



— A TEACHER'S GUIDE TO —
**Understanding, Preventing
and Responding**
— TO BULLYING —

Introduction and Acknowledgment by Janis Ripper, Chief of Student Support Services

Introduction

Managing student conduct remains a leading construct from our Teaching Conditions Survey calling for District-wide effort. In response, working to establish and maintain standards for positive school-wide behavior is a shared responsibility in Pittsburgh Public Schools. Treating classmates and others with consideration and respect is of the utmost importance in creating an environment that encourages teaching and learning. An essential part of this effort is to assist teachers across Pittsburgh Public Schools in preventing and addressing issues of bullying in several key ways:

- The TLE Student Support Services Liaisons worked with Janet Yuhasz, Student Support Services Coordinator, along with teachers and students to develop this Guide. Bullying disrupts classrooms and schools and must be addressed promptly in order to maintain standards of positive behavior.
- The Teaching and Learning Environment Initiative within the Student Support Services Department established the D.R.E.A.M. Positive Behavior Expectations, which set high standards for student conduct.
- The Student Support Services Guide for Teachers was created to highlight the work of our Student Assistance Program Teams K–12. As a teacher, knowing about and using school-based supports is critical to classroom management and growth for all students.

This Guide has been developed with the expectation that teachers are front-line responders to student misconduct, and are aware of and utilize strategies for preventing and responding to incidents of bullying. *Interrupting the potentially harmful effects that bullying has on students, classrooms, and schools is paramount as we strive to heighten awareness about bullying.*

Acknowledgments

We have partnered with Virginia Hill, Executive Director of Curriculum, Instruction, and Professional Development (CIPD), and the District's Curriculum Supervisors to ensure that this work and the support resources within this Guide capture the links to RISE, specifically to the following components:

- 1b - Demonstrating Knowledge of Students
- 2a - Creating a Learning Environment of Respect and Rapport
- 2b - Establishing a Culture for Learning
- 2d - Managing Student Behavior

Our classrooms are the primary location for learning both academic and behavioral lessons that guide students along the Pathway to the Promise. We recognize that the coordination of effort with CIPD is essential as we merge academic and behavioral expectations for our students, and we greatly appreciate this collaboration.

A great deal of hard work has gone into this Guide; we wish to acknowledge the efforts of the Support Services Liaisons and Janet Yuhasz. We sincerely hope that every teacher, classroom and school will benefit from the strategies and recommended best practices contained therein. By teaching students to act in a responsible and caring way, teachers are contributors to a positive school culture where teachers can teach, and students can learn.

Together, we have a daily, shared responsibility to protect the welfare of our students; we look forward to our continued collaborative efforts to make our schools welcoming, safe, and positive.

Letter from Dr. Linda Lane and Ms. Nina Esposito-Visgitis

Dear Pittsburgh Public School Teachers,

The position you hold is of critical importance to the success of students who attend our schools. You are not only responsible for advancing the academic achievement of your students, but often you are the person they count on for counsel, support and assistance in school and in at times, their life outside of school. The District, working with your union, is dedicated to do what it can to support you in the central role you play in the lives of students.

Additional important components of our shared responsibilities are the establishment and maintenance of a safe school environment. We understand from the Working Conditions Survey results, that you feel additional resources in this area and in particular the area of bullying prevention would be helpful. That is why over the past year, a team of your colleagues has been working to create a toolkit that will help to ensure that all teachers have the knowledge and skills to be effective at addressing challenging student behaviors.

We are excited to introduce the Teacher's Guide to Prevent and Address Bullying. This new guide will be invaluable as we work collaboratively to improve teaching and learning environments and enforce positive behavior expectations in every school through D.R.E.A.M. and other activities. The guide provides:

- An overview of the District's bullying policy
- FAQs about bullying
- A standardized response to bullying behavior
- Classroom surveys and lessons to address bullying
- Links to useful outside resources


Another useful component of the guide is how these resources connect to the RISE rubric. This purposeful mapping to RISE serves to connect how these lessons are part of aspects of good teaching related to upholding a culture of positive and respectful behavior that is conducive to learning.

We want to thank the Teaching and Learning Environment Support Services Liaisons—counselors, nurses, and social workers who shared their expertise in linking students with a broad network of systems of support to create the contents of the Guide. In addition, we are thankful to our curriculum supervisors who provided lesson plans that have been mapped onto grade level curricula to provide opportunities to teach and re-teach lessons on preventing and responding to bullying.

