Denton ISD Bully Prevention Guidelines and Instructions for Principals 2009-10

Page 1—Instructions
Page 2—4 Guidelines

It is not the intent of this document to direct campus leaders to implement a particular bully prevention program. The best bully prevention programs are all good communication skills programs based on character traits and healthy decision making concepts. Chances are you already have most of the essential components of this program in place. <u>These guidelines are intended to help you identify those components and organize them into an effective prevention program that meets the needs of your campus and state mandates</u>. Whatever method you choose to deliver the bully prevention message, please be sure it meets the criteria described below. On the "O" Drive under Counseling Services, you will find a "Bully Prevention" folder containing a Powerpoint Training "Creating a Bully Free Classroom" appropriate for introducing prevention concepts in a faculty/staff training, and a sample of a campus program as implemented at Hawk Elementary. You will also find additional resources for building a bully prevention program on your campus on pages 2 & 3 of this handout, and in the Counseling Services Folder (O Drive).

House Bill 283 requires that a district's student code of conduct prohibit bullying, harassment, and making hit lists and to provide prevention and education about bullying. In compliance with HB 283, the DISD Student Code of Conduct offers the following definition:

"Bullying is the intentional intimidation, threatening, or physical contact with another individual. This behavior will not be tolerated. Students who participate in bullying will receive appropriate disciplinary consequences. Information regarding the district's Anti-Bullying program is available from the Director of Guidance and Counseling." (DISD SCOC ; see also "Cyber-Bullying and Harrassment" in the Student Code of Conduct and Handbook.

In order to maintain up-to-date records of campus compliance with HB 283 and DISD Code of Conduct, please review the following Guidelines for DISD Campus Bully Prevention Programs. These guidelines are based on information from U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention (SAMHSA) Model Programs.

You will receive an evaluation form to file at the end of each school year and a similar form to use at the beginning of the year to use in planning your campus program. Establishing a Bully Prevention program is a "top down" process with the campus leader establishing bully prevention as a clear priority. All staff members should have a working knowledge of the rules concerning bullying and know exactly what and to whom to report any observed instances of bullying. Clear and consistent consequences are essential and must be shared with all staff, students and parents.

Please contact the Director of Counseling Services, Melanie Lewis, if you have questions or need additional resources.   (Guidelines follow)

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Guidelines for Campus Bully Prevention Programs

Purpose: School-based programs focusing on Bully Prevention should be designed to prevent and/or reduce bullying in elementary, middle, and high schools. All school staff members under the leadership of the campus principal are responsible for introducing and implementing the program. Efforts should be directed toward improving peer relations and making the school a safe and positive place for students to learn and develop.
Target Population: All students participate in most aspects of the program, while students identified as bullying others or as targets of bullying receive additional individual interventions.

Implementation Essentials:

Role of the Principal and Administrators
- Take leadership and plan ahead
- Establish coordinating committee
- Use a whole school approach to inform and educate all staff/students/parents about rules, reporting system, consequences of bullying behaviors
- Have clear consequences in place that are practical, logical, reasonable and fair, inevitable, predictable and immediate, consistently enforced, and developmentally appropriate. Counseling may supplement discipline but not replace immediate consequences for students who bully.
- Insure that school-wide, classroom, and individual intervention systems are in place and communicated to parents
- Model respect and courtesy

Role of the Counselor
- Ensure that the Guidance Component of Counseling program addresses Bully/Victim issues (Anger Management; Friendship Skills; Empathy; Assertiveness; Conflict Resolution)
- Assist with assessment of campus climate regarding bullying
- Serve as consultant to Bully Prevention Team, faculty and administration
- Provide individual counseling as needed to identified students who bully and who are bullied; but counseling should not replace discipline.
- Model respect and courtesy

Role of the Teacher
- Set classroom rules with student input
- Teach anger management & conflict resolution skills as a part of classroom management style
- Respond effectively to reports of bullying
- Model friendship skills
- Provide supervision
- Build empathy
- Support positive assertiveness

- Reinforce respectful behavior
- Model respect and courtesy

Role of the Staff
- Know the school rules and chain of command; everyone on campus is part of the plan
- Report infractions appropriately
- Model respect and courtesy

Additional Resources:

On the O Drive:
Bully-Free Classroom (training video)
Bully Busters Program Hawk (Parts 1 and 2)
Parent Guide to Cyber-bullying powerpoint
Elementary Library Resources
Secondary Library Resources

Online:
http://www.cybersmartcurriculum.org/

http://www.connectforkids.org/node/614

http://www.wastatepta.org/resources/antibullying.htm

http://www.bullying.co.uk/index.php

The following resources are listed to provide schools with tools to implement an anti-bullying action plan.

Blue Prints for Violence Prevention
www.colorado.edu/cspv/blueprints

SAMHSA (U. S. Substance Abuse Mental Health Services Administration) Model Programs
www.modelprograms.samhsa.gov

Youth Violence
www.surgeongeneral.gov/library

U. S. Department of Justice
Problem Oriented Guides for Police: Bullying in Schools
www.cops.usdoj.gov

Threat Assessment in Schools: A Guide to managing Threatening Situations and to Creating Safe School Climates

Denton ISD Bully Prevention Guidelines and Instructions for Principals
2009-10

www.ed.gov/admins/lead/safety/threatassessmentguide.pdf

Preventing Bullying: A manual for Schools and Communities
www.ed.gov

U. S. Department of Health and Human Resources
SAMHSA, 15 Plus Campaign
www.mentalhealth.samhsa.gov/15plus

OLWEUS Bully Presentation program
www.clemson.edu/olweus

Hamilton Fish Institute
www.hamfish.org

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE
Guide for Preventing and Responding to School Violence
www.theiacp.org/pubinfo/pubs/pslc/svindex.htm

FBI
The School Shooter: A THREAT ASSESSMENT PERSPECTIVE
www.fbi.gov/publications/school/school2.pdf

DISD Transportation Student Safety & Ridership Procedures

The following information applies only to Regular Education students. Special Needs Drivers will notify the Special Needs Supervisor by Incident Report and/or in person if a concern is identified. Reprimands will be dealt with on a case-by-case basis according to the student's individual Education Plan (IEP) or Behavior Intervention Plan (BIP).

As part of our aim to provide ample opportunity for an education, the Texas State Board of Education and

the district fund transportation for all students who live two miles or more from the school which they are

assigned to attend. To accomplish this, we require the cooperation of all students and parents.

Student Registration Procedures:

Denton ISD requires all students to be registered for School Bus Transportation. Applications are

available online as well as through the department. Drivers are responsible for maintaining accurate

rosters to alleviate a "stowaway" situation. To assist drivers with record keeping, updated rosters will be

provided through the Student Management Office on a regular basis.

The following procedure is recommended for auditing purposes:

Upon arrival at your campus (morning), do not allow students to get off the bus until you have read their

name off your roster. Any students remaining on your bus at that point will be asked to provide you with

their name and ID number. (Only secondary student will know their ID number). At that time, the driver

will provide the student with an application for registration and instruct them to have parents complete

and return to you, FAX it to the department or register online by the next day. We recommend that you

track those applications distributed in order to follow up effectively. Failure to comply will be treated as a

rule violation and could result in a bus suspension. If a student is found to be ineligible, transportation will

be refused and parents will be informed. If the student is found to be eligible, the student will be added to

your permanent roster.

Student Management Principles Regarding Attitude:

A. A Disciplined Bus Requires an Assertive Attitude

   1. Adopt a professional philosophy of preparation, respect and dedication.

   2. Remain enthusiastic and courteous. This includes maintaining a sense of humor.

   3. Establish positive expectations for your students.

   4. Always be fair and consistent.

   5. Have the courage to admit mistakes and apologize if necessary. Permit students the same.

   6. Be authentic - don't try to be what you are not.

   7. Don't expect or attempt perfection - everyone makes mistakes.

   8. Never take misbehavior personally - avoid paranoia.

B. Practical Steps to Achieve and Maintain a Disciplined Bus

   1. Be rested - students demand energy. Fatigue breeds short tempers and overly restrictive drivers.

2. Know your students - learn all your students' names as soon as you can - show that you care - be sensitive to moods.

3. Be friendly and personal, but don't try to be "one of the gang" - you must be the responsible adult on the bus.

4. Avoid using clichés and preaching.

5. Make effective use of eye contact, voice control, body language and distance management.

6. Guard against sarcasm.

7. Expect students to test you - students will search out to try to exploit your weaknesses (push your buttons).

8. Evaluate the day - try to improve any improper actions on your part.

9. Engage parent's help at the start of problem situations.

10. Be a role model - following the rules expected of a bus driver eliminates hypocrisy when expecting the students to follow their rules.

11. One of the worst things you can do is have a rule and not enforce it.

C. First Day Objectives

1. Introduce yourself and let students know how you want to be addressed.

2. Be assertive and look each student in the eye as you speak to them.

3. Inform your students of the rules and the consequences for infractions.

4. Let them know what you expect and begin to enforce the rules immediately.

5. Make sure the first few students you pick up are seated properly and quiet before continuing on route. Others will see the example and do the same.

6. Be prepared. Know how you want to run your bus and make it clear to the students from the start.

D. First Month Objectives

1. Learn the names of your students and use them. Your most effective student management tool is to know all your students by name.

2. Determine which group of students works well together and which do not. Manipulate the environment by assigning seats.

3. Make an effort to meet principals/teachers working the bus lanes at the school your route services.

4. Speak to a Student Management Officer on how your route is operating.

Bus Safety and Principles for Handling Infractions

A. Bus Safety Rules - Rules defining student conduct are designed to protect the passengers and shall include, but not limited to the following:

1. The bus driver is in charge of students on the bus. Students shall follow the driver's directions in regards to bus safety rules and bus operations at all times.

2. Only authorized personnel and eligible bus students assigned to a specific bus are permitted to ride that bus. Students **ARE NOT** allowed to ride any bus

other than the bus to which they are assigned. Students will be transported to and from designated stops and to and from designated campuses only.

