Bullying Prevention for Schools
Ed Code Requirements, Recent Legislation and Best Practices

JO ANN ALLEN, MANAGER

STUDENT SUPPORT SERVICES

REGION V - SAFE SCHOOLS PLANNING

SANTA CRUZ COUNTY OFFICE OF EDUCATION

Safe and Supportive Schools
Engagement | Safety | Environment

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Bullying behavior is a school safety issue

- It can be an act of violence.
- It creates a hostile school environment.
- Unchecked bullying can generate serious & costly consequences for a school .
- It violates the rights of students.
- Some acts of bullying break the law.
- Schools continue to underestimate the prevalence & consequences of bullying.
- Trauma inducing acts of social cruelty.

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California Education Codes

- California **Education Code Section 32280** requires all schools to have a _comprehensive_ Safe School Plan which includes crisis response and disaster preparedness

- **32282** – Sub-sections A through J list specific areas that constitute a complete Comprehensive School Safety Plan

- 32282.1 – Addition of AB 539 – mental health and law enforcement on campus

School Safety Plan

- **District Polices for the following:**
  - Child abuse reporting - EC. 32882. A
  - Disaster Procedures (Crisis Response) EC. 32882. B
  - Suspension and expulsion - EC. 32882. C
  - Notifying teachers of dangerous pupils - EC. 32882. D
  - Discrimination and harassment - EC. 32882. E
  - School-wide dress code - EC. 32882. F
  - Safe Ingress and Egress - EC. 32882. G
  - A Safe and Orderly Environment - EC. 32882. H
  - Discipline procedures - EC. 32882. I
  - Hate Crimes to include AB 537 recommendations - EC. 32882. J
  - Other Policies: Bullying Prevention, Teen Dating Violence, Cyber bullying (AB 86), Acceptable Use Policy (AUP)
  - Incorporation of AB 746, AB 1156, AB 9, AB 549

Other Legislation

- AB 537
  - Sexual orientation or gender identify harassment

- Bullying Prevention
  - AB 86 - Cyber-Bullying
  - AB 746
  - AB 9 "Seth's Law"
  - AB 1156

- Teen Dating Violence Prevention

- AB 1266 – School Success and Opportunity Act
  - Transgender student protection

- AB 549 – School Safety Plan – mental health/police roles

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The ABs Defined

- ## AB 86 – Cyber bullying
  - Amends Ed Code 48900 – effective 1/1/09
  - Authority to suspend or expel
    - Internet, texting, or other electronic means

- ## AB 746 – Cyber bullying
  - Adds posting messages on a social network internet website to Ed Code 32261 (d)

- ## AB 1266 – Transgender Student Rights
  - Permit transgender students to participate in gender segregated school programs and activities consistent with their gender identity and to use facilities consistent with their gender identity
    - including athletic teams, sports competitions, and field trips –

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The ABs Defined

- AB 9 – Amends Ed Code sections 234, 234.1, 234.2 and 234.3 and adds 234.5 effective 7/1/12
  - Implement bullying complaint procedures
  - Alternative discipline policies for bullying

- AB 1156 – Amends Ed Code sections 32261, 32282, 32283, 46600, 48900 – Effective 7/1/12
  - Encourages bullying prevention policies and procedures in Safe School Plans
  - Revises the definition of bullying
  - Gives bullied targets priority for school transfer
  - Requires bullying prevention training

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Recent Legislation...

- AB 549 - Adds Section 32282.1 is added - as comprehensive school safety plans are reviewed and updated...
  - Encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of
    - mental health professionals
    - community intervention professionals
    - school counselors
    - school resource officers and police officers on school campus
  - The guidelines may include
    - primary strategies to create and maintain a positive school climate
    - promote school safety
    - increase pupil achievement
    - **prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.**

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Define Bullying Behaviors

What are the Different Types of Bullying Behaviors?

- ## Physical
  - punching, shoving, acts that hurt people

- ## Verbal
  - name calling, making offensive remarks

- ## Indirect/relational
  - spreading rumors, excluding

- ## Cyber
  - sending insulting messages, <u>pictures</u> or threats by e-mail, text messaging, chat rooms

Hinduja & Patchin (2009)

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Bullying Definition

- Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, AND INCLUDING ALL forms of bullying and harassment-physical, emotional and electronic means:

  ◦ Sexual Harassment (Ed. Code 48900.2)

  ◦ Hate Violence (Ed. Code 48900.3)

  ◦ Threats, Harassment, Intimidation (Ed.Code 48900.4)

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The bullying must

- Have the effect or can reasonably be predicted to have the effect of placing **a reasonable pupil**, as defined, in fear of harm to that pupil's or those pupils' person or property.

- CAUSING A REASONABLE PUPIL TO EXPERIENCE:

- A substantially detrimental effect on his/her physical or mental health,

- Substantial interference with his/her academic performance, or

- Substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by a school.