We remain committed to creating a teaching and learning environment in every school that establishes and reinforces positive student behaviors and a culture of Promise-Readiness. As teachers, your role in the classroom is paramount in ensuring students achieve their goals in school and in life; by working with the support of the Student Services staff to address bullying in your school, you are making a contribution toward District-wide efforts to maintain positive school-wide behavior (D.R.E.A.M.).

Thank you for everything you do to support your students in becoming Promise-Ready.

Sincerely,


Dr. Linda S. Lane
Pittsburgh Public Schools


Ms. Nina Esposito-Visgitis
Pittsburgh Federation of Teachers

Building a Culture of Respect Among Peers: The Link to RISE

Everyone has a role to play in creating positive school wide atmospheres for teaching and learning: it is a shared responsibility. As part of teacher accountability and evaluation, there are specific locations in the RISE Rubric that dovetail with this work. Those locations are:

- Domain 1b. Demonstrating knowledge of students
- Domain 2a. Creating a learning environment of respect and rapport
- Domain 2b. Establishing a culture for learning
- Domain 2d. Managing student behavior

Our distinguished educators are skilled in the alignment of academic content and high, positive behavioral expectations for students. Combining academic rigor, excellent classroom management, coordination of effort and utilization of school wide resources to improve teaching and learning will contribute to our efforts towards keeping our students and staff safe and healthy. By focusing our efforts in this way, we can minimize classroom disruption so that teachers can focus on teaching, and students can focus on learning.

We truly appreciate and value our teachers! We want to be supportive and responsive to daily challenges by using a shared responsibility model for preventing and responding to bullying.



Note: Throughout this guide and on the accompanying website (www.pps.k12.pa.us/TLE), please see links to resources that provide guidance and support for this work.

Bullying FAQs for Teachers

Classroom teachers and other school personnel are on the front line to witness behaviors described as bullying. On April 25, 2012, our Board of School Directors at the Legislative Meeting adopted a new, more comprehensive policy and reporting procedure prohibiting bullying/harassment. Please go to the Additional Resources section of this Guide on page 15 and review the updated policy. If bullying is left unchecked and unreported, it may lead to more serious violence and health-related problems for those affected. Providing everyone with information about bullying, as well as how to report and stop it, will help to create a more positive atmosphere of respect in our schools.

Q: What is bullying?

Bullying refers to an intentional electronic, written, verbal or physical act or series of acts when a student or students are teased, taunted, harassed or treated disrespectfully with the intent of: creating an intimidating or hostile environment that interferes with education; physically, emotionally or mentally harming a student; placing a student in reasonable fear of physical or emotional harm; or placing a student in reasonable fear of damage to or loss of personal property.

Q: What is direct and indirect bullying?

Direct bullying is when a student or students physically or verbally attack or threaten a student or students. Indirect bullying may occur when a student or students exclude a peer from a group or activities, lie, or start rumors through electronic or other means.

Q: What is cyber-bullying?

Cyber-bullying involves the use of an electronic device to intimidate, threaten, spread rumors, or create a hostile or unsafe environment that can interfere with a student's education.

Q: Why do students bully others?

While there is no one, single best answer, it seems that many bullies like the negative attention received through this behavior, mainly from their peers. This behavior may create a sense of power or strength over others. In addition, some bullies were bullied or abused by others, while other bullies lack empathy for others.

Q: What observable signs might lead a teacher to think a student is being bullied?

Students may react differently. As a teacher, be aware of:

- A newly developed pattern of tardiness or school absence
- A change in grades and overall classroom performance
- Frequent requests to go to the school nurse because of headaches, stomach aches or other complaints
- Poor hygiene or changes in appearance
- Performance shifts (e.g., from high to low, from actively engaged to looking sad, from quiet/cooperative to aggressive, from outgoing to isolative/isolated)
- Subtle but persistent changes in peer interactions
- Refusal to participate in a group or team
- A 'buzz about' in groups of students, signaling congregating to isolate and exclude other students

Q: What should teachers do about bullying?