Designated stops are assigned by the Transportation Department based on the student's recorded home address. The Assistant Director/ Director at the Transportation

Department must approve emergency transportation for students riding other buses.

NOTES FROM PARENTS/GUARDIANS WILL NOT BE ACCEPTED AS AUTHORIZATION TO RIDE A BUS.

3. Buses will stop at designated stops only. Consistent tardiness to the bus stop should be handled as a normal rule violation. Drivers should never drive off and leave a student.

Drivers are required to wait at stop if they observe student attempting to make the bus stop. Students are to arrive at their bus stop five (5) minutes before their pick up time.

Students will wait next to (but not in) the street, driveway or parking lot. Students must be respectful to property surrounding the stop. Students must wait for the bus to come to a

complete stop before approaching to board or standing to leave the bus.

4. Students will remain properly seated at all times (*facing forward keeping feet on the floor in front of them).* Students are not to block the center aisle and shall remain inside the

seat compartment. Since all Denton ISD students receive assigned seats, they are responsible for the condition of their respective seats.

5. Students must keep their hands, head, feet and personal objects inside the bus at all times. No yelling or communicating out of an open window.

6. Scuffling, shoving, hitting or fighting is prohibited on the bus and at designated bus stops. **Zero tolerance will be applied**. Students must keep all body parts and personal

objects from contacting another student unnecessarily.

7. No spitting. No student shall cause their body fluids to make contact with other persons and/or common objects on the bus.

8. Littering or throwing items inside or from the bus is prohibited.

9. Students are not allowed to engage in loud talking, yelling, using profanity, abusive or inappropriate language, displaying obscene gestures or gang signs. The bus driver may

require any or all students to be silent on the bust.

10. Students shall not deface or vandalize the bus, bus stops, bus lane, or other related areas. Students who vandalize will be responsible for the cost of repair and will not be

permitted to ride the bus until those damages are paid.

11. Students are not allowed to consume food, drink, or tobacco products on the bust. (Exception: during cases of extreme heat driver may allow students to consume water only.)

12. <mark>Verbal or physical behavior that constitutes Sexual Harassment or Bullying will have severe consequences. **Zero Tolerance will be applied.**</mark>

13. Students shall comply with the Denton ISD dress code on all buses. Headgear is not permitted to be worn on the bus.

14. Students are not allowed to bring animals, inflated balloons, or harmful objects on the bus (i.e. weapons, drugs, alcohol, tobacco, fireworks, laser lights, etc.)

15. Students may use cell phones & electronic devices on the bus as long as use does not interfere with student safety or safe bus operations. Cameras and other recording

equipment are strictly prohibited from being used on the bus.

16. Band instruments or class projects are allowed on Denton ISD buses provided they can be held by the student (not taller than shoulder or seat high), fit in the seat with the

student, does not interfere with the availability of seating of other students, and does not interfere with the safety of students or bus operation. In the event that any of these

conditions exist, parents will be notified by Transportation that the must provide alternate transportation for their child's instrument and/or project to and from school.

17. Students are not to engage in any other conduct that disrupts the safe operation of the bus.

18. All Denton ISD campus and Transportation policies and rules are enforceable within 300 feet of any DISD bus stop or campus.

B. Principles for Handling Infractions

1. Understand that disorder expands proportionately to the tolerance for it.

2. The overuse of punishment strengthens the student's power of resistance and defiance.

3. Eliminate emotion-laden blaming and threatening. Keep your cool!

4. Don't deal with discipline problems in anger. Don't let the actions of a few students allow you to become angry with the entire group.

5. Fit the consequences to the misbehavior.

6. Overlook minor infractions. Address habitual problems. No child is perfect!

7. Do not make empty threats. Avoid ultimatums and direct challenges.

8. Do not demand explanations or public confessions for infractions.

9. After giving a directive, allow the student time to comply.

10. Avoid arguing with students and/or parents. Use the "Broken Record" Technique to handle arguers assertively:

• Know what you want the student to do: *I want the student to pick up the papers.*

• Tell the student what you want: *"I want you to pick up the papers."*

• If the student argues or talks back, repeat what you want - up to three times: *"I want you to pick up the papers."*

• If the student still does not comply, use a consequence: *"If you do not pick up the papers, I will fill out a safety report and contact your parents."*

By using the Broken Record Technique, three things will happen:

1. You will stop arguments.

2. You will stay in control and not get upset.

3. The students will realize that you mean business and do as you say.

C. Student Discipline Procedures - Riding a school bus that serves this district is a privilege.

The driver is recognized as the authority on the bus and has control over daily operations. The following procedures shall

be followed when inappropriate behavior occurs on a bus serving a regular route or an extracurricular activity.

1. The Asst. Director of Transportation shall be responsible for enforcing discipline on all buses. All Transportation personnel are authorized to ensure

the department and district discipline management guidelines are followed.

2. Misconduct is to be reported by the bus driver to a Student Management Officer or the Asst. Director of Transportation using a Bus Safety Report.

If deemed necessary, the Asst. Director of Transportation or Student Management Officer may investigate any situation.

3. If consequences dictate a suspension parent notification will take place by phone or home delivery the day prior to the onset of the suspension.

(Example: if the inappropriate behavior occurs during Wednesday's morning route, the suspension would not begin until Thursday morning - as long as

parents were notified Wednesday. If the suspension is not home delivered until Thursday the suspension would begin on Friday morning.)

INFORMATION REGARDING SUSPENSION MAY NOT BE LEFT ON VOICEMAIL. Parents of suspended bus riders are responsible for their

transportation to and from school. Copies of Bus Safety Reports will be sent to the parents, appropriate school principal, and placed on file in the

Transportation Department Office.

4. Students who violate bus safety rules will receive the following consequences:

First Violation…………………..Warning

Second Violation………………3-Day Suspension

Third Violation………………….5-Day Suspension

Fourth Violation………………..10-Day Suspension

Fifth Violation…………………..30-Day Suspension

Sixth Violation…………………Indefinite Suspension (*Student will be suspended from the bus or the remainder of the school year*)

Bus Safety Reports will be processed for all Warnings and Suspensions

Severe Clause - If a student's conduct seriously jeopardizes the safety of the other students and/or the driver, or engages in any illegal

activity, a suspension will be immediately placed into effect.

5. Students who violate the Student Code of Conduct while under the jurisdiction of the Transportation Department will be referred to the appropriate campus

administrator for additional assessment of discipline.

6. Considerations Prior to Choosing Suspension - Our main purpose is to transport students to and from school. Both parents and the district are

better served when the student is on the bus. Preventative action is always better than reactionary. The following should always be considered prior to each suspension.

a. Have you communicated clearly and assertively your expectations regarding the rules to all students?

b. What events led up to this action?

c. What actions were taken on each prior event with this student?

d. Were prior actions assertive, consistent and productive?

e. Were prior actions positive?

f. Was the prior violation communicated to student and parent?

g. Did the parent "commit" to you their support?

h. Always ask yourself: "Is there anything I could have done to prevent the suspension?"

i. Suspensions are a last resort in student management. The driver should strive to create a "win/win" situation in each case, and be prepared to lose a battle in order to win the

war. However, there will be instances when a suspension is inevitable. When that occurs, provided the driver has given their best effort, there should be no need for waiving or

negotiating the suspension. Each driver should set a goal to strive to reduce discipline problems and suspensions as the year progresses. By the end of the year, provided the

driver has developed a solid student management program, discipline problems and suspensions should be the exception rather than the rule.

D. Student Management Radio Procedures

There may be times when a driver needs assistance with a student or students while on route. The following codes are proper radio procedure to call for assistance.

1**. CODE 3 - EXAMPLES OF CODE 3 SITUATIONS**:

a. Severely disruptive students not complying with directives of driver (total chaos)

b. Student/students burning seats

c. Fighting among younger students that cannot be controlled

A Student Management Officer or Supervisor will meet the bus at campus or on route.

Principals are able to aid drivers with discipline problems and identify students on campus if a SMO or Supervisor is unavailable.

When a SMO or Supervisor meets a bus en route, assistance will be given to the driver in dealing with situations deemed "unsafe to proceed."

2. **CODE 4 - EXAMPLES OF CODE 4 SITUATIONS:**

a. Larger students involved in serious fight

b. Serious weapons on the bus

c. Student attempting physical harm to driver or student(s)

d. Persons boarding bus, refusing to de-board or threatening students or driver

e. Drugs on the bus

1. Pull over immediately. Radio Bus # and exact location.

2. Student Management Officer or Supervisor will meet the bus as soon as humanly possible. Police are called to remove perpetrator(s) in handcuffs.

3. Driver should endeavor to protect uninvolved students' safety as well as his/her own.

If a driver deems it necessary to use a code 4, DO NOT leave the location or change your mind.

E. Student Management Principles and Procedures for Parent Contact

1. Principles of Parent Contact - Drivers should always be courteous and professional in the establishment of a good relationship with parents. If you have

shown parents that you care about the welfare and safety of their children, they will be much more supportive when you approach them with behavior problems.

a. Never argue or lose your temper with parents.

b. Avoid discussing discipline problems through the open door of a bus at the bus stop. Politely explain that you have a schedule you must keep and that you will

call them when you return to the Transportation Offices. Follow up on all calls you promise to make.

c. When discussing a situation with a parent that involves more than one student (such as a fight),

Never disclose the name of a student(s) that is not the legal responsibility of that parent.

d. Avoid calling parents for every problem. Handle the situation on your own or with the assistance of a Student Management Officer or the Assistant Director.

2. Procedures of Parent Contact - The following format is provided to assist in making parent contact when issuing Safety Reports (warnings and suspensions)

for unsafe behavior on your bus. Think through the way in which you will elicit parental support before you place your call. Having a plan of action will enable you

to clearly and firmly communicate to parents what you expect them to do. Be prepared.

a. **Warning Call**

1. Introduce and identify yourself: "*Mr. Doe, my name is Mary Smith and I am Johnny's School Bus Driver.*" Communicate in an assertive, courteous manner.

