

San Bernardino City Unified School District

Bullying Intervention Handbook

A guide to promote a district-wide intervention in Bullying Behavior grounded in evidence-based practices.



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SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT BOARD POLICY

- I. The San Bernardino City Unified School District believes that all students and staff have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The San Bernardino City Unified School District will not tolerate behavior that infringes on the safety of any student or staff member. No person affiliated with San Bernardino City Unified School District shall intimidate, harass, or bully another person through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation, retaliation or measures taken that impact learning or work environments.

- II. The San Bernardino City Unified School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students or staff on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. Cyber and electronic bullying shall be included where a nexus exists or causes a disruption to the educational and/or work environment.

- III. To ensure bullying does not occur on school campuses, the San Bernardino City Unified School District shall provide professional development training in bullying prevention to cultivate acceptance and understanding to equip all students and staff to build each school's capacity to maintain a safe and healthy learning and/or work environment.

The San Bernardino Unified School District shall establish procedures that discuss this policy with staff and students (in age-appropriate ways) and should assure them that they need not endure any form of bullying. Any person who engages in bullying, in any form is in violation of this policy and are subject to disciplinary action.

- IV. The San Bernardino Unified School District will adopt a procedure to be followed by every person affiliated with San Bernardino City Unified (including parents and community members). The procedure shall include, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Restorative Justice and Positive Behavior supports programs will be established to assist students in understanding the consequences of bullying behavior.
- Students and staff are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- Staff members who engage in bullying may be subject to disciplinary action up to and including termination.

- If the complainant student, staff, or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact Student Wellness and Support Services . If a staff member feels there is not a satisfactory resolution they should contact Employee Relations.
- The San Bernardino City Unified School district prohibits retaliatory behavior against any complainant or any participant in the complaint process.

V. The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All persons affiliated with San Bernardino City Unified will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school and/or department will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Each school and/or department shall ensure that the bullying policy and anti-bullying literature is posted in every classroom based on Education Code 234.1.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

VI. The San Bernardino Unified School District wants to ensure that all students and staff are free to receive an education and to work in a bully free non-hostile learning/work environment. Retaliation of any kind is considered Bullying. A Bullying committee (inclusive of all bargaining units) will be established by the district to convene on a regular basis to continually improve district procedures.

ED CODES: 200, 201, 220, 234, 234.1, 234.2, 234.3, 234.5, 32261, 32262, 32265, 32270. 32282, 32283, 48900, 48900 (r), 48915

FACTS ABOUT BULLYING BEHAVIOR

SBCUSD DEFINITION OF BULLYING

The unwanted behavior is severe or pervasive enough to create an environment that a reasonable person consider intimidating, embarrassing, hostile, abusive or cause the person to feel emotionally, physically and mentally unsafe or threatened.

US DEPARTMENT OF EDUCATION DEFINITION OF BULLYING

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both children who are bullied and children who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be unwanted and aggressive and include:

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

Repetition. Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Source: www.stopbullying.gov

TYPES OF BULLYING

There are four types of bullying:

1. Verbal bullying is saying or writing mean things. Verbal bullying includes:

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

2. Social bullying, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

3. Physical bullying involves hurting a person’s body or possessions. Physical bullying includes:

- Hitting, kicking, or pinching
- Spitting
- Tripping or pushing
- Taking or breaking someone’s things
- Making mean or rude hand gestures

4. Cyberbullying involves the use of e-mail, social network sites, cell phones, webcams, text messages, Internet sites, etc., to send mean messages, spread rumors, and post embarrassing pictures or videos and fake websites or profiles. Cyberbullying messages can:

- Happen 24 hours a day, 7 days a week
- Be posted anonymously and distributed quickly to a wide audience
- Be extremely difficult to delete

Source: www.stopbullying.gov

WHERE AND WHEN BULLYING HAPPENS

Bullying can occur during or after school hours. Although most reported bullying happens in the school building, a significant percentage also happens in places such as the school playground or the school bus. It can also happen traveling to or from school, in the youth's neighborhood, or on the Internet.

FREQUENCY OF BULLYING

There are two sources of federally collected data on youth bullying:

- The 2009 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20 percent of students in Grades 9–12 experienced bullying.
- The 2008–2009 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28 percent of students in Grades 6–12 experienced bullying.

For additional information on bullying and supportive classroom climate,

Visit <http://safesupportiveschools.ed.gov/index.php?id=01>

Source: www.stopbullying.gov

WARNING SIGNS OF STUDENTS WHO BULLY AND THOSE WHO ARE BEING BULLIED

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

SIGNS THAT A CHILD IS BULLYING OTHERS

CHILDREN MAY BE BULLYING OTHERS IF THEY:

- Get into physical or verbal fights.
- Have friends who bully others.
- Are increasingly aggressive.
- Get sent to the principal's office or to detention frequently.
- Have unexplained extra money or new belongings.
- Blame others for their problems.
- Do not accept responsibility for their actions.
- Are competitive and worry about their reputation or popularity.

