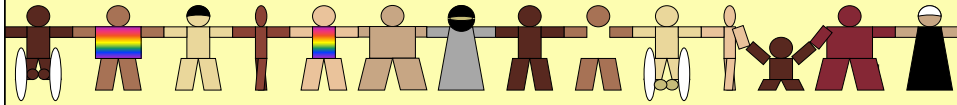


SCHOOL CLIMATE UPDATE & BULLYING PREVENTION REVIEW:

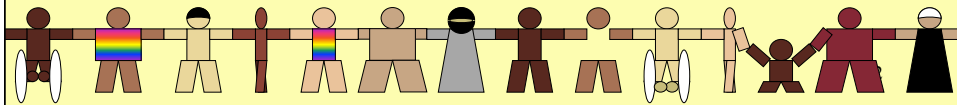
***Findings from the
2013 Midland Park
School Climate Student Survey***



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Overview

- 1. Update and Review: What is Bullying?**
 - 1. Definition of Bullying (Classical & Legal)**
 - 2. Recent NJDOE Commissioner Decisions**
- 2. Findings from the *Midland Park 2013 School Climate and Bullying Prevention Survey***
- 3. Why Bullying Happens**
- 4. Responsibilities of Schools and Families**

PART I:

Update and Review

What is Bullying?
Recent Commissioner
Decisions re: Legal HIB

**The LEGAL (ABBOR)
Definition of Bullying/HIB
Is Different
from the CLASSICAL (“common
sense” or “research-based”)
Definition of Bullying**

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**Bullying:
The *Classical* Definition
What *IS* Bullying?**

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Not everything that students do
to hurt one another is “bullying”

It is important to distinguish between

BULLYING

vs.

SOCIAL MISTAKES

& CONFLICT

Because they require **DIFFERENT** responses
For effective resolution and prevention

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Distinguishing Social Mistakes from Bullying

Social Mistakes might be related to age, maturity, experience, or disability. Social mistakes include accidental or unintended injuries. When someone makes a social mistake and realizes harm was caused, the typical response is to feel remorse, offer an apology, and avoid repeating the behavior

In **Bullying**, the offender is either intentionally causing the hurt, or is unconcerned about the negative impact of their actions. Discovering that hurt has been caused does not lead to remorse, or (sincere) apology, and might encourage further victimization.

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Distinguishing Conflict from Bullying

Conflict is a mutual disagreement or conflict arising from a difference in interests or goals, in which neither person/group has or uses a power advantage to hurt another person/group.

Bullying involves behavior on the part of one person or group that is hurtful to another person or group. The hurt is intentional, and involves a power differential making it difficult for the target to respond effectively. The behavior is unilateral, not reciprocal, although the target might retaliate.

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Specific Examples of What Bullying is NOT:

- A Disagreement, e.g., over religious or political beliefs, or any other minor or major issue
- A Verbal or Physical Fight
- The End of a Friendship, due to a misunderstanding, change of interests, or shifting relationships
- A Romantic Conflict or Jealousy, or any other type of conflict
- Two People Not Liking Each other
- Playful Teasing (reciprocal, consensual, and good-natured)
- Harm done out of ignorance, lack of maturity, or lack of social skill
- Accidental injury

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Bullying: Classical Definition

As a phenomenon, bullying is typically characterized by:

- **Intent to harm**
- **Repetition / Duration**
- **Existence of a specific victim**
- **Imbalance of physical, psychological, and/or social power** (perpetrator over target/victim)

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Bullying: The *Legal* Definition of HIB

**Which types of incidents require
certain responses as outlined in the
Anti-Bullying Bill of Rights?**

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Bullying: Legal Definition

- Gestures, written, verbal, electronic, or physical acts,
- Whether **on school grounds, or off school grounds** as provided for in 18A:37-15.3,
- Including a **single incident or series of incidents** (*esp. in case of bias*)
- Causing a substantial **disruption** in the school environment or infringing on the **rights** of another student, AND
- That a **reasonable person should know** would
 - Cause **physical and/or emotional harm or fear of harm** to one or more individuals or their property, OR
 - **Insult or demean** any student or group of students, OR
 - **Create a *hostile environment*** by interfering with student's education or causing harm to student
- AND ...

