



John C. Fremont Elementary

**3320 Las Palmas Avenue
Glendale, CA 91208**

2012-13 Bully Prevention Coordinating Committee

Bully Prevention Information Package

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Warning Signs that a Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms, such as hitting and/or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).* Many children, particularly boys and older children, do not tell their parents or adults at school about being bullied. It is important that adults are vigilant to possible signs of bullying.

Warning signs

Possible warning signs that a child is being bullied:

- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has unexplained cuts, bruises, and scratches;
- Has few, if any friends, with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, “illogical” route when walking to or from school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;

- Complains frequently of headaches, stomachaches, or other physical ailments;
- Has trouble sleeping or has frequent bad dreams;
- Experiences a loss of appetite; or
- Appears anxious and suffers from low self-esteem.
- Children with disabilities may be at higher risk of being bullied than other children.

What to do if you *suspect* that your child is being bullied?

If your child shows any of these signs, this does not necessarily mean that he or she is being bullied, but it is a possibility worth exploring. What should you do? Talk with your child *and* talk with staff at school to learn more.

1. Talk with your child. Tell your child that you are concerned and that you’d like to help. Here are some questions that can get the discussion going:

Some subtle questions:

- “Do you have any special friends at school this year? Who are they? Who do you hang out with?”
- “Who do you sit with at lunch and on the bus?”
- “Are there any kids at school who you really don’t like? Why don’t you like them? Do they ever pick on you or leave you out of things?”

Some direct questions:

- “I’m worried about you. Are there any kids at school who may be picking on you or bullying you?”

- “Are there any kids at school who tease you in a mean way?”
- “Are there any kids at school who leave you out or Exclude you on purpose?”

****FREMONT RECOMMENDS STARTING WITH SUBTLE QUESTIONS AND MOVING ON TO MORE DIRECT QUESTIONS IF NECESSARY SO PARENTS DO NOT INFLUENCE RESPONSES****

2. Talk with staff at your child’s school. Call or set up an appointment to talk with your child’s teacher. He or she will probably be in the best position to understand the relationships between your child and other peers at school. Share your concerns about your child and ask the teacher such questions as:

- “How does my child get along with other students in his or her class?”
- “With whom does he or she spend free time?”
- “Have you noticed or have you ever suspected that my child is bullied by other students?” Give examples of some ways that children can be bullied to be sure that the teacher is not focusing only on one kind of bullying (such as physical bullying).

Ask the teacher to talk with other adults who interact with your child at school (such as the music teacher, physical education teacher, or bus driver) to see whether they have observed students bullying your child.

If you are not comfortable talking with your child’s teacher, or if you are not satisfied with the conversation, make an appointment to meet with your child’s guidance counselor or principal to discuss your concerns.

If you obtain information from your child or from staff at your child’s school that leads you to believe that he or she is being bullied, take quick action.

Bullying can have serious effects on children.

If, after talking with your child and staff at his or her school, you *don’t* suspect that your child is being bullied, stay vigilant to other possible problems that your child may be having. Some of the warning signs above (e.g., depression, social isolation, and loss of interest in school) may be signs of other serious problems. Share your concerns with a counselor at your child’s school.

References

- Olweus, D.** (1993). *Bullying at school: What we know and what we can do.* NY: Blackwell.
- Olweus, D., Limber, S., & Mihalic, S.** (1999). *The Bullying Prevention Program: Blueprints for violence prevention.* Boulder, CO: Center for the Study and Prevention of Violence.

Resource KIT These and other materials are available online at: www.stopbullyingnow.hrsa.gov



What to Do if Your Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself. Usually, bullying is repeated over time. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).

Effects of bullying

Bullying can have serious consequences. Children and youth who are bullied are more likely than other children to

- Be depressed, lonely, anxious;

- Have low self-esteem;
- Be absent from school;
- Feel sick; and
- Think about suicide.

Reporting bullying to parents

Children frequently do not tell their parents that they are being bullied because they are embarrassed, ashamed, frightened of the children who are bullying them, or afraid of being seen as a “tattler.” If your child tells you about being bullied, it has taken a lot of courage to do so. Your child needs your help to stop the bullying.

