



SOUTHWEST SECONDARY LEARNING CENTER
(SSLC)

BULLYING PREVENTION POLICY

When students are afraid to attend school/classes they cannot learn. Bullying prevention programs can help to provide a safe environment in which teachers can teach and students can learn. When a student is *bullied* his or her ability to participate in and benefit from the school's educational programs or activities is adversely affected.

The goal of this policy is to ensure that procedures are in place to prevent bullying, limit the prevalence of bullying, and to make consequences salient to everyone involved.

Southwest Secondary Learning Center (SSLC) believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore; harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that will not be tolerated.

Definitions

1. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.
2. "Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.
3. "Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the district.

Harassment and Disability Harassment include but are not limited to:

- a. Verbal acts, teasing, use of sarcasm, jokes;
 - b. Name-calling, belittling;
 - c. Nonverbal behavior such as graphic or written statements;
 - d. Conduct that is physically threatening, harmful, or humiliating; or
 - e. Inappropriate physical restraint by adults.
4. "Racial Harassment" consists of physical or verbal conduct relating to an individual's race when the conduct:
 - a. Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
 - b. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
 - c. Otherwise adversely affects an individual's academic opportunities.

5. “Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:
 - a. When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
 - b. Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment.
6. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:
 - a. Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
 - b. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - c. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - d. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - e. Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or the school’s code of conduct.

Notice of Prohibition Against Bullying and Anti-Bullying Interventions

1. The prohibition against bullying shall be publicized by including the following statement in the student handbook(s):

“Bullying behavior by any student in the **SSLC** is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- (1) Placing a student in reasonable fear of physical harm or damage to the student's property; or
- (2) Physically harming a student or damaging a student's property; or
- (3) Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion."

2. Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.
3. The Anti-Bullying Policy will be available on the **SSLC** website, and in all student, staff, and parent handbooks.

Reporting Intimidation, Harassment, or Bullying Behavior

1. Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.
2. The report may be made to any staff member. The staff member will assist the student in reporting to the principal or other district personnel.
3. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are *required* to promptly notify designated staff.
4. Reports should be done in writing using the Harassment, Intimidation, Bullying, or Hazing Complaint Form. A copy of this form will be submitted to the Safe Schools coordinator.
5. School administrator or designee is *required* to accept and investigate all reports of intimidation, harassment or bullying.
6. School administrator or designee is *required* to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
7. Nothing in this policy shall prevent any person from reporting directly to the school's administration.
8. Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.
9. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
10. If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a long-term hearing.
11. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA) school staff is *required* to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

Investigating Intimidation, Harassment, or Bullying Behavior

The Chief Administrative Officer, the Chief Financial Officer, or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated.

1. The administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing *prior* to the investigation taking place.
2. The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.
3. The school's administration may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
4. The investigation shall be completed as soon as possible. The administrator shall make a written report upon completion of the investigation. If the complaint involves the Superintendent, the report shall be filed directly with the New Mexico Public Education Department, Educator Ethics Bureau. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. A copy of the completed report will be maintained by the district Safe Schools Coordinator.

Consequences for Bullying

1. Verified acts of bullying shall result in intervention by the school's administrator or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
2. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the school's administration.

Consequences for Knowingly Making False Reports

1. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Anti-Bullying included in Health Education Curriculum

"Health Education" is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior beginning in Kindergarten and continuing throughout their school years. It imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors, and then in the later grades being able to analyze those behaviors and role play refusal skills.

Our curriculum does recognize the importance of bully prevention skills in all grade levels.

Threats of Violence

1. Threats of violence toward other students, school staff, or facilities generally are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.
2. All employees and students are required to report evidence of threats of violence to their administrator. Such reports shall be investigated by the administrator or designee. All such reports shall be documented by the administrator.
3. In cases of threats that may constitute a violation of criminal law, the school's administrator or designee shall notify law enforcement authorities.
4. Students who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including long-term suspension or expulsion. For Special Education students, administrators will consult with the Special Education regulations regarding the appropriate process.