For additional information on bullying and supportive classroom climate,

visit <http://safesupportiveschools.ed.gov/index.php?id=01>

Source: www.stopbullying.gov and *Right to Be Safe* (Meehan)

SIGNS THAT A CHILD IS BEING BULLIED

Look for changes in the child. Be aware, however, that not all children who are bullied exhibit warning signs or will ask for help. Some signs that may point to a bullying problem are:

- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or other personal items.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating, or may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Feeling of helplessness or decreased self-esteem.
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

If you know someone in serious distress or danger, do not ignore the problem. Get help right away.

WHY CHILDREN DO NOT ASK FOR HELP

Statistics from the 2008–2009 School Crime Supplement show that an adult was notified in only about one third of bullying cases. Children do not tell adults for many reasons:

- Bullying can make a child feel helpless. Children may want to handle it on their own to feel in control again. They may fear being seen as weak or a rat (tattletale).
- Children may fear backlash from the child or children who bullied them.
- Bullying can be a humiliating experience. Children may not want adults to know what is being said about them, whether it is true or false. They may also fear that adults will judge them or punish them for being weak.
- Children who are bullied may already feel socially isolated. They may feel like no one cares or understands.
- Children may fear being rejected by their peers. Friends can help protect children from bullying, and children can fear losing this support.

Parents, school staff, and other adults have a role to play in preventing bullying. Tips for how to talk with young people about bullying can be found at

<http://www.stopbullying.gov/prevention/talking-about-it/index.html>.

Source: www.stopbullying.gov and *Right to Be Safe* (Meehan)

STRATEGIES FOR ADDRESSING BULLYING BEHAVIOR AT SCHOOL

How you respond can make an impact on bullying behavior immediately and over time.

When responding to bullying, it is important to use the most effective strategies.

WHAT DOES WORK

There are simple steps that adults can take to keep children safe.

STOP BULLYING ON THE SPOT:

- Intervene immediately. It is okay to get another adult to help.
- Separate the children involved.
- Make sure that everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the children involved, including bystanders.
- Model respectful behavior when you intervene.

AVOID THESE COMMON MISTAKES:

- Do not ignore it. Do not think children can work it out without adult help.
- Do not immediately try to sort out the facts.
- Do not force other children to say publicly what they saw.
- Do not question the children involved in front of other children.
- Do not talk to the children involved together—talk to them only separately.
- Do not make the children involved apologize or patch up relations on the spot.

GET POLICE HELP OR MEDICAL ATTENTION IMMEDIATELY IF:

- A weapon is involved.
- There are threats of serious physical injury.
- There are threats of hate-motivated violence, such as racism or homophobia.
- There is serious bodily harm.
- There is sexual abuse.
- Anyone is accused of an illegal act, such as robbery or extortion—using force to get money, property, or services.

FIND OUT WHAT HAPPENED

GET THE FACTS:

- Separate all of the involved students.
- Get the story from several sources, both adults and students.
- Listen without blaming.
- Do not call the act “bullying” while you are trying to understand what happened.

DETERMINE IF IT IS BULLYING:

- What is the history between the students involved? Have there been past conflicts?
- Is there a power imbalance? Remember that imbalance is not limited to physical strength. It is sometimes not easily recognized. If the targeted student feels like there is a power imbalance, there probably is.
- Has this happened before? Is the student worried that it will happen again?

- Have the students dated? There are special responses for teen dating violence.
- Are any of the students involved in a gang? Gang violence has different interventions.

SUPPORT THE STUDENTS INVOLVED

SUPPORT THE STUDENTS WHO ARE BULLIED:

- Listen to and focus on the student.
- Assure the student that bullying is not his or her fault.
- Know that students who are bullied may struggle with talking about it.
- Give advice about what to do.
- Work together to resolve the situation and protect the bullied student.
- Be persistent.
- Follow up.

AVOID THESE COMMON MISTAKES:

- Never tell the student to ignore the bullying.
- Do not blame the student for being bullied. Even if he or she provoked the bullying, no one deserves to be bullied.
- Do not tell the student to physically fight back against the student who is bullying. It could get the student hurt, suspended, or expelled.
- Parents should resist the urge to contact the other parents involved. It may make matters worse.

ADDRESS BULLYING BEHAVIOR:

- Make sure the student knows what the problem behavior is.
- Show students that bullying is taken seriously.
- Work with the student to understand some of the reasons why he or she is bullied.
- Use consequences to teach.
- Involve the student who bullied in making amends or repairing the situation.
- Avoid strategies that do not work or have negative consequences.
- Follow up.

