



BULLYING Toolkit





LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)

NUMBER: BUL-5212.2

ISSUER: Michelle King
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School Operations

DATE: November 26, 2014

POLICY: The Los Angeles Unified School District is committed to providing a safe and civil learning and working environment. The District takes a strong position against bullying, hazing, and any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction or interferes with learning or the ability to teach. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

District policy requires all schools and all personnel to promote mutual respect, tolerance and acceptance among students and staff. "All students and staff of public primary, elementary, middle and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful" [Article 1, Section 28 (c) of the California State Constitution]. Schools' compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy is to be referenced in their Safe School Plan, Volume 1.

This policy shall encompass behaviors or actions that occur among students, District employees and associated adults. The policy is applicable in all areas of the District's jurisdiction, including school and District-related activities, events, programs and traveling to and from school.

MAJOR CHANGES: This bulletin replaces Bulletin No. 5212.1, Bullying and Hazing Policy (Student-to-Student, Adult-to-Student and Student-to-Adult) dated September 17, 2012, issued by the Senior Deputy Superintendent School Operations. It reaffirms District policy against bullying in all areas of the District's jurisdiction, updates the definition and types of bullying and provides recommendations on the investigations, monitoring, documentations and communications regarding incidents of bullying and hazing.

Bullying, harassment and hazing between employees, elected parent officials, contracted service providers and associated individuals are governed by BUL-5798.0, Workplace Violence, Bullying and Threats (Adult to Adult) and in BUL-1325.1, Visitors to School Campuses and Locked Campuses During Class Hours at All Schools.

ROUTING

Instructional Superintendents
Administrators of Operations
Instructional Directors
Operations Coordinators
Principals
Assistant Principals
PreK-12 Counseling
Coordinators, Counselors,
Teachers, Department
Chairs
Title IX Complaint Managers



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GUIDELINES: Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing may constitute other categories of misconduct, such as assault, battery, child abuse, hate-motivated incident, criminal activity, or sexual harassment and, as such, violate other District policies. In such cases, District personnel are obligated to follow appropriate District reporting guidelines as detailed in the Related Resources section of this policy bulletin.

I. DEFINITIONS

A. Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act* that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:

1. Reasonable fear of harm to person or property.
2. Substantially detrimental effect on physical or mental health.
3. Substantial interference with academic performance.
4. Substantial interference with the ability to participate in or benefit from school services, activities, or privilege.

* "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication [CA Ed. Code § 48900 (2)(A)]. Impersonating a person through electronic means for purposes of harming, intimidating, threatening or defrauding a person is a violation of California Penal Code §§ 528.5 – 529.

B. Hazing is 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, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events [(CA Ed. Code § 48900(q, r), CA Penal Code § 245.6)].

C. Students are any person enrolled in a Los Angeles Unified School District school, including adult students. Adult students are also held to the guidelines associated with their enrollment in an adult education program.

D. Associated individuals are non-students who are affiliated with the District, including but not limited to parents/guardians, volunteers, vendors, contracted service providers, former students, former employees, spouses, domestic partners, and relatives or friends of employees or students.



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II. TYPES OF BULLYING

All incidents must meet the impact criteria of bullying to be considered as such:

- A. Cyberbullying is committed by means of an electronic communication device, such as a cellular phone, computer, or tablet. Cyberbullying may include messages, texts, sounds, images, posts on social network, Internet websites, and the creation of false profiles or credible impersonations of another actual person without their consent (CA Ed. Code § 32261 (a-g), CA Penal Code §§ 528.5 – 529).
- B. Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- C. Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- D. Verbal and non-verbal bullying include gossiping, making rude noises, name-calling, spreading rumors, hurtful teasing and threatening gestures.
- E. Playful teasing is good-natured joking and name-calling among friends with the intention of *building closeness*. By contrast, bullying is malicious teasing among individuals who are *not* friends with the intention of invoking harm, fear or humiliation. Teasing may have the unintended outcome of invoking embarrassment, whereas in bullying, invoking embarrassment is the intended goal. Teasing and bullying may appear similar, but the differentiating variables are the relationship between the parties and the intention of the perpetrators.

III. DISCRIMINATION AND HARASSMENT

All pupils have the right to participate in the educational process free from discrimination and harassment. Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity, without a legitimate nondiscriminatory reason, that interferes with or limits the ability of the student to participate in or benefit from the services, activities or privileges provided by the District. Protected categories include an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, or age, as well as a person's association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation.