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Reasonable Pupil…

- *A pupil, including, but not limited to, an exceptional needs pupil, who exercises average care. Skill. And judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.*

Bullying vs. Teasing

- Bullying & its outcomes are always intended & typically repeated.
- Teasing and its outcomes are often NOT intended
  - The perpetrator(s) of teasing are sometimes
    - unaware they are creating a hostile environment
    - unaware of the target's feelings, and
    - inclined to stop when they realize the harm of their actions
- If teasing is repeated over time, then it may become bullying

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The Difference Between Bullying, Social Conflict and Aggressive Acts

- "Bullying" is an ongoing pattern of aggression, harassment, threats or intimidation when there is an imbalance of power from peer to peer, when one peer has greater status, control or power over the other (as <u>perceived</u> by the target,) unless a single act is severe and violates the law (i.e. a hate crime)

- A "Social Conflict" is when two individuals express hurt, rejection and frustration. A struggle, dispute, or misunderstanding between two equal forces (Peer to peer)

- An "Aggressive Act" is a single physical act toward an individual (a fight, hitting, pushing etc.)

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Not Every Conflict is Bullying

- Sometimes conflict just needs mediation when both parties want to solve the problem.

- Bullying behavior is intimidating: Because it is based on power, the person has no desire to solve the problem.

Students exhibiting bullying behaviors will typically comply with direction from adults until the adult leaves the scene and then they can once again regain power.

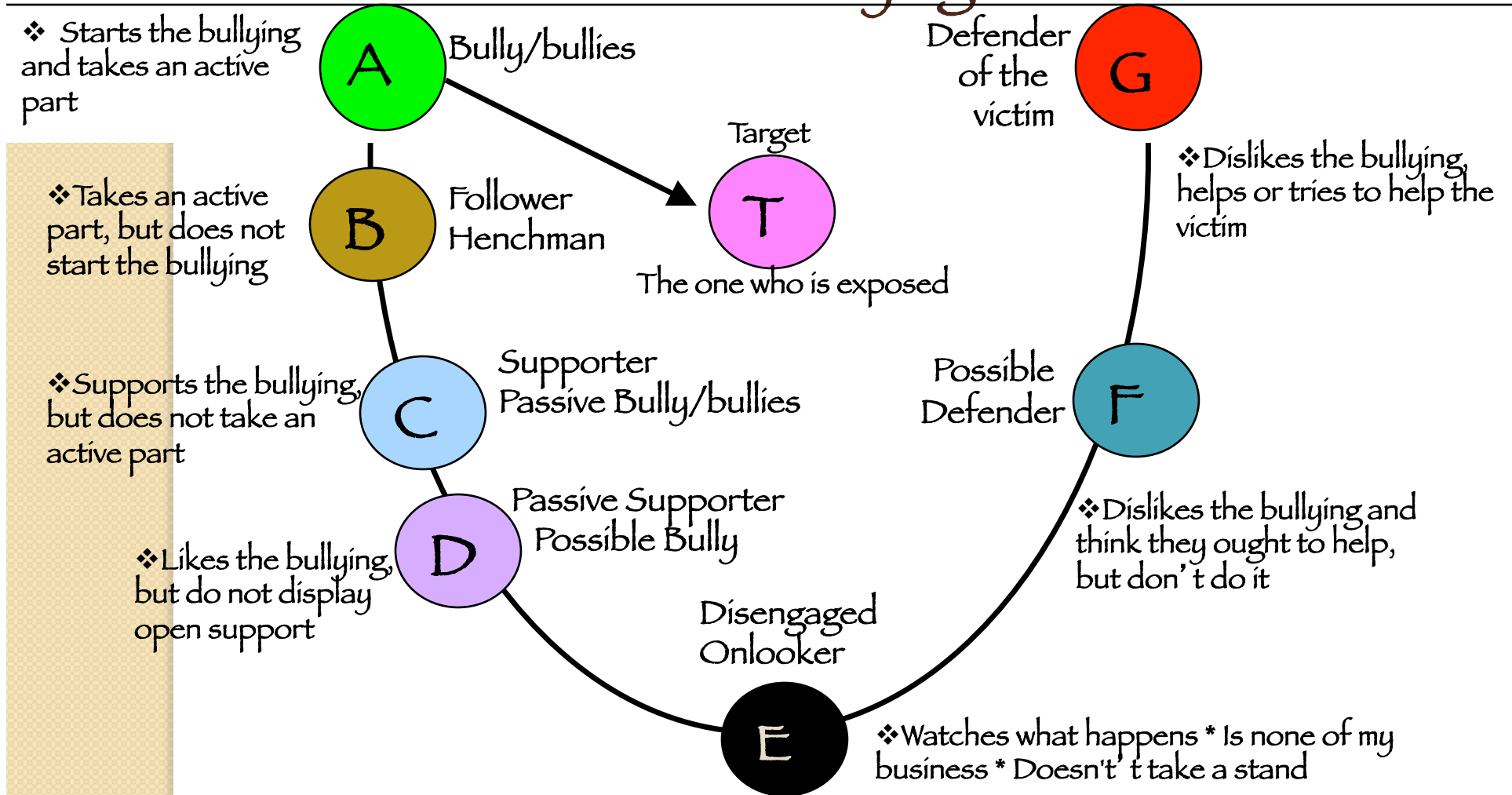# Why is maintaining this distinction important?

