



# **Preventing and Addressing Bullying**

**Penn-Harris-Madison School Corporation**

# How Does The Law Define Bullying?

IC 20-33-8-0.2 – “Bullying” means:

- Overt (intentional), **unwanted**, **repeated** acts or gestures including:
  - Verbal or written communications **or images** transmitted **in any manner (including digitally or electronically)**
  - Physical acts committed, **aggression**, or any other behaviors **that are** committed by a student or group of students against another student with the intent to
    - Harass, ridicule, humiliate, intimidate, or harm the **targeted** student **and**
    - Create for the targeted student an **objectively hostile school**



# What Are The Key Elements Of Bullying?

- Bullying behavior must include:
  - Repeated behavior
    - \*More than once during the same school year
  - Intention to cause harm,
  - An objectively hostile school environment



# What Is Not Bullying?

- Peer conflict
- Trading insults
- Horseplay
- Fighting



# Types of Bullying

- Physical
- Verbal
- Social/Relational
- Electronic or Written Communication
- Bullying can occur on or off campus



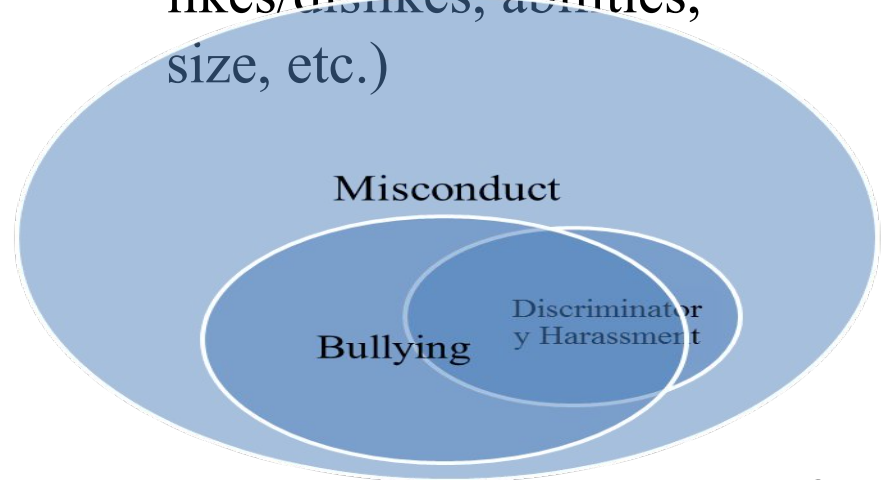
# What Is Discriminatory Harassment and How Is It Different From Bullying?

- **Discriminatory Harassment**

- Motivated by prejudice towards victim's protected status (disability, sex, race, national origin, color)
- May not need to fit the definition of bullying
- May violate Title VI, Title IX, Section 504 and other federal anti-discrimination

- **Bullying**

- Motivated by anything else (e.g., clothing, likes/dislikes, abilities, size, etc.)