First and foremost, teachers must be proactive! Your classroom and all other school locations should be welcoming and safe. Be consistent in enforcing classroom rules and school-wide standards for positive, respectful and safe behavior. To convey a clear message that bullying is unacceptable and will not be tolerated by anyone, take the following actions:

- Know your classroom and other locations, and the behavioral problems and strengths that exist within.
- Periodically survey your students to get their input about bullying that may be under your radar; share survey results with students and school administration. (Surveys found on pages 11–14.)
- Promptly address behaviors that are reported by listening closely, inquiring without judgment, and taking action to prevent the progression of negative patterns of behavior. See the “Universal Response to Observations or Allegations of Bullying” (found on page 7).
- Teach students to use the “Stop/Walk/Talk” routine (found on page 9).
- Connect/consult with your school principal, social worker or counselor and other support staff so that they are aware of what occurred and together, can provide guidance/support to address the situation.
- Promptly report repeated incidents so that proper disciplinary action is taken.
- Review our District’s Policy prohibiting bullying/harassment with the entire classroom.
- Do sequenced lessons and facilitate classroom discussions throughout the school year. (Lessons found at www.pps.k12.pa.us/TLE.)
- Co-teach bullying prevention lessons with your SAP Team Coordinator.
- Link presentations with positive behavior expectations and D.R.E.A.M. (found on page 10).
- Involve students in the solution, i.e. infuse role-playing and creative strategies to reinforce skills and messages to prevent bullying.
- Have all students complete a “Certificate of Respect” (found on page 19). Be creative with displaying certificates.
- Re-teach and reinforce lessons by infusing content into other classroom lessons and school-wide activities.

Q: What should happen if a teacher believes the situation is beyond the scope of what they can handle?

First, teachers should report the behavior to the Principal on the Office Discipline Referral form (ODR). After all facts and statements are gathered, Principals and/or Student Services staff are required to report incidents of bullying to the PPS Compliance Officer in central office administration, using the District’s reporting form. Upon receipt, each situation is logged with a case number and reviewed to ensure that actions taken were in compliance with our policy.

Q: What happens to students accused of bullying?

A: After a thorough investigation and gathering of facts, the student accused of bullying will be disciplined within the guidelines contained in our Code of Student Conduct, from least to most severe. Parents of both the victim and bully are contacted. Disciplinary actions based on the severity of the bullying incident *may* include:

- Referral to the Discipline Committee
- Referral to the SAP Team and support resources offered
- Parent/student conferences
- Referral to local magistrate or other legal authority
- In-school or after-school detention
- Suspension
- Transfer to a new classroom or school
- Legal action taken by CYF

An Overview of the Prevention & Intervention Process

Throughout the school year, we want to ensure that a continuous effort to prevent and address bullying is established and maintained in the form of ongoing lessons, activities, timely responses and links to curriculum content, particularly in grades K–8. We expect that once teachers are empowered with greater knowledge, and more tools for response, a stronger collaborative effort among Student Services staff and Student Assistance Program providers can be established and maintained; they are highly skilled professionals equipped to provide the necessary supports for ongoing success.

The sequence outlined in the pages that follow explains the flow of bullying prevention activities throughout the school year.

A Universal Response for Teachers: Responding to Observations or Allegations of Bullying

Adults are responsible for intervening with bullies. Recent research by Ross, Horner and Stiller (2009) indicates that standardizing teacher responses to student reports of bullying has a tremendous impact on minimizing this behavior. When an allegation of bullying is reported, teachers should automatically ask the alleged victim and perpetrator the following questions:

THE UNIVERSAL RESPONSE TO BULLYING

Ask the Victim: Did you ask the person to stop? Did you walk away?
Ask the Perpetrator: Did the person ask you to stop? And did you stop?

Note: If concern exists for a child’s safety, immediately go to your Principal and/or Student Services Staff for assistance.

Some bullying behaviors can be stopped by a teacher with prompt intervention. Remind the perpetrator that bullying is prohibited. Give a warning: if bullying does not stop, disciplinary action will be taken by the Principal. Tell them their parent will be contacted. Positively reinforce the student for “telling” and remind them to check in about whether the behavior has stopped, or has continued. Document your actions, including your conversation with both students. Make sure your principal is kept aware of problems and progress. Again, Student Services staff will work with you to offer support and intervention services as warranted through the Student Assistance Program. Immediately report situations that are more serious to Student Services so that prompt intervention occurs, and always keep your principal informed! Discipline is a progressive process and consequences must match the misconduct. Good documentation helps with this process. Student Services staff will coordinate efforts to not only inform and involve parents, but to connect students with interventions outside of the classroom, if/as warranted. Supports are available and should be offered to the victim and perpetrator.