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Bullying: Legal Definition

...AND that is

- **Reasonably perceived as being motivated** either by any **actual or perceived characteristic**, *such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap, or by any other distinguishing characteristic*

“The Bias Clause”

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Examples of the Application of the ABR Definition of HIB – Commissioner Decisions

- R.G.B. o/b/o E.B. v. BOE of the Village of Ridgewood. Student called classmate “fat,” “horse,” etc. Decision: District confirmation of HIB upheld, verbal acts motivated by distinguishing characteristics of appearance and body type, acts were “hurtful and extremely upsetting to his classmate.” June 24, 2013
- J.A.H. o/b/o C.H. v. BOE of Township of Pittsgrove. Single incident, student shoved crumbled paper down another student’s shirt. District reversed; not motivated by a distinguishing characteristic. Note reference to NJ DOE guidance reference to bullying v. routine and minor student conflicts. April 25, 2013.

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Examples of the Application of the ABR Definition of HIB – Commissioner Decisions

- W.C.L. & A.L. o/b/o L.L. v. BOE of the Borough of Tenaflly. Student said peer dyed her hair because she had head lice. District upheld, revealing that peer had head lice constituted HIB and interfered with the rights of another student. Note that “truth” not accepted as a defense, and “intent” was not relevant. Jan. 10, 2013
- J.M.C. o/b/o A.C. v. BOE of the Township of East Brunswick. Single incident, peer said male classmate “danced like a girl” and called in “gay.” District upheld, verbal acts motivated by distinguishing characteristics of gender and sexual orientation, actions were hurtful and unkind. Jan. 9, 2013.

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Bullying: Classical vs. Legal Definitions

Research/Applied Definition	ABR Legal Definition
<p>Research on “Bullying,” preventive and responsive measures, and popular usage defines bullying as characterized by:</p> <ul style="list-style-type: none"> • Intent to harm • Repetition / Duration • Existence of a specific victim • Imbalance of physical, psychological, and/or social power (perpetrator over target/victim) • Is distinct from conflict <p><i>None of these criteria are in the law</i></p>	<p>The legal definition of HIB does not include the criteria of bullying, and it does include the criterion:</p> <ul style="list-style-type: none"> • Reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap, or by any other distinguishing characteristic <p><i>This is a definition of BIAS-BASED Behavior; it is INCONSISTENT with the research definition of “bullying”</i></p>

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TYPES OF BULLYING

- **Verbal Bullying:** Name-calling, use of derogatory language, hurtful put-downs
- **Social Bullying:** Purposeful social exclusion, spreading rumors to cause psychological harm
- **Cyber Bullying:** Bullying of any type done using electronic means of communication (texting, social networking sites, etc.)
- **Physical Bullying:** Hitting, pushing, tripping, assault
- **Bias-based Bullying:** Targeting other students because of who they are, use of prejudicial language, e.g., racist language

These are not mutually exclusive categories, e.g., bias-based bullying can be verbal, social, cyber, or physical.

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SOCIAL BULLYING, also called “Relational Aggression” or “Covert Bullying”

Relational bullying involves the **manipulation of social relationships** with the intent or effect of causing harm--usually **psychological and/or emotional harm**--to another. It includes ignoring, isolating, and excluding, is accomplished by means of gossip, rumors, teasing, alienating, censure, etc., and often involves the use of deception. It is often done by a group of friends to an outsider, to a former member, or to a current member to ensure loyalty to the group or to the group's social leader (stereotypically, the “queen bee”). Female-typical, but also found among boys and with marked similarities to gang behavior. ***Social Bullying includes Harmful Social Exclusion.***

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How is social exclusion relevant to bullying?

- ***Social exclusion itself is a form of bullying***
- ***Students with fewer friends are more likely to be bullied,*** because:
 - a lack of friends marks a student as someone not valued by others, i.e., someone not worthy of respect, or as an appropriate target for bullying, and
 - without friends, a student is an easy target because others are unlikely to stand up for him/her (bullying involves a power differential; in this case, the bully's friends and the target's lack of friends constitute a difference in social power)
- ***Students with fewer friends might suffer more*** when they are bullied; those with friends are better equipped to withstand bullying, if it occurs, because they have the support of their friends.