- A. Sexual Harassment is unwelcome conduct of a sexual nature directed at or about an individual on the basis of actual or perceived sex, sexual orientation, gender identity or gender expression. Anti-gay and sexist epithets are forms of sexual



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harassment. Schools should investigate and respond to such incidents under the guidelines of the relevant policy (see BUL-3349.1, Sexual Harassment Policy; BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes and BUL-6224.1, Transgender Students – Ensuring Equity and Nondiscrimination).

- B. Hostile Environment Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be objectively offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit the target's ability to participate in or benefit from an educational program or activity.

IV. SCHOOL PRINCIPAL OR SITE ADMINISTRATOR(S) RESPONSIBILITIES

Safe campuses require a multi-faceted approach with strategies to prevent, respond to, and recover from incidents of bullying and hazing. The school principal and site administrators shall create an environment where the school community upholds the standards of respect and civility and understands that bullying and hazing are inappropriate, harmful and unacceptable. Toward this goal, schools shall:

- A. Communicate with and ensure that all certificated and classified staff, activity directors, and volunteers on campus:
 - 1. Understand school and District policies regarding bullying and hazing.
 - 2. Recognize the indicators of bullying and hazing.
 - 3. Understand their individual responsibilities to respond to, intervene, and report any act or incident of bullying or hazing.
 - 4. Promote mutual respect and acceptance.
- B. Provide instruction to ensure that students and staff are educated about appropriate online behavior and cyberbullying awareness (see BUL-999.9, Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems; BUL-5688.0, Social Media Policy for Employees and Associated Persons, and BUL-6399.0, Social Media Policy for Students.)
- C. Certify compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy in their Safe School Plan and Administrator Certification Form. The District takes reported cases of bullying and hazing seriously and utilizes positive behavior support strategies, progressive discipline, interventions, and corrective measures to address inappropriate behaviors.
- D. Identify the Title IX/Bullying Complaint Managers responsible for documenting and managing complaints of bullying or hazing. The Complaint Manager must maintain records of complaints of bullying or hazing (see Attachment M, sample



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Bullying Complaint Log).

- E. Ensure that all reports of bullying or hazing are investigated and documented and that appropriate interventions are implemented and monitored. There must be at least one documentation of monitoring within 30 days and resolution within 60 days. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and resolution in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).
- F. Ensure that disciplinary actions are in compliance with District guidelines. Bullying or hazing that warrants suspension or expulsion must be reviewed by the standards set forth in BUL-5655.2, Guidelines for Student Suspension and BUL-6050.1, Expulsion of Students - Policy and Procedures.
- G. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).
- H. Display the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.
- I. Post expectations of positive behavior throughout the school to communicate norms of socially appropriate behavior for classrooms, restrooms, yard, eating areas, and other school activities.

V. STAFF RESPONSIBILITIES

- A. Model and enforce appropriate behavior by creating an environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are inappropriate, harmful, and taken seriously.
- B. Be familiar with the indicators of and appropriate responses to bullying and hazing.
- C. Communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yards, eating areas, and other school activities.
- D. Discuss all aspects of the Bullying and Hazing Policy with students including strategies to prevent, respond to, and report bullying and hazing (see Attachment G-L, Title IX/Bullying Complaint Manager posters and BUL-999.9, Responsible



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& Acceptable Use Policy (RAUP) for District Computer and Network Systems).

- E. Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying.
- F. Document incidents of bullying and hazing in MiSiS and/or iSTAR. Incidents that exceed classroom management protocols should be referred to the Title IX/Bullying Complaint Manager for follow up.
- G. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

VI. TITLE IX/BULLYING COMPLAINT MANAGER RESPONSIBILITIES

- A. The Title IX/Bullying Complaint Manager must ensure that the school employs a comprehensive system through which allegations of bullying and hazing can be safely and easily reported, and that the ensuing investigations, interventions, monitoring, and resolution are documented (Attachment M, sample Bullying Complaint Log). The principal or designee has the authority to delegate the tasks of investigating, responding, documenting, and monitoring alleged bullying and hazing. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations or require additional resources or sustained monitoring should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).
- B. Ensure that the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) are displayed in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.

VII. STUDENT RESPONSIBILITIES

Students are significant contributors toward creating a safe school environment. Students should:

- A. Be safe, respectful, and responsible for their actions at all times, during, before, and after school, and during school-related events and activities.
- B. Treat everyone with respect. Participate in school-wide efforts to celebrate diversity. Be sensitive as to how others might perceive actions or words.
- C. Practice safe and respectful behavior while on-line and while using electronic devices. Electronic behavior that causes a substantial disruption to school, even if it occurred during non-school hours, may be subject to disciplinary action, including



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suspension and expulsion as described in CA Ed. Code § 48900 (r).

- D. Report bullying or hazing to the Title IX/Bullying Complaint Manager or a District staff person.
- E. Never engage in retaliatory behavior or ask, encourage, or consent to anyone to retaliate on their behalf.