When by-stander students, (i.e. those that are not victims or perpetrators), observe teachers responding, they often step up and encourage the victim to speak up. The by-standers can go with the victim to report what happened, thereby demonstrating peer support. A majority of our students are not victims or perpetrators; instead, they are witnesses to bullying and have a powerful opportunity to contribute to the solution. Once an atmosphere of reporting and intolerance are established and maintained, we should see changes in the presence of this behavior across our schools. Undoing the culture of “snitching” will take time, but over time, students learn that when someone feels unsafe, telling is the right thing to do.

STRATEGIES TO AVOID

**Mediation | Publicly Questioning Victim | Making Judgmental Statements
 Dismissing the Concern without Investigating or Referring**

Taking Proactive Measures

STEP 1: Surveying Classrooms: Assessing Your Climate

Capturing the silent voices of victims of bullying is often challenging: in fear of retaliation, many students keep the problem to themselves. Surveying and re-surveying classrooms is one way of intercepting bullying behavior that is not overt. We recommend surveying classrooms at the beginning of the school year, and then periodically as the year progresses. As efforts are under way to establish a school climate devoid of this behavior, a united effort towards maintaining school wide positive behavior must occur, along with effective intervention practices.

Sample surveys are available in the Additional Resources section of this Guide for all grade levels (on pages 11–14) or online at www.pps.k12.pa.us/TLE. Using the appropriate grade level sample classroom survey, have students complete the survey anonymously. **Please make age-appropriate adjustments to the survey language.** Next, review survey responses and discuss them with students. Survey responses will assist in the preparation and presentation of an introductory student lesson about bullying.

STEP 2: Introductory Lessons

Before beginning, review our district’s Policy on Bullying in the Additional Resources section of this Guide (on page 15) or online at www.pps.k12.pa.us/TLE. Once classroom data becomes available through surveys, proceed with the grade-appropriate, introductory bullying prevention lesson. This lesson can be included in opening school year activities and is intended to familiarize all students with our updated Policy, along with the importance of promptly reporting bullying behavior to adults. In addition, tell students their survey results! It is important for students to know and trust that when a problem is reported, the teacher and other school staff are required to respond without judgment. The lesson should include the difference between telling and snitching, i.e. telling is good when someone feels unsafe. Snitching is couched in malicious intent without purposeful reason. Teachers and Student Services staff will approach this as a coordination of effort. Inform students that lessons about bullying prevention (K–8) will be ongoing. The next lesson should be about how to respond to a bully.

In our upper grades, and in various 9–12 content areas, the approach to teaching introductory and subsequent lessons will look significantly different due to the maturity level of students. At the secondary level, provide a policy review, reminder about how and to whom to report and, as content areas allow, infuse information about bullying.

Links to sample lessons and PowerPoint presentations are available on line at www.pps.k12.pa.us/TLE.

STEP 3: Teaching Ongoing Lessons

Teachers know their classrooms best. Our Curriculum Supervisors have supported this work by identifying places across all content areas that lend themselves to the infusion of lessons about bullying prevention. This approach merges the teaching of academic and behavioral lessons toward Promise readiness and student success.

As those teachable/reachable moments present themselves, take advantage of those opportunities to infuse information about bullying. As students are re-surveyed, praise their growth and continue to encourage their positive choices.

Grade specific and content relevant “fits” for ongoing lessons about bullying prevention are found at www.pps.k12.pa.us/TLE. The intention is not to interrupt teachers from pacing across various content areas, but instead to infuse information about bullying prevention throughout the year so that our focus is persistent K–12. Granted, in some content areas, it will be more difficult to teach and infuse lessons. Teachers are creative! Policy review fits everywhere, as does reminding students to report the problem, and how to report it.

A Universal Response for Students: Teaching the Stop/Walk/Talk Routine to Students in Grades K–8



To accompany a universal teacher response to bullying, our students must learn how to respond to a peer that may be bullying them through a 3-Step Response: the Stop/Walk/Talk Routine. As our students learn the stop/walk/talk routine, a culture of responding and reporting is established, and the behavior demonstrated by the teacher is also adopted by the students. As students learn how to “stop” the behavior verbally and physically with a stop signal, “walk” away and “talk to an adult” they become more and more empowered with the knowledge, skill and courage to face the bully. In turn, the bully is not negatively reinforced. Sometimes we have to wear out the bully in order for the behavior to stop. Getting to the root of this behavior is something that Student Services can address along with the teacher.