What to do if your child is being bullied

1. First, focus on your child. Be supportive and gather information about the bullying.

- Never tell your child to ignore the bullying. What the child may “hear” is that *you* are going to ignore it. If the child were able to simply ignore it, he or she likely would not have told you about it. Often, trying to ignore bullying allows it to become more serious.
- Don’t blame the child who is being bullied. Don’t assume that your child did something to provoke the bullying. Don’t say, “What did you do to aggravate the other child?”
- Listen carefully to what your child tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.
- Learn as much as you can about the bullying tactics used, and when and where the bullying happened. Can your child name other children or adults who may have witnessed the bullying?
- Empathize with your child. Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.

- If you disagree with how your child handled the bullying situation, don't criticize him or her.
- Do not encourage physical retaliation ("Just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or escalate the situation.
- Check your emotions. A parent's protective instincts stir strong emotions. Although it is difficult, a parent is wise to step back and consider the next steps carefully.
- Encourage your child to make contact with friendly students in his or her class. Your child's teacher may be able to suggest students with whom your child can make friends, spend time, or collaborate on work.
- Help your child meet new friends outside of the school environment. A new environment can provide a "fresh start" for a child who has been bullied repeatedly.

2. Contact your child's teacher or principal.

- Parents are often reluctant to report bullying to school officials, but bullying may not stop without the help of adults.
- Keep your emotions in check. Give factual information about your child's experience of being bullied including who, what, when, where, and how.
- Emphasize that you want to work with the staff at school to find a solution to stop the bullying, for the sake of your child as well as other students.
- Do not contact the parents of the student(s) who bullied your child. This is usually a parent's first response, but sometimes it makes matters worse. School officials should contact the parents of the child or children who did the bullying.
- Expect the bullying to stop. Talk regularly with your child and with school staff to see whether the bullying has stopped. If the bullying persists, contact school authorities again.
- Ask yourself if your child is being bullied because of a learning difficulty or a lack of social skills? If your child is hyperactive, impulsive, or overly talkative, the child who bullies may be reacting out of annoyance. This doesn't make the bullying right, but it may help to explain why your child is being bullied. If your child easily irritates people, seek help from a counselor so that your child can better learn the informal social rules of his or her peer group.
- Home is where the heart is. Make sure your child has a safe and loving home environment where he or she can take shelter, physically and emotionally. Always maintain open lines of communication with your child.

References

Olweus, D. (1993). *Bullying At school: What we know and what we can do*. Cambridge, MA: Blackwell.

Snyder, J. M. (February, 2003) *What Parents Can Do About Childhood Bullying*. Schwab Learning Center, (www.schwablearning.org) Charles and Helen Schwab Foundation. Retrieved August 12, 2005, from <http://www.schwablearning.org/articles.asp?r=697>

What Parents Should Know about Bullying (2002) . Prevention Child Abuse America Publication. South Deerfield, MA. (1-800-835-2671.

3. Help your child become more resilient to bullying.

- Help to develop talents or positive attributes of your child. Suggest and facilitate music, athletics, and art activities. Doing so may help your child be more confident among his or her peers.



Children Who Bully

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation through gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

There is no one single cause of bullying among children. Rather, individual, family, peer, school, and community factors can place a child or youth at risk for bullying his or her peers.

Characteristics of children who bully

Children who bully their peers regularly (i.e., those who admit to bullying more than occasionally) tend to

- Be impulsive, hot-headed, dominant;
- Be easily frustrated;
- Lack empathy;
- Have difficulty following rules; and
- View violence in a positive way.

Boys who bully tend to be physically stronger than other children.

Family risk factors for bullying

Children who bully are more likely than their nonbullying peers to live in homes where there is:

- A lack of warmth and involvement on the part of parents;
- Overly-permissive parenting (including a lack of limits for children's behavior);
- A lack of supervision by parents;
- Harsh, physical discipline; and
- A model for bullying behavior.

Peer risk factors for bullying

Children and youth who bully are more likely to have friends who bully and who have positive attitudes toward violence.

Common myths about children who bully

“Children who bully are loners.”

- In fact, research indicates that children and youth who bully are not socially isolated.
- They report having an easier time making friends than children and youth who do not bully.
- Children and youth who bully usually have at least a small group of friends who support or encourage their bullying.

Children who bully have low self-esteem.”