SUPPORT BYSTANDERS WHO WITNESS BULLYING:

- Spend time with the students being bullied at school. Talk with them, sit with them at lunch, or play with them at recess.
- Listen to them.
- Call, at home, the student being bullied to offer encouragement and give advice.
- Tell an adult who you trust, like your teacher or coach. You can tell him or her in person or leave a note.
- Set a good example. Do not bully others.
- Send a text message or at a later time go up to the student who was being bullied and say, “That wasn’t cool” and “I’m here for you.”
- Help the student being bullied get away from the situation.
- Help the student being bullied tell an adult.
- Take away the audience by choosing not to watch and walk away.

- Be kind at another time to the student being bullied.
- Tell the student being bullied that you do not like the bullying and ask if you can do anything to help.

RESPOND TO THE STUDENT DOING THE BULLYING:

- Tell the student doing the bullying that you do not like it and to stop doing it (but only if it feels safe to do so).
- Distract the student doing the bullying or offer an escape for the student being bullied by saying something like, “Mr. Smith needs to see you right now” or “Come on, we need you for our game” (but only if it feels safe to do so).
- Do not combat violence with violence. It takes a lot of courage for someone to step up on behalf of a bullied student. Do not, however, use insults or physical violence to defend the student being bullied. Now is not the time to show off. You will most likely only make it more difficult for the student.
- Do not get discouraged if you have already talked to the teachers and nothing happened. Keep trying. Teachers and other school authorities will respond if they find out that the bullying is becoming a recurring problem. Try talking to other teachers and counselors so that you can get more people involved in trying to stop the situation.
- If you feel that this is none of your business, put yourself in the shoes of the student being bullied. Bullying can cause severe anxiety, depression, anger, and frustration and can turn the bullied student’s life into a nightmare. You would not want to feel that way.
- Look for opportunities to contribute to the anti-bullying culture of your school through creating posters, stories, or films.

CAUTION: WHAT DOES NOT WORK

Four commonly used strategies to reduce or prevent bullying have been proved to be ineffective against bullying behavior.

GROUP TREATMENT FOR CHILDREN WHO BULLY DOES NOT WORK BECAUSE:

- The group becomes an audience for students who bully to brag about their exploits.
- Other group members can serve as negative role models for one another, in some cases even learning from one another to bully.

SIMPLE, SHORT-TERM SOLUTIONS HAVE BEEN PROVED INEFFECTIVE BECAUSE:

- Bullying is a long-term, often-repeated problem.
- A workshop or assembly can help identify what bullying looks like and ways to respond, but teachers and students also need support and time to practice and master these skills.
- Bullying is primarily a relationship problem, and longer-term strategies are needed to help students and teachers experience supportive and affirming relationships within a caring school climate.

CONFLICT RESOLUTION AND PEER MEDIATION STRATEGIES SEND THE WRONG MESSAGE BECAUSE:

- Bullying is a form of peer abuse—not conflict between peers of equal power and control.
- The strategies may further victimize the student who has been bullied.

- Such strategies incorrectly expect the student who has been bullied or abused to solve his or her own abuse.
- Sessions and meetings become other opportunities for the bullying behavior to be repeated.

ZERO TOLERANCE POLICIES DO NOT HELP SOLVE BULLYING BECAUSE:

- Although bullying behavior is never tolerated, this strategy fails to recognize that bullying behavior is not a permanent characteristic of the student who did the bullying.
- Bullying is a behavior that can be changed and replaced with more positive prosocial behavior.
- Nearly 20 percent of students are involved in bullying other students, so it is not realistic to suspend or expel 20 percent of any student body.
- Students who are involved in bullying behavior are suspended or expelled when they may benefit most from continued exposure to positive prosocial role models and a caring school climate.

For additional information on bullying and supportive classroom climate, visit <http://safesupportiveschools.ed.gov/index.php?id=01>

TECHNIQUES FOR DE-ESCALATING STUDENT BEHAVIOR*

Verbal de-escalation techniques are appropriate when no weapon is present and should be used in ways that are consistent with your school's policies regarding addressing student behaviors. Reasoning with an enraged person is not possible. The first and only objective in de-escalation is to reduce the level of arousal so that discussion becomes possible. It is important to appear centered and calm even when we do not feel that way. It will help to practice these techniques before they are needed so they become "second nature."

MAINTAIN CONTROL OF YOURSELF AND YOUR EMOTIONS:

- Appear calm, centered, and self-assured. This will help everyone stay calmer, too.
- Use a modulated, low tone of voice.
- Do not be defensive—even if the comments or insults are directed at you, they are not about you. Do not defend yourself or anyone else from insults, curses, or misconceptions about their roles.
- Call on a colleague, an administrator, security, or the police if you need more help.
- Be very respectful even when firmly setting limits or calling for help. The agitated student is very sensitive to feeling shamed and disrespected. We want the student to know that it is not necessary to show us that he or she should be respected. We automatically treat the student with dignity and respect.