Resources

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Anti-Bullying Policy rule 6.12.7 NMAC.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. New Mexico Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
5. Center for the Study and Prevention of Violence, University of Colorado- online at <http://www.colorado.edu/cspv/safeschools/bullying/overview.html>
6. Northwest Regional Education Laboratory, How to choose an Anti-Bullying Program <http://www.nwrel.org/request/dec01/choosingcreating.htm>
7. National Youth Violence Prevention Resource Center, Government approved resources on prevention, intervention, & stats <http://www.safeyouth.org/scripts/topics/bullying.asp>
8. The *Steps to Respect* program is a school wide curriculum to develop healthy relationships and decrease bullying behavior. Committee for Children <http://www.cfchildren.org/strf/strindex/>
9. Coloroso, Barbara (2003). *The Bully, the Bullied, and the Bystander*, New York, NY: HarperCollins Publishers.
10. Student Reports of Bullying: Results from the 2001 School Crime Supplement to the 2001 National Crime Victimization Survey, USDE, <http://nces.ed.gov/pubs2005/2005310.pdf>

Southwest Secondary Learning Centers' Anti-Bullying Policy

Sample Activities for 7th – 12th Grade Levels

A Bullying Quiz

(Grades 7-12)

Goals (Self-Regulation)

- Understand how evidence regarding behavioral patterns might challenge personal beliefs and assumptions about social behavior
- Use evidence about bullying behavior to inform daily decisions regarding social interactions and understand the necessity of making personal decisions in bullying situations
- Use factual information to consider consequences and alternatives of personal behavior choices

Rationale

Even students who have experienced bullying might be surprised by the statistics and studies about bullying. It's important for adults, student leaders and other educators to raise awareness about the prevalence of bullying and its detrimental effects for all involved.

The frequency with which students admit to bullying might surprise students who feel alone and isolated due to the wrath of a bully.

It is important, likewise, for students who are victims and bystanders to seek help when this kind of behavior emerges.

A common trait among bullies is lack of empathy, the inability to be aware of or understand other people's feelings. When a bully attacks a victim, the bully feels powerful and in control. He or she may blame the victim, justifying his or her aggression by saying the victim deserved bad treatment or asked for it. While it may not be possible to teach empathy, raising awareness about bullying has helped schools decrease the behavior.

Use the following quiz to mobilize young people and adults who work with them so an anti-bullying initiative can come together in your community.

Process

- Ask students how they would define bullying, and write definitions or words on the board addressing the different kinds of bullying (violence, exclusivity and ostracism, rumors, etc.).
- Ask students to complete the quiz individually.
- Involve students in the follow-up discussion, using questions for reflection.

Handout I: Anti-Bullying Quiz - Secondary Grades

(Answer True or False)

1. Nearly one-third of American teens are involved in bullying. (True) (False)
2. Less than 10% of American teens admit to bullying others. (True) (False)
3. Students who are bullied in school are usually attentive students with good attendance. (True) (False)
4. Most students who bully are insecure. (True) (False)
5. Contrary to stereotypes, male bullies are not usually bigger and physically stronger than their peers. (True) (False)
6. Students who witness bullying often refuse to remain friends with the victim and feel guilty for not reporting the incident. (True) (False)
7. Bullies have trouble making friends. (True) (False)
8. Bullies do poorly in school compared to others who do not bully. (True) (False)
9. Most bullies discontinue violent or aggressive behavior in adulthood. (True) (False)
10. If you are being bullied it's best to handle it alone. (True) (False)

Anti-Bullying Reflection Questions

Use as discussion prompts, for the whole class or small groups.

1. Do you think bullying is a serious problem in your school or community? Why or why not?
2. How do you think bullies feel when they demean someone else?
3. Do you think it's possible to make a bully understand other people's feelings? Why or why not?
4. How do adults in your school or community address bullying? Have you seen adults look the other way? What kind of interventions have you seen adults use to prevent or stop bullying?
5. What kind of interventions can young people use to prevent or stop bullying? List three things you could do to defuse a bullying situation.
6. Do you think you've ever bullied someone? If so, what made you stop? What made you want to bully someone again?
7. Did any of the facts in the quiz concern you personally? Which ones?
8. After taking the quiz, are there behaviors or experiences you have had that you want to change? Describe your feelings, what you might want to change, and how you could go about making that change.

Media Investigation: Physical Appearance and Attractiveness

This media literacy lesson for grades 7 - 12 helps students analyze the ways media representations about size and appearance can impact our attitudes and behaviors.

OVERVIEW

Students reflect on the ways in which they have experienced or participated in bias based on physical size and appearance, and the ways in which expectations about body image and appearance in our society affect us. They learn about media literacy and examine media images for "attractiveness messages" that consciously and unconsciously impact our attitudes and behavior toward others. Students conclude the lesson by exploring ways to get beyond appearance as a dominant force in their social lives.