VIII. RESPONDING TO BULLYING AND HAZING

It is imperative that schools investigate to determine if the behavior meets the criteria of bullying and hazing, make efforts to prevent its recurrence, and provide appropriate responsive actions. The following procedures should be followed in addressing incidents:

- A. Secure student safety.
- B. Assure involved parties that allegations are taken seriously.
- C. Obtain factual written statements from the involved parties and if appropriate, witnesses (see Attachments A and B, Bullying and Hazing Complaint Form).
- D. Provide the Title IX/Bullying Complaint Manager with copies of the complaint and supportive documentation.
- E. Investigate promptly and thoroughly.
- F. Develop an action plan to respond to and monitor the behavior. An Individual Student Safety Plan (Attachment D) and the No Bullying and Hazing Contract (Attachments G and H) are resources to assist in documenting agreements and interventions for the parties involved but are not required for all situations.
- G. California Education Code Section 48900 stipulates that schools may respond to bullying that is created by electronic means (i.e., cyberbullying) that originated on or off of the school site *if* the incident meets the impact criteria of bullying *and* can be reasonably predicted to have the effect of one or more of the following:
 - 1. Reasonable fear of harm to person or property.
 - 2. Substantially detrimental effect on physical or mental health.
 - 3. Substantial interference with academic performance.
 - 4. Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.
- H. For student misconduct related to bullying or hazing, document the



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investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, or require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).

- I. Consult with Administrator of Operations or Operations Coordinator in the Educational Service Center (ESC) or Intensive Support and Innovation Center (ISIC); Human Relations, Diversity and Equity; Educational Equity Compliance Office; Student Discipline and Expulsion Support Unit; and other offices as appropriate.
- J. Confidentiality laws prohibit the sharing of information about a child to persons other than the custodial parents/guardians and authorized staff. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F, sample Letter of Findings). Upload any supportive documentation (e.g., Letter of Findings, minutes from a meeting, or an Individual Student Safety Plan) to iSTAR or MiSiS and give a copy to the Title IX/Bullying Complaint Manager.
- K. Monitor to ensure that the misconduct has ceased. If there is a possibility that the incident has not been resolved, document at least one follow-up within 30 days of the initial filing to indicate the status of the investigation and actions taken. Within 60 days, document how the incident has been resolved.
- L. Targets and perpetrators of bullying and hazing may benefit from support to re-engage with the school community (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support). Interventions should be reasonable, fair, age-appropriate, match the severity and nature of the misbehavior, and be paired with meaningful instruction and guidance.
- M. Bullying, hazing or harassment that is based on the person's actual or perceived characteristics or association with any protected classes, may also constitute discrimination or a hate-motivated incident and must be investigated (see BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes). The school will follow its standard procedures of documenting its investigation, intervention, and monitoring. The Educational Equity Compliance Office can provide technical assistance as needed.
- N. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).
- O. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).



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P. Complainants who disagree with the outcome of a bullying or hazing complaint may appeal the decision with the ESC or ISIC Administrator of Operations. Complainants who are still dissatisfied with the response may appeal at the central office level through Human Relations, Diversity and Equity. Hate-motivated incidents and bullying or harassment on the basis of a protected class can be appealed to Educational Equity Compliance through the Uniform Complaint Procedure.

IX. MONITORING AND EVALUATION

Data collection and analysis are critical tools that can inform efforts to create and refine school wide, classroom and individual student interventions to promote a positive school culture.

Every school has a School Safety Committee that is “accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its health and safety needs” (Safe School Plan, Volume 1). Schools also have a discipline review team “to support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed” (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support).

The Safe School Committee and the Discipline Review Team examine bullying and hazing from the lenses of prevention and intervention/response. They recognize that bullying and hazing are important indicators of school safety evaluate the efficacy of the school’s bullying and hazing prevention and response efforts.

Numerous metrics can be considered in an evaluation of positive school engagement. The Safe School Committee and the Discipline Review Team must maintain minutes of their meetings with an agenda, sign-in sheet, a log of the data they reviewed and next steps. External variables can inflate or suppress the number of bullying reports. Improved *accuracy* in reporting is a more reliable measure than a change in the number of reports. The following indicators may be considered in evaluating school climate:

1. Reporting patterns of allegations of bullying and hazing
2. Decrease of chronic bullying and/or hazing
3. Disciplinary office referrals, interventions and disciplinary action generated from the MiSiS Student Support Module
4. Incident reports generated from iSTAR
5. Title IX/Bullying Complaint Manager complaint logs
6. School Experience Survey
7. Overall climate for traditionally stigmatized or vulnerable populations, such as lesbian, gay, bisexual, transgender students, and students with disabilities, as evidenced through bias-related incidents on campus.
8. School-wide efforts to increase student engagement, such as Gay Straight



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Alliances, restorative justice practice, and student-led social justice campaigns

X. RESOLUTION OF INCIDENTS OF BULLYING

Reported allegations of bullying must be investigated, monitored, and documented within 30 calendar days and resolved within 60 calendar days. “Resolution” means that an incident has been investigated and appropriate interventions have been taken to reasonably ensure that the specific behavior has ceased. A new incident should be regarded as a new report and investigated accordingly, unless it is determined to be a continuation of the initial complaint, in which case, the initial complaint could be reopened.