COMMUNICATE EFFECTIVELY NONVERBALLY:

- Allow extra physical space between you and the student—about four times your usual distance. Anger and agitation can fill the extra space between you and the student.
- Get at the same eye level (kneel, sit, or stoop as needed) and maintain constant eye contact. Allow the student to break his or her gaze and look away if need be.
- Do not point or shake your finger.
- Do not touch the student—even if some touching is generally culturally appropriate and usual in your setting. Physical contact could easily be misinterpreted as hostile or threatening.

- Keep your hands out of your pockets, up and available to protect yourself, and stand at an angle to the student.

THE DE-ESCALATION DISCUSSION:

- Remember that there is no content except trying to calmly bring the level of arousal down to a safer place.
- Do not get loud or try to yell over a screaming student. Wait until he or she takes a breath; then talk. Speak calmly at an average volume.
- Respond selectively; answer only informational questions no matter how rudely asked, (e.g., “Why do I have to do what you say?”). Do not answer abusive questions (e.g., “Why are all teachers jerks?”). This question should get no response whatsoever.
- Explain limits and rules in an authoritative, firm, but always respectful tone. Give choices where possible in which both alternatives are safe ones (e.g., “Would you like to continue our meeting calmly or would you prefer to stop now and come back tomorrow when things can be more relaxed?”).
- Empathize with feelings but not with the behavior (e.g., “I understand that you have every right to feel angry, but it is not okay for you to threaten me or other students.”).
- Do not solicit how the student is feeling or interpret feelings in an analytic way.
- Do not argue or try to convince.
- Suggest alternative behaviors where appropriate (e.g., “Would you like to change seats?”).
- Give the consequences of inappropriate behavior without threats or anger.
- Represent external controls as institutional rather than personal.

Trust your instincts. There is nothing magic about talking someone down. You are transferring your sense of calm, respectful, clear limit setting to the agitated student in the hope that he or she actually wishes to respond positively to your respectful attention. Do not be a hero, and do not try de-escalation if a student has a weapon. In that case, simply cooperate.

Adapted from Skolnik-Acker, E. (2008). *Verbal de-escalation techniques for defusing or talking down an explosive situation*. Washington, DC: National Association of Social Workers, Massachusetts Chapter, Committee for the Study and Prevention of Violence Against Social Workers.

SBCUSD STUDENT BULLY BEHAVIOR REPORT PROCEDURES

RESPONDING TO AND REPORTING BULLYING BEHAVIOR

School staff is bound ethically and in many cases legally to respond to reports of bullying behavior. It is important to respond to reports of bullying whether you witness the behavior or a student reports it to you. It is also important to respond appropriately to a situation. In some cases, it is possible that what occurred is not bullying, but in order to respond appropriately you need to carefully research and document allegations. To help ensure a safe and orderly environment while responding to and then following up on incidents, your school’s Student Code of Conduct should always guide you. Whether a bullying incident is witnessed or reported by a student, you can follow these simple guidelines called.

THE FIVE RS:

RESPOND

STEP 1: Use "Bully Behavior Report" (Page 1-3)

STEP 1: RESPOND - BULLY BEHAVIOR REPORT FORM (S.D. Code 48900)

This form may be used by any student or adult to report "misconduct by others". This may include alleged bullying, behavior, harassment, discrimination, injury or cyber related incidents.

School: _____

REPORTING PERSON (Please Print First and Last Name) _____ IF STUDENT, ID# & Grade: _____

CONTACT INFORMATION (Home)

DO YOU WANT TO REMAIN ANONYMOUS? YES NO

I am (check one): Staff

I am (check one): Person who was bullied Person who participated in bullying

Describe what happened. Use all exact language and as much detail as possible. If I were watching it on a video, what exactly would I see? What happened? What did you see? What did you hear? What did you say? Who else was involved?

What happened? What did you see? What did you hear? What did you say? Who else was involved?

WHERE DID THE BULLY BEHAVIOR OCCUR? (Check all that apply)

Classroom Hallway School bus Internet Other: _____

Please check the box that best describes the bullying behavior:

Physical: hitting, kicking, etc.

Getting another person's personal property

Teasing, name calling, etc.

Property issues (hiding, etc.)

Threatening to harm someone

Making rude and/or false statements

Excluding or rejecting the person

I agree that all of the information on this form is accurate to the best of my knowledge.

When bullying is reported to you or witnessed by you, you must respond and intervene immediately, making sure that everyone is safe. You want to model respectful behavior when you intervene and reassure the student who has been bullied that what has happened is not his or her fault. Always ask the student, "What do you need from me?" This may help you determine some of your next steps, including what kind of follow-up is needed.

RESEARCH

STEP 2. Use Incident/ Witness Statement (Page 4).

STEP 3. Use "Principal/Designee Investigation Report" (Page 5-6).