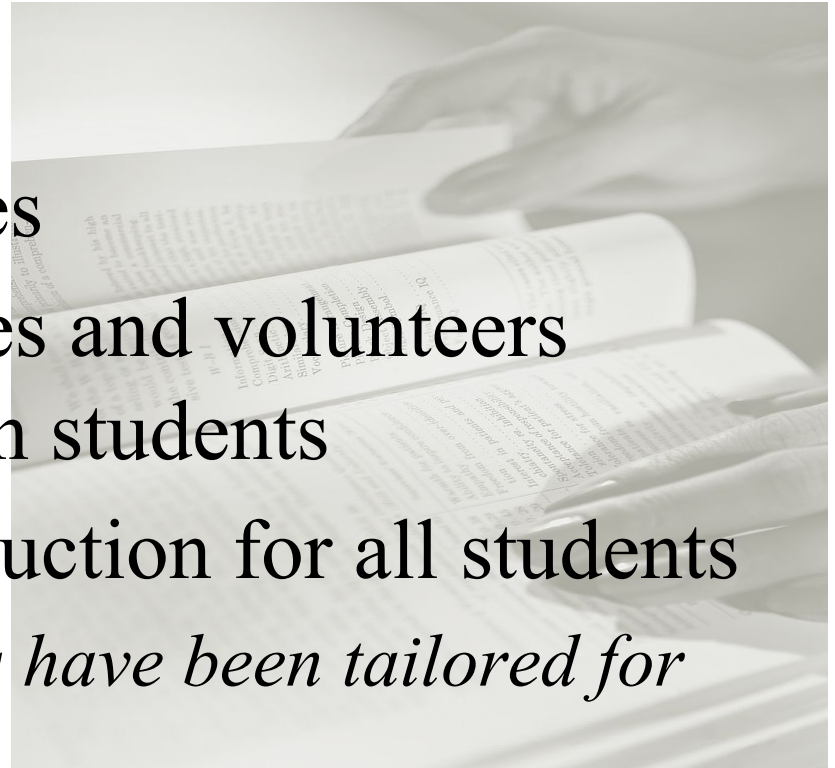
# Administrator Training Agenda

- Why is this important?
- Legal Requirements
  - What is bullying?
  - What is discriminatory harassment?
- Key Elements of PHM's Policies and Guidelines
  - What do you do if you suspect bullying or discriminatory harassment?
  - Expedited investigation process
  - Training for all employees and volunteers
  - Instruction for students



# How Will PHM Accomplish These Objectives?

- PHM Policy
- Administrative Guidelines
- Training for all employees and volunteers having direct contact with students
- Bullying prevention instruction for all students
  - *Anti-bullying lesson plans have been tailored for all grade levels.*



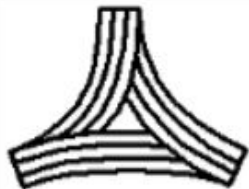


# How Adults Respond?

Knowing how to respond when bullying happens is key to making sure all students are able to learn and grow.

- Proactive
- Safe & healthy classroom environment
- Engaging Curriculum & Lesson
- Engage students/parents in discussions about preventing bullying
- Know your obligation under the P-H-M policy





# PENN-HARRIS-MADISON SCHOOLS

55900 BITTERSWEET ROAD, MISHAWAKA IN 46545 - (574) 259-7941

## BULLYING COMPLAINT FORM

Name of Target(s): \_\_\_\_\_ School: \_\_\_\_\_

Name of Alleged Bully(ies): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Where did the incident take place: \_\_\_\_\_

Please circle the conduct below that best describes the behavior:

**Physical**  
Pushing / Shoving  
Hitting / Punching  
Pinching / Tripping  
Scratching / Spitting  
Hiding or taking items  
Damaging or stealing items  
Other: \_\_\_\_\_

**Verbal**  
Name calling  
Making offensive remarks  
Threatening someone  
Repeated teasing  
Intimidating someone  
Other: \_\_\_\_\_

**Social/Relational**  
Spreading rumors  
Making fun of someone  
Other: \_\_\_\_\_

**Electronic/Written Communication**  
Cyber bullying  
Offensive or hurtful text messages  
Group note writing  
Other: \_\_\_\_\_

# What Happens After A Report Is Made?

- Investigation begins within **2 working days**
- Investigator determines whether the conduct amounts to “bullying” or discriminatory harassment
  - If the conduct amounts to “bullying,” parents are notified within 4 work days
  - If the conduct does not amount to “bullying,” it may be referred to appropriate school personnel
  - If the conduct is extreme, the Assistant Superintendent and law enforcement should be notified
- Investigation is concluded and investigator completes *Investigation Report Form*





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## BULLYING INVESTIGATION REPORT FORM

School Personnel Completing Form: \_\_\_\_\_ Position: \_\_\_\_\_

Today's Date: \_\_\_/\_\_\_/\_\_\_ School: \_\_\_\_\_

Person Reporting Incident: \_\_\_\_\_

(Place X in appropriate box)

Student       Parent/Guardian       School Employee/Volunteer       Other: \_\_\_\_\_

Date Report Received: \_\_\_\_\_ Date Investigation Commenced: \_\_\_\_\_ Date Investigation Concluded: \_\_\_\_\_

Name(s) of Alleged Victim(s)	Age	Sex	Grade	Interview Date

# How Do We Track Bullying Complaints and Investigations?



- Administrators keep a spreadsheet that tracks all bullying complaints and investigations in their school.
  - This spreadsheet contains the basics found in the Bullying Investigation Form.
  - This data allows administrators to see trends.