Please keep in mind that at the secondary level, the Stop/Talk/Walk Routine may be too elementary. Instead, please rely on the PowerPoint presentation found online at www.pps.k12.pa.us/TLE. You may also involve service providers through our Student Assistance Program for consultation.

To teach the student response routine to bullying, please see the Additional Resources section on page 18 and at pbis.org. After this lesson is taught, involve students in agreeing upon a universal “stop” signal to accompany the verbal word “stop.” Having students work in small groups to write and perform skits demonstrating their skills may be a positive and interesting way to involve students. As bullying prevention is linked in lessons throughout the school year in various content areas, the topic remains at a heightened level of awareness for everyone. Elicit student input in planning activities that reinforce efforts to prevent bullying. Garnering this level of student buy-in is one key component to our success.

D.R.E.A.M.—Helping Students Connect Effort and Hard Work with Success and The Pittsburgh Pledge

A positive teaching and learning environment helps establish a school climate where students feel safe and welcomed. When every teacher is effective, every student is successful. We ask that teachers make sure to connect bullying prevention with upholding school wide positive behavior expectations, like those found in D.R.E.A.M and the Pittsburgh Pledge. The jobs and careers available today, and in the future, require education beyond high school. That is why the Pittsburgh Public Schools is committed to ensuring that all students are Promise-Ready and on track to graduate from high school as well as complete a post-secondary degree or workforce certification.

Being Promise-Ready means more than mastering academic content in school. It also means exploring ambitions and dreams and developing behaviors and habits that are consistent with success in college or a career. Being Promise-Ready is important. It can lead you to a Pittsburgh Promise® scholarship. The following behavioral expectations were developed as a simple tool to help students become Promise-Ready. These behavioral expectations support the District's belief that when students take ownership for their own success, they develop good habits that lead to academic achievement.

We encourage all students to D.R.E.A.M.



DARE TO BELIEVE AND ACHIEVE

- Believe in myself and never give up
- Explore opportunities and learn new things
- Have a plan for success—with short and long term ambitious goals



RESPECT MY COMMUNITY

- Respect myself, others, and all property
- Treat others with dignity and kindness
- Use words that are kind and appropriate



EXERT EXTRAORDINARY EFFORT

- Put forth my best effort in and out of school
- Complete my homework assignments and study
- Set and keep high expectations for my learning



ACT RESPONSIBLY

- Ask for help when I need it
- Attend school every day on time
- Care and help others by volunteering



MAKE THE RIGHT DECISIONS

- Make good choices that keep myself and others safe
- Develop healthy eating, sleeping and exercise habits
- Realize that my choices, words and actions today impact my future tomorrow

Developed by school-based Teaching and Learning Environment staff, including Principals, teachers, parents, students, counselors, social workers and nurses.

The Pittsburgh Pledge

The Pittsburgh Pledge can be found at www.pps.k12.pa.us/TLE.

Bullying Survey: Grades K-5

(All surveys are available online at www.pps.k12.pa.us/TLE.)

Provide an age-appropriate definition of bullying using the resources available in this guide. We recommend surveying classrooms at the beginning of the school year, and then periodically as the year progresses. You may adapt the wording as needed.

1. I feel safe in school.

Yes No

2. Other students treat me with respect (they are nice to me).

Yes No

3. I treat others with respect (I am nice to others).

Yes No

4. I feel like the adults in my school listen to my problems.

Yes No

5. I know how to ask for help from adults in my school if someone is mean or bothering me.

Yes No

6. When I have asked for help, the problem stopped.

Yes No I have not asked for help

7. Have you ever been bullied...

in this classroom? Yes No

on the playground? Yes No

on the school bus? Yes No

in the bathroom? Yes No

during lunch? Yes No

in the hallway? Yes No

8. Do you want to learn how to stop bullying?

Yes No

Bullying Survey: Grades 6–8**(All surveys are available online at www.pps.k12.pa.us/TLE.)**

Provide an age-appropriate definition of bullying using the resources available in this guide. We recommend surveying classrooms at the beginning of the school year, and then periodically as the year progresses. You may adapt the wording as needed.