Address parents formally using Mr. or Mrs. Do not call the parent by his or her first name.

2. State the purpose of your call and enlist parental support: *"Ms. Jones, the purpose of this call is to inform you of an unsafe incident involving your son, David,*

on the bus and to enlist your help and cooperation."

3. Describe unsafe behavior. Be brief and direct: *"David will not stay seated; Vanessa is pushing and tripping other students."*

4. Inform parents of consequences: *"Please speak to David about this unsafe behavior Further unsafe behavior will result in a loss of bus privileges."*

5. End conversation on a positive note: *"I feel that with your cooperation we can prevent this from happening." "I'm sure we can work this out."*

"I feel confident that the situation will be solved."

b. **Suspension Call**- Drivers must receive approval and confirm suspension dates with Student Safety Coordinator or Assistant Director BEFORE CONTACTING PARENTS.

1. Introduce and identify yourself as you would in a warning call.

2. State the purpose for your call - *"Ms. Smith, I'm calling to notify you of further unsafe inappropriate behavior involving David."*

3. Describe unsafe behavior. Be brief and direct. *"David was throwing pencils on the bus."* - *"David was fighting on the bus."*

4. Inform parents of consequences - *"According to our records, David has already received a warning that further unsafe behavior would result in a loss of bus privileges.*

At this time, David is suspended from the bus for _____ days beginning _____. He will be allowed to re-board the bus on _____."

5. End the conversation on a positive note. *"When David re-boards the bus, I will do all I can to help him have a safe and enjoyable experience."*

SAFETY REPORT FLOWCHART

1st Violation = Warning

2nd Violation = 3-day Suspension

3rd Violation = 5 day Suspension

4th Violation = 10-day Suspension

5th Violation = 30-day Suspension

6th Violation = Indefinite Suspension

SEVERE CLAUSE: AUTOMATIC

SUSPENSION - DATES DETERMINED

BY STUDENT MANAGEMENT OFFICER

OR ASSISTANT DIRECTOR

Gene Holloway

Director of Transportation

Denton Independent School District

940-369-0097

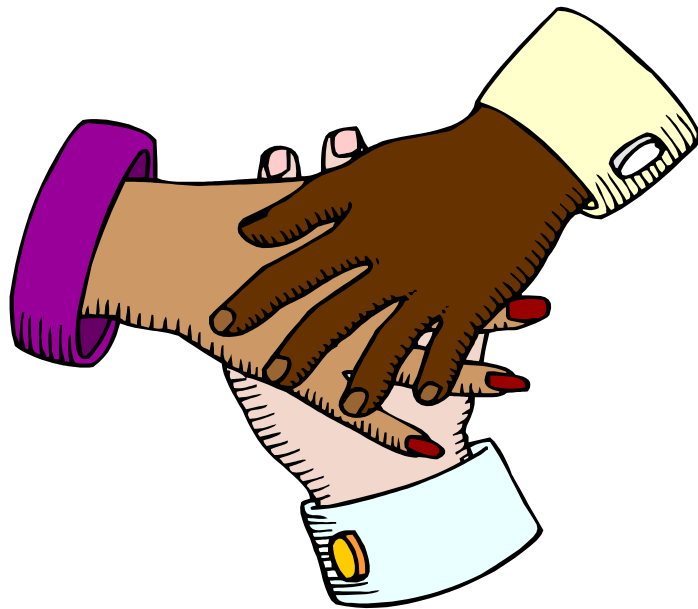Denton ISD Transportation ....Where the word "TEAMWORK" means something!!!!

Safety * Service * Leadership * Professionalism

DENTON INDEPENDENT SCHOOL DISTRICT
Mildred Hawk Elementary School
2300 Oakmont Corinth, TX 76210

BULLY BUSTERS

Program

BULLY BUSTERS

Table of Contents

The Definition of Bullying

Bullying can be defined as repeated physical or psychological intimidation that over time creates a pattern of abuse and harassment.[1] Bullying is any condition or act that creates a climate in which individual students and/or teachers feel fear or intimidation. One anti-bullying group describes three types of bullies:

- *Physical bullies* hurt people and/or property.
- *Verbal bullies* use humiliating, insulting comments. In contrast to physical bullies, they often go undetected.
- *Relational bullies*, often girls, influence their peers to reject or exclude another child.[2]
- *Written or Implied Threats* are also considered bullying behaviors.

Physical bullies as well as their victims are usually males.[3] Female bullies resort to more "rational" verbal and manipulative tactics. Bullies often come from homes where punishment is physical and parents are emotionally distant or uninvolved. Bullies do view the world as threatening, often misinterpreting others' behavior.[4] Research does not generally support the theory that bullies suffer from low self-esteem.


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[1] Batsche, G.M & Knoff, H. M. (1994) *Bullies and their victims: Understanding a pervasive problem in the schools*: School Psychology Review, 23 (2), 165-174.

[2] Bully B-'Ware Productions. (1999) *More information on bullying*. [See: http://www.bullybeware.com or call 1-888-552-8559.]

[3] Banks, R. (1997). *Bullying in Schools*. ERIC Digest ED407154. Champagne, IL:ERIC Clearinghouse on Elementary and Childhood Education.

[4] National School Safety Center (1993) *School bullying and victimization: NCSS Resource Paper*. Malibu, CA: Pepperdine University.

Features of Bullying
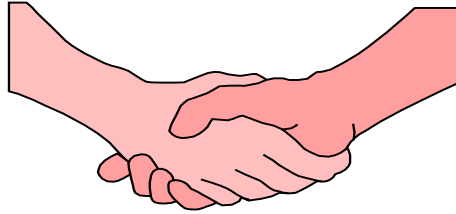
Three common features of bullying are:

- ➢ It is deliberate, hurtful behavior.

- ➢ It is repeated over a period of time.

- ➢ It is difficult for those being bullied to defend themselves.

HOW TO INVOLVE STUDENTS IN THE "BULLY BUSTERS" PROCESS

In communicating with the students, the following information should *continually* be stressed:

- Your administration and faculty want nothing less than to run a school that is free of threats, violence and aggression. Physical and/or verbal harassment will **never be tolerated.**

- We, as adults, would not tolerate working in an environment that condones harassment. We want our workplace to be safe; and you, as students, should never tolerate anything less than a safe, violence-free school.

- Never feel that you have to deal with bullying alone. If you do not feel safe, you need to tell us so that we can help.

- If something is bothering you, it is a good idea to let an adult know what is going on.

- Tell us if you are worried about a friend or someone in your class. Do not worry or feel bad about asking for help from an adult.

- We want to hear from you because your suggestions are valuable. You are in a better position to know this school and what goes on in it than we are.

- You hold a key to the success of the program.

USING SCHOOL-LEVEL AWARENESS AND INVOLVEMENT TO HELP STUDENTS IN REPORTING BULLYING

Your School wants to . . .

- Provide an environment that is safe for *all* students.   When a bullying incident is reported, services will be provided to the victim and the bully. It is our every intention to create an atmosphere where you will not fear being bullied again. In order to accomplish this we want to work with everyone involved in the problem.

- Provide a process that is safe and confidential so that you feel free to approach a teacher, guidance counselor, and/or administrator about a bully. The following should be clear:

  How are the students to report?
  - Give detailed information
  - Give the name of the location and the time the incident occurred
  - Give the names of the people involved in the incident

  To whom are the students to report?
  - Administration
  - Staff member
  - Guidance Counselor
  - Parent (Parents, in turn, should contact school.)

  When and where are the students to report?
  - Students should find an appropriate time to report a bullying incident to any of the above-mentioned persons. (In certain cases, they may need to request permission to leave and speak to a particular individual.)
  - Students may submit information in written form to the *"Bully Busters Box"* that will be located in or near the main office.

  - **We guarantee that information given to us will be held with the utmost confidentiality.**

- Help you understand that if you report an incident of bullying, you are not a snitch, a nark, or a tattletale. This is the belief that is felt by the administrators, teachers, bus drivers, parents, and other students.

CONSEQUENCES FOR BULLYING

BEHAVIOR

First Offense-Classroom

- Discussion with victim
- Discussion with child about the bullying behaviors
- Identify the anti-social behavior
- Handled at the Classroom Teacher level (refer to pgs 9-13)
- Teacher takes child through a discussion process and issues a warning that another instance will be referred to guidance counselor and then to administration.
- Child who chose to bully should acknowledge and make amends or an apology for hurtful actions.
- Contact Parents
- Make sure student is aware that he/she is being documented in The Red Folder.

Second Offense-Counselor

- Discussion with victim
- Discussion with bully
- Identify the anti-social behavior
- Bully should acknowledge and make some kind of amends or apology for hurtful actions.
- Referral to conference with guidance counselor
- Document second offense in The Red Folder and give a copy to administration. Make sure student is made aware of documentation and that administration has been notified.

Third Offense-Committee

- Discussion with victim
- Discussion with bully
- Bully should acknowledge and make amends or an apology for hurtful actions.
- Identify the anti-social behavior
- Level 1 Star Team Referral – Conference with parent, teacher, child, and guidance counselor.
- Document third offense in The Red Folder and give a copy to administration. Student should be made aware of documentation.

Fourth Offense-Office

- Discussion with victim
- Discussion with bully
- Identify the anti-social behavior
- Parent(s)/Guardian(s) notified
- Possible enrollment in "bully buster" or "victims" guidance group
- Two days of in-school suspension or action appropriate to the student's past disciplinary history in accordance with Denton ISD's code of conduct.

Fifth Offense-Office

- Discussion with the victim
- Discussion with the bully
- Identify the anti-social behavior
- Office Referral
- Parent(s)/Guardian(s) notified
- Referral to outside agency, i.e., Juvenile Aggression Management, LPC…
- School suspension or action appropriate to the student's past discipline history in accordance with Denton ISD's code of conduct.