- In fact, most research indicates that children and youth who bully have average or above-average self-esteem.
- Interventions that focus on building the self-esteem of children who bully probably will be ineffective in stopping bullying behavior.

Bullying and other violent or antisocial behaviors

Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to

- Get into frequent fights,
- Be injured in a fight,
- Vandalize property,
- Steal property,
- Drink alcohol,
- Smoke,
- Be truant from school, • Drop out of school, and
- Carry a weapon.

Research also shows that

- Children who bully are more likely to report that they own guns for risky reasons, such as to gain respect or frighten others.
- Boys who were identified as bullies in middle school were four times as likely as their non-bullying peers to have more than one criminal conviction by age 24.

What do I do if my child is bullying others?

- Make it clear to your child that you take bullying seriously and that you will not tolerate this behavior.
- Develop clear and consistent rules within your family for your children’s behavior. Praise and reinforce your children for following rules and use non-physical, non-hostile consequences for rule violations.
- Spend more time with your child and carefully supervise and monitor his or her activities. Find out who your child’s friends are and how and where they spend free time.
- Build on your child’s talents by encouraging him or her to get involved in prosocial activities (such as clubs, music lessons, nonviolent sports).
- Share your concerns with your child’s teacher, counselor, or principal. Work together to send clear messages to your child that his or her bullying must stop.
- If you or your child needs additional help, talk with a school counselor or mental health professional.

References

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Cairnes, R. B., Cairnes, B. D., Neckerman, H. J., Gest, S. D., & Garipey, J. L. (1988). Social networks and aggressive behavior: Peer support or peer rejection? *Developmental Psychology, 24*, 815-823.

Cunningham, P. B., Henggeler, S. W., Limber, S. P., Melton, G. B., and Nation, M. A. (2000). Patterns and correlates of gun ownership among nonmetropolitan and rural middle school students. *Journal of Clinical Child Psychology, 29*, 432-442.

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Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, J., Simons-Morton, B., & Scheidt, P. (2001). Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment. *Journal of the American Medical Association, 285*, 2094-2100.

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Slee, P. T., & Rigby, K. (1993). The relationship of Eysenck's personality factors and self-esteem to bully-victim behaviour in Australian schoolboys. *Personality and Individual Differences, 14*, 371-373.

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John C. Fremont Bully Prevention Coordinating Committee Guidelines and Responsibilities for Bully Behavior Incidents

John C. Fremont Elementary is committed to providing a safe working and learning environment: will not tolerate any bullying behavior that infringes on the safety or well-being of students and will not tolerate retaliation in any form when bullying is reported. John C. Fremont Elementary policy continues to require all personnel to promote among students and staff mutual respect, tolerance, and acceptance. "All students and staff of public primary, elementary, junior high and senior high have the inalienable right to attend campuses which are safe, secure and peaceful." [Article 1, Section 28 of the California State Constitution].

Guidelines:

Definitions:

Bullying is:

- ✓ Intentional aggressive behavior that
- ✓ targets a specific individual; and
- ✓ Involves an imbalance of real or perceived physical or psychological power among those involved; and
- ✓ repeated over time (repetition not necessary in severe cases)

Hate Crime is:

California Law defines characteristic of hate crime set forth in Section 422.55 of the Penal Code Section 220 as discrimination based on but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Indicators of Bullying Behavior: Bullying behavior may include, but are not limited to, the following:

- **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors. This includes inappropriate comments about race, sexual harassment, sexual orientation, or disability.
- **Nonverbal:** Posturing, leering, staring, stalking, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- **Physical:** Hitting punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.

- **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, excluding, using peer pressure, or rating or ranking personal characteristics.

Fremont Pledge:

1. I will not use bullying behavior
2. I will help others
3. I will include EVERYONE
4. I will talk to a trusted adult

Administrative Responsibilities:

- Adopt a process for receiving and investigating reports including:
 - Timeline to investigate and resolve incident
 - An appeal process afforded to the reporter
 - Publicize policies including information about manner to file report to pupils parents employees and make available appropriate translations
 - Post the process
 - Maintain documentation
 - Ensure that reporter and target are protected from retaliation (Sec.2. Section 234.1 (b)1-4))
- Provide in-service training to teachers and staff to ensure they are familiar with and able to identify the indicators of bullying and understand their individual responsibilities to respond to and report bullying behavior.
- Follow all guidelines of Bullying Incident Report Process.