- **Effective strategies used to address these problems are different:**
  - Bullying has immediate disciplinary consequences.
  - Social conflict situations utilize skill building techniques

- **If you *do not* have a clear definition...**
  - Parents will *expect heightened bullying related disciplinary actions to be applied to situations to which they do not apply.*

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School and the Family

While children first learn about social hierarchies and develop social skills within a family, it is the school setting that provides the first significant experience for most children with respect to negotiating social rules, expectations, hierarchies, and conflicts in large groups. (Relational Aggression in Children and Adolescence, Univ. of Oregon, 2006)

The Bullying Circle: Students' Mode of Reactions/ Roles in an Acute Bullying Situation

❖ Starts the bullying and takes an active part

A Bully/bullies

❖ Takes an active part, but does not start the bullying

B Follower Henchman

T Target

The one who is exposed

❖ Supports the bullying, but does not take an active part

C Supporter Passive Bully/bullies

❖ Likes the bullying, but do not display open support

D Passive Supporter Possible Bully

Disengaged Onlooker

E

❖ Watches what happens * Is none of my business * Doesn't' t take a stand

Defender of the victim **G**

❖ Dislikes the bullying, helps or tries to help the victim

Possible Defender **F**

❖ Dislikes the bullying and think they ought to help, but don't do it

Characteristics of Students Exhibiting Bullying Behaviors

- Higher Levels of Conduct Problems
- Dislike School/Poor School Adjustment
- Positive Attitude Toward Violence and Use of Violence
- Impulsivity
- Strong Need to Dominate
- Little Empathy Toward Victims
- Positive View of Themselves
- Greater Ease in Making Friends

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Warning Signs - Bullying

- Maliciously Teases, Threatens, or Strikes Out
- Hot-tempered
- Impulsive
- Hard Time Following Rules
- Aggressive Toward Adults
- Tough/Mean Spirited
- Lack of Empathy
- Involved in Other Anti-social Behaviors

Image Credit: iStock

Characteristics of Targets

- More Anxious and Insecure

- Greater Levels of Depression

- More Loneliness and Unhappiness

- Lack Social Skills

- Poor Social and Emotional Adjustment

- Difficulty Making Friends/Lack of Friends

- Cautious, Sensitive, and Quiet

- React by Crying and Withdrawal (Lower Grades)

- Low Self-Esteem

- Negative View of Themselves

- Males are Generally Weaker Than Their Classmates

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Warning Signs – Victim/Target

- Depression
- Anxiety
- Drop in Grades
- Drop in Attendance
- Psycho-somatic Symptoms
- Change in Appearance
  - Torn Clothes, Cuts, Bruises, etc.
- Loss of appetite, Headaches, stomach aches, sleeping problems
- Loss of personal possessions
- Few Friends
- Loner/Isolated
- Poor Self-esteem
- Afraid to go out to Play or even go to school
- Weapons carried to school for protection
- Clues from writings or drawings

Differences between Cyber bullying and Bullying

- Usually not visible to adults/teachers/administrators
- Perpetrators can hide their identity
  - Perpetrators do not have to own their actions and do not fear punishment
- Hurtful messages can be spread quickly to a larger audience
- Imbalance of power may be different
- Home is no longer a refuge for victims/targets

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Comparison

TRADITIONAL BULLYING

- DIRECT
- Occurs on
  school property
- Poor relationships
  with teachers
- Fear retribution

  Physical: Hitting, Punching & Shoving

  Verbal: Teasing, Name calling & Gossip

  Nonverbal: Use of gestures & Exclusion

  www.stopbullyingnow.hrsa.gov

CYBERBULLYING

- ANONYMOUS
- Occurs off
  school property
- Good relationships with
  teachers
- Fear loss of technology
  privileges

- Further under the radar than
  traditional bullying behaviors
- Emotional reactions cannot
  be determined

{McKenna & Bargh, 2004; Ybarra & Mitchell, 2004}

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The goals of bullying prevention 10 years ago:

- Reduce existing **bully/victim** problems among school children

- Prevent the development of new **bully/victim** problems

- Improve peer relations

- Improve school climate (Olweus Bullying Prevention Program)

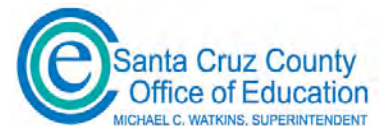The focus was often rule enforcement and consequences for the aggressors.

Bullying Prevention Work: Evolution

- Identify cruel **behaviors** and tell students to stop

- Tell targets what they should **do** to stop getting bullied

- **Punish** bullying youth until they stop.

- Help aggressive students change their **behavior** through relationship, consequences and reflection.

- Build **positive social norms** addressing equity and social justice and focusing on school culture improvement.

From Stan Davis ©2008 www.stopbullyingnow.com

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The Goal Now:

- Improving student connection and bonding to school by **improving school climate and culture** while providing protection for targeted students and effective responses to peer aggression.

The Focus of Bullying Prevention Today:

- **Respect** for all.

- **Protect** targeted youth.

- **Empower** students to take positive social action.

- **Restore** and maintain a sense of community by intentionally building and improving relationships through a restorative approach.