Continued 'bullying' beyond a fifth offense may result in action with the juvenile authorities and/or possible placement in alternative educational setting in accordance with Denton ISD's code of conduct.
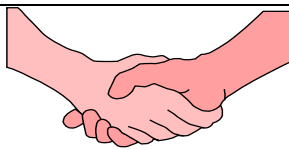
When someone hurts you, it's normal to feel angry. You might even want to get back at the person by hurting him or her. But you can choose not to do that. You can do one (or more) of these things instead:

- STOP and THINK. Don't do anything right away. Consider your options. Think about what might happen if you try to hurt the other person.

- Know that what you do is up to you. You can decide. You are in charge of your actions.

- Tell yourself, "It's okay to feel angry. It's not okay to hurt someone else, even if that person hurt me first".

- Tell the person, "Stop that! I don't like that!"

- Keep your hands to yourself. Make fists and put them in your pockets.

- Keep your feet to yourself. Jump or dance or stomp.

- Walk away or run away.

- Tell the person how you feel. Use an "I" message. *Example:* "I feel angry when you hit me because it hurts. I want you to stop hitting me."

- Take a deep breath, then blow it out. Blow your angry feelings out of your body.

- Find an adult. Tell the adult what happened and how you feel.

- Count slowly from 1 to 10. Count backwards from 10 to 1. Keep counting until you feel your anger getting smaller.

- Think cool thoughts. Imagine that you're sitting on an iceberg. Cool down your hot feelings.

- Think happy thoughts. Think of something you like to do. Imagine yourself doing it.

- Treat the other person with kindness and respect. It won't be easy, but give it a try. This will totally surprise the other person, and it might end the conflict between you.

- Draw an angry picture.

- Sing an angry song. Or sing any song extra loud.

- Remember that getting back at someone never makes conflict better. It only makes it worse.

- Take a time out. Go somewhere until you feel better.

- Find a person to be with.

- Know that you can do it. You can choose not to hurt someone else. It's up to you.

4 STEPS TO AN "I" MESSAGE

Always start with "I", not "You". "I" puts the focus on your feelings, wants, and needs. "You" puts the other person on the defensive.

1. Clearly and simply say **HOW** you feel.

"I feel_____"   *Example:* "I feel angry."
"I'm _____"   *Example:* "I'm upset."

2. Clearly and simply say what you **DON"T LIKE.**

"I don't like it when you _____" *Example:* "I don't like it when you call me names."
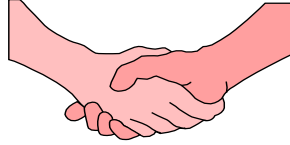
3. Clearly and simply say **WHAT YOU WANT**.

"I want you to stop calling me names." "I want you to stop tripping me."

5. Clearly and simply say **WHAT WILL HAPPEN** if you can't work it out..

"I want you to stop calling me names and if you don't stop I will tell an adult."

8 STEPS TO CONFLICT RESOLUTION

1. Cool down. Don't try to resolve a conflict when you're angry (or the other person is angry). Take a time out or agree to meet again in 24 hours.

2. Describe the conflict. Each person should tell about it in his or her own words. No put downs allowed! *Important:* Although each person may have a different view of the conflict and use different words to describe it, neither account is "right" or "wrong".

3. Describe what caused the conflict. What specific events led up to the conflict? What happened first? Next? Did the conflict start out as a minor disagreement or difference of opinion? What happened to turn it into a conflict? *Important:* Don't label the conflict either person's "fault".

4. Describe the feelings raised by the conflict. Again, each person should use his or her own words. Honesty is important. No blaming allowed!

5. Listen carefully and respectfully while the other person is talking. Try to understand his or her point of view. Don't interrupt. It might help to "reflect" the other person's perceptions and feelings by repeating them back. *Examples:* "You didn't like it when I called you a name." "Your feelings are hurt." "You thought you should have first choice about what game to play at recess." "You're sad because you feel left out."

6. Brainstorm solutions to the conflict. Follow the three basic rules of brainstorming:

*   Everyone tries to come up with as many ideas as they can.
*   All ideas are okay.
*   Nobody makes fun of anyone else's ideas.

❖   Be creative. Affirm each other's ideas. Be open to new ideas. Make a list of brainstormed ideas so you're sure to remember them all. Then choose one solution to try. Be willing to negotiate and compromise.

7. Try your solution. See how it works. Give it your best efforts. Be patient.

8. If one solution doesn't get results, try another. Keep trying. Brainstorm more solutions if you need to.

If you can't resolve the conflict no matter how hard you try, agree to disagree. Sometimes that's the best you can do. Meanwhile, realize that the conflict doesn't have to end your relationship. People can get along even when they disagree.

STEPS FOR MEDIATION
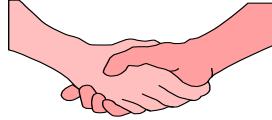
- **INTRODUCTION**

    - Introduce yourself as a mediator.
    - Ask those in the conflict if they would like your help in solving the problem.
    - Find a quiet area to hold the mediation.
    - Ask for agreement to the following:
        - Try to solve the problem
        - No name calling
        - Let the other person finish talking
        - Confidentiality
- **LISTENING**

    - Ask the first person "What happened?" Paraphrase.
    - Ask the first person how she or he feels. Reflect the feelings.
    - Ask the second person "What happened?" Paraphrase.
    - Ask the second person how she or he feels. Reflect the feelings.

- **LOOKING FOR SOLUTIONS**

    - Ask the first person what she or he could have done differently. Paraphrase.
    - Ask the second person what she or he could have done differently. Paraphrase.
    - Ask the first person what she or he can do here and now to help solve the problem. Paraphrase.
    - Ask the second person what she or he can do here and now to help solve the problem. Paraphrase.
    - Use creative questioning to bring disputants closer to a solution.

- **FINDING SOLUTIONS**

    - Help both disputants find a solution they feel good about.
    - Repeat the solution and all of its parts to both disputants and ask if each agrees.
    - Congratulate both people on a successful mediation. Shake hands.

HOW CAN WE KEEP OUR SCHOOL BULLY FREE?
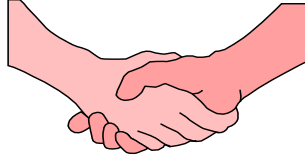
Avoid Bullies	**Walk away**
Act confident	**Say, "Stop it!"**
Look confident	**Say, "Leave me alone!"**
Be observant	**Say "Whatever!"**
Tell a friend	**Use humor**
Tell an adult	**Use "I" messages**
Be assertive	**Travel in a group**
Stay calm	**Join a group**
Keep a safe distance	**If you're in danger, run for help**

ACKNOWLEDGEMENTS

Denton ISD wishes to thank the following people and institutions whose assistance and information made this program possible. Their unwavering care and love for children will help to keep our students safer and happier.
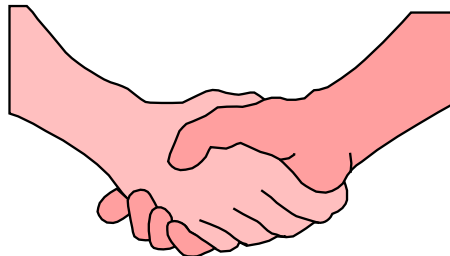
Campus Name: Evers Elementary

Counselor: Dr. Jane Smith

2009-2010 Accountability Project

Goal and purpose: To determine the effect of <u>Steps to Respect</u> and <u>Bully Busters</u> programming on student behavior in terms of number of referrals to the office for disciplinary offenses involving bullying.

Alignment to Campus Improvement Plan: To reduce number of office referrals for disciplinary offenses involving bullying.

Timeline: August 25, 2009 through May 15, 2010

Data collection: A running record will be kept of discipline referrals and Bully Busters reports for students in grades 4 and 5.

Description of Project: Bully Busters and Steps to Respect Guidance Lessons will be taught monthly in the Fall 2009 to students in grades 4 and 5. Bully Busters reports and Office Referrals will be collected through May 15 and tallied to determine whether a reduction is noted from the previous year's reports in 2008-2009.

Campus Name Lee Elementary
Counselor(s) Susan Washá and Michael Paz

09/10 Accountability Project Progress Report

1. State your goal and purpose; how is your project aligned to the CIP (campus improvement plan)?

Goal: After implementation of the new Lee Bully Buster Program it in now a goal to not receive more than 3 "bullying" incident referrals in the office per classroom every six weeks. Also, in each classroom Red Bully Logs were implemented and our goal is to not have more than 10 entries per grade level every six weeks.

How Project Aligns to the Campus Improvement Plan:

In the Campus Improvement Plan it states Lee will implement campus wide procedures for positive behavior as part of our PBS plan. It also states students will be focusing on positive behavior and anti-bullying. Staff will be provided with tools and opportunities to enrich their knowledge on anti-bullying and character education.

Description of Project:

Copies of the referrals given for "bullying" incidents that go to the Assistant Principal will be given to the School Counselor(s) to be monitored and examined. Also, the teachers will share their Red Bully Logs every six weeks with the School Counselor(s) in order to be examined for patterns and strategies to be given to help stop bullying in the classroom. This will all help evaluate the new Bully Prevention Plan that is being implemented from last year's accountability project which showed a need for an Anti-Bullying Plan. As always conferences with teachers and other Lee Staff will be taken into consideration as well.

Campus Name Lee Elementary
Counselor(s) Susan Washá and Michael Paz

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2. List or Describe the Counseling Strategies you are applying to achieve the goal:

- **Guidance in classrooms: Character Education (Core Essentials) and Anti-Bullying Strategies**
- **Teacher education on Anti-Bullying and strategies through staff development.**
- **Red Bully Log-Documenting different levels of bullying and the victims of the bully.**
- **Positive Reinforcement with certificates, recognition, Chickfila free meal coupons and verbal encouragement.**
- **Individual, Group, Activity, and Play Therapy will be offered to the students referred by teachers or parents.**
- **Self- referral forms are available at all times outside the counselor(s) offices.**
- **Two assemblies for students focusing on positive behavior and anti-bullying**
- **A Bully Buster Program developed and organized in a handbook form for the teachers.**

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3. Summarize the results you have achieved so far.