The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).

XI. CONFIDENTIALITY AND NON-RETALIATION

The reports and investigations of bullying or hazing shall respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those personnel who need to know within the confines of the District’s reporting procedures and investigation process.

The District will not tolerate retaliation against anyone who reports suspected bullying or hazing or participates in the investigation process. Confidentiality and non-retaliation requirements extend to all parties involved.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal authorities are applied in this policy:

California Constitution, Article I § 28(c)
California Education Code §§ 200, 220, 233, 234.1
California Education Code §§ 32228 *et seq.*
California Education Code §§ 32260 *et seq.*
California Education Code §§ 35160 *et seq.*
California Education Code §§ 35294.1 *et seq.*
California Education Code §§ 48900 (q - r)
California Penal Code § 245.6
California Penal Code §§ 422.55-422.57
California Penal Code §§ 528.5 – 529
http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB256

RELATED RESOURCES: Board Resolution, Development of Bullying Policy, passed November 27, 2001
Board Resolution, To Enforce the Respectful Treatment of All Persons, passed October



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10, 1988

Administrator Certification, Memorandum issued annually by the Office of the Superintendent

[Child Abuse and Neglect Reporting Requirements](#), BUL-1347.2, dated July 1, 2011

[Code of Conduct with Students- Distribution and Dissemination Requirement](#), BUL-5167.0, dated July 1, 2010

[Discipline Foundation Policy: School-Wide Positive Behavior Support](#), BUL-6231.0 dated February 14, 2014

[Employee Inappropriate Conduct Allegation Policy and Procedures](#), BUL-6211.0, dated December 20, 2013

[Expulsion of Students - Policy and Procedures](#), BUL-6050.1, dated August 19, 2013

[Guidelines and Procedures Relating To Student Behavior On School Bus](#), BUL-6385.0, dated September 29, 2014

[Guidelines for Student Suspension](#), BUL-5655.2, dated August 19, 2013

[Incident System Tracking Accountability Report](#), BUL-5269.2, July 10, 2013

[LAUSD MAX Discipline Module Required Usage](#), BUL-5808.2, dated September 27, 2013

[Name and/or Gender of Pupils for Purposes of School Records](#), BUL-5703.2, dated July 17, 2014

[Nondiscrimination Required Notices and Ordering of Student Brochures](#), issued annually

[Opportunity Transfer \(OTs\) - Policy and Procedures](#), BUL-6362.0, dated August 14, 2014

[Policy Regarding Internet Safety for Students](#), BUL-5181.2, dated June 1, 2013

[Responding to and Reporting Hate-Motivated Incidents and Crimes](#), BUL-2047.0, dated October 10, 2005

[Responsible & Acceptable Use Policy \(RAUP\) for District Computer and Network Systems](#), BUL-999.9, dated November 3, 2014

Safe School Plan - Volume 1 (CSHS Plan, Prevention Programs), issued annually

[Sexual Harassment Policy \(Student-to-Student, Adult-to-Student and Student-to-Adult\)](#), BUL-3349.1, dated August 6, 2014

[Social Media Policy for Employees and Associated Persons](#), BUL-5688.0, dated February 1, 2012

[Social Media Policy for Students](#), BUL-6399.0, dated October 9, 2014

[Suicide Prevention, Intervention and Postvention \(Students\)](#), BUL-2637.1, dated July



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16, 2012

[Threat Assessment and Management, \(Student-to-Student, Student-to-Adult\)](#), BUL-5799.0, dated July 16, 2012

[Title IX Policy/Complaint Procedures](#), BUL-2521.1, dated June 7, 2006

[Transgender Students-Ensuring Equity and Nondiscrimination](#), BUL-6224.1, dated August 15, 2014

[Uniform Complaint Procedures \(UCP\)](#), BUL-5159.3, dated May 15, 2014

[Use of Cellular Telephones and Other Electronic Devices by Students](#), BUL-5468.0, dated May 4, 2011