Staff Responsibilities:

- School personnel that witness an act of discrimination, harassment, intimidation, or bullying, shall take immediate steps to intervene when safe to do so following reporting requirements (Sec. 2 Section 234.1 (b)1). Staff is required to submit Bullying Incident Report for any incident witnessed.
- Create an environment where students understand that bullying is inappropriate and will not be tolerated.
- Provide discussion groups weekly with students discussing all aspects of the bully prevention policy, strategies, and to prevent bullying behaviors.
- Encourage students to report bullying incidents.
- Learn to recognize the indicators of bullying behavior and intervene by following Fremont Processes and Procedures for filing Bullying Incident Report.

Student Responsibilities:

- All students are expected to contribute to building a culture of inclusion and respect.
- Students will not engage in or contribute to bullying behaviors, actions, or words.
- Report bullying behavior to a trusted adult, file Bullying Incident Report, or use I Care Box.
- Never engage in retaliatory behavior or ask of, encourage, or consent to anyone's taking retaliatory actions on your behalf.
- Follow all Guidelines of Reporting

Parent Responsibilities:

- Convince the child who has been the target of a bully that he/she is not at fault, that the bully's behavior is the problem.
- Convince the child that everyone is entitled to respect and that he/she does not deserve being bullied.
- Do not promote retaliation, verbal or violent.
- Document instances
- File a Bullying Incident Report
- Set example of appropriate behavior when reporting or receiving report of bullying incident including utilizing the appeals process.
- Maintain open line of communication with student, teacher, administration, and staff.
- Follow-up with child and staff



John C. Fremont Bully Prevention Coordinating Committee Pre Bullying Behavior: Blue Slip

John C. Fremont Elementary is working to ensure that students understand that bullying behavior is not acceptable. One way we are doing this is by instituting the Pre Bullying Behavior Blue Slip.

What is Pre Bullying Behavior?

John C. Fremont Elementary defines bullying behavior as:

- ✓ Intentional aggressive behavior that
- ✓ targets a specific individual; and
- ✓ Involves an imbalance of real or perceived physical or psychological power among those involved; and
- ✓ repeated over time (repetition not necessary in severe cases)

Behaviors that do not meet the full criteria of bullying are still not acceptable. They may easily escalate and need to be addressed. Fremont refers to these behaviors as Pre-Bullying. Many children will try out bullying behaviors the same way that they may try out lying. A Blue Slip is not an indicator that your child is being labeled a bully. Blue Slip infractions are corrections to make sure the student understands that this behavior is not appropriate.

Pre Bullying Blue Slip Infractions are verbal, non-verbal, and emotional behaviors (Note: physical, cyber incidents, and retaliatory actions are referred directly to administration for investigation).

What happens if my child receives a Pre-Bullying Blue Slip?

Student will have loss of recess in the office. An administrator will make sure student understands what the problem behavior was and will ask them to think through an alternative behavior. The Blue-Slip will be sent home for parent signature to make sure parents are part of the communication. They need to be returned to the office the following day. Three blue slips for similar incidents will increase to bully incident consequences.

What should I do if my child receives a Pre-Bullying Blue Slip?

If you are asked to sign a blue slip, remember that this is a teaching moment. Children may deny wrong doing. Check your emotions. Ask to find out what happened and ask the child to come up with alternative behavior. Make sure they understand that bullying behavior is not acceptable. It is hard for a parent to accept that their child used this type of behavior but remember that it is in your child's best interest to accept responsibility and not use the behavior again.

Fremont School
Discipline Blue Slip

Name _____ Date _____

Teacher _____ Room _____

School Rule Infraction:

- _____ Not keeping hands/feet to self
- _____ Not saying nice things

Pre-Bullying Behavior (served in office)

- _____ Verbal
(Name calling, teasing, etc.)
- _____ Nonverbal
(Staring, threatening gestures, etc.)
- _____ Emotional
(Excluding, humiliating, etc.)

Other Infractions:

- _____ Chasing, throwing objects, running after the bell, playing in the bathroom
- _____ Other: _____

Name of Teacher/Staff Issuing slip:

Fremont School
Consequences
Playground Blue Slip

If the Blue Slip was issued for a **pre-bullying behavior**, parents must sign below.

