



BULLY PREVENTION AND INTERVENTION

**Center Grove Community School Corporation
Employee Training**

on

School Board Policy 5517.01

Updated: 9-26-13

PART 1: INFORMATION SPECIFIC TO HEA 1423



BULLYING PREVENTION AND THE LAW

- **Bullying is defined for Indiana schools in HEA 1423**

- IC 20-33-8-0.2 – “Bullying” means:
 - Overt (intentional) unwanted, repeated acts or gestures including:
 - *Verbal or Written communication, or images* transmitted in any manner (including digitally or electronically)
 - *Physical acts* committed, *aggression*, or *any other behaviors* that are committed by a student or group of students against another student *with the intent to*
 - **Harass, ridicule, humiliate, intimidate, or harm** the targeted student and
 - Create for the targeted student **an objectively hostile school environment**



BULLYING IS DEFINED FOR INDIANA SCHOOLS IN HEA 1423 (CONT.)

- IC 20-33-8-0.2 (continued)- an “*objectively hostile learning environment*”:
 - places the targeted student in *reasonable fear or harm* to the to the targeted student’ s **person or property**;
 - has a *substantially detrimental effect* on the targeted student’ s **physical or mental health**;
 - has the *effect of substantially interfering* with the targeted student’ s **academic performance**; **OR**
 - has the *effect of substantially interfering* with the targeted student’ s ability to **participate in or benefit from the services, activities, and privileges provided by the school**



BULLYING DEFINED

- Bullying can include physical bullying, verbal bullying, social/relational bullying, and electronic/written communication.
 - **Physical Bullying** – involves hurting a person's body or possessions. It includes hitting/kicking/punching, spitting, tripping or pushing, taking or breaking someone's things, and making mean or rude hand gestures.
 - **Verbal Bullying** – involves saying mean things. It can include teasing, name-calling, inappropriate sexual comments, taunting, or threatening to cause harm.
 - **Social/Relational Bullying** – involves hurting someone's reputation or relationships. Social bullying involves telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone, or embarrassing someone in public
 - **Electronic/Written Communication** – involves cyber-bullying, collective or group note writing, any bullying undertaken through the use of electronic devices (computer or cell phone).



BULLYING DEFINITIONS

- **Harass** – “to annoy continually”
- **Ridicule** – “the act of exposing to laughter”
- **Humiliate** – “to reduce to a lower position in one’s own eyes or others’ eyes”
- **Intimidate** – “to make timid or fearful”
- **Harm** – “to injure”



CONSIDERATIONS IN DETERMINING IF THE BEHAVIOR MEETS THE DEFINITION OF BULLYING

- The history between the individuals. Have there been past conflicts? Have these individuals had a dating relationship? (this may not be considered bullying)
- Power differential. Is there an imbalance of power? (Power imbalance is not limited to physical strength)
- Repetition. Has this or a similar incident happened before? Is the individual worried that it may happen again?
- Are any of the individuals involved with a gang? (This may result in interventions different from bullying)