OBJECTIVES

- To increase students' awareness about the ways in which conscious and unconscious expectations regarding body size and appearance impact us in negative ways
- To develop students' media literacy skills and encourage them to think critically about "attractiveness messages" in the media
- To challenge students to identify specific actions they can take to move beyond appearance as a dominant force in their social lives

AGE GROUPS

Grades 7-12

TIME: 60-90 minutes

MATERIALS

Media images (from magazines, the Internet, television, movies, or music)

Chart paper

Markers or pens

Copies of Messages from the Media

Copies of Media Investigation: Physical Appearance and Attractiveness

Copies of Turn Beauty Inside Out Day Winning Essays

PROCEDURE

1. Post the following questions on the board or read them aloud. Ask students to silently reflect on them:

- Have you ever been on the receiving end of a cruel comment about your physical size or appearance?
- Have others let you know, in some way, that you're not attractive enough?
- Do you find clothes shopping unpleasant because of fears about how others will judge you?
- Have you ever skipped an activity to avoid comments about your appearance?
- Do you think often about dieting because of comments about your weight?
- Have you considered changing aspects of your appearance to look better to others?
- Have you ever made cruel comments to others about their appearance?

Point out that, unfortunately, most of us would answer yes to at least one of the questions above. Judgments about physical size and appearance are personal and extremely hurtful, yet all too common. Ask students why they think it is that we are so quick to form opinions about others based on their appearance and without getting to know them. Challenge students to articulate how we get our ideas about what others are "supposed" to look like in our society.

2. If it has not already come up, point out to students that one way in which we get our ideas about body image and attractiveness is through the media. Movies, magazines, Web sites, television, and even video games often communicate unrealistic ideas about body image, and put pressure on us -- even if we aren't aware of it -- to look a certain way.

3. Distribute Messages from the Media, or use an overhead projector to display it at the front of the room. Ask students to respond to these statistics and to comment on the extent to which they think they are affected by "attractiveness messages" they receive on a daily basis. Tell students that one way to resist some of the media's false messages about appearance -- and their effect on our self-esteem and behavior toward others-- is to become media literate. This means thinking about the values behind media images, raising critical questions about them, and being aware of who created them and for what purpose.

4. Tell students that they will be practicing media literacy by selecting up to three media representations to study. This investigation can be assigned as homework or done in class if the media representations are collected in advance. Students can select magazines, Web sites, TV shows or commercials, movies or music videos that are popular with their peers. Give each student a copy of the chart, Media Investigation: Physical Appearance and Attractiveness, which they can use to take notes as they research. For each item that they study, have students write and discuss their answers to one or more of the following questions:

- Who created the magazine (or show, video, movie, etc.) and for what purpose?
- How many and what type of "attractiveness messages" were communicated? (These can be verbal, types of people or characters, gestures or expressions, types of clothing, etc.)
- Do these messages reflect real life and real people in your community?
- What are the values or beliefs behind these messages? Do you agree with them?
- What techniques are being used to get you to buy into the messages?
- How might these messages affect your own or others' attitudes about physical appearance?
- What important images or messages have been left out?

5. Suggest to students that expressions like "beauty is only skin deep" and "don't judge a book by its cover" seem to be empty clichés in our culture today. Ask them if they agree and whether or not they believe that most people reflect such values in their behavior toward others. Challenge students to think about concrete ways that they can change the culture in their own class or school around this issue. Ask what they can do to get beyond appearance as a dominant force in the way they relate to one another. List their ideas on a sheet of chart paper and create a follow-up plan to put one or more of these ideas into action.

APPENDIX B

TITLE 6 SECONDARY EDUCATION CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY PART 7 BULLYING PREVENTION

6.12.7.1 ISSUING AGENCY: Public Education Department
[6.12.7.1 NMAC - N, 11-30-06]

6.12.7.2 SCOPE: All public schools, including charter schools, and state supported educational institutions.
[6.12.7.2 NMAC - N, 11-30-06]

6.12.7.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Sections 22-2-1 and 9-24-8 NMSA 1978.
[6.12.7.3 NMAC - N, 11-30-06]

6.12.7.4 DURATION: Permanent
[6.12.7.4 NMAC - N, 11-30-06]

6.12.7.5 EFFECTIVE DATE: November 30, 2006, unless a later date is cited at the end of a section.
[6.12.7.5 NMAC - N, 11-30-06]

6.12.7.6 OBJECTIVE: This rule establishes requirements for districts, schools and state supported educational institutions to address bullying of students by adopting and implementing policies.
[6.12.7.6 NMAC - N, 11-30-06]

6.12.7.7 DEFINITIONS:

A. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

B. "Department" means the public education department.

C. "Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.

D. "IDEA" means the federal Individuals with Disabilities Education Act, 20 USC Secs. 1401 and following, including future amendments.