- **Results to this point (what is the data you have collected so far showing?)**

  As of 11/2/2009 we only have one "bullying" office referral which is great compared to 25 "bullying" office referrals last year at this time. We have only a few entries per teacher in the Red Bully Folder.
  K-2, 1st-0, 2nd -5, 3rd-8, 4th-2, 5th-0 (Entries in Folder)
  2nd-1 Office Referral for Bullying

- **Timeline: Mark the point you feel you are now on the line below and add the date you will collect and analyze final results**

  Sept. 09_____*_____May 10
  Goal Identified   projected end date?

- **Mid point adjustments? If you have made or intend to make any changes to your project, please describe them below:**

  Emphasis "Bullying" behaviors and how they are a repeated offense to the teachers.
  Encourage documenting in the Red Bully Log after the incident not days after. (While memory is fresh)

4. **What are your conclusions/projections at this point?**
   - **Conclusions/Projections:**

     The only projection right now is that Bullies are being identified faster and teachers are documenting them. With this in mind it would seem that the bullies are receiving help faster. (Teachers/Counselors are intervening with techniques, strategies, guidance lessons, and character education early before it escalates.) This is leading to less "bullying" referrals to the office level.

   - **Report (to whom and how will you report?):**
     Our reports go to Laura Rodriguez (Lee Principal), Talle Gomez (Lee Assistant Principal), and Melanie Lewis (District Counseling Director). We will report in data and written form through attachments in email. Also, in the counseling meetings with the Principal and Assistant Principal we will give a hard copy of the information.

   - **Impact on your campus and your planning?**
     This will help in evaluating the new Bully Prevention Plan implemented this year. It will also help in planning guidance lessons and campus wide assemblies needed to help prevent Bullying.

Campus Name Lee Elementary
Counselor(s) Susan Washá and Michael Paz

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Counselor(s) Susan Washá and Michael Paz

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Campus Name Lee Elementary
Counselor(s) Susan Washá and Michael Paz

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McMath Middle School
Guidance Curriculum RESULTS REPORT 2008-2009
Curriculum Unit: Bullying & Managing Our Behavior

Grade Level	Guidance Lesson Content	Curriculum and Materials	Number of Guidance Lessons delivered in what class or subject	Project Start / Project End	Process Data: (Number of students impacted)	Perception Data: Pre and Post Test or Activity or Student Data (What they learned, believe, think or can demonstrate)	Results Data: How did students' behavior change because of the lesson? (Improved behavior, attendance or achievement)	Implications (So what does the data tell you?)
6th grade	Bullying	Teachers who play musical instruments and sing (guitars, violin). The book "Don't Laugh at Me." Song handouts, "Don't Laugh at Me." The "Bully Box."	3 Classroom Guidance Lessons over Bullying in each 6th grade history class.	August 2008 - May 2009	300	**Pre/Post Assessment** Students believe there is bullying going on in different areas of the school, and that they have a voice and know how to stop bullying happening to them and others. Pre: 74% Post: 92% **Activities:** 92% of students know that they need to either stop bullying, or help someone who is being bullied. 92% know how to tell an adult about being bullied, and extreme the consequences of bullying.	Counseling System Report: 6-8 Students contacts because of student bullying issues have decreased. 2007-2008: 57 contacts from previous counselors 2008-2009: 24 contacts from this counseling team	CounselingDept: Results report shows a greater decrease in % of student contacts because of bullying problems according to the previous year. Numbers suggest that a concentrated effort on bullying and managing personal behavior earlier in the school year will help better manage the safety of the entire student population.
7th grade	Helping others and standing against bullying	Video clip about "Bullycide." Wooden hearts, nails, and hammer. Paper hearts.	3 Classroom Guidance Lessons over Bullying in each 7th grade history class.	August 2008 - May 2009	261	**Pre/Post Assessment** Students believe that they have a voice and know how to stop bullying from happening to them and others. Pre: 82% Post: 98% **Activities:** 98% of students know that they need to either stop bullying, or help someone who is being bullied. 98% know how to tell an adult about being bullied, and extreme the consequences of bullying.		

School: _____McMath Middle School_____

Counselors: _____Mary Arndt and Katie Wallace_____

Principal's Signature:_____

Date: _____6/17/2009_____

Campus Name _Strickland MS_____
Counselor(s) Baskin, Smith, Hathaway

09/10 Accountability Project Report - March 2, 2010

1. State your goal and purpose; how is your project aligned to the CIP (campus improvement plan)

WIG: A school climate will be provided that is safe, orderly and well maintained.

Your Goal: To reduce the misperception that bullying behaviors are acceptable.

How Project Aligns to the Campus Improvement Plan: Implement school-wide bullying prevention program

Description of Project: Using a local online survey in October followed by a social norms marketing campaign, we will reduce the misperception that bullying behaviors are acceptable. A second online survey will be given in May to measure the outcome.

Through the Rachel's Challenge program and classroom guidance, we will work with the staff and students to emphasize the preference of non-bullying behavior.

The counselors will work with certain individual students to help them develop skills to resist or successfully handle teasing and bullying.

The counselors will also work with other individual students to teach them to relate to their peers without bullying behaviors.

Campus Name _Strickland MS_____

Counselor(s) Baskin, Smith, Hathaway

2. List or Describe the Counseling Strategies you are applying to achieve the goal:

Social norms marketing campaign
Plan and host the Rachel's Challenge assembly, FOR meetings , and RC community projects.
Choose to Care
Classroom guidance
Teacher training –9 Essential Skills for the Love and Logic Classroom
Individual and group counseling
Motivational assemblies
Chain of Kindness
Bullies2Buddies strategies

Campus Name _Strickland MS_____
Counselor(s) Baskin, Smith, Hathaway

3. Summarize the results you have achieved so far.

- **Results to this point (what is the data you have collected so far showing?)**
  - **The Choose to Care Survey from May, 2009 results were 31.21% of students reported that bullying is not a problem in our school which was down from 37.37% in 2008. However, 49.71% reported that bullying "has hurt my friends or others I know, but not me".**
  - **We implemented the social norms bullying survey in November with results that indicate that 72% of students never bully anyone else and 65% of students are never bullied. We will use this information to mount a social norms campaign for NEXT year utilizing announcements and posters.**
  - **In addition, we mounted 2 major fund raising campaigns sponsored by Friends of Rachel for Operation Smile and Hungry Kids in Haiti; and Hearts for Haiti Earthquake Relief. All money was raised by students from students for a total over $1500. These students were recognized heartily by their peers at our awards assembly in February.**
  - **Administrators and Counselors have a system for dealing with bullying students to include an "Anti-Bully Contract" and administrative consequences. Out of 15 contracts signed so far this year, only 1 has returned to the office with a bullying complaint.**

4. What are your conclusions/projections at this point?
- **Conclusions: While bullying is still an issue at SMS, our surveys and results are indicating a lessening of incidents as well as the willingness of students to report (our survey showed that of students who reported a bullying incident to someone, 24% say that the situation got better as opposed to 8% who say it got worse – the rest reported no bullying or not reporting at all (13%))**

- **Report (to whom and how will you report?): Principal, Staff and Students through sharing of the survey results regarding bullying.**

- **Impact on your campus and your planning?**

  - **We will add a social norms marketing campaign to help students become aware of the real issues of bullying.**
  - **We will continue with the Rachel Challenge program with more emphasis on the Chain of Kindness project, community projects and violence awareness.**
  - **We will continue the Choose to Care reporting system.**
  - **Classroom guidance and counseling strategies will focus on healthy student response to bullying/teasing in addition to awareness and incident reporting.**

Denton High School
An International Baccalaureate World School
"In the Ultimate Pursuit of Excellence in Education"

Bullying Report Procedures

When there is a report of bullying on campus:

1. The appropriate Assistant Principal will conduct an investigation to include reports from the alleged bully victim, the accused bully, and any witnesses and contact SRO.

2. After the investigation:

    a. Whether confirmed or not the following will occur:
    - Contact Parent of the alleged bully victim
    - Contact Parent of accused bully
    - Referral to Student Assistant Counselor and/or LSSP
    - Referral to PALS for student mediation
    - Contact SRO with information regarding incident

    b. Due Process for Discipline to include:

    - Verbal Warning
    - Detention
    - Saturday School
    - ISSC
    - Suspension
    - DAEP

    c. Subsequent bullying incidents will result in more severe penalties.

Monitoring Plan:

Teachers are in the halls on duty prior to the school day starting

Teachers and Administrators are in hall during passing periods

Administrators have lunch duty daily

Teachers and Administrators have after school duty throughout school and in bus lane.

YOUR CAMPUS NAME: **Report Form for Allegations of Bullying**

Name of Person making the report: _____ Date of Report: _____

Your Role: ___ Student ___ Parent ___ Teacher/Staff ___Bystander/Witness

When did this happen: (Date/Time of day) _____
  ___ Single Incident ___ Series of Incidents ___ Not sure

Are there immediate safety needs? _____ Yes _____ No
(If yes, send student(s) to the office for prompt attention, or call for assistance.)

Person(s) bullied and Grade/Homeroom: _____

Bystanders/Witnesses: _____
_____

Where did the incident occur?
___ Restroom   ___School Event   ___ In transit to/from
___Classroom   ___ Extended Day   School
___ Hallway   ___ Parking Lot   ___ Computer Lab
___ Dressing/Locker room ___ Cafeteria   ___ Internet
___ Bus   ___ Auditorium   ___ Cell Phone
___ Bus Stop   ___ Lecture Hall   ___ Other (add below)
___ Playground/Athletic field   _____

Description of the bullying behaviors: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
(use the reverse of this form if additional room is needed)

Specific concerns: (check all that apply)

Physical ___ Emotional ___ Relational ___ Cyber Bullying ___ Bus Issues ___

Fear of Retaliation___ Damaged Clothing or Property ___ Other _____

Who was informed? ___ Teacher ___ Administrator (name _____)
Student Resource Officer ___   ___ Counselor (name _____)
Other _____

TIPS FOR PARENTS AND EDUCATORS ABOUT BULLYING

Definition: Bullying is aggressive behavior that is intentional, repetitive and involves an imbalance of power and strength between the bully and the target of bullying. Parents and students are sometimes reluctant to report bulling for a variety of reasons. Denton ISD wants school to be a safe place for all students and is providing this form so that you can report any incidents that appear to fit the definition of bullying. Please return this form to the principal's office.