Davis and Saufler 2009
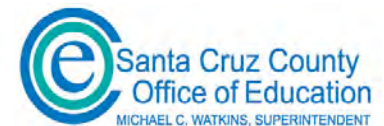
Important Elements

- Acknowledging that peer aggression is a systems issue and that at the system's center are 3 key relational sets: student/student, staff/student, and staff/staff.

- Recognizing that peer aggression is a relational issue that requires relational solutions. Peers are central to the solutions and must be included in the process of creating them.

- The focus is on changing peer norms and behavior – using peer produced data and student lead initiatives to change school culture. (social norms interventions)

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Social Aggression Across Ages

Children	Teens	Adults
Threatens to end friendships	Gossip	Openly dismisses other's opinions or work
Huddle together	Rolls eyes, laughing, dirty looks	Steal boyfriend or girlfriend
Refuses to listen by covering ears	Ignores/silent treatment	Reduce or increase work responsibilities
Threatens to not invite to social events	Rumor spreading	Pretend to be hurt to make other feel guilty
Creates secret language	Embarrass in public/ practical jokes	Reduces the other's ability to express opinions
Creates exclusive clubs	Become friends with another as revenge	Say something hurtful that appears rational

Important elements (continued)

- Identifying local biases that contribute to the marginalization of certain groups or individuals – these biases create local norms that make acceptable, aggression toward certain individuals based on social status or class, looks, personality, and personal traits (weight, height, race, sexual orientation, gender identity, handicap, etc.).

- Use surveys (students, parents, teachers) to identify which biases need attention.

Important elements (continued)

- At the **heart of the work is climate and culture change** informed by research from education, the social sciences and neurology.

- Using brain research on stress and its effects on learning and memory to get buy-in from staff and create effective interventions.
  - Trauma Informed Care Approaches

What is School Climate?

The climate of a school is the immediate feel or tone that is felt or experienced on a day-to-day basis by students, staff, and community. **School climate may be one of the most important ingredients of a successful instructional program**. School climate can be immediately impacted because of its moment-to-moment nature.

(Eller and Eller, 2009, p.3)

School Climate is like the air we breathe: you don't really notice it until it becomes toxic.

H. Jerome Freiburg
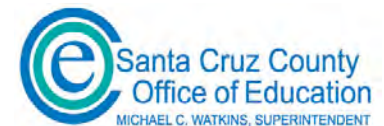
School Climate

School Culture
The Glue that Holds the School Together

School culture is a broader term than "climate" and provides a more accurate way to help school leaders better understand the dynamics of human behavior expressed in the school's own "unwritten rules and traditions and expectations that seem to permeate everything: the way people act and think, how they dress, what they talk about or avoid talking about, whether they seek out colleagues for help or don't, and how teachers feel about their work and their students."

(Deal and Peterson, 1999, p 2-3)

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Culture – the "stories we tell ourselves."

Jennifer James, urban anthropologist

- Stories tell who we are and what we do.
- Stories can be used to shape a new culture.
- Who can give me an example of a shift in cultural norms?

What stories are told about your school by students, staff, parents, and community?

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Important elements (continued)

- Framing this work as human rights and social justice issues and involving students and parents in ongoing discussions of these issues.

- Helping bystanders understand their role in school culture and helping them find safe actions to take on behalf of the targeted students.

- Using a restorative approach to build and maintain a sense of community.