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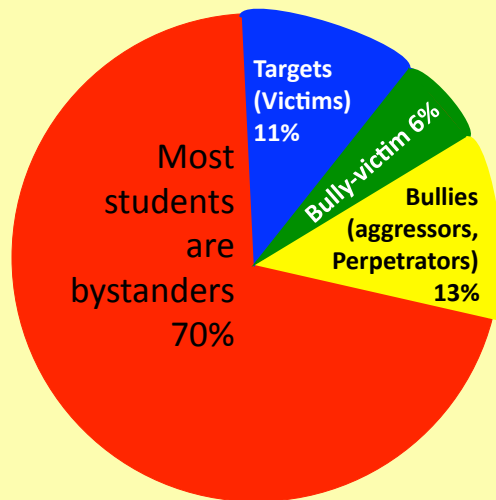
PART II:
Findings from the
2013 Midland Park
School Climate
Survey of Students

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Context:
National Statistics

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Bullying Statistics: Targets, Bullies, & Bystanders

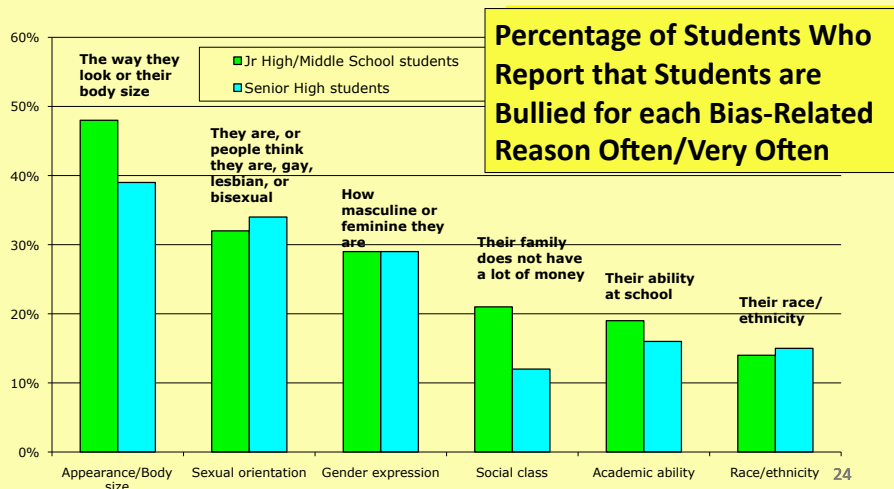


- The term “target” is preferred over the term “victim.”
- The “Target-Perpetrator” or “Bully-victim” is an individual who is both a bully and a target. Usually a target who in turn bullies others or retaliates by bullying. These students are at special risk, socially and emotionally.
- Most students are bystanders.

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NICHD study, self reports by students of moderate or frequent

Bullying Statistics: Prevalence of Bias-Based Bullying



Percentage of Students Who Report that Students are Bullied for each Bias-Related Reason Often/Very Often

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National Statistics from GLSEN 2005.

Midland Park Findings

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Response Rates

GRADE	NUMBER	RESPONSE RATE
2 nd	56	76%
3 rd	86	91%
4 th	69	86%
5 th	79	84%
6 th	97	88%
7 th	37	46%
8 th	36	36%
9 th	45	52%
10 th	21	23%
11 th	17	22%
12 th	14	15%

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OVERVIEW OF MAJOR FINDINGS

- The vast majority of students report that they have noticed very positive changes since the previous year. For example, they have noticed teachers trying harder to address bullying, taking bullying more seriously, and talking about bullying more.
- Most students in all grades (60%-85%) report that they have noticed at least a small decrease in bullying, and many report that they have noticed substantial decreases in bullying.
- In general, students perceive that adults in school care about them, care about bullying, intervene when bullying happens, and respond to bullying appropriately and effectively

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OVERVIEW OF MAJOR FINDINGS

- Among the problems that students in grades 2-6 are most concerned about are (50% or more):
 - Social exclusion
 - Mean name-calling
 - Rumor-telling
 - Perception that some students “get away with” more than others.
- In general, less than 20% of high school students think that any of the issues assessed are serious problems in school

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OVERVIEW OF MAJOR FINDINGS

- Among students, the use of language that derogates others on the basis of intelligence, appearance, actual or perceived sexual orientation, etc. is most prevalent in grades six through nine.
- Compared to 2012, in 2013 higher percentages of students in many grades reported that they have a trusted adult in school.