STEP 2: RESEARCH - BULLYING INCIDENT/WITNESS STATEMENT FORM (S.D. Code 48900)

Print Name: _____

Date of Incident: _____

Location: _____

A description of an incident should be provided in this section. Describe in sequence the incident.

Everything I have written with regard to this incident is true and correct to the best of my knowledge.

Date of _____, 20__

STEP 2: RESEARCH - PRINCIPAL/DESIGNEE INVESTIGATION BULLYING REPORT FORM (S.D. Code 48900)

Section II: Initial Notification of the Incident or Complaint

1. Principal (or Designee) Name: _____

Title: _____ School: _____ Date: _____ Time: _____

2. Name of student who was bullied: _____ Age: _____ Grade: _____

Gender: Male Female Student ID# _____ Phone Number: _____

3. Name(s) of student(s) being reported for bullying (if known): _____ Age: _____ School: _____

4. Name of Person Reporting Bullying Behavior: _____

Student Staff Parent/Guardian Other, explain: _____

5. Description of the Reported Bullying Behavior: _____

6. Date of Alleged Bullying Behavior: First Incident Recurrence

If recurrence, what are the approximate other dates: _____

7. Where did the incident happen (choose all that apply)? On school property On a school bus At a school sponsored activity event off school property On the way to/from school

PERSON COMPLETING STATEMENT

Check one: Person who was bullied Person who witnessed the incident

It is important to document what the allegations are and to try to capture information from as many sources as possible, including bystanders, about what happened. Using their exact language, write down exactly what students say happened. It may also be helpful to try to find out whether anything happened that might have led to the incident. An important part of your research is to determine whether the incident was indeed bullying or another kind of negative or aggressive interaction.

RECORD

STEP 2: RESPOND - BULLY BEHAVIOR REPORT FORM (SBCUSD 48950)

This form may be used by any student or adult to report "misbehavior by others". This may include alleged bullying, behavior, harassment, discrimination, theft or other related incidents.

School: _____

REPORTING PERSON (Please Print First and Last Name) _____ # STUDENT, ID# & Grade: _____

CONTACT INFORMATION (Home Phone/Cell/E-mail/Messenger Teacher) _____

DO YOU WANT TO REMAIN ANK

TODAY'S DATE: _____

I am (check one): Staff Student

I am (check one): Person who was bullied Person who participated in bullying

STEP 3: RESEARCH - PRINCIPAL (SBCUSD) INVESTIGATION BULLYING REPORT FORM (SBC Code 48900)

Complete the Bullying Investigation Notes. Make copies for your own files. Attach copies, in chronological order, to this report.

DID YOU REPORT BULLYING TO ANYONE?

IF YES, TO WHOM? _____

PERSON(S) YOU COMPLAINT TO

Were there any witnesses? _____

Section III: Summary Report Form

Briefly summarize the results of the investigation on the summary report form. Include your conclusions. Also include information from any statements. Distinguish between substantiated and unsubstantiated allegations.

WHERE DID THE BULLY BEHAVIOR OCCUR?

Classroom Hallway School bus Internet Other _____

Section IV: Actions and Discipline

1. Complainant informed about results of investigation and actions to be taken, and counseled about reporting any future occurrence or attempts at retaliation.

2. Appeal process described to the parents/guardians of the student who was bullied.

Please check the box that best describes the incident:

Physical hitting, kicking, pushing, shoving, etc.

Getting another person's property

Teasing, name calling, goading

Property issues (theft, damage)

Threatening in person, by phone, or in writing

Making rude and/or threatening comments

Excluding or rejecting the person

Good documentation will provide what is needed to write a thorough, accurate, and helpful report. Collect and save everything in a folder at your site. In some cases, like cyberbullying, there may be things like text messages, pictures, or e-mails that should be copied and saved for attachment to a report.

REPORT

STEP 4: Use the "Bullying Investigation Report" (Page 7).

STEP 5: Forward a copy of Pages 1-7 to Student Wellness & Support Services department;

Attention: Rose Ann Bomentre, Director of Student Wellness & Support Services

STEP 4: RECORD - BULLYING INVESTIGATION REPORT (SBC Code 48900)

(Attach to Principal/Designee Investigation Report Form)

Directions: Begin investigation without delay. Explain investigation procedures. Ask for names of witnesses. Record notes on this form, using as many pages as necessary. Interview the person who allegedly bullied separately. Interview all witnesses, teacher, and other employees, as appropriate. Interview every student and staff member named as a potential witness. Be thorough and ask for details. Listen for inconsistencies/discrepancies. Be cautious about hearsay evidence.