E. "Local school board" means the governing body of a school district or charter school.

F. "School district" means an area of land established as a political subdivision of the state for the administration of public schools and segregated geographically for taxation and bonding purposes. [6.12.7.7 NMAC - N, 11-30-06]

6.12.7.8 REQUIREMENTS:

A. This section applies to local school boards, local school districts, and charter schools and governs policies to be adopted and implemented by local school districts with regards to addressing bullying.

B. Each school district and charter school shall develop and implement a policy that addresses bullying, no later than April 1, 2007.

C. Any such anti-bullying policy shall at least include, but shall not be limited to:

- (1) definitions;
- (2) an absolute prohibition against bullying;
- (3) a method to ensure initial and annual dissemination of the anti-bullying policy to all students, parents, teachers, administrators and all other school or district employees;
- (4) procedures for reporting incidents of bullying which ensure confidentiality to those reporting bullying incidents and protection from reprisal, retaliation or false accusation against victims, witnesses or others with information regarding a bullying incident;
- (5) consequences for bullying which include consideration of compliance with state and federal IDEA requirements;
- (6) consequences for knowingly making false reports pursuant to the anti-bullying policy;
- (7) procedures for investigation by administration of incidents reported pursuant to the anti bullying policy;
- (8) a requirement that teachers and other school staff report any incidents of bullying;
- and
- (9) a requirement that anti-bullying is included as part of the health education curriculum as set forth in 6.30.2.19 NMAC (“content standards - health education”).

[6.12.7.8 NMAC - N, 11-30-06]

History of 6.12.7 NMAC: [Reserved]

EVALUATION PLAN

Effective programs have two key prerequisites: awareness and adult involvement. In order to create a school climate that discourages bullying, school staff and parents must become aware of the extent of bully-victim problems in their own school. In addition, effective bullying prevention also requires a commitment on the part of all adults to reduce or eliminate bullying.

Coordination All bullying prevention programs recommend a bullying prevention committee at the school level and a coordinator of bullying prevention activities and curricula. Committees typically assess the extent of the problem by designing and administering an anonymous student questionnaire. Using these data, committee members can make recommendations about the components to implement and the materials to be acquired.

Creating Awareness All parties of the school and community are involved and aware of common bully behavior as well as ways to prevent and/or intervene in situations.

Below is a sample evaluation that will help determine if the process and the product your district created meet the requirements of the Anti-Bullying Policy.

Action item	Responsible Party	Completed date	Notes
Create Anti-Bullying policy writing team	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	Administrators, Teachers & Parents on the writing team.
WRITE POLICY: (Must include the following items)	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	
1. Definition of Bullying	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	"A person is being bullied when he or she is exposed, repeatedly, and over time, to negative actions on the part of one or more other persons."
2. Notice of Prohibition Against Bullying and Anti-Bullying Interventions	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	<p>Consequences for Bullying</p> <p>Verified acts of bullying shall result in intervention by the school's administrator or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.</p> <p>Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the school's administration.</p> <p>Consequences for Knowingly Making False Reports</p> <p>False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.</p>

Action item	Responsible Party	Completed date	Notes
3. Intimidation, Harassment and Bullying policy containing:	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	<p><u>Themes Which May Appear in Definitions of Bullying</u></p> <ul style="list-style-type: none"> • Display of power • Repeated and targeted behavior • Intentionally hurtful behavior • Types of harm (physical, social/relational, emotional/psychological, verbal and nonverbal)
4. Statement of the consequences	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	<p><u>General Intervention Strategy</u> Everyone in the school setting has a responsibility for supporting a safe learning environment. Therefore, everyone should be expected to use respectful behaviors, recognize bullying and respond to bullying by refusing or reporting the behavior. Special population groups may have needs unique to their situation and therefore benefit from specialized interventions that take into consideration the individual's learning style, abilities, and role in bullying situations. The entire staff remains responsible for the awareness training, basic interventions, implementation of prevention curriculum, and education for development of positive behaviors (social skills) for all students.</p> <p><u>Bullying Behaviors</u> Bullying includes repeated verbal or non-verbal behaviors with the intent to cause physical, emotional/psychological or social harm. Bullying may be direct; for example, hitting, dirty looks, public embarrassment, or extortion. Bullying can also be indirect; for example, electronic messages and websites, gossip and rumors or exclusion. Bullying behaviors that are not addressed generally escalate into more aggressive behaviors over time. These are learned behaviors and can be addressed best by teaching and practicing pro-social behaviors.</p>

Action Item	Responsible Party	Completed date	Notes
5. Procedure