How can I support my child if he or she is bullied?
In the event of major issues such as physical assault, call the police for assistance immediately. If bullying is occurring outside of school, interventions that the school can provide may be very limited, but do contact an administrator or counselor so they are aware of problems that could show up in school or at school events. If you believe your child is the target of bullying behaviors at school, it is essential that you report that to an administrator or counselor and request to fill out this form as completely as possible so that the school can intervene. In addition to disciplinary plans described in the Student Code of Conduct, campuses counselors provide responsive services to help students deal with crisis and guidance for problem solving and decision making. The student resource officer on campus may be another resource to help address safety issues.

What if my child is in an abusive friendship with someone who hurts him or her? Both girls and boys sometimes get into friendships with someone who uses that relationship as a way of exerting control over them. That imbalance of power can sometimes lead to relational aggression or dating violence—an extreme type of bullying behavior. The best way for young people to protect themselves from hurtful and unhealthy relationships is to move on to other friendships, knowing that a real friend doesn't hurt you.   Keeping communications open with your child is the most important thing that a parent can do.

What should my child do if bullied at school? Fighting is never a good way to solve problems. The best deterrent is adult authority. Students who feel threatened at school should immediately ask for help from teachers, coaches, counselors, and/or the student resource officer. Teach your children that reporting school violence or bullying is not "tattling." Bystanders play an important role in bullying because students who observe and do not report bullying contribute to its existence by providing an audience. Help your child understand that despite what we see and hear in the media, victimization is not entertainment. Please partner with us to help our children learn effective ways of social interaction that demonstrates respect for one another at home, in the community, and in school.

For more information about bullying and what you can do to prevent it, please see the following:

http://www.stopbullyingnow.hrsa.gov/adults/default.aspx

http://www.stopbullyingnow.com/

The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can help Break the Cycle of Violence by Barbara Coloroso

What is Bullying?

- A form of physical and/or social abuse

- Aggressive behavior that intends to cause harm, humiliation, or distress.

- Usually is repeated over time.

- Occurs in a relationship where there is an imbalance of power or strength.

What's in your neighborhood?

Bullying in our School

- Almost 1/3 of students do not feel safe
- More than half have seen a physical fight
- Almost half have heard threats of physical injury
- Almost half have heard threats about killing
- About 1 in 10 have been attacked

What Bullies Do

- Push and shove
- Stand too close
- Make threats
- Spread rumors
- Gossip
- Call names
- Send hateful text messages
- Give dirty looks
- Give the cold shoulder, the silent treatment
- Leave people out

What's it all about

It's all about power and control

- Bullies come from homes filled with anger and arguing.
- May have temper dysregulation disorder
- They have poor personal boundaries.
- Looking for recognition, attention
- Want to be popular
- Fear of differences, small sense of security
- Motivated by envy, resentment
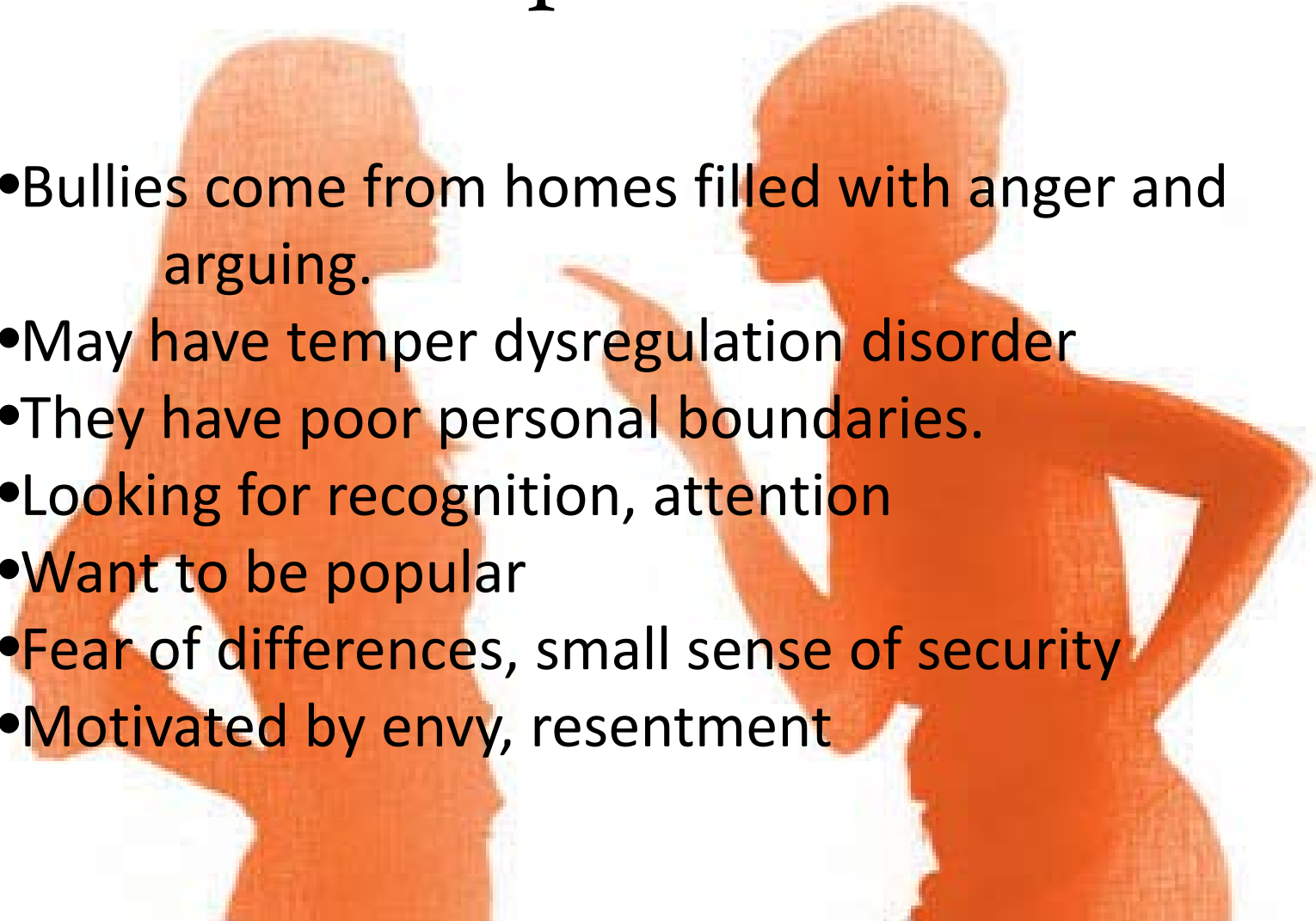
What Happens to Bullies?

- Be injured in a fight
- Steal, vandalize property
- Drink alcohol
- Smoke
- Be truant, drop out of school
- Poor academic achievement
- Carry a weapon
- Have a criminal record

Are you a bully?

Stop it!

Hurting others should never make you feel good.

Ask yourself, "How am I treating the world?"

Think about how you make others feel.

Think about how others perceive you and your behavior.

Talk to an adult about the problem.

What about the victims?

- Hurt physically and emotionally
- Socially isolated, lonely
- Angry
- Afraid to come to school
- Stress-related illnesses
- Eating disorders

One Mom's Story: The bullies teased her about having it all, a loving family, nice home, she was a varsity cheerleader and had a handsome boyfriend. These girls threw things at her in classrooms , chased her into the restrooms and told her if "it" didn't happen inside of school it would outside of school. A group of girls followed her home from Homecoming in 2005 and threatened her in front of our house.

This is the kind of bullying my daughter had to endure. My daughter didn't want to go to school, her grades dropped drastically, she became severely depressed.

Desiree Nicole Dryer
1989-2006

 I did not know that the bullying was the cause; if only I had known then what I know now, if only I had known that all the signs she portrayed were signs of being bullied, which lead her to depression, which in turn led her to suicide.

Maria Herrera   1996-2008

Monday, April 14, 2008 was a heartbreaking day for a family, who had to bury their 12-year-old daughter.

The young girl took her own life, and her family says she decided to commit suicide because she was bullied at school.   "They used to beat her up, they used to harass her, curse at her, call her 'train tracks' because she had braces, they used to cut her hair..."

Maria's mother found her hanging by a belt in a closet of their home last week. She died later at the hospital.

Research shows that girls who are frequently victims of bullies were 32 times more likely to be depressed and 10 to 12 times more likely to think about or attempt suicide compared to girls not affected by bullying.

What to do if you witness bullying or if you are bullied.

- Tell an adult
- Stand up to the bully if you are in a safe place
- Give your permission to the bully
- Ignore the bully, walk away, don't look back
- Don't reply to online or text messages
- Get involved in school activities where you can meet new friends
- Stick up for others

Don't

- Bully back, retaliate
- Think it's your fault
- Ignore it for very long, it won't go away
- Don't think of yourself as a tattle-tale; reporting abuse is not tattling.
- Avoid school
- Hurt yourself

We're all in this together.

Bullying? In my school?

What is "bullying?"

*Bullying in basic form is disrespect, meanness and mistreatment towards a classmate/fellow student.

*Bullying is NOT teasing! Teasing is usually not hurtful or intentionally unkind. Teasing is always mutual (both parties agree, find it funny or amusing).

*Bullying can initially look like harmless teasing but cross over to being hurtful. If it is harmful or hurtful to the recipient, it is no longer teasing!

Bullying is...