[Visitors To School Campuses and Locked Campuses During Class Hours at All Schools](#), BUL-1325.1, dated December 7, 2009

[Workplace Violence, Bullying and Threats \(Adult to Adult\)](#), BUL-5798.0, dated July 16, 2012

ASSISTANCE:

For further information, to ask questions, to seek assistance, or for related resources, contact any of the following District offices:

Crisis Counseling and Intervention Services - (213) 241-8264

Division of Special Education, Behavior Support Office - (213) 241-8051

Educational Equity Compliance Office - (213) 241-7682, <http://achieve.lausd.net/eeco>

Educational Service Center Operations Coordinators

Health Education Programs Office - (213) 241-3508

Human Relations, Diversity and Equity - (213) 241-5337

<http://achieve.lausd.net/human-relations>

Interscholastic Athletics Office - (213) 241-5847

Los Angeles School Police Department - (213) 625-6631

Office of General Counsel - (213) 241-7600

Office of School Operations - (213) 241-5337

School Mental Health - (213) 241-3841

Student Discipline and Expulsion Support Unit - (213) 202-7555

ATTACHMENTS:

Attachment A: Bullying and Hazing Complaint Form, English

Attachment B: Bullying and Hazing Complaint Form, Spanish

Attachment C: Bullying and Hazing Complaint Response Worksheet

Attachment D: Sample Individualized Student Safety Plan

Attachment E: Sample Response Letter to Complainant, English



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Attachment F: Sample Response Letter to Complainant, Spanish
Attachment G: No Bullying or Hazing Contract, English
Attachment H: No Bullying or Hazing Contract, Spanish
Attachment I: Title IX/Bullying Complaint Manager Poster, Secondary, English
Attachment J: Title IX/Bullying Complaint Manager Poster, Secondary, Spanish
Attachment K: Title IX/Bullying Complaint Manager Poster, Elementary,
English
Attachment L: Title IX/Bullying Complaint Manager Poster, Elementary,
Spanish
Attachment M: Sample Bullying Complaint Log
Attachment N: Together We Stand Against Bullying Brochure, English
Attachment O: Together We Stand Against Bullying Brochure, Spanish



SCOPE AND SEQUENCE

Bullying Prevention Unit for Kindergarten–Grade 5

Kindergarten–Grade 3

	Concepts	Objectives—Students will be able to
Introductory Lesson Class Rules	Rules help everyone feel safe and respected	Identify safe and respectful actions and words that help them follow the class rules Connect following class rules with helping everyone feel the way they want to feel in class (Grade 3 only)
Lesson 1 Recognizing Bullying	Bullying is mean or hurtful behavior that keeps happening Bullying is not safe, respectful, or kind, and it is against the rules Recognizing bullying is the first step in getting it to stop	Identify bullying Recognize bullying in response to scenarios
Lesson 2 Reporting Bullying	When you haven't been able to get mean behaviors to stop, you should tell a caring adult If you practice reporting bullying, it's easier to report bullying when it really happens Reporting is an assertive behavior (Grade 3 only)	Identify caring adults to talk to about bullying or mean behaviors Differentiate between tattling and reporting Demonstrate how to report bullying
Lesson 3 Refusing Bullying	You can refuse to let bullying happen to you or to others Being assertive helps when you're refusing bullying	Recognize bullying Apply assertiveness skills to refuse bullying in response to scenarios
Lesson 4 Bystander Power	Bystanders are people who see or know about bullying happening to others There are things bystanders can do to help stop bullying Bystanders can also refuse to let bullying happen (Grade 3 only)	Define "bystander" Demonstrate ways that bystanders can help stop bullying in response to scenarios

Grades 4-5

	Concepts	Objectives—Students will be able to
Introductory Lesson Class Rules	<p>Being a respectful student helps everyone stay safe and be better learners</p> <p>Being a responsible student helps create a calm, focused classroom climate where everyone can learn</p>	<p>Identify actions and words that are respectful and responsible</p> <p>Demonstrate ways to be respectful and responsible</p>
Lesson 1 Recognize, Report, Refuse	<p>Bullying is mean or hurtful behavior that keeps happening; it is unfair and one-sided</p> <p>Adult intervention is often required to end bullying effectively</p> <p>Refusing bullying means to use words or actions to stop bullying</p> <p>Being assertive is one way to refuse or stop bullying</p>	<p>Understand that bullying is different from conflict</p> <p>Recognize and identify different types of bullying behaviors</p> <p>Understand you can refuse bullying in different ways</p> <p>Demonstrate assertively reporting and refusing bullying</p>
Lesson 2 Bystander Power	<p>Bystanders are people who see or know about bullying happening to others</p> <p>Witnessing bullying can trigger uncomfortable feelings</p> <p>There are many ways bystanders can help stop bullying</p>	<p>Define bystander</p> <p>Identify ways bystanders can help stop bullying</p> <p>Identify different ways bystanders can support someone being bullied</p>
Lesson 3 Bystander Responsibility	<p>Bystanders have a responsibility to help stop bullying</p> <p>Bystanders can choose to either help stop bullying or become part of the bullying problem</p>	<p>Understand how bystanders can be part of the bullying problem</p> <p>Understand that helping stop bullying is the right thing to do</p> <p>Decide on and practice positive bystander responses to bullying</p>
Lesson 4 Bystanders to Cyber Bullying	<p>Cyber bullying is bullying using electronic technology</p> <p>There are similarities and differences between cyber bullying and other forms of bullying</p> <p>Bystanders can do things to help stop cyber bullying</p>	<p>Recognize and identify different ways of cyber bullying</p> <p>Understand that cyber bullying can be even more harmful than other types of bullying</p> <p>Demonstrate ways to support and/or stand up for a person being cyber bullied</p>