1. I feel safe in school.

Yes No

2. Have you ever been bullied:

in this classroom? Yes No

at recess? Yes No

on the school bus? Yes No

in the bathroom? Yes No

during lunch? Yes No

in the hallway? Yes No

3. If I were being bullied, I would:

Walk away Ignore the bully Tell the bully to stop

Fight back Get help from a friend Ask an adult for help

Do something else: _____

4. If I saw a friend being bullied, I would:

Help my friend to walk away Help my friend to ignore the bully

Help my friend tell the bully to stop Help my friend fight back

Go with my friend to ask an adult for help

Do something else: _____

5. If I heard about or received inappropriate texts or saw inappropriate postings online (Facebook, etc.) about me, I would:

Ignore them Text/email back to stop Tell the bully to stop in person

Respond by fighting back Make sure I save the text/post Tell my parent

Get help from a friend Ask an adult at school for help
(guidance counselor, teacher, principal, etc.)

Do something else: _____

Bullying Survey: Grades 9–12**(All surveys are available online at www.pps.k12.pa.us/TLE.)**

Provide an age-appropriate definition of bullying using the resources available in this guide. We recommend surveying classrooms at the beginning of the school year, and then periodically as the year progresses. You may adapt the wording as needed.

As teachers and members of the school community, we are striving to make classrooms safe and supportive learning environments. We are requesting feedback on your experiences as a student at our school so that we can continue to focus on providing a safe and welcoming learning environment for all individuals.

1. Bullying is a problem in my school.

Strongly Agree Agree Neutral Strongly Disagree

2. I witness bullying going on at school:

Every day 1 or 2 times a week 1 or 2 times a month Never

3. I have experienced bullying in this school.

Yes No

4. I felt that I was bullied due to:

Gender Race/Ethnicity Religion Ability

Disability Physical Characteristics Actual or Perceived Sexual Orientation

Other: _____

I have not been bullied

5. The type of bullying I experienced was:

Verbal Harassment/Name-Calling Physical Harassment Threats of Harm

Property Damage or Theft Ignored/Excluded Rumors/Lies

Cyber-Bullying (Facebook, etc.)

Other: _____

I have not been bullied

6. The area in which I was most often bullied was the:

Classroom Cafeteria Locker Room Hallway

Bus Parking Lot Extracurricular Events Online

Other: _____

I have not been bullied

Survey continues on reverse side.

7. I have experienced cyber-bullying from a classmate via:

- Text Message
- Phone Call
- Facebook or other Social Networking Website
- E-mail
- Other: _____
- I have not been cyber-bullied

8. I have skipped or avoided part or all of the school day due to feeling unsafe or uncomfortable:

- Daily Weekly Monthly I have not been bullied

9. I responded to being bullied by:

- Telling the bully to stop
- Fighting back
- Informing a parent
- Getting help from a friend
- Informing an adult in the building
- Other: _____
- I have not been bullied

10. Which best describes your opinion on adult response to bullying at our school?

- Adults ignored the problem
- Adults handled the bullying poorly
- Adults handled the bullying well
- I reported the problem, and the bullying stopped
- I reported the problem, but the bullying did not stop
- I have not been bullied

11. What can be done to stop bullying at our school?**District Policy on Bullying****Purpose**

The Board of Education is committed to providing all students and employees with the right to a safe, positive and civil educational environment, free from harassment and/or bullying. The Board recognizes that bullying and harassment create an atmosphere of fear and intimidation, detract from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, it shall be the policy of the District to maintain an educational environment in which bullying and harassment in any form is neither tolerated nor permitted.

The Board recognizes that some conduct that qualifies as bullying may also trigger responsibilities under one or more federal anti-discrimination laws. Peer harassment on the basis of race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion is specifically prohibited.

Definition SC 1303.1-A

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting, that is severe, persistent or pervasive and has the intent or effect of:

1. Creating an intimidating or hostile environment that substantially interferes with a student's education; or
2. Physically, emotionally or mentally harming a student; or
3. Placing a student in reasonable fear of physical or emotional harm; or
4. Placing a student in reasonable fear of damage to or loss of personal property.

Bullying, as defined in this Policy, includes cyber-bullying.

