on Your Child's Mental Health](#)

Get six tips to help you teach kids how to respond to bullying behavior.

[Stop Bullying Now](#)

Find out about seminars, training courses, books, and videos designed to help you stop bullying.

[StopBullying.gov](#)

Learn to recognize the warning signs of bullying, and find out what you can do to help.

[Eyes on Bullying: What Can You Do?](#) [PDF]

Download a toolkit geared at parents and caregivers for helping pre-school and school-age children understand and address bullying.

Legislation

[Legislative Definitions of Bullying](#)

Find out about the effects of bullying, defining bullying legislatively, and laws aimed at addressing harassment, intimidation, and bullying in school.

[National Association of State Boards of Education](#) (NASBE)

Read about bullying/harassment, cyberbullying, and hazing policies by state.

[National Conference of State Legislatures](#) (NCSL) Read about cyberstalking and cyberharassment laws by state.

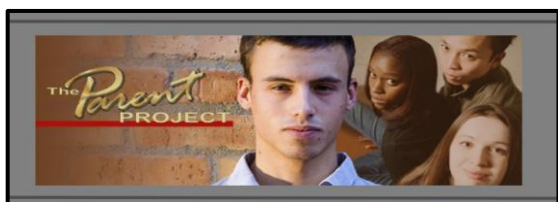
All Resources

<u>Title</u>	<u>Type</u>	<u>Contributor</u>	<u>Year</u>
► <u>Day 1 Campaign</u> The Day 1 Campaign is a program, based in research, which is designed to prevent bullying before it begins. The Day 1 pledge is designed to provide clear expectations for behavior in regards to harassment and bullying on first day of school, work, sports, or any community organization. This creates a safer environment for all individuals and supports turning "bystanders" in to "upstanders" who are an important part of curbing bullying among peers. This is a program intended to support existing anti-bullying efforts and not as a complete replacement of the work already being done. With the usage of Day 1, the incidences and severity of bullying should decline. Topics: Disabilities & Special Needs, LGBT, Policies & Laws, Prevention, Respond to Bullying, Kids, Schools, Cyberbullying, Violence, Youth Development, Healthy Relationships, Gender, Teen Dating Violence For more info please visit http://www.day1campaign.com 	Tips & Facts	Tyler Clementi Foundation	2016
► <u>Free Self Help e-book on Bullying</u> I am a 9 year old and faced bullying so wrote a self-help book to help fellow kids. Topics: Prevention, Respond to Bullying, Kids, Schools For more info please visit https://storyweaver.org.in/stories/5615-share-it-speak-up-stop-it-a-self-help-book-against-bullying 	Tips & Facts	Pahi Shrivastava	2016
► <u>Youth.gov Evidence-Based Program Directory</u> The Youth.gov Program Directory features evidence-based programs whose purpose is to prevent and/or reduce delinquency or other problem behaviors in young people. Topics: Prevention For more info please visit http://youth.gov/evidence-innovation#program-directory	Evidence-based Programs	Interagency Working Group on Youth Programs	2017
► <u>Strengthen the Evidence Center for Maternal and Child Health Programs Bullying Evidence Review</u> Bullying Prevention is one of the Maternal and Child Health National Performance Measures for the State Title V Block Grant Program. This evidence review identifies evidence informed strategies that State Title V programs might consider in preventing bullying. Topics: Prevention For more info please visit http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review.pdf 	Tips & Facts	Yu-Hsuan Lai, Stephanie Garcia, Donna Strobino, Holly Grason, Emily Payne, Celia Karp, Cynthia Minkovitz	2016
► <u>The Annual Bullying Survey 2016</u> The UK's most comprehensive report into the bullying behaviors of young people aged 12-20 in 2016. In partnership with 73 schools and colleges across the UK, the fourth and largest edition of our yearly benchmark report we surveyed 8,850 young people. Our free report has thousands of the latest bullying statistics and fully explores the reasons why young people bully others Topics: Disabilities & Special Needs, LGBT, Policies & Laws, Prevention, Respond to Bullying, Kids, Schools, Cyberbullying, Violence, Youth Development, Healthy Relationships, Gender For more info please visit http://www.ditchthelabel.org/research-papers/the-annual-bullying-survey-2016/ 	Tips & Facts	Liam Hackett, CEO Ditch the Label	2016



The Family Center is committed to strengthening relationships between family, school and community by providing parents and schools with valuable resources and family engagement activities that promote the academic, social and emotional development of all children.