Parent Signature

Three Blue Slips for **pre-bullying behavior** will be referred to the office for further investigation.

Instruction: Teacher/staff will circle day(s) and time(s) of recess detention to be served.

	Mon	Tues	Wed	Thurs	Fri
A.M. Recess					
Lunch					

Supervisors at lunch tables must initial in order for students to receive credit. Students are to return blue slip to homeroom teacher.



John C. Fremont Bully Prevention Coordinating Committee
Process for Bullying Incident Reports:
(CEC Section 234.1 Sec. 2 (b)(2-4c-f))

Bullying Incident Report Process

- Location of forms: Bullying Incident Report forms will be located in office, classrooms, handout to parents and on school website
 - Bullying Incident Report forms may be filled out by target or bystander who is: student, parent, teacher, administrator, or school personnel.
- Time line: all reports will be investigated in 4 school days and resolved within 10 school days.
- Investigation
 - Principal or Teacher Specialist will communicate with reporter, target, instigator, teacher, witnesses and parents individually. Traditional conflict resolution will not be applied for bullying situations, research indicates that it is unsuccessful and is not appropriate to ask target of abuse to sit down with person abusing them.
 - Principal and Teacher Specialist have discretion to consider previous behavior. If Bullying is determined: Principal or Teacher Specialist will meet with “person demonstrating bullying behavior” (PDB) and parents providing uniform, predictable, inevitable, immediate and escalating consequences indicated in Bullying Behavior Consequence Rubric.
 - Follow up: Reporter will receive follow up specifying determination of report. Specific consequences are private information but target will be informed that the situation has been addressed.
 - Target will be offered any support necessary to restore feeling of safety including counseling services. Target will be encouraged to report any repeat offense immediately.
 - Retaliation by PDB or on behalf of PDB will result in expulsion.
- Appeals Process
 - Reporter or person demonstrating bullying behavior (PDB) is provided equal opportunity to appeal in the case of new information not previously considered. This is done by filing a second Bullying Incident Report checking the appeal box and including new information.

Appeals will be reviewed by second administrator who did not conduct first investigation.

John C. Fremont Elementary Bullying Behavior Consequence Rubric

	Occurrence I	Occurrence II	Occurrence III	Occurrence IV
<u>Level A:</u> Verbal name calling, teasing, staring, gesturing, making rude noises	Blue Slip Notification to Parents	Blue Slip (Several Days) Notification to Parents Think Through Worksheet	Alternative to Suspension: Saturday School Phone Call to Parents Think Through Worksheet	Suspension Phone Call to Parents Think Through Worksheet
<u>Level B:</u> Making threatening gestures, spreading rumors, staking, rejecting, gossiping	Blue Slip (Several Days) Notification to Parents Think Through Worksheet	Alternative to Suspension: Saturday School Phone Call to Parents Think Through Worksheet	Suspension Phone Call to Parents Think Through Worksheet	Suspension (Several Days) Meeting with Parents Fremont Behavior Contract
<u>Level C:</u> Making threats, blackmailing, manipulating friendships, defaming, extorting, terrorizing, humiliating	Alternative to Suspension: Saturday School Phone Call to Parents Think Through Worksheet	Suspension Phone Call to Parents Think Through Worksheet	Suspension (Several Days) Meeting with Parents Fremont Behavior Contract	Suspension (Several Days) Behavior Contract Meeting with Parent and GUSD Student Services with possible Expulsion
<u>Level D:</u> Strangling, punching, kicking, fighting, beating, spitting, hitting, kicking, destroying property, tripping, shoving	Suspension Phone Call to Parents Think Through Worksheet	Suspension (Several Days) Meeting with Parents Fremont Behavior Contract	Suspension (Several Days) Meeting with Parent and GUSD Student Services with possible Expulsion	Expulsion with Student Services Hearing

*Occurrences are separate incidents. Retaliation for reporting is grounds for expulsion.

**K-1st may be given additional warnings.

***Students with disabilities have additional due process protections available.

Consequence Authority:

Glendale Unified School District AR 5144.1 Grounds for Suspension and Expulsion

A.1 (p) Has intentionally engaged in harassment, threats, bullying, or intimidation directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment.