What can Parents do . . .



Talk with your child. Do not ignore the problem and hope it will go away.

Contact the school immediately. Work with the teachers and administrators. They can help.

Encourage peaceful solutions. Be a good role model. Do not coach your child in becoming violent.

Empathize with your child. Tell him or her that it is not their fault, and that you're glad he or she had the courage to talk to you.

Work together to find peaceful solutions. Ask your child what he or she thinks can be done to help.

Contact law enforcement if the aggressive behavior is criminal and appears to be escalating.

Be persistent. If the bullying continues or escalates, contact appropriate people again. Don't give up.

Cyber bullying



Tell your child not to respond to or forward inappropriate messages or images.

Block and report the cyberbullying by contacting your service or telephone provider



Contact law enforcement if threats are made.

S T U D E N T

RESPONSIBILITY



Students shall take responsibility for helping to create a safe school environment.

- Be Safe
- Be Respectful
- Be Responsible

Students violating the policy may be subject to consequences, including, but not limited to suspension, expulsion and arrest.



LAUSD Resources
Human Relations, Diversity & Equity
(213) 241-5337
<http://humanrelations.lausd.net>

Educational Equity Compliance & Project 10

Concerns regarding the harassment/ discrimination of students, including bias based on sexual orientation or gender identity. (213) 241-7682

Los Angeles School Police Department

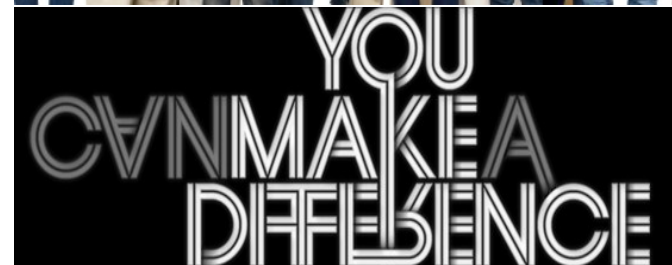
Report criminal behavior (213) 625-6631 www.friendsofsafeschools.org
Anonymously report weapons on campus (24/7) call (213) 742-8201

Additional Resources

www.netsmartkids.org
www.teenangels.org
www.onguardonline.gov
California Youth Crisis Hotline
www.youthcrisisline.org

www.stopbullying.gov
www.commonssensemedia.org
www.fbi.gov
(800) 843-5200

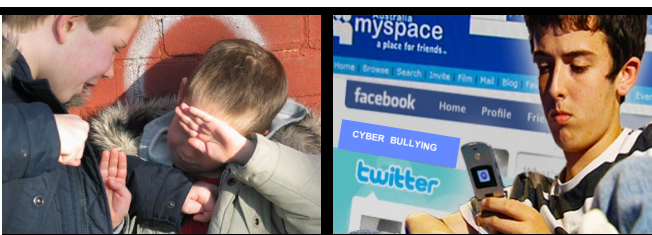
TOGETHER WE STAND UP AGAINST BULLYING!



Los Angeles Unified School District
Office of the Superintendent

SCHOOL OPERATIONS
Human Relations, Diversity & Equity

(213) 241-5337



What is **BULLYING**?

Bullying is any deliberate action that inflicts physical or psychological harm. The behavior must be unwanted, severe or pervasive, and interfere with access to education. Bullying includes:

VERBAL

Making derogatory comments, teasing, or name calling.

PHYSICAL

Hitting, kicking, punching, spitting or shoving.