- A type of violence
- Intimidation- attempting to frighten or force someone (against a student's will)
- Intentionally tormenting a student
- Name calling, malicious put-downs, insults
- Repeated harassment and/or abuse
- Repeated threats or actual violence
- Verbal, physical or psychological abuse

The bully profile

- **Seeks to intimidate a student or others (by making them feel less than)**

- **Seeks to have power (through force) over a student or others**

- **Seeks to embarrass a student or others**

- **Seeks to instill fear in a student or others**

What's up with the bully?

- **The bully may be looking for:**

  – **Ways to feel important**

  – **Ways to feel popular**

  – **Ways to get attention**

  – **Ways to feel in control**

  – **Ways to feel included in a group**

  – **Ways to vent personal anger/hostility**

How can I tell?

- **There are 3 vital ingredients that make the recipe for a bullying incident:**
  - **Someone is being intentionally unkind, hurtful and or malicious towards a student or others**
  - **The treatment , behavior or interaction is Unwanted by the student (recipient)**
  - **The treatment continues to occur after the bully is asked to stop**

Bullying? In my school?

- **Statistically:**

  – Bullying is considered violence (whether indirect and subtle or outwardly aggressive)

  – 15% of all students (6th – 10th grade) have or will be bullied at some point

  – 40% -75% of bullying occurs during the school day

  – Bullying can be verbal, physical , psychological or any combination of the three

Forms of bullying

- Name calling, verbal put downs, hurtful rumors
- Threatening a student verbally or physically
- Taunting (poking fun at the expense of the student or recipient)
- Hitting, pushing , shoving, any aggressive physical contact
- Stealing or intimidating someone for money or possessions (Extortion)
- Ganging up on a student
- Fronting or putting a student on blast in a public place
- Rejection (shunning) socially isolating a student, not allowing a student to sit at particular table in the cafeteria

Just how do bullies do it?

- Through emails and social networking websites such as Facebook and MySpace, etc.

- Texting, text forwarding, instant messaging, etc.

- Publicly ganging up on a student

- Making unwanted verbal comments

- Making unwanted nonverbal gestures

- Rumors, whispers, and songs (ways the bully can be very creative)

Quick tips about bullying

- **What does a bully look like?**
  - He or she looks like every other student you see at school.

- **What does the student (recipient) who is bullied look like?**
  - He or she looks like every other student you see at school.

*** Remember bullying

-is intentionally unkind and malicious

-is unwanted by the student (recipient)

-continues to occur

How do I respond to bullying?

- Calmly tell the bully you don't like their behavior/actions towards you (this requires putting a lid on <u>your</u> anger or frustration)
- Walk away. If you are fronted or put on blast in a group setting, give yourself permission to WALK away
- Use the buddy system. Bullies love to catch their target alone or in vulnerable positions
- Avoid situations that give incentives for bullies to act out.
- IF the situation continues to occur, TELL AN ADULT!

Who can I talk to about bullying?

- **Parents**
- **Principals**
- **Teachers**
- **Counselors**
- **School Resource Officer, Officer Peterson**
- **Trusted adult**

OR

www.choosetocare.com

choosetocare.com

- Is a confidential website that students can access anonymously to report bullying (their identity is not revealed)
- The principal will get the information to investigate
- Therefore when making a report a student must ensure adequate information so an adult can investigate the matter
- False or malicious reports can be prosecuted

Points to ponder...

Every student has the right to attend school with dignity and respect.

Every student has the choice to behave with integrity (be honest, fair, and kind).

Bullying? In my school?

- **Resources and Acknowledgements:**
  - **U.S. Department of Health and Human Services**
  - **Center for Mental Health services**
  - **www.kidshealth.org**
  - **www.forkidsake.org**
  - **www.teachingtolerance.org**
  - **www.peaceworks.org**

This information has been presented to you by the GHS counseling team

Making Positive Choices… Online

Using MySpace, Facebook, Twitter, and other social networking sites wisely

Angela Breuer, M.Ed., LPC

Student Assistance Counselor

Crownover Middle School

Does what I do online really matter?

Absolutely.

Real Examples

Pennsylvania woman denied teaching degree from university because of MySpace photo

Job candidates get tripped up by Facebook/MySpace

13 year old commits suicide over MySpace hoax

Teen's charged after making fake MySpace page about assistant principal

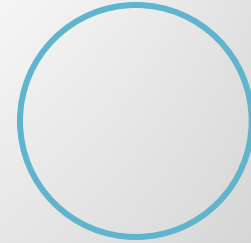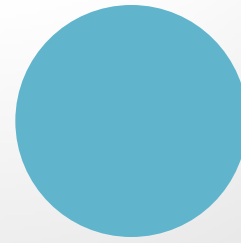Police arrest high school sophomore over bogus MySpace page

Parents getting in trouble due to their children posting online

MySpace and other social networking sites

What are they and are they really *that* bad?

What is MySpace?
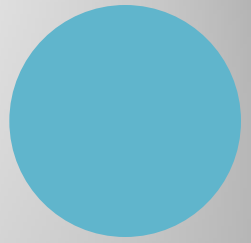
The premier lifestyle portal for connecting with friends and discovering popular culture.

Integrates web profiles, blogs, instant messaging, e-mail, music streaming, music videos, photo galleries, classified listings, events, groups, college communities and member forums to create a connected community.

Most widely used and highly regarded web domain of its kind.

Over 100 million members.

How do online social networks work?

Allows users to set up their own profile pages. 61% of teens have a personal profile on a social networking site.

Users personalize the look and content of their site.

Allows users to search profiles by specific interests, name, email address, and school.

Allows users to create "friends list".

Provides instant messaging and e-mail.

Serves as a blog hosting site.

Allows users to post event information and invite friends to a specific event.

Potential Dangers of MySpace, Facebook, Etc.

Possibility of setting up "fake" accounts, defamation/slander, lawsuits

100 million users means 100 million strangers

Underage users

Threats

Cyberbullying: "cruel, vicious, and sometimes threatening messages" posted or sent via the internet, cell phones, or other devices

Information: Public information is unprotected unless user sets profile to private. Private information is protected.

So what can you do?

STOP AND THINK before posting *anything* online.

If you can't post anything nice, don't post anything at all!

If something inappropriate is posted about you, tell an adult.

General Internet Safety Tips

Don't forget that sites such as MySpace and Facebook are public spaces. Don't post anything you wouldn't want the world to know. Avoid posting anything that would make it easy for a stranger to find you.

Don't trust strangers. Be careful about adding strangers to your friends list. Avoid meeting people in person whom you do not fully know.

Harassment, hate speech, and inappropriate content should be reported.

Don't post anything that would embarrass you later…including photos, comments on friends' sites, etc.

Don't mislead people into thinking that you're older or younger.

Internet Safety Resources

The following sites are all linked from MySpace. Links are located in the "Safety Tips" and/or "Tips for Parents" section.

Netsmartz.org

SafeTeens.com

WebWiseKids.org

BlogSafety.com

www.myspace.com/CommonSenseMedia

WiredSafety.org

GetNetWise.org

SafeTeens.com

Csn.org

BULLYING AND HARASSMENT IN OUR SCHOOLS

Over the past weeks bullying and harassment of school aged children have been forefront in the news and media. We recognize that bullying and harassment are preventable and are sending this notice to you today to provide support and information on the prevention of an event that has significant and adverse consequences. Our goal is for you to increase awareness in the district about this serious issue so current events can be stopped and future events prevented.

STATE LAW: The Texas Education Code, Chapter 37 Section 37.001, requires each independent school district in Texas to have a local policy that prohibits bullying, harassment, and making a hit list and ensures that district employees enforce those prohibitions; and provides, as appropriate for students at each grade level, methods, including options, for:

(A) managing students in the classroom and on school grounds

(B) disciplining students; and

(C) preventing and intervening in student discipline problems, including bullying harassment and making hit list.

Under the requirements of 37.001(a)(8), the school district is also required to have specific options developed under local policy that are appropriate to each grade level that provide for preventing and intervening in student discipline problems, including bullying, harassment, and making hit list. Under Texas Education Code, Chapter 25, Section 25.0342 a parent has an opportunity to transfer their child to another campus if their child has been determined by the school to have been bullied.

We recommend that you review the local policy on bullying and harassment. Make sure that all staff are aware of the policy and have current training on how to recognize and prevent bullying and harassment.

REPORTING: It is important for each student to report any bullying or threats to the nearest teacher or adult at school as soon as possible so school officials may take appropriate action. Additionally, teachers and adults in the school should be aware of how students are treating each other and to intervene when inappropriate behavior is recognized. It is important that your staff are well trained and ready to take the appropriate action. Further, students should feel comfortable to approach staff with their concerns.

RESOURCES:

A great resource is the school counselor who is trained to address the issues of bullying and harassment and to assist students and staff in dealing with the consequences.

http://www.education.com/topic/school-bullying-teasing This site includes a list of peer-reviewed articles related to bullying.

http://stopbullyingnow.hrsa.gov/adult/indexAdult.asp?Area=cyberbullying This site offers practical advice to students and parents about ways to respond to bullying at school.

http://www.oag.state.tx.us/criminal/cybersafety.shtml The Texas Attorney General's Office offers information about cyberbullying, dating violence, and other safety issues.

FACT SHEET This FACT SHEET was prepared by Arthur L. Coleman and Scott R. Palmer, Nixon Peabody LLP, Washington, D.C. For more information, they may be reached at 202-585-8000 or at www.nixonpeabody.com. *Created for distribution at Congressional Briefing on Bullying and Harassment Led by Congressman John Shimkus. March 23, 2004, 4:00 p.m.* # 2254769_v1

BULLYING AND HARASSMENT IN OUR SCHOOLS:

A FACT SHEET

BULLYING AND HARASSMENT ARE PREVALENT PROBLEMS WITH SIGNIFICANT, ADVERSE CONSEQUENCES. Our nations schools face longstanding challenges in preventing and effectively responding to instances of bullying and harassment. Bullying and harassment interfere with students abilities to learn and to achieve high standards. And bullying and harassment can lead to even greater school safety problems. As a matter of sound education policy for all students, no student should be subjected to bullying or harassment that interferes with the student's opportunity to learn, whether based on race, color, national origin, gender, disability, sexual orientation, religion, or other characteristics.