School setting means in the school, on school grounds, time traveling to and from school, or any activity sponsored, supervised or sanctioned by the school. Bullying or cyber-bullying shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

Bullying may include acts that occur outside of school if those acts are intentional, electronic, verbal or physical, are directed at another student or students, are severe, persistent or pervasive, and have the effect of (i) substantially interfering with a student's education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the school.

Harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct:

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student of educational aid, benefits, services or treatment.
4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute **sexual harassment** include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendos; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

**Authority SC 1303.1-A Title IX 20 U.S.C. Sec. 1681
43 P.S. Sec. 951 et seq 29 CFR Sec. 1606.8 (a)**

The Board prohibits all forms of bullying and harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools.

The Board encourages students and third parties who have been bullied to promptly report such incidents to designated employees. The Board directs that complaints of bullying and/or harassment shall be investigated promptly, and corrective action shall be taken when allegations are substantiated.

Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying or harassment.

Delegation of Responsibility

Bullying

The Superintendent shall promulgate rules and regulations which prohibit bullying in accordance with this policy and the Code of Student Conduct, and which:

1. Ensure compliance with mandatory bullying incident reporting requirements;
2. Include complaint/investigation procedures; and
3. Ensure compliance with mandatory annual notification and posting of the District's bullying policy.

The Superintendent, and other appropriate administrators, shall review the District's bullying policy and administrative rules and regulations every three (3) years and recommend necessary revisions to the Board.

Harassment

Each student shall be responsible to respect the rights of their fellow students and District employees and to ensure an atmosphere free from all forms of harassment.

Each staff member shall be responsible to maintain an educational environment free from all forms of harassment.

The administration shall be responsible to provide training for students and employees regarding all aspects of harassment.

In order to maintain an educational environment that discourages and prohibits harassment on the basis of race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion, the Board designates the Superintendent or designee as the District's Compliance Officer.

The Compliance Officer shall promulgate rules and regulations which ensure compliance with this policy, and shall include definitions of relevant terms and set forth complaint/investigative procedures to address claims of harassment.

The Compliance Officer shall publish and disseminate this policy and corresponding administrative regulations, including the complaint procedure, at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

Resources for Understanding and Preventing Bullying

We fully recognize that there are numerous resources available for educators about bullying prevention. This topic has received extensive national attention in recent years. Given the diversity of our teaching professionals, we have compiled a sampling of resources across all grade levels to meet the varied needs of our PPS staff. The resources and links outlined below include online courses, books, curricula, articles and other potentially useful information.

Online Resources

ABC's of Bullying: Addressing, Blocking and Curbing Social Aggression.
<http://pathwayscourses.samhsa.gov/index.htm>.

www.bullyingcourse.com

www.bullyinginfo.org

www.aft.org/yourwork/tools4teachers/bullying/booklist.cfm (Recommended by PPS Curriculum Specialists)

www.colorado.edu.cspv/blueprints/modelprograms/PATHS.html

www.prevention.psu.edu/projects/paths.html

www.lifeskillstraining.com

www.education.com/reference/article/how-widespread-is-bullying/

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www.embracingdigitalyouth.org (These resources are linked to Nancy E. Willard's work as the Director of the Center for Safe and Responsible Internet Use)

The Safe Space Kit: Guide to Being an Ally to LGBT Students. www.glsen.org

www.adl.org/education/curriculum_connections/cyberbullying. "Cyber bullying: Understanding and Addressing Online Cruelty, a curriculum from the Anti-Defamation League for early, middle and upper grades on the bigotry that fuels cyber bullying."

http://www.nassp.org/Content/158/prr_july11.pdf "Social and Emotional Factors in Student Learning" in *Principal's Research Review*, September 2012, Vol. 7, Issue 5"

http://search2.samhsa.gov/search?q=bullying&sort=date%3AD%3A%3Ad1&output=xml_no_dt-d&ie=UTF-8&oe=UTF-8&client=SAMHSA&proxystylesheet=SAMHSA&site=default_collection

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CERTIFICATE

of RESPECT

Pittsburgh Public Schools Bully Free, a safe and caring place to be.

We come together in unity. I RESPECT you, you RESPECT me.

written by: Ayah Stamps, PPS Student

This certifies that on _____, I,

DATE

STUDENT NAME

Bully Free!

SCHOOL NAME

agree to keep my school,



BULLYING
UNDERSTANDING PREVENTING RESPONDING

Pittsburgh Public Schools
The Pathway to the Promise.™

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