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OVERVIEW OF MAJOR FINDINGS

- 34% of second graders talk to other people online. This increases to 66% by eighth grade.
- 20% of fourth graders talk to “strangers” online. This increases to 63% by eighth grade
- 58% of seventh graders and 83% of eighth graders have a social networking page.

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IMPLICATIONS

- Parents and School Should Work Together to Ensure that:
 - Students know how to be safe online, including the use of social networking sites and withholding identifying information from “strangers” online
 - Each student can identify an adult at school whom they trust, to whom they could go if they had a problem with another student.

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IMPLICATIONS

- Parents and School Should Work Together to Ensure that:
 - Students are discouraged from using language that is derogatory to others.
 - Students know that harmful social exclusion and rumor-telling are forms of bullying
 - Students might not be aware of the disciplinary consequences given another student, and that there might be circumstances that parents and students are not aware of.
 - The word “bullying” is not used for incidents that involve other types of hurtful behavior, not bullying²³.

Percentage of Students Reporting Fewer than Four Friends

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	30%	20%	11%	22%	23%	22%	14%	24%	8%	42%	43%
2013											

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Percentage of Students Reporting Fewer than Four Friends

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	30%	20%	11%	22%	23%	22%	14%	24%	8%	42%	43%
2013	42%	28%	15%	16%	19%	22%	22%	19%	24%	19%	21%

No substantial change from 2012.

In the 2012 report, it was noted that the percentage of students with fewer than 4 friends increased slightly (statistically insignificant) in several grades from 2011 to 2012; 2013 findings show that the percentages have returned to their 2011 levels, confirming that 2012 findings reflected normal annual variations and not a change in social density or peer support among students.

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Percentage of Students Who Say They Have a Trusted Adult at School

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	86%	85%	74%	77%	90%	62%	72%	69%	80%	83%	64%
2013	86%	85%	88%	89%	64%	76%	80%	76%	76%	88%	93%

Most changes were in the desired direction, i.e., toward greater percentages reporting that they have a trusted adult. Among eighth graders, the percentage of students who say that they do have a trusted teacher in school has increased each year, from 67% in 2011 to 72% in 2012, to 80% in 2013, among tenth graders, the increase seen between 2011 (54%) and 2012 (80%) was maintained in 2013 (76%), and among twelfth graders, after a small decrease from 2011 (74%) to 2012 (64%), a larger increase was seen in 2013 (93%).

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy	56%	54%	39%	51%	32%	38%	25%	35%	10%	18%	21%
Excited	46%	34%	30%	33%	27%	11%	14%	12%	5%	6%	7%
Bored	22%	24%	22%	30%	38%	30%	64%	70%	70%	65%	36%
Safe	59%	54%	39%	45%	31%	32%	31%	44%	15%	24%	64%
Glad to see friends	78%	80%	82%	79%	72%	76%	83%	86%	55%	65%	71%
Sad	7%	1%	2%	5%	13%	0%	17%	5%	5%	0%	7%
Tired	39%	42%	43%	50%	59%	70%	75%	72%	85%	88%	71%
Afraid will get in trouble	19%	8%	16%	9%	10%	3%	3%	9%	0%	0%	0%
Worried	9%	6%	18%	8%	15%	14%	17%	23%	20%	6%	7%
Like school	61%	53%	28%	46%	30%	27%	19%	28%	15%	12%	29%
Scared will be hurt	6%	4%	5%	3%	5%	0%	3%	0%	0%	6%	0%
Afraid teacher will be mad	11%	7%	9%	5%	15%	11%	3%	2%	0%	12%	0%

In 2013, compared to 2012, second graders were more likely to say that they are happy to be at school (56% vs 39%), excited to be at school (46% vs 25%), and safe at school (59% vs 34%) and that they like being at school (61% vs 37%), and they are less likely to say that they are bored at school (22% vs 34%) and tired (39% vs 49%). Some of these same changes were also seen among third, fifth, and ninth grades.