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The Restorative Approach

Is a philosophy or guiding principle (not a program or specific activity) that sees *relationships as central to learning, growth and a healthy school climate for students and adults.*
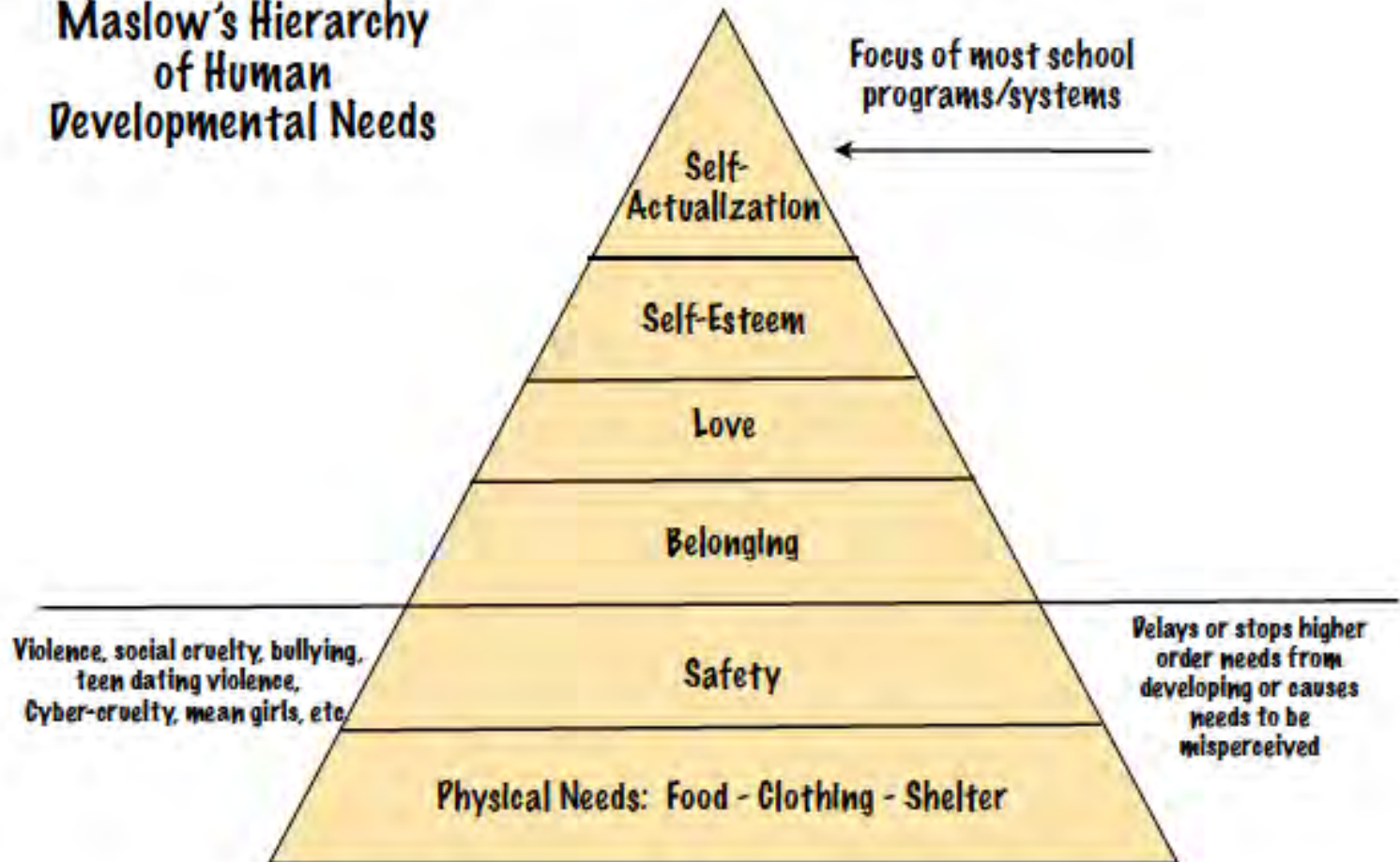
For more information on restorative practices see:

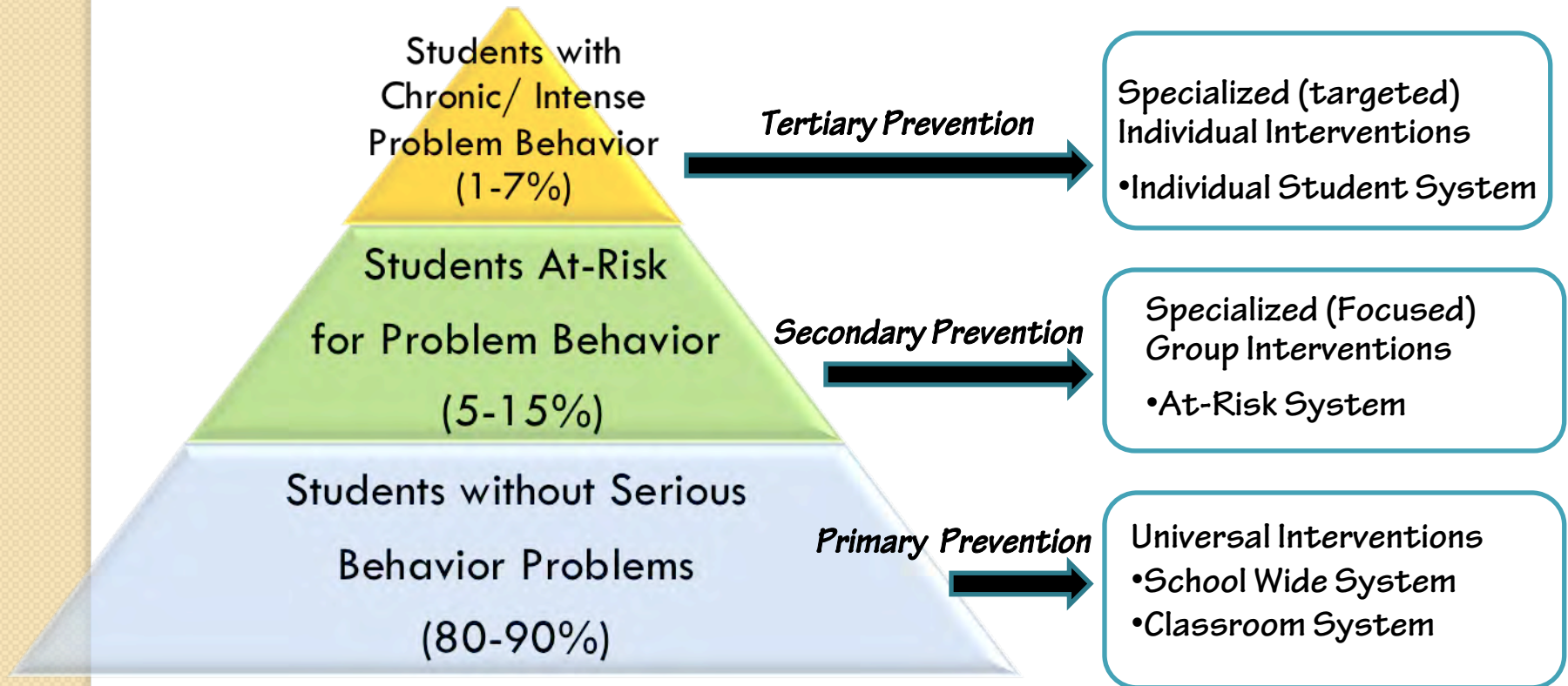www.iirp.org

Maslow – Hierarchy of Needs

- **Sequential Building blocks of Human Need**
  - Physical Needs: Food – Clothing – Shelter
  - Safety
  - Belonging
  - Love
  - Self-Esteem
  - Self-Actualization – future goals

Maslow's Hierarchy of Human Developmental Needs

Focus of most school programs/systems

- Self-Actualization
- Self-Esteem
- Love
- Belonging
- Safety
- Physical Needs: Food - Clothing - Shelter

Violence, social cruelty, bullying, teen dating violence, Cyber-cruelty, mean girls, etc.

Delays or stops higher order needs from developing or causes needs to be misperceived

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Three Levels of Prevention

Preventing Violent and Destructive Behavior in Schools: Integrated Systems of Intervention

Students with Chronic/ Intense Problem Behavior (1-7%)

Students At-Risk for Problem Behavior (5-15%)

Students without Serious Behavior Problems (80-90%)

Tertiary Prevention →

Specialized (targeted) Individual Interventions
- Individual Student System

Secondary Prevention →

Specialized (Focused) Group Interventions
- At-Risk System

Primary Prevention →

Universal Interventions
- School Wide System
- Classroom System

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It is important to note...

- Bullying occurs when a person is exposed repeatedly and over time through the use of intentional negative action on the part of one or more persons.

- Negative action is defined as the intentional infliction of or attempt to inflict injury or humiliation on another person

- It is victimization - Not conflict!

Legal Requirements

- Students have the legal right to a safe school environment

- Schools are expected to protect students by identifying bully behaviors in students and victims and applying appropriate consequences

- Schools need to document acts of bullying and identify actions taken related to the victim

- **Ed Code 48900 allows for the suspension of any student threatening another**

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Education Before Consequences

- When *consequences are imposed,* victimization has already occurred.

- Discipline absent education has been proven to be ineffective.

- Discipline is more effective and fair when students are educated in advance about expectations.

Preventing Bullying: A Comprehensive Proactive Approach

1. **School-wide**
2. **Classroom**
3. **Student**
4. **Parent**
5. **Bystander**

School wide - Presence

- **Highly Visible Staff**
  - Focus "bullying hotspots"
- **Monitor Students that are high risk targets for bullies**
- **Create a monitoring system for students who have previously reported being bullied**

- **Identification**
- **Notification**
  - Staff
  - Site Administrator
  - Pa rents
- **Documentation**
  - Direct Bullying
  - Indirect Bullying
  - Cyber Bullying
- **Creating the paper trail**
  - Interview Forms
  - Immediate Actions Taken
  - Follow-up
  - Screen shots

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Cyber bullying
School-based Strategies

- **Bully policies should include text messaging, cell phone use; online bullying; social networks**
- **Staff development of all staff on cyber bullying**
- **Discuss "netiquette" with students**
- **Educate parents**
  - Talk to child about cyber bullying
  - Report to school and law enforcement
  - Inform ISP, Instant Messaging or cell phone service provider
  - Do not delete message

School wide Intervention

- Staff Intervention
- Administrative Intervention
- Skill Development
  - Perpetrator
  - Victim
  - Bystanders

- Counseling/Mental Health
  - Perpetrator
  - Victim
- Support
- Parent Involvement

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Classroom -Teach Pro-Social Skills

- Teach the importance of saying no
- Teach expectations (expected appropriate behavior)
- Teach appropriate responses to negative social situations (walking away, choosing appropriate friends, not being a bystander, the importance of reporting bullying behavior)
- Provide opportunities for meaningful participation (being a part of a group, encourage involvement in extra-curricular activities)
- Teach empathy, coping skills, self-esteem, personal values
- Employ the 40 Developmental Assets

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Immediate Action – Teacher

- Stop the behavior
- Talk to the students
- Determine if bullying is involved
- For Second offense talk to students separately

- If normal conflict conduct conflict resolution
- If bullying is SUSPECTED notify student to stop actions
- Observe further interactions
- Support Victim
- Notify administrator

Cyber bullying Proactive measures: What can teachers do?

- Talk about cyber bullying with the class
  - Attack the idea that "it's just a joke"
  - Effects of cyber bullying – use news stories
- Know the district AUP – clear guidelines and consequences
- Emphasize kindness, courtesy in ALL communications
- Make it easy to report abuse anonymously
- Investigate all reports
- Integrate lessons about Digital Citizenship into regular curriculum

Immediate Action – Administrator

- **Stop the Bullying**
- **Interview Separately**
  - Talk with victim
  - Talk with perpetrator
  - Talk with by-standers/ witnesses/ instigators
- **Support the Victim**

- **Immediate Consequences**
- **Skill Development**
- **Document, document, document!**
- **Follow-up**

What can parents do?