Name of Person Interviewed: _____

Staff Student Parent/Guardian Community Member

Interviewed by: _____ Title: _____

Date: _____ Time: _____

Name of Person Interviewed: _____

Staff Student Parent/Guardian Community Member

Interviewed by: _____ Title: _____

Date: _____ Time: _____

Name of Person Interviewed: _____

Staff Student Parent/Guardian Community Member

Interviewed by: _____ Title: _____

Date: _____ Time: _____

Just like responding to the incident itself, writing and filing a formal report of a bullying incident should always be guided by your school's policies and Student Code of Conduct. SBCUSD provides forms for writing and filing a report. After thorough research and while reviewing your school's Student Code of Conduct, this report is where you would make a determination as to whether an incident is bullying or some other form of behavior.

REVISIT

STEP 6: Follow-up!



STEP 4: RECORD – BULLYING INVESTIGATION REPORT (S.D. Code 48100)

(Attach to Principal/Deputy Investigation Report Form)

Directions: begin investigation without delay. Explain investigation procedures. Ask for names of witnesses. Record notes on this form, using as many pages as necessary. Interview the person who allegedly bullied separately. Interview all witnesses, teacher, and other employees, as appropriate. Interview every student and staff member named as a potential witness. Be thorough and ask for details. Listen for consistency/discrepancies. Be cautious about hearsay evidence.

| | |
|--|---|
| Name of Person Interviewed: | |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Student |
| <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> Community Member |
| Interviewed by: | Title: |
| Date: | Time: |
| Name of Person Interviewed: | |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Student |
| <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> Community Member |
| Interviewed by: | Title: |
| Date: | Time: |
| Name of Person Interviewed: | |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Student |
| <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> Community Member |
| Interviewed by: | Title: |
| Date: | Time: |

After a plan has been developed for both the student who was bullied and the student who engaged in bullying behavior, it will be important for you to follow up with each student to check and see how things are going. You want to find out if anything has changed, if the plans put into place are working (or not), and if anything else needs to be done. Follow-up gives you a chance to gather more information, and it lets all of the students involved know that there is continued adult support for them.

GUIDELINES FOR A GOOD REPORT

When developing your reports, here are some general guidelines:

- Fill out reports completely and legibly.
- Use referrals judiciously and properly.
- If you witness an incident, report what occurred along with what else you learned in your investigation.
- Report what you observed as accurately and specifically as possible.
- If you did not witness the incident, in your investigation, report on what all of the young people told you they saw and heard.
- Unless school policy expressly forbids, it is best to write down the actual language a student said (including curse words) so that administrators, parents, and others who may be involved understand exactly what was said and what happened.
- Avoid editorial comments (e.g., “Suzy is just like her brother! In fact, the whole family is a problem.”).
- If relevant, briefly explain how a student’s behavior was dangerous to himself or herself or other students—stress the “S-word” (safety).
- Your school may also have a system for documenting issues to help manage student behavior or use in preparing for letters or meetings with parents, students, and other school officials.

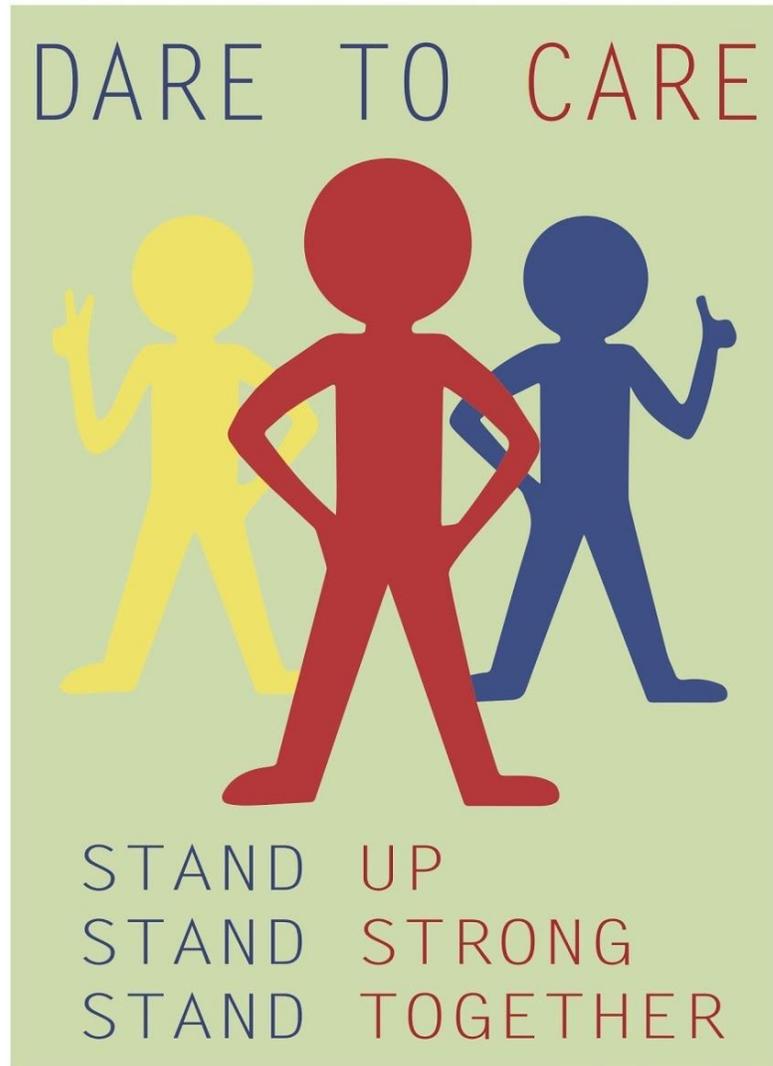
The Five Rs are adapted from Barbara-Jane Paris, former principal at Canyon Vista Middle School, Round Rock Independent School District, Austin, Texas (www.bjparis.org). Some of this material has been combined with content from www.stopbullying.gov