SEXUAL

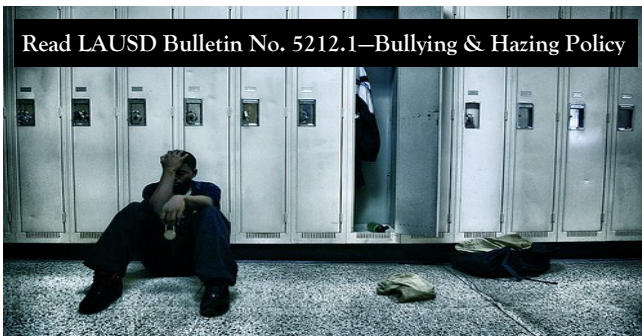
Humiliating someone because of their sex, gender or sexual orientation (lesbian, gay, bisexual, transgender, questioning).

CYBERBULLYING

Sending or posting hurtful or embarrassing e-mails, images, on the internet, via text, or other electronic device. or on social networking sites (e.g., Facebook, Instagram, Twitter).

SOCIAL

Spreading rumors, isolation, social exclusion, leaving people out, or forcing people to do things they don't want to do.



Stand up to bullies

~~FIGHT BACK!~~ Don't let them control you.

If you are bullied

- Tell the person who is bullying you to STOP!
- Get HELP Immediately. Tell your parents, teacher, counselor, or principal. Reporting is *not* tattling or snitching.
- Do not fight back physically.
- Be proud of who you are.
- Be strong. Do not show anger or fear. Students that bully like to see that they can upset you.
- Keep safe. Avoid situations and people where bullying happens.
 - ⇒ Avoid areas where there are few students or teachers.
 - ⇒ Sit with a group of friends at lunch.
 - ⇒ Take different routes through hallways and walk with friends to your classes.
- Get involved. Join clubs, organizations, student groups that promote safety and respect.
- Start a club or an anti-bullying campaign to promote peace and tolerance.
- Never share your personal information or give your password to friends.

SPEAK UP!



IF YOU WITNESS BULLYING ...

Speak up. Stand up. It takes just one person to start a movement; together we can make a difference. If you see bullying, you can say, "Stop, don't bother him" or redirect the situation by saying, "Let's go! The teacher's coming."

Don't join in. If you see someone being bullied, don't join in. If the bully wants your help, say no, and walk away.

Tell an adult. Don't be a bystander and watch someone being hurt. Tell an adult about the situation. It's not tattling or snitching to keep someone safe. You can ask the adult to keep your identity

Stop the rumors. You don't want anyone talking about you, so don't do it to someone else! Let the gossip end with you—don't pass it on to others. Tell them you're not interested in gossip.

Be a friend. Help the person who was bullied. Make sure he or she is okay. Encourage him or her to talk to an adult. You can also invite that person to join you for lunch or other things.



Lo que pueden hacer los padres de familia...

Hable con su hijo(a). No haga caso omiso del problema esperando que desaparezca.

Comuníquese con la escuela inmediatamente. Colabore con los maestros y los administradores. Están presentes para ayudarle.

Fomente soluciones pacíficas. Sea un buen modelo de comportamiento. No le enseñe a su hijo(a) a ser violento.

Póngase en el lugar de su hijo(a). Dígame que él no tiene la culpa y que usted se alegra de que su hijo(a) haya tenido la valentía de hablar con usted.

Colabore para encontrar soluciones pacíficas. Pregúntele a su hijo(a) lo que piensa que se puede hacer para remediar la situación.

Comuníquese con la policía si la conducta agresiva es de índole criminal y parece estar intensificándose.

Sea persistente. Si la intimidación continúa o se intensifica, póngase en contacto de nuevo con las personas indicadas. No se dé por vencido.

Ciberintimidación

- Dígame a su hijo(a) que no responda ni reenvíe mensajes o imágenes impropios.
- Bloquee y reporte la ciberintimidación poniéndose en contacto con la entidad que le proporciona servicio de Internet o de teléfono.
- Comuníquese con la policía si alguien hace amenazas.

RESPONSABILIDAD DE LOS ALUMNOS

Los alumnos deberán responsabilizarse de ayudar a crear un entorno escolar protegido.

- Sé seguro
- Sé respetuoso
- Sé responsable

Los alumnos que quebranten las normas mencionadas anteriormente podrían estar sujetos a consecuencias que incluyen, entre otras cosas, la suspensión, la expulsión y/o el arresto.