- Talk with your child
  - Cultivate and maintain open, candid communication

- Conversation starters:
  - *There have been a lot of news stories about people being bullied lately, do you know of people dealing with this?*
  - *Have you ever had any problems with people on the internet?*
  - *Has anyone ever bothered or threatened you?*
  - *Do you know of kids who are picked on in school?*
  - *How can I help you make it stop, without embarrassing you?*

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What can parents do?

- Empathize with your child. Help them understand bullying is wrong and it is not their fault.

- Document bullying incidents.

- Print out copies of inappropriate emails, Facebook posts, online communications.
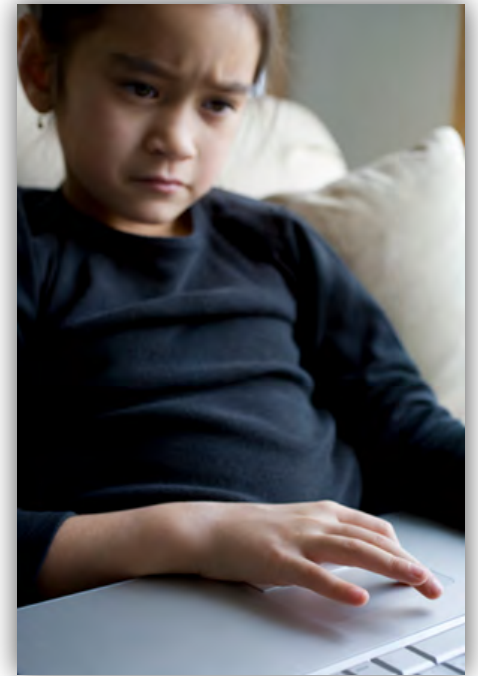
- Be a role model.

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What can parents do?

- Encourage "up stander" reporting and support.

- Get help for your child at school. Increase awareness and supervision of your child.

- Encourage students to pursue interests and activities to build more positive friendships.

- Help your child develop strategies and skills for handling bullying.

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Teach Empathy

- How *does* it make you feel when someone says something mean to you?

- How *do* you think someone would feel reading a text or message you sent?

- Why *do* you think students say, text, write mean things to each other?

- What would your grandma, mom, parents, teachers think?

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Internet Safety Tips for Parents

- Keep computer in a common room- NOT a child's bedroom
  - Bring cell phones, computers to parents' room to charge overnight

- Establish rules for internet use
  - What sites can you visit
  - Who are your friends– *should not have boyfriend/ girlfriend they have never met.*
  - Who can they talk to?
  - How long can they be online?
  - When can they use the computer?

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If Your Child is Bullying Others

- Send clear, firm, and supportive message that the behavior is not OK and that you are going to work with child to change it (meaningful consequences)

- Try to figure out why your child is bullying
  - Desire for social power or status?
  - Temperament issue that needs more adult regulation?
  - Going along with peers?
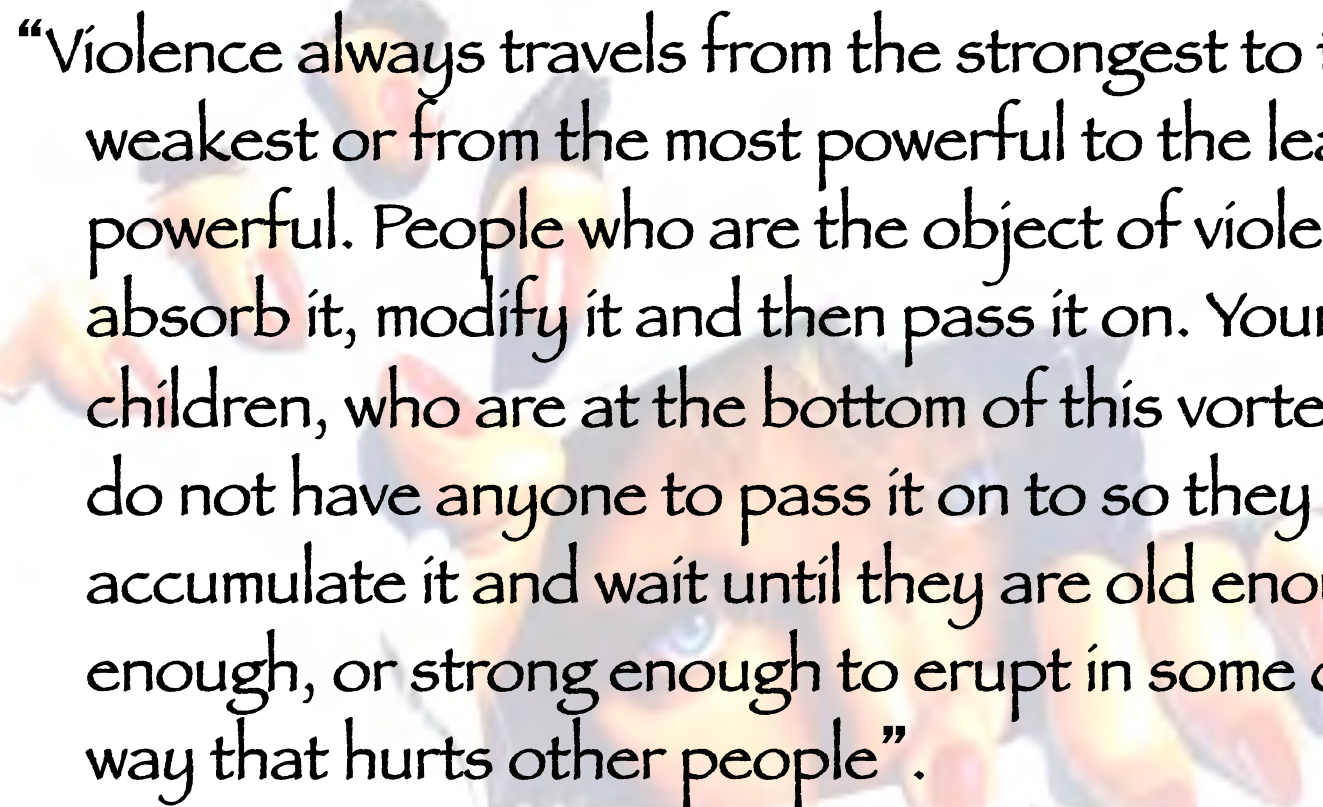 - Being bullied by others and lashing out?