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Happy	56%	54%	39%	51%	32%	38%	25%	35%	10%	18%	21%
Excited	46%	34%	30%	33%	27%	11%	14%	12%	5%	6%	7%
Bored	22%	24%	22%	30%	38%	30%	64%	70%	70%	65%	36%
Safe	59%	54%	39%	45%	31%	32%	31%	44%	15%	24%	64%
Glad to see friends	78%	80%	82%	79%	72%	76%	83%	86%	55%	65%	71%
Sad	7%	1%	2%	5%	13%	0%	17%	5%	5%	0%	7%
Tired	39%	42%	43%	50%	59%	70%	75%	72%	85%	88%	71%
Afraid will get in trouble	19%	8%	16%	9%	10%	3%	3%	9%	0%	0%	0%
Worried	9%	6%	18%	8%	15%	14%	17%	23%	20%	6%	7%
Like school	61%	53%	28%	46%	30%	27%	19%	28%	15%	12%	29%
Scared will be hurt	6%	4%	5%	3%	5%	0%	3%	0%	0%	6%	0%
Afraid teacher will be mad	11%	7%	9%	5%	15%	11%	3%	2%	0%	12%	0%
Alone	4%	1%	2%	5%	6%	3%	11%	9%	5%	6%	7%

As in 2012, throughout the district, less than 10% of students in most grades said that they feel afraid they will get in trouble in school, scared they will be hurt in school, afraid that a teacher will be mad at them, or alone because they have no friends. These are very positive findings.

Grade 2-6 Students' Perceptions of Problems at School

	2 nd	3 rd	4 th	5 th	6 th
Fighting, hitting, pushing	51%	26%	19%	14%	37%
Mean Name-calling	51%	37%	51%	73%	74%
Leaving each other out	71%	50%	67%	64%	61%
Gangs	---	---	11%	12%	30%
Prejudice (race, religion)	---	---	21%	21%	11%
Appearance pressure	---	---	18%	26%	36%
Exclusive "clubs"	57%	47%	37%	41%	33%
Mean text messages	---	---	14%	18%	37%
Rumors	51%	58%	70%	66%	77%
Teachers Not Fair	---	---	25%	23%	33%

The question about gangs, in a district with no measurable gang problem, serves as a reference point against which to compare findings about the level of student concern about other issues in school. In general, findings less than 10% indicate there might be some students with individual concerns, but do not indicate school-related climate issue.

Grade 2-6 Students' Perceptions of Problems at School

	2 nd	3 rd	4 th	5 th	6 th
Fighting, hitting, pushing	51%	26%	19%	14%	37%
Mean Name-calling	51%	37%	51%	73%	74%
Leaving each other out	71%	50%	67%	64%	61%
Gangs	---	---	11%	12%	30%

Student concern about these four issues increased between 2012 and 2013. An increase in concern does not mean that these “problems” are objectively worse; it means that students are increasingly aware of these issues and concerned about them. Given that there was no increase found in the percentage of students who report *being* name-called, excluded, targeted by rumors, these findings reflect an increase in awareness, not an increase in the severity of the issues.

Rumors	51%	58%	70%	66%	77%
Teachers Not Fair	---	---	25%	23%	33%
Some get away with it	55%	43%	54%	64%	54%
Teachers say mean things	10%	12%	21%	15%	19%

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Details about Increases in Student Concern

- For example:
 - Concern about social exclusion increased from:
 - 32% to 57% among second graders
 - 44% to 67% among fourth graders
 - 54% to 64% among fifth grades
 - 51% to 61% among sixth graders.
 - Concern about rumors increased from 53% to 70% among fourth graders.
 - Concern about name-calling increased from 37% in 2011 to 51% in 2013 among second graders.