SBCUSD BULLY PREVENTION POSTER

SBCUSD Bully Prevention Poster depicting “Dare to Care: Stand Up, Stand Strong, Stand Together”!

SBCUSD Bully Prevention Committee also opted to include NEA’s “Bully Free, It Starts with Me” to our district’s campaign.

The graphic for “Dare to Care” was created by San Bernardino High School’s Class of 2018 student, Stephanie Ojeda. Her graphic was selected amongst many excellent submissions by various judges consisting of students, parents, community members, and district employees.



Created by Stephanie Ojeda, SBHS Student



Bully Behavior Report Forms

| | | |
|-------------------------|--|-----------|
| STEP 1: RESPOND | BULLY BEHAVIOR REPORT FORM | Pages 1-3 |
| STEP 2: RESEARCH | BULLYING INCIDENT/WITNESS STATEMENT FORM | Page 4 |
| STEP 3: RESEARCH | PRINCIPAL (DESIGNEE) INVESTIGATION BULLYING REPORT FORM | Page 5 |
| STEP 4: RECORD | BULLYING INVESTIGATION REPORT | Page 7 |
| STEP 5: REPORT | FORWARD A COPY OF ALL BULLYING PAGES TO STUDENT WELLNESS & SUPPORT SERVICES DEPARTMENT ATTENTION: ROSE ANN BOMENTRE, DIRECTOR | |



STEP 1: RESPOND - BULLY BEHAVIOR REPORT FORM (Ed Code 48900)

This form may be used by any student or adult to report 'mistreatment by others'. This may include alleged bullying, behavior, harassment, discrimination, injury or cyber related incidents.

| | |
|--|---|
| School: | |
| REPORTING PERSON (Please Print First and Last Name) | IF STUDENT, ID# & Grade: |
| CONTACT INFORMATION (Home Phone/Cell/Email/Homeroom Teacher) | |
| DO YOU WANT TO REMAIN ANONYMOUS? ____ YES ____ NO | |
| TODAY'S DATE: | INCIDENT DATE: |
| I am (check one): <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Community Member | |
| I am (check one): | |
| <input type="checkbox"/> Person who was bullied | <input type="checkbox"/> Person who witnessed bullying |
| <input type="checkbox"/> Person who participated in bullying | <input type="checkbox"/> Person who is concerned about bullying |
| DID YOU REPORT BULLYING BEHAVIOR? ____ YES ____ NO | |
| IF YES, TO WHOM? | |
| PERSON(S) YOUR COMPLAINT INVOLVES (if known): | |
| Were there any witnesses? ____ YES ____ NO If yes, list their name(s): | |
| WHERE DID THE BULLY BEHAVIOR HAPPEN? Check all that apply: | |
| <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Gym <input type="checkbox"/> Locker room <input type="checkbox"/> Lunchroom <input type="checkbox"/> Field | |
| <input type="checkbox"/> School bus <input type="checkbox"/> Internet <input type="checkbox"/> Cell phone <input type="checkbox"/> Outside <input type="checkbox"/> Another campus <input type="checkbox"/> To/From School <input type="checkbox"/> Other | |
| Please check the box that best describes what the accused did. Please choose all that apply. | |
| <input type="checkbox"/> Physical: Hitting, kicking, shoving, spitting, etc. | |
| <input type="checkbox"/> Getting another person to hit or harm the student | |
| <input type="checkbox"/> Teasing, name calling, put downs, criticizing, jokes | |
| <input type="checkbox"/> Property issues. (hiding, damaging, taking) | |
| <input type="checkbox"/> Threatening in person, by phone, by e-mail, etc. | |
| <input type="checkbox"/> Making rude and/or threatening gestures | |
| <input type="checkbox"/> Excluding or rejecting the student | |
| <input type="checkbox"/> Spreading harmful rumors or gossip | |
| <input type="checkbox"/> Demanding money/homework/etc. | |

| | |
|--|-----------------------------------|
| <input type="checkbox"/> | Cyberbullying: social media, etc. |
| <input type="checkbox"/> | Other: |
| Do you have evidence of the bullying behavior? | |
| _____ | YES _____ NO |
| If yes, please choose types of evidence that the apply: | |
| <input type="checkbox"/> | Text message(s) |
| <input type="checkbox"/> | Video(s) |
| <input type="checkbox"/> | Screenshot(s) |
| <input type="checkbox"/> | Note(s) |
| <input type="checkbox"/> | Social Media |
| <input type="checkbox"/> | Other: |