Family support is crucial to students who experience bullying. Parents, guardians, and family members can help prevent bullying and cyberbullying in a number of ways, mostly by being engaged, attentive and loving. The family center offers many opportunities for parents to learn to communicate with their children, such as:



The Parent Project – Addresses issues on teen violence and bullying, runaways, truancy, media influence, youth gangs and drug use. Provides training on how to reduce family conflict, juvenile crime and how improve school attendance



Loving Solutions – Parents learn how to build stronger relationships with their kids to increase positive behaviors and offers tools to help communicate effectively with children.



24/7 Dad– This is a 12-session program offering fathers, legal guardians or expecting fathers, regardless of age the opportunity to improve their skills as a father and a man. Aspects of fatherhood covered include: self-awareness, caring for self, fathering skills, parenting and relationships skills.”

For more information please contact:

Mireya Chavez-Martinez
Educational Services Building
25900 Leon Road
Homeland, CA 92548
(951) 926-9244 Ext: 1270

Our Mission

Common Sense is the leading independent nonprofit organization dedicated to helping kids thrive in a world of media and technology. We empower parents, teachers, and policymakers by providing unbiased information, trusted advice, and innovative tools to help them harness the power of media and technology as a positive force in all kids' lives.

Media and technology are at the very center of all our lives today -- especially our children's. Kids today spend over 50 hours of screen time every week. The media content they consume and create has a profound impact on their social, emotional, cognitive, and physical development. Learning how to use media and technology wisely is an essential skill for life and learning in the 21st century. But parents, teachers, and policymakers struggle to keep up with the rapidly changing digital world in which our children live and learn. Now more than ever, they need a trusted guide to help them navigate a world where change is the only constant.



Common Sense Media helps families make smart media choices. We offer the largest, most trusted library of independent age-based and educational [ratings and reviews](#) for movies, games, apps, TV shows, websites, books, and music. Our [Parent Concerns](#) and [Parent Blog](#) help families understand and navigate the problems and possibilities of raising children in the digital age.



Common Sense Education provides high-quality digital literacy and citizenship programs to educators and school communities. Together, we work to empower students to harness technology for learning and life. Our free resources include [ratings and reviews](#) of digital tools, a comprehensive [K-12 Digital Citizenship Curriculum](#), ready-made lesson plans, videos, webinars, and more.



[Common Sense Kids Action](#) works with policy makers, business leaders, and other advocates across the nation to ensure that every child has the opportunity to succeed. Kids Action works to drive policies at the state and national levels that ensure all kids 0-5 have access to vital education and health resources; that all children have high-quality digital learning experiences; that their online data and privacy is protected; and that child poverty is reduced in America. With millions of Common Sense parents and educators, and potential advocates in homes and schools across the nation, Common Sense's advocacy platform is building a movement dedicated to making kids our nation's top priority.

We believe in sanity, not censorship.