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How Else Can Parent's Help?

- **Help build your child's self confidence:**
  - Don't call out your child's faults
  - "Hurt people, hurt people"
    - Michael Pritchard

  - Compliment specifically and sincerely
  - Encourage involvement in outside activities/friendship-building activities
  - Help your child "fit in": consider appearance; communication skills, etc.

YOUR WORDS HAVE POWER USE THEM WISELY.

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Santa Cruz County Office of Education
MICHAEL C. WATKINS, SUPERINTENDENT

"Violence always travels from the strongest to the weakest or from the most powerful to the least powerful. People who are the object of violence absorb it, modify it and then pass it on. Young children, who are at the bottom of this vortex, often do not have anyone to pass it on to so they absorb it, accumulate it and wait until they are old enough, big enough, or strong enough to erupt in some dramatic way that hurts other people".

"Vortex of Violence" (Perry, 1996a).

When *developing a safe school plan focused on* Bullying Prevention....

- Work as hard on building the positive as you do on fighting the negative

Get more information...

- **Resources - School-wide**
  - http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp
  - Sample policies http://www.cde.ca.gov/ls/ss/se/samplepolicy.asp
  - Safe School Ambassadors www.community-matters.org
  - No Bully (Solution Teams) http://www.nobully.com

- **Resources - Classroom Curriculum**
  - Caring School Communities www.devstu.org
  - Second Step www.cfchildren.org
  - Get Real About Violence http://www.discoveryeducation.com
  - CDE Lending Library - California Healthy Kids Resource Center www.californiahealthykids.org

Get more information…

- ### Resources - Classroom Materials
  - ◦ Don't Laugh at Me www.dontlaugh.org
  - ◦ Teaching Tolerance www.teachingtolerance.org
  - ◦ Let's Get Real - www.respectforall.org
  - ◦ Hate Hurts - Anti Defamation League www.adl.org
- ### Resources Materials
- ### Stop bullying Now Resource Kit
  - ◦ http://www.stopbullying.gov/
  - ◦ http://espanol.stopbullying.gov/
- ### Preventing Bullying A Manual for Schools
  www.cde.ca.gov/ls/ss/se/bullyres.asp
- PACER's National Bullying Prevention Center - http://www.pacer.org/

Prevention & Education:

Organizations and Curriculum

- **Center for Safe & Responsible Internet Use** http://csriu.org/
- **Common Sense Media** http://www.commonsensemedia.org/
- **ConnectSafely** http://www.connectsafely.org/
- **iKeepSafe** http://www.ikeepsafe.org/
- **I-SAFE Inc.** http://www.isafe.org/
- **NetSmartz** http://www.netsmartz.org/
- **WiredSafety** http://www.wiredsafety.org/
- **StopCyberBullying** http://www.stopcyberbullying.org/index2.html

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Cyber Safety FOR KIDS

New Resource for Cyber bullying

http://www.athinline.org

attentive / obsessive_

X close

Start the Quiz

Do you have digital drama? Take our quiz to find out whether you're asleep at the keyboard, on top of your game, or even creating drama for others.

High Bandwidth

Guy Version w/ **Asher Roth**

Girl Version w/ **Michelle Trachtenberg**

Low Bandwidth

Guy Version

Girl Version

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Office of Education
MICHAEL C. WATKINS, SUPERINTENDENT

Thank You

Contact Information

Jo Ann Allen, Manager

Student Support Services

Region V Safe Schools Planning

(831) 466-5703

joallen@santacruz.k12.ca.us

Santa Cruz County Office of Education

400 Encinal Street

Santa Cruz. CA 95060