➢ Bullying is serious business. Once thought to be simply an unpleasant rite of passage, bullying can actually result in long-term social, academic, psychological, and physical consequences. *USED; see also NASBE; JAMA; AAUW.*

➢ An unfortunate reality in our nation's schools today is this: incidents of harassment and bullying are all too frequent—adversely affecting student learning and contributing to more violence in schools, and beyond. In short, bullying is a serious problem for youth in the United States, most frequently stemming from perceptions by youth that they do not fit in. *JAMA; see also Mass YRBSR.* The academic consequences of bullying include decreased interest in school, increased absences, and decreased concentration levels for students. Bystanders are also affected by bullying. Many lack a sense of mental and physical well-being. *NASBE.* Long-term effects associated with bullies include antisocial behaviors such as vandalism, shoplifting, truancy, and frequent drug use. *NASBE.*

➢ Significant numbers of students across the country are targets of bullying by their peers. A national survey of middle- and high-school aged youth entitled *Health Behavior of School-aged Children,* funded by the National Institute of Child Health and Human

Development, involved analysis of over 15,000 student responses in U.S. public and private schools. *NICHHD.* Among its conclusions:

- Almost 30 percent of the over 15,000 public school students surveyed reported occasional or frequent involvement in bullying; and
- Over 5.7 million youth are estimated to be involved in moderate or frequent bullying, nationally.

The U.S. Department of Education has cited to this survey, noting that bullying affects nearly one in every three American schoolchildren in grades six through ten. *USED.*

➢ Tens of thousands of students are still afraid to go to school because of teasing, harassment, and intimidation from other students. *NASBE; see also MassYRBSR.*

➢ Both girls and boys experience harassment: 83% of girls and 79% of boys report having experienced harassment. *AAUW.* Both physical and non-physical harassment are common: 76% of students have experienced non-physical harassment while 58% have experienced physical harassment. *AAUW.*

➢ Harassment and bullying occur in the early years.
- Over one-third of students who have been harassed report that they first experienced it in elementary school. *AAUW.*
- Students in the lower grades are generally more likely to be bullied than students in higher grades. E.g., in one federal survey, 14% of students in 6th grade reported being bullied, compared with 2% of students in 12th grade. *USED and USDoJ.*

THE AMERICAN PUBLIC IS CONCERNED ABOUT SCHOOL SAFETY AND SUPPORTS PROTECTION FOR ALL STUDENTS. The American public identifies school safety in general—and bullying and/or harassment in particular—as among the public school issues of most concern.

➢ The public is concerned about school safety. *Mass YRBSR.*

➢ Over three-quarters of the public say that lack of student discipline is a very or somewhat serious problem in their community. *Gallup.*

➢ Over 60% of the public think that fighting, violence and gangs are very or somewhat serious problems. *AAUW.*

Bullying refers to conduct that:

- adversely affects a students ability to participate in or benefit from the schools educational programs or activities
- as a result of repeated negative actions (intentional, aggressive behavior) by one or more other students over time, and
- that occurs in a relationship in which there is an imbalance of power.

Bullying can be physical, such as hitting, kicking or pushing; or involve other conduct, such as name-calling.
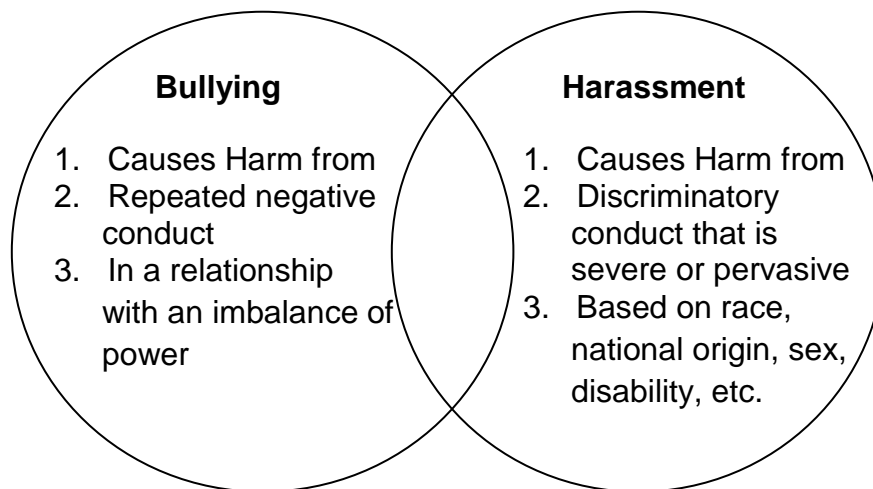
Harassment refers to conduct that:

- adversely affects a students ability to participate in or benefit from the schools educational programs or activities because it is so severe, pervasive or objectively offensive; and
- is based upon a students actual or perceived identity with regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics.

Bullying

1. Causes Harm from
2. Repeated negative conduct
3. In a relationship with an imbalance of power

Harassment

1. Causes Harm from
2. Discriminatory conduct that is severe or pervasive
3. Based on race, national origin, sex, disability, etc.

See generally JAMA; U.S. Department of Education Guidance cited on p.3.

EDUCATORS AGREE ABOUT THE POWER OF PREVENTION WHEN ADDRESSING BULLYING AND HARASSMENT.
Research and experience indicated that comprehensive and proactive efforts are more likely to
be effective in preventing incidents of bullying and harassment. Steps can be taken on the front
end to raise the consciousness of the school community and to educate teachers, staff, parents
and students regarding the nature of the issue, as well as effective responses.

➤ In the words of one recent study, bullying prevention IS crime prevention. *FC.*

➤ The prevalence of bullying found in recent studies highlights the importance of efforts
to prevent and reduce bullying in America's schools. *USED.*

➤ Research and experience suggest that comprehensive efforts that involve teachers and
other school staff, students, parents, and community members are likely to be more
effective than purely classroom-based approaches. *USED.*

➤ Effective anti-bullying programs require strong leadership and an ongoing commitment
from school personnel. *USED.*

➤ Staff development and training are essential to sustain [effective anti-bullying]
programs. *USED; see also NASBE.*

**CURRENT FEDERAL LEGISLATION DOES NOT COMPREHENSIVELY ADDRESS THE ISSUE OF BULLYING AND
HARASSMENT.** Certain federal laws address particular kinds of harassment, but federal
legislation does not prohibit *all* kinds of harassment in schools. Similarly, no federal legislation
specifically prohibits bullying in schools.

➤ Current federal laws prohibit harassment based on:

- race, color and national origin (*see Title VI of the Civil Rights Act of 1964 and
Racial Incidents and Harassment Against Students at Educational Institutions:
Investigative Guidance: Notice,¡± 59 Fed. Reg. 11448 (March 10, 1994))*;

- sex *(see Title IX of the Education Amendments of 1972, 20 U.S.C. ¡×1681 et seq.
and Revised Sexual Harassment Guidance: Harassment of Students by School
Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (January 19,
2001));* and

- disability *(see Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. ¡×794; Title
II of the Americans with Disabilities Act of 1990, 42 U.S.C. ¡×12134; and Dear
Colleague Letter from U.S. Department of Education, dated July 25, 2000).*

➢ No federal legislation specifically prohibits bullying in schools. The enforcement of non-discrimination laws (cited above), however, may reach certain conduct that may also be characterized as bullying.

➢ Without specifically proscribing bullying or harassment, the No Child Left Behind Act of 2001 does:
- *Permit* states to spend specified amounts on training, technical assistance, and demonstration projects to address violence that is associated with prejudice and intolerance; and
- *Condition* certain funding to school districts upon their written assurance that they (or the schools to be served) have a plan for keeping schools safe and drug-free that includes a code of conduct policy for all students that clearly states the responsibilities of students, teachers and administrators in maintaining a classroom environment that, among other things, allows all students in the class to learn and has consequences that are fair and developmentally appropriate.

FACT SHEET REFERENCES

1.   *AAUW:* American Association of University Women, *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School* (2001).

2.   *FC:* Fight Crime: Invest in Kids, *Bullying Prevention Is Crime Prevention* (2003).

3.   *JAMA:* Nansel et al., *Bullying Behaviors Among U.S. Youth: Prevalence and Association with Psychosocial Adjustment, 285* Journal of the American Medical Association 2094, 2094-2100 (April 25, 2001).

4.   *LSP:* Lake Snell Perry & Associates, GLSEN, *Talking About Respect: A+ Messages for Those Working to Create Safe Schools for Lesbian, Gay, Bisexual and Transgender Youth* (2001).

5.   *MassYRBSR:* Massachusetts Department of Education, *2001 Massachusetts Youth Risk Behavior Survey Results* (September 2002).

6.   *NASBE:* National Association of State Boards of Education, *Bullying in Schools*, 11 Policy Update No. 10, June 2003.

7.   *NICHHD:* National Institute of Child Health and Human Development, *Health Behaviour in School-aged Children: A World Health Organization Cross-National Study¡ªResearch Protocol for the 1997-98 Survey* (1998).

8.   *USED*: U.S. Department of Education Office of Safe and Drug-Free Schools, *Bullying Prevention in the School: Research-Based Strategies for Educators,* 11 The Challenge No. 3, (*2003).

9.   *USED and USDoJ:* Devoe et al., U.S. Departments of Education and Justice, *Indicators of School Crime and Safety: 2002,* NCES 2003-009/NCJ 196753 (Washington, D.C. 2002).

This Fᴀᴄᴛ Sʜᴇᴇᴛ was prepared by Arthur L. Coleman and Scott R. Palmer, Nixon Peabody LLP, Washington, D.C. For more information, they may be reached at 202-585-8000 or at www.nixonpeabody.com.

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