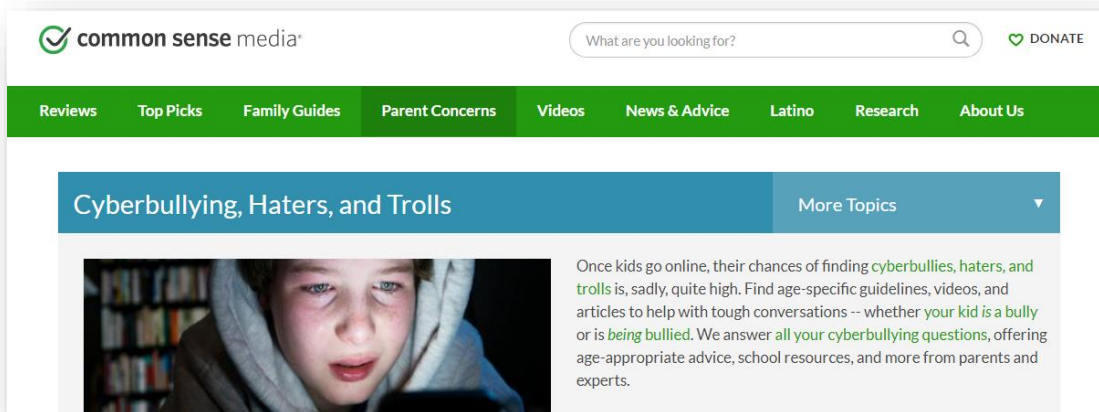
Achieving a healthy approach to media and technology can make a big difference in kids' lives today. Kids who learn to use digital media wisely can accomplish amazing things — learn new skills, explore new worlds, build new ideas, and change the world. Yet every kid has different needs. As parents and educators, we know our kids best. Common Sense is here to help. We can steer you away from things that are developmentally inappropriate, and help you find the hidden gems that are right for your family and your kids. [Learn more about our Ten Beliefs here.](#)

We tell it like it is.

We think the media and technology industries should put kids' needs first when they create and market their products and services. Since that is all too often not the case, we believe there should be clear policies and regulations to hold these industries accountable. We advocate on behalf of kids on a wide range of issues, including the educational impact of technology, protecting kids' privacy online, and improving the impact of media on child health and development.

Get involved.

Help us raise a generation of kids who think critically, act responsibly, and interact positively in the digital world. We hope you'll get involved. Use our ratings to make smart media choices. Learn how to harness digital media to help your child thrive. Get your school connected to Common Sense. Join us and help make media and technology a positive and powerful force in all children's lives.



<https://www.commonsensemedia.org/cyberbullying>

What is cyberbullying?
Cyberbullying is the use of digital-communication tools (such as the Internet and cell phones) to make another person feel angry, sad, or scared, usually again and again. Examples of cyberbullying include sending hurtful texts or instant messages, posting embarrassing photos or video on social media, and spreading mean rumors online or with cell phones.
If you're trying to figure out whether your kid is being cyberbullied, think about whether the offender is being hurtful intentionally and repeatedly. If the answer is no, the offender might simply need to learn better online behavior. If the answer is yes, take it seriously.

What should I do if my kid is bullied online?
Finding out that your kid has been cyberbullied is emotional for parents. You or your kid might want to retaliate, but it's best to help your kid defuse the situation, protect himself, and make rational efforts to put a stop to the bullying. Here are the immediate steps we recommend for parents:
Reassure your child that you love and support him or her.
Help your child step away from the computer or device and take a break.
If you can identify the bully, consider talking with the parents.
Consider contacting your kid's school. If bullying is happening online, it might be happening offline, too.
Empower your kid with specific steps he or she can take.

What can I tell my kid to do if he or she is being cyberbullied?
Kids may not always recognize teasing as bullying. Some kids also may be too embarrassed or ashamed to talk to their parents about it. That's why it's important to talk about online and digital behavior before your child starts interacting with others online and with devices. To prepare your kid for going online or getting a cell phone, or, if you know he or she has been bullied online, offer these steps he or she can take immediately:

- Sign off the computer.
- Don't respond or retaliate.
- Block the bully.
- Save and print out bullying messages.
- Talk to a friend.
- Tell a trusted adult.

Parents: Please follow or post the Common Sense Media link on your favorite social media platform to stay current on Bullying Prevention issues.