# What Else Happens?

- Investigator recommends remedial measures and follow up services, such as:
  - Disciplinary action
  - Support for the targeted student
  - Education for the perpetrator
  - Other actions
- Administrator determines appropriate action(s)
- Notification letter is sent to the complainant
- The complainant is notified that retaliation is strictly prohibited
- Administrator maintains documentation regarding the incident, investigation, and action taken
- Data reported to IDOE



# How Do We Communicate?

- Letter to Alleged Target Following Investigation (Elementary)
- Letter to Alleged Bully Following Investigation (Elementary)
- Letter to Alleged Target Following Investigation (Middle)
- Letter to Alleged Bully Following Investigation (Middle)
- Acknowledgement of Anti-Bullying Policy





# Training Components

Fall, 2013: - Google “site” created to house all training materials/sign-off documents/correspondence/policy  
- Student lessons created/shared (must be completed by Oct. 15 each year)

# What's the most effective tool against bullying?

Proactive Prevention.

By creating an inclusive learning environment that supports all students, educators maintain a space that is inhospitable to those who would bully. Everyone—including administrators, teachers, cafeteria staff, bus drivers, assistants, substitute teachers, parents/guardians and students—has a role to play in creating an anti-bullying climate in your school, and the culture must exist from the cafeteria to the classroom.

- Teachers and students creating school centered character lessons.
- Custodian, Cafeteria Employees, and Educational Assistances (Spec. Ed) participate in annual training
- Meeting scheduled with bus drivers to in early fall, Anti-bullying is a major focus
- Create a warm school climate where strong character is discussed and modeled by adults

# Prevention: Key component is Education

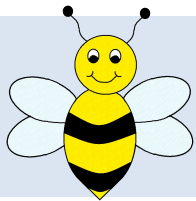


- Education changes beliefs.
- Education changes attitudes.
- Changes in beliefs and attitudes can lead to changes in behaviors!

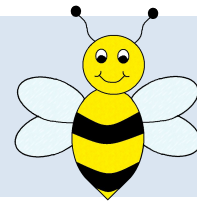
# Bullying Education

- Prevention
- Intervention
- Response
  
- Administration / Faculty/Staff





# Bee a Super Buddy



5th Grade PBL Project:

<http://pblproject.com/page.aspx?pageid=PBL-ww-Bullying>

Tentative Timeline of Events:

- WERR News: November 9-13
- Bulletin Board: November 23
- Posters in the Hallway after Break: November 30
- Video Tape Blurbs: January 5
- Bracelets and Readers Theater: February
- Spirit Day and Parade: March
- Song: April
- End of the Year Celebration: May

# Educating to promote prevention:

## Grade Level Lesson Examples

- Conflict Vs. Bullying
- I Was Just Kidding-Jokes/Teasing
- Don't Just Stand By-Effective Allies
- Cyber Bullying
- Fitness Lessons: Bullying impacts and how to respond



# Technology & Internet Safety

Common internet safety lessons are taught in grades K-5, covering a range of topics:

- K - Going Places Safely
- 1 - Sending Email
- 2 - Show Respect Online
- 3 - Talking Safely Online
- 4 - The Power of Words
- 5 - Digital Citizenship Pledge





# Educating to promote prevention:



## Grade Level Presentations

- Youth Service Bureau Officers
- Guest Speakers

# What else?

- Advisory
- 5-Star
- Olweus-Class Meetings That Matter  
(More on this next)