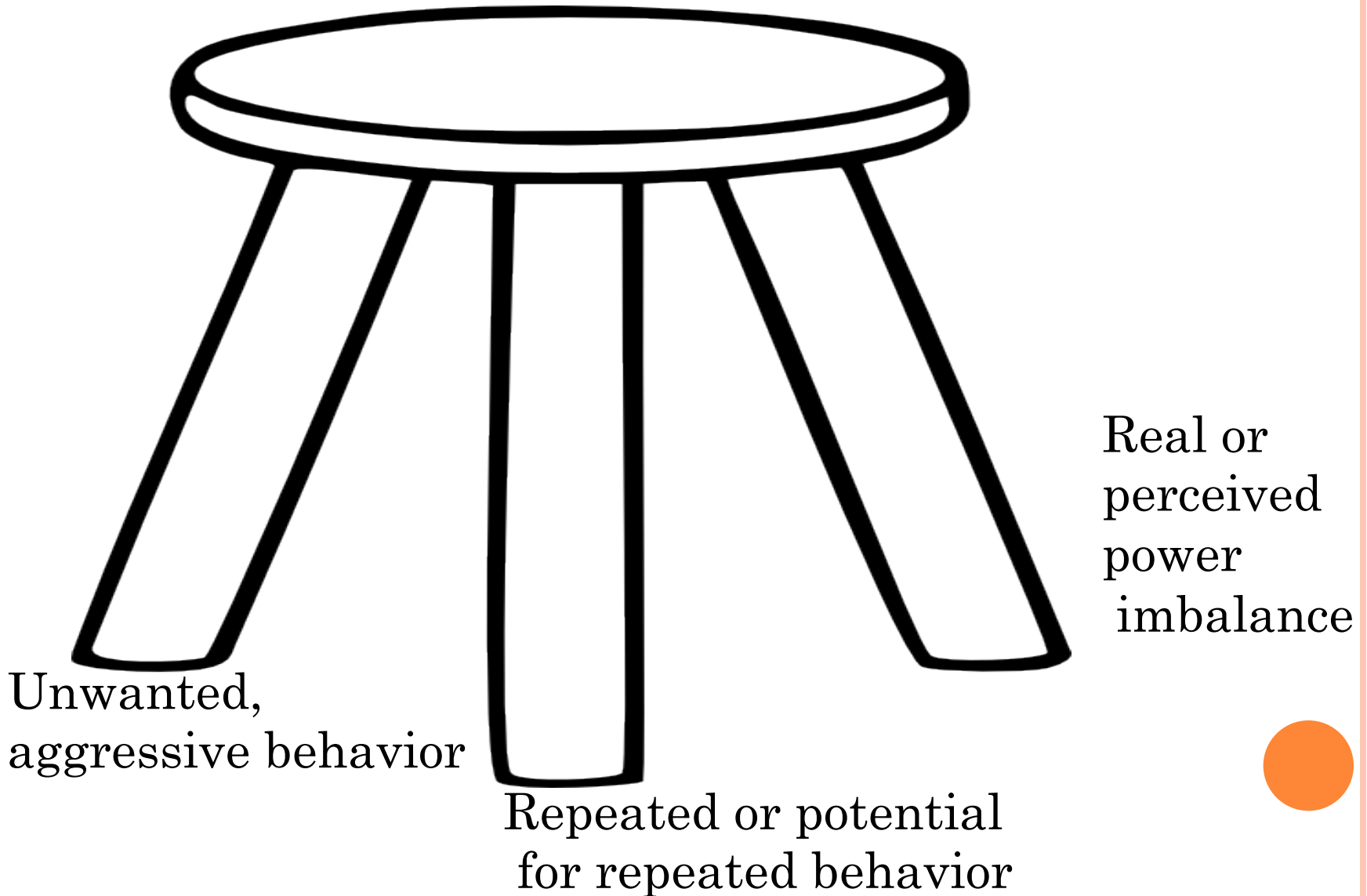


IDENTIFICATION OF BULLYING IN THE SCHOOL SETTING

- Bullying behavior must be identified using *all* of the components of the definition in HEA 1423:
 - Repeated behavior
 - Intention to cause harm
 - Creation of “objectively hostile learning environment” (Imbalance of Power)
- Schools should include in their education, policies, and procedures ways to help students and staff identify when a situation is **NOT** bullying
 - Peer conflict
 - Horseplay
 - Fighting
 - *Bullying is considered to be a form of abuse – mutual conflict where both parties participate equally is not considered Bullying*



DEFINING BULLYING IN SIMPLE TERMS



IDENTIFICATION OF BULLYING IN THE SCHOOL SETTING

- Relevant data collection and appropriate intervention in the area of bullying is *strongly dependent* upon the accurate assessment and identification of an incident as bullying or NOT bullying
 - Include a way for students and staff to indicate whether the incident being reported **meets the definition** of bullying in your school policy
 - **Clearly inform** students, staff, and parents when an incident reported *does not meet the definition* of bullying and why not
 - **Educate** students and parents on the *differences* between **bullying and other types of conflict** whenever you have the opportunity
 - Promote your clear and consistent evaluation of bullying reports and **ALWAYS follow through** on policies and procedures regarding bullying reporting and intervention



TYPES OF BULLYING

(CATEGORIES OF BULLYING FOR IDOE REPORTING REQUIREMENTS)

- Physical
- Verbal
- Social/Relational
- Electronic or Written Communication



REQUIREMENTS FOR THE DOE

Training and Support for School Safety Specialists and Safe School Committees in order to

- *assist* schools in the development of **policies, procedures , and intervention programs** that address bullying prevention locally;
- identify specific **categories of types of bullying for identification and reporting** of bullying incidents
- share guidelines for bullying prevention programming that include **age-appropriate, research-based information**



REQUIREMENTS FOR LOCAL SCHOOLS

- School corporations *shall establish discipline procedures* that **prohibit bullying** and include provisions concerning **education, parental involvement, and interventions.**
- School corporations *shall establish a detailed procedure* for the **expedited investigation of incidents of bullying**
- School corporations *shall provide training* to **all employees and volunteers who have direct, on-going contact with students**
- *No later than October 15th of each year,* each public school *shall provide age appropriate, research based instruction* focusing on **bullying prevention** for *all students in grades 1 through 12*




REQUIREMENTS FOR LOCAL SCHOOLS (CONT.)

- School policies and procedures related to bullying “may be applied regardless of the physical location in which the bullying behavior occurred, whenever:
 - *the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the school corporation; and*
 - *disciplinary action is reasonably necessary to avoid substantial interference with school discipline or to prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.”*



REQUIREMENTS FOR LOCAL SCHOOLS (CONT.)