(Education Code, Section 48900.4) California Education Code Section 234, 234.1, 234.2 and 234.4)

California Education Code, Section 48900:

Bullying/Harassment

Education Code [48900](#) (2008) permits a student to be suspended from school or recommended for expulsion for engaging in acts of bullying.

Education Code [48900.4](#) (2008) allows a student to be suspended or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats or intimidation, directed against school district personnel or pupils "that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment."

Sexual Harassment

Education Code [48900.2](#) (2008) permits a student to be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed sexual harassment, as defined in Education Code [212.5](#).

Cyber Bullying

Education Code [48900](#) (2008) permits a student to be suspended from school or recommended for expulsion for engaging in acts of bullying, including bullying committed by means of electronic acts.

Education Code [32261](#) (no date available) defines "electronic act" as "the transmission of a communication, including, but not limited to, a message, text, sound or image by means of an electronic device, including but not limited to a telephone, wireless telephone or other wireless communication device, computer or pager."

Hazing

Education Code [48900.2](#) (2008) permits a student to be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has engaged in or attempted to engage in hazing. "Hazing" is defined as a method of means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil." For the purposes of this statute, "hazing" does not include athletic events or school-sanctioned events.



- INITIAL
- APPEAL
- RETALIATION

**John C. Fremont Elementary
BULLYING INCIDENT REPORT**

Date Filed: _____ Name of Reporter: _____

The reporter is a: Student Parent Teacher Administrator Other: _____

The reporter believes bullying and/or harassment has occurred based on the following trait or characteristic: (check all that apply)

- Intentional aggressive behavior**
 - Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors. This includes inappropriate comments about race, sexual harassment, sexual orientation, or disability.
 - Nonverbal:** Posturing, leering, staring, stalking, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
 - Physical:** Hitting punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
 - Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, excluding, using peer pressure, or rating or ranking personal characteristics.
 - Cyber-bullying:** Sending or posting insulting or threatening messages or engaging in any conduct described above in verbal or emotional by phone, email, website, text message, social network, or any other electronic or written communication.
- Targeting individual student**
- Imbalance of Power**
- May be repeated over time (not mandatory characteristic dependent on severity of incident)**

Date(s) of alleged bullying or harassment(s) _____
 Target(s) of alleged bullying or harassment(s) _____
 Person (s) alleged to have committed the bullying _____

Summarize the incident(s) or occurrence(s) as accurately as possible. Attach additional sheets if necessary. Include any evidence if available:

Location of incident

Names of Witnesses if any: _____

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

Signature of Reporter _____

NOTE: Completion of this form will initiate an investigation of the alleged incident of bullying outlined on this form. Completion of this form or its impending investigation shall not be construed to preclude a target (or his or her parents if the target is a minor) from seeking administrative or legal remedies under any applicable provision of law. Submission of a good faith complaint or report of bullying will not affect the complainant or reporter's grades, learning, or environment.

Administration Use:

Date Received by the Administration: _____
Date of Interviews: _____
Date of Resolution: _____ Determination: Level: _____ Occurrence: _____ Retaliation
Describe Resolution:
Action:

Date of Complainant Follow-up: _____ Follow-up Contact: _____
Support Services offered: Yes No If accepted: service required: _____
Provided Appeals Process and Explanation of Retaliation Process: Yes No

Signature of Principal or Teacher specialist _____



John C. Fremont Bully Prevention Coordinating Committee Anonymous Reporting:

Bystanders and parents of bystanders are given the option to notify administration through Informal reporting. These are anonymous reports do not carry the same process or consequence as a Bullying Incident Report. Informal reports are used as a tool to bring an area of concern to attention of administration. All records of informal reports will be maintained with Bullying Incident Report documents and may be used to corroborate Bullying Incident Reports.

- ✓ Administration will follow up with teachers, students, and staff within one week of informal report to determine if Bullying Incident Report should be filed.
- ✓ Administration will use information from informal reports to adjust staff and target “hot”spots on campus.

Private or anonymous note may be placed in:

- “I Care” Box located in main walkway by kindergarten hall
- Teacher Specialist’s Box in front office
- Or by emailing: Principal Christin Walley at: cwalley@gusd.net or Teacher Specialist Sarit Shaeps at: sshaeps@gusd.net