# Olweus - Class Meetings that Matter

- Materials developed by Logan Community Resources

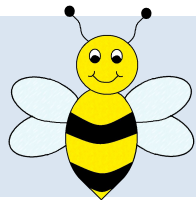
\*students with disabilities in mind

- Shared with all administrators - teachers

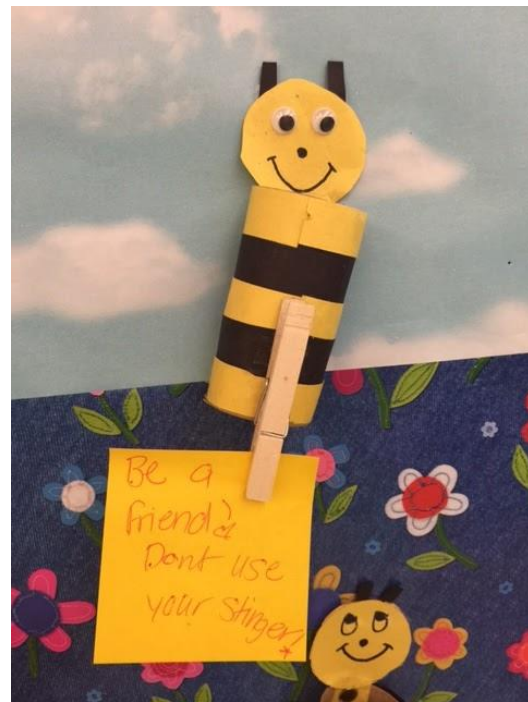
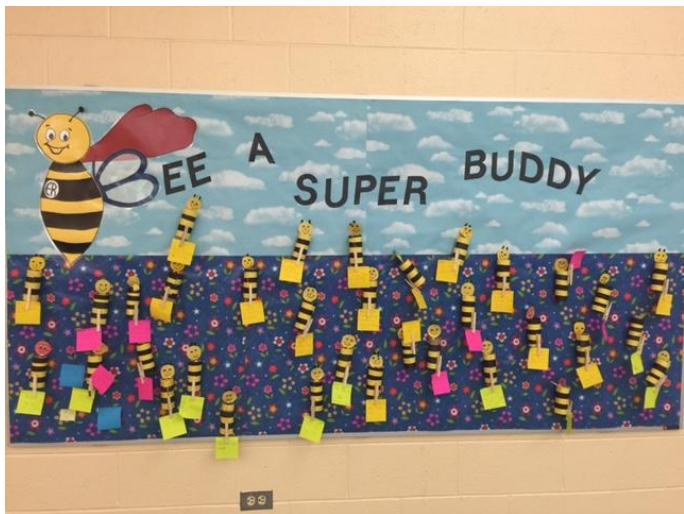
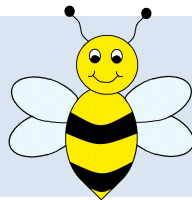
## Class Meeting Focus:

- Creating a positive, supportive school environment, free of bullying for children
- All meetings focus on 3 key topics: awareness, language, bystander behaviors





# Continued...



# Project TBK - Schmucker Middle School

- It's one of our greatest powers as human beings -- empathy and caring. Schmucker Middle School
- **It's a simple concept with resonating force. Where kindness starts, bullying ends.**
- The kindness notes are just phase 1 of Project TBK.
- <http://www.abc57.com/story/31011147/cool-schools-schmucker-students-take-on-project-to-be-kind>

# Common Sense Media



Digital Citizenship Curriculum	K - 2			3 - 5			6 - 8			9 - 12			
	UNITS			UNITS			UNITS			UNITS			
	1	2	3	1	2	3	1	2	3	1	2	3	4
Internet Safety	●	●		●		●		●			●		
Privacy & Security	●	●	●	●	●	●	●		●			●	●
Relationships & Communication	●	●	●	●	●	●	●	●	●	●	●	●	●
Cyberbullying & Digital Drama		●		●		●	●		●	●		●	●
Digital Footprint & Reputation		●		●	●	●		●	●	●	●	●	●
Self-image & Identity				●	●	●	●	●	●	●	●		
Information Literacy	●	●	●	●	●	●	●	●	●	●	●	●	●
Creative Credit & Copyright	●			●	●		●	●	●	●		●	●

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# Preventing and Addressing Bullying

<http://www.neola.com/phmsc-in/>

- ❖ *5516 - Student Hazing*
- ❖ *5517 - Anti-Harassment*
- ❖ *5517.01- Bullying*
- ❖ *5610 - Suspension and Expulsion*
- ❖ *7540.03 - Student Education Technology Acceptable Use and Safety*
- ❖ *8400 - School Safety*