- School corporations *shall establish a detailed procedure* for the **expedited investigation of incidents of bullying**. Procedures shall include:
 - Appropriate responses to bullying behaviors wherever the behaviors occur,
 - Provisions for anonymous and personal reporting to a staff member,
 - *Timetables* for **reporting bullying incidents to parents** of all students involved,
 - *Timetables* for **reporting bullying incidents to school administration, school counselors, superintendent, or law enforcement** if / when necessary,
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REQUIREMENTS FOR LOCAL SCHOOLS (CONT.)


- *Discipline provisions* for teachers, school staff, or administrators who **fail to initiate or conduct an investigation** of a bullying incident, and
- *Discipline provisions* for the **false reporting of bullying.**
- **Guidelines for provision of follow-up services for the targeted and bullying students**



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

School Board Policy 5517.01

Bullying behavior toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This includes physical, verbal, and psychological abuse. The board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. The policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when school is being used by a school group; off school grounds at a school activity, function or event; traveling to or from school or a school activity, function, or event; or using property or equipment provided by the school.



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

School Board Policy 5517.01

Additionally, this policy applies regardless of the physical location when:

A. the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the Corporation; and

B. the bullying behavior results in a substantial interference with school discipline or an unreasonable threat to the rights of others to a safe and peaceful learning environment.



CGCSC'S BULLY PREVENTION AND INTERVENTION POLICY

Handbook Language

High School – Pages 24-25

MSC – Page 17

MSN – Pages 15-16

Elementary – Page 19



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

Reporting Protocols & Timetables

Every incident should be reported to a building administrator by the end of the day of the incident using the form developed. Principals have a copy of the draft form, and the form will be available online.



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

Discipline Procedures

All reported incidents determined to be bullying will be handled in accordance with the Student Discipline section as outlined in the student handbook and entered into Skyward.



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

Follow up services for targeted and bullying students

These services will be handled through the office for student discipline and with counselors/home school coordinators for targeted students.



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

Intervention Strategies Appropriate for Targets

- Ongoing individual support (school counselor/social worker)
 - Resiliency skill development
 - Self-esteem development
- Outreach to parents to provide resources/information:
Encourage a team approach to support
- Increase School Connectedness
 - Involvement in after-school programs: Assist in helping student clubs/groups/activities
- Provide resources for community organizations or community resources (additional counseling, etc.)
- Referral to a mentoring program (peer or adult mentoring)



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

Intervention Strategies Appropriate for Bullies

- Psycho-educational Individual Support)
 - Empathy Building/Training
 - Focus on increasing emotional intelligence
 - Communication Skills Development
- Provide clear and consistent consequences to all student bullies
- Increase School Connectedness
 - Involvement in after-school programs: Assist in helping student clubs/groups/activities
- Positive Behavioral Interventions and Supports (PBIS)
- Referral to a mentoring program (peer or adult mentoring)



CGCSC' S BULLY PREVENTION AND INTERVENTION POLICY

Bullying Prevention Instruction for all students

Will be presented in a variety of ways including group presentations and working with counselors and individual classroom teachers supporting school rules and board policy. Each building will determine the best way to provide instruction to students.



TRAINING ALL SCHOOL EMPLOYEES

Bullying is everyone's problem. It will only be controlled through a total school effort. Administrators, faculty and Educational Support Professionals (ESP) who may witness bullying in their school this year include:

- Teachers, Instructional aides & substitute teachers
- Administrators & Counselors
- Cafeteria staff
- Bus Drivers
- Custodians
- Parent volunteers



TRAINING ALL SCHOOL EMPLOYEES

School administrators are now required to hold their staff accountable for recognizing and reporting acts of bullying. We all need to be aware of:

- The definitions of bullying
- How to recognize bullying when we see it
- What are our schools protocols for reporting incidents to administrators
- How we can contribute to creating a safe school environment



Remember....

It takes everyone working together to make your school a safe and supportive environment where every student feels welcome and ready to learn.

- Learn about bullying and how it differs from other student behaviors.
- Make sure you are well versed in your school's bully incident reporting protocols.
- Make the development of a positive school climate your priority. Promote it in the classroom and in the halls



Remember....

When you see something, do something.

- Intervene by separating the students involved.
- Get their names, but do not question students in front of other students.
- Report the incident following your school's guidelines.
- The students can then be questioned individually.
- Don't try to resolve the incident on the spot
- Don't assume that students can work it out without adult help. They can't.

Source: www.stopbullying.gov



FAILURE TO REPORT

- A failure to report any bullying behavior could result in disciplinary action in accordance with the employee handbook or collective bargaining agreement.