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Grade 7-12 Students' Perceptions of Problems at School

	7 th	8 th	9 th	10 th	11 th	12 th
Appearance Pressure	35%	3%	5%	19%	6%	7%
Social Exclusion	47%	32%	19%	19%	24%	21%
Name-calling	36%	18%	17%	5%	24%	14%
Racism/Religious prejudice	20%	6%	5%	0%	12%	0%
Anti-LGBT prejudice	17%	6%	12%	9%	18%	0%
Physical aggression	8%	6%	7%	0%	6%	0%
Gangs	8%	3%	5%	5%	6%	7%
Unwanted photography	24%	6%	12%	5%	18%	0%
Hurtful posting	36%	17%	26%	14%	29%	7%
Teacher put-downs	8%	0%	7%	10%	6%	0%
Adults disrespecting each other	0%	3%	2%	5%	6%	0%
Weapons	---	---	2%	0%	6%	0%

However, in grades 8-12, less than 10% of students express concern about most of the issues assessed.

Frequency of Derogatory Language among Students

- Less than 10% of students in most grades report that they frequently hear their peers make comments that are derogatory on the basis of race/ethnicity or religion, **down from a high of 41% in some grades in 2011**
- In grades 6-8, 34%-43% of students say they frequently hear peers make insulting comments about someone's appearance; **down from 43%-61% in 2011**
- In grades 6-12, 43%-54% of students say they frequently hear peers call each other "dumb," "retard," "stupid," etc. ; **down from 57%-86% in 2011**
- In grades 6-11, 34%-48% of students say they frequently hear peers use the word "gay" as an insult (i.e., "so gay"); **down from 49%-82% in 2011**

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Has this happened to you... (percent saying often, weekly, daily, or more than once a day)?

Students were asked about 17 different experiences. Most experiences were reported by less than 10% of students. Only these three were reported by non-negligible percentages of students, and these percentages indicate typical age-related issues. The fact that an issue is typical does not mean it does not have to be addressed, but it does indicate that these issues are not unique to Midland Park; these are issues facing schools throughout New Jersey.

	<i>Verbal</i>		<i>Hurtful</i>		<i>Appearance</i>	
	<i>Name-calling</i>		<i>Exclusion</i>		<i>Denigration</i>	
	2012	2013	2012	2013	2012	2013
2 nd grade	8%	15%	12%	17%	5%	6%
3 rd grade	12%	11%	15%	8%	6%	4%
4 th grade	12%	11%	11%	6%	11%	6%
5 th grade	27%	22%	12%	14%	14%	16%
6 th grade	32%	32%	7%	19%	16%	20%
7 th grade	19%	14%	11%	15%	8%	11%
8 th grade	12%	12%	0%	17%	4%	9%
9 th grade	17%	5%	10%	2%	10%	5%
10 th grade	0%	10%	0%	15%	0%	10%
11 th grade	4%	24%	0%	6%	0%	6%
12 th grade	0%	0%	0%	0%	0%	7%

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Are Adults Able to Effectively Stop Bullying? (Sometimes/always/often)

		2012	2013
Very positive findings indicating that most students feel that adults are able to stop bullying effectively. This confidence in adults' ability to address bullying is critical factor in students' willingness to report bullying	2 nd grade	90%	91%
	3 rd grade	90%	89%
	4 th grade	88%	87%
	5 th grade	86%	89%
	6 th grade	81%	75%
	7 th grade	76%	67%
	8 th grade	74%	74%
	9 th grade	76%	83%
	10 th grade	76%	91%
	11 th grade	75%	82%
	12 th grade	86%	79%

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Percentage of Students Saying that They Feel
“Very Safe” or “Mostly Safe” in School

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2012	77%	76%	86%	65%	67%	73%	84%	86%	72%	92%	86%
2013	81%	87%	85%	77%	77%	74%	77%	86%	71%	94%	100%

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**Students’ Reports of Feelings of
Increased Safety Compared to Last Year**

	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Much safer	47%	43%	31%	28%	26%	29%	15%	25%	21%
Somewhat safer	19%	23%	30%	19%	40%	26%	40%	19%	29%
Little safer	19%	21%	14%	31%	14%	17%	25%	25%	14%
Not safer	16%	14%	25%	22%	20%	29%	20%	31%	36%

In each grade, 64%-86% of students report that they feel at least a little safer this year compared to last year, as a result of their teachers’ efforts to address bullying, and many of these students say they feel “much safer.”
(Many students who don’t feel “safer” already felt “safe.”)