How to Talk with Educators at Your Child's School about Bullying/ Tips for Parents of Bullied Students

Bullying among children is aggressive behavior that is intentional and involves an imbalance of power and strength. Parents are often reluctant to report to educators that their child is being bullied. Why?

- Parents may be unsure how best to help their child and may be afraid that they will make the situation worse if they report bullying.
- They may be embarrassed that their child is being bullied.
- Children sometimes ask parents not to report bullying.
- Parents may fear being seen as overprotective.
- They may believe that it is up to their child to stop the bullying.

Children and youth often need help to stop bullying. Parents should never be afraid to call the school to report that their child is being bullied and ask for help to stop the bullying. Students should not have to tolerate bullying at school any more than adults would tolerate similar treatment at work.

The school's responsibility

All children are entitled to courteous and respectful treatment by students and staff at school. Educators have a duty to ensure that students have a safe learning environment. Fortunately, most educators take their responsibilities to stop bullying very seriously. Several states have passed anti-bullying laws and require public schools to have an anti-bullying program in place. Ask for a copy of your school's policy or check the student handbook to see whether your school has policies that will help resolve the problem.

Working With your **child's** school To solve The problem

If your child tells you that he or she has been bullied or if you suspect your child is being bullied, what can you do?

- Keep a written record of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non-confrontational way.
- Ask the teacher about his or her observations:
 1. Has he or she noticed or suspected bullying?
 2. How is your child getting along with others in class?
 3. Has he or she noticed that your child is being isolated or excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers and administrators.

How to Talk with Educators at Your Child's School about Bullying/ Tips for Parents of Bullied Students *continued*

What can you expect staff at your **child's** school to do about bullying?

- School staff should investigate the bullying immediately. After investigating your concerns, they should inform you as to what they plan to do about it.
- Staff should meet with your child to learn about the bullying that he or she has experienced. They should develop a plan to keep your child safe, and they should be watchful for any future bullying. Educators should assure your child that they will work hard to see that the bullying stops.
- School personnel should meet with the children who are suspected of taking part in the bullying. They should make it clear to these children that bullying is against school rules and will not be tolerated. If appropriate, they should administer consequences (such as a loss of recess privileges) to the children who bullied and notify their parents.
- Educators and parents should be careful not to “blame the victim.” Bullying is never the “fault” of the child who is bullied, and he or she shouldn't be made to feel responsible for being bullied. However, if your child is impulsive or lacks social skills, talk with a school counselor. It is possible that some students who are bullying your child are reacting out of annoyance. This doesn't make the bullying right, but it may help to explain why your child is being bullied.
- Give the school reasonable time to investigate and hear both sides of the story. Sometimes, a child who bullies will make false allegations about a child as an additional way of bullying them. Educators should not jump to hasty conclusions and assign blame without a thorough assessment of the situation. This entire process should not take longer than a week.
- If bullying continues, write to the school's principal or administrator and include evidence from your notes to back up your complaint. Putting a complaint in writing is important so there is a record of your concern.
- Most administrators and staff are responsive to bullying concerns. However, if your school administrator is unable or unwilling to stop the bullying, write to your school superintendent for assistance.
- Be persistent. You may need to keep speaking out about the bullying that your child experiences.

When should law enforcement become involved?

- Consider involving the police if another child has physically assaulted your child or is seriously threatening him or her with bodily injury.
- If the problem persists or escalates and your school officials are unable to stop the bullying, you may want to consult an attorney.
- Ask the school to keep a written record of all offenses committed against your child in case law enforcement officials need the information for further complaints.

Bullying prevention

- Bullying happens in every school, but with an effective bullying prevention program, bullying can be reduced. If your child is being bullied, chances are that there are other children in the school who are having similar experiences.
- If your school does not have official anti-bullying policies or an active bullying prevention program, work with other parents and your school officials to develop one.