RECURSOS DE

Distrito Escolar Unificado de Los Ángeles

<http://humanrelations.lausd.net>

Funcionamiento Escolar — Oficina de Relaciones Humanas, Diversidad y Equidad • (213) 241-5337

Educational Equity Compliance y Proyecto 10

(‘Cumplimiento con la Equidad Educativa’)

Inquietudes acerca del acoso o discriminación a los alumnos y inquietudes acerca del acoso o discriminación de alumnos gay, lesbianas, bisexuales o transgénero (213) 241-7682

Departamento de Policía Escuela de Los Angeles

Para reportar comportamiento criminal (213) 625-6631
www.friendsofsafeschools.org. Para reportar anónimamente armas en escuela 24/7 (213) 742-8201

www.stopbullying.gov
www.teenangels.org
www.onguardonline.gov
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www.netsmartzkids.org
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California Youth Crisis Hotline
(800) 843-5200

(Línea Roja de Crisis para Jóvenes de California)
www.youthcrisisline.org

¡JUNTOS PODEMOS HACERLE FRETE A LA INTIMIDACIÓN!



TÚ PUEDES MARCAR LA DIFERENCIA



Distrito Escolar Unificado de Los Ángeles
Oficina del Superintendente

OFICINA DE FUNCIONAMIENTO ESCOLAR

Oficina de Relaciones Humanas,
Diversidad y Equidad

(213) 241-5337

¿QUÉ ES LA INTIMIDACIÓN?

La **intimidación** es cualquier acción intencional que cause daño físico o psicológico. La conducta debe ser grave, omnipresente y no deseada e impedir el acceso a la educación. La intimidación incluye los siguientes tipos:

VERBAL

Hacer comentarios despectivos, burlarse o insultar con apodos despectivos.

FÍSICA

Pegar, patear, dar puñetazos, escupir o empujar.

SEXUAL

Humillar a alguien debido a su sexo, género u orientación sexual (lesbiana, gay, bisexual, transgénero, indeciso).

CIBERINTIMIDACIÓN

Enviar o publicar mensajes electrónicos, textos o imágenes hirientes o embarazosos en Internet, mediante textos electrónicos u otros aparatos electrónicos o en sitios de redes sociales (por ejemplo, Facebook o Twitter).

SOCIAL

Difundir rumores, aislar, excluir deliberadamente del grupo a personas u obligarlas a hacer cosas que no quieran hacer.

Consúltase el Boletín Núm. 5212.1 -
Normas sobre la intimidación y las novatadas



LA INTIMIDACIÓN SE ACABA AQUÍ Enfréntate a los bravucones

No dejes que te controlen

Si te intimidan a ti

- ¡Dile a la persona que te está intimidando que DEJE de hacerlo!
- Consigue ayuda inmediatamente. Diles a tus padres, a un maestro, consejero o director. Reportar este tipo de intimidación no quiere decir que seas niño acusete o soplón.
- No respondas físicamente a la intimidación.
- Ten orgullo de ti mismo.
- Sé fuerte. No demuestres rabia ni miedo. A los alumnos bravucones les gusta verte alterado.
- Mantente fuera de peligro. Evita a la gente y las situaciones donde ocurre la intimidación.
 - Evita las áreas donde no haya muchos alumnos ni maestros alrededor.
 - Almuerza con un grupo de amigos.
 - Usa diferentes rutas a través de los pasillos y ve acompañado de amigos a tus clases.
- Participa activamente. Hazte socio de clubes, organizaciones y grupos estudiantiles que fomenten la seguridad y el respeto.
- Funda un club o una campaña contra la intimidación para fomentar la paz y la tolerancia.
- Nunca compartas tu información personal ni les digas tu palabra de acceso ('password') a tus amigos.

¡DI LO QUE PIENSAS!



SI TÚ PRESENCIAS INTIMIDACIÓN...

Hablar claro, salir en defensa de otros. Se necesita una sola persona para marcar la diferencia y empezar un movimiento.. Puedes decir: "Basta, déjalo tranquilo" o podrías reorientar la situación diciendo: "Vamos, viene el maestro."

No participes en la intimidación. Si ves que se está intimidando a alguien, no te unas a los abusadores. Si el bravucón trata de hacer que lo ayudes a él, dile que no y aléjate.

Cuéntaselo a un adulto. No te quedes allí mirando nada más mientras que se lastima a alguien. Repórtale a un adulto lo que has visto. No se trata de ser acusete o soplón cuando está en juego la seguridad de una persona. Puedes pedirle al adulto que mantenga tu nombre en el anonimato.

Alto a los rumores. Tú no quieres que nada hable mal de ti, entonces no se lo hagas a los demás. Si alguien te cuenta un chisme, no se lo repitas a otras personas. Incluso puedes decirle a la persona que no te interesa el chisme.

Pórtate como amigo. Ayuda a la persona que fue intimidada y asegúrate de que esté a salvo. Aliéntalo a hablar con un adulto. También podrías invitar a esa persona a almorzar contigo o hacer otras cosas juntos.

TÚ PUEDES MARCAR LA DIFERENCIA.