Changes Students Have Noticed in Teachers' Attitudes about Bullying

	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Teacher trying harder	48%	53%	34%	17%	46%	38%	33%	38%	29%
Teachers taking bullying more seriously	26%	19%	17%	31%	31%	38%	29%	13%	71%
Teachers watching more closely	11%	19%	16%	22%	9%	29%	19%	19%	7%
Teachers talking about bullying more	29%	37%	28%	25%	17%	24%	19%	38%	29%
Have not noticed any of	28%	16%	33%	44%	17%	19%	29%	38%	0%

High percentages of students in all grades noticed that teachers are trying harder to address bullying

PART III: Why Does Bullying Happen?

Why & Who

Traits of Youth Who Bully

Why Youth Bully

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WHY DO YOUTH BULLY?

- **Power**
- **Learned Social Interactive Behaviors:** Some youth learn bullying behaviors, instead of more positive social skills, from role models such as parents. This includes learned biases against others.
- **Passing It On / Displaced Retaliation:** Youth who are bullied by their parents or by siblings sometimes engage in the same behavior toward others.
- **Normal youth psychology**, requiring supervision & guidance.
 - Youth are exploring themselves & relations with others
 - Youth are learning social boundaries and rules
 - Youth are asserting independence and individuality
 - Youth seek acceptance from peers
 - Social life is of great importance; being “in”

Continued... 72

WHY DO YOUTH BULLY?

- **Individual Youth Psychology.** Psychological traits might include:
 - Low tolerance for frustration
 - Lack of impulse control
 - Tendency toward aggression; fascination with violence;
 - Lack of empathy for others
 - Lack of respect for authority; oppositional
 - Lack of internal anchors for sense of self, e.g., skills or abilities
 - Lack of ability to understand causality & consequences
 - Difficulty interpreting others' social cues & emotions (or ability to do so)

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Behavior is Also Affected by the Expectations of the Family and the School with Regard to Behavior in School (i.e., School Climate)

*Family and School Working Together
is the Most Effective Way to Address
Bullying*

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WHAT CAN YOU EXPECT YOUR SCHOOL TO DO?

- Take all forms of hurtful behavior by students seriously, whether or not the behavior is bullying, and whether or not it is legally defined and reportable as bullying
- Teach students that they share responsibility for creating a school climate that is safe and respectful for all
- Encourage students to tell an adult if they know of someone who is being hurt by someone else
- Respond to all reported incidents with *appropriate* remedial or disciplinary consequences
- Implement strategies to create a positive school climate to discourage bullying and other hurtful behaviors
- Teach all students to respect diversity, and to be able to disagree with others respectfully

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WHAT DO YOU NEED TO KNOW ABOUT THE SCHOOL'S PROCEDURES?

- School personnel must protect the confidentiality of all students. The school cannot provide you with information about discipline given another student.
- The school's jurisdiction is limited. If an incident occurred off campus, your recourse might be with law enforcement, and not through the school
- "Tough on Bullying" means appropriate, not extreme, responses; remedial responses are often more effective
- School staff are required to report certain types of incidents within the district, and at the state level.

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WHAT CAN YOU DO TO HELP?

- Be familiar with your district's anti-bullying policy
- Know that bullying today is different than it used to be; take it seriously. Listen/talk about it.
- Tell your son/daughter what to do if s/he is bullied (tell an adult). Do not give advice that will put your child in a difficult situation in school (e.g. do not advise to "hit back")
- Teach your son/daughter what to do if someone else is bullied (tell an adult, stand up for them, help them walk away, etc.)
- Teach about cultural diversity; teach the difference between Respect and Agreement
- If you learn of a situation or incident in the school, tell a member of the school staff immediately

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In Conclusion: Two Video Clips

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“Red”

To view the “Red” video clip on YouTube use the link below:

<http://www.youtube.com/watch?v=jL9CSuKfeoM>

Mark Wills

“Don’t Laugh at Me”

To view video clip “Don’t Laugh at Me” on YouTube, use the link below:

<http://www.youtube.com/watch?v=FVjbo8dW9c8>

THANK YOU
Have a Safe, Happy,
Productive
and Respectful
School Year

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