STEP 2: RESEARCH – BULLYING INCIDENT/WITNESS STATEMENT FORM (ED CODE 48900)

Print Name: _____ Grade: _____ DOB: _____ ID: _____

Date of Incident: _____ Time: _____ School: _____

Location: _____ Other Witnesses: YES NO

**Important – Please Read
State the facts only!**

A description of an incident should clearly state only what you saw or heard. Clearly identify any person that may have been involved in this incident. Use names instead of pronouns such as he, she, they, them, etc. Describe in sequence the course of events that took place with as much detail as possible.

Everything I have written with regard to this event is true and correct to the best of my knowledge on date:

_____ day of _____, 20____ Signature: _____

THIS SECTION IS FOR OFFICE USE ONLY:

PERSON COMPLETING STATEMENT (check one): Staff Student Parent Community Member

Check one: Person who was bullied Person who witnessed bullying

Person who participated in bullying Person who is concerned about bullying

STEP 3: RESEARCH – PRINCIPAL (DESIGNEE) INVESTIGATION BULLYING REPORT FORM (Ed Code 48900)

Section I: Initial Notification of the Incident or Complaint

1. Principal (or Designee) Name:

Title: School: Date: Time:

2. Name of student who was bullied: Age: Grade:

Male Female Student ID# Phone Number:

3. Name(s) of student(s) being reported for bullying (if known):

Age School

4. Name of Person Reporting Bullying Behavior:

Student Staff Parent/Guardian Other, explain:

5. Description of the Reported Bullying Behavior

6. Date of Alleged Bullying Behavior First Incident Reoccurrence

If reoccurrence, what are the approximate other dates:

7. Where did the incident happen (choose all that apply)? On school property On a school bus

At a school sponsored activity event off school property On the way to/from school

8. Did the student complete the Student Reporting form? Yes No If yes, attach a copy.

9. Notify the parent/guardian of the student who was harassed/bullied the same day of the incident or report, even if the investigation is incomplete at the time of call.

Parent's/Guardian's Name:

Phone Number:

Notified by: Phone call In person Date:

Section II: Investigation of Incident or Complaint

Complete the Bullying Investigation Notes. Make copies for your own files. Attach copies, in chronological order, to this report.

Section III: Summary Report Form

Briefly summarize the results of the investigation on the summary report form, include your conclusions. Also include information from any statements. Distinguish between substantiated and unsubstantiated allegations.

Section IV: Actions and Discipline

1. Complainant informed about results of investigation and actions to be taken, and counseled about reporting any future occurrence or attempts at retaliation.

Yes No, explain:

2. Appeal process described to the parents/guardians of the student who was bullied.

Yes No, explain:

3. Consequence assigned to person doing the bullying

Yes No If yes, specific action:

4. Person doing the bullying informed about retaliation and disciplinary action if incident recurs.

Yes No

Principal or Designee name (Please Print): Date:

Principal or Designee Signature: _____ Title: _____

STEP 4: RECORD – BULLYING INVESTIGATION REPORT (Ed Code 48900)

(Attach to PRINCIPAL/DESIGNEE INVESTIGATION REPORT FORM)

| | |
|--|--------|
| <p>Directions: begin investigation without delay. Explain investigation procedures. Ask for names of witnesses. Record notes on this form, using as many pages as necessary. Interview the person who allegedly bullied separately. Interview all witnesses, teacher, and other employees, as appropriate. Interview every student and staff member named as a potential witness. Be thorough and ask for details. Listen for consistencies/discrepancies. Be cautious about hearsay evidence.</p> | |
| Name of Person Interviewed: | |
| <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member | |
| Interviewed by: | Title: |
| Date: | Time: |
| | |
| Name of Person Interviewed: | |
| <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member | |
| Interviewed by: | Title: |
| Date: | Time: |
| | |
| Name of Person Interviewed: | |
| <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member | |
| Interviewed by: | Title: |
| Date: | Time: |
| | |
| Name of Person Interviewed: | |
| <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member | |
| Interviewed by: | Title: |
| Date: | Time: |
| | |
| | |
| | |

STEP 5: Report: FORWARD A COPY OF ALL BULLYING PAGES 1-7
to Student Wellness & Support Services department
Attention: Rose Ann Bomentre, Director of Student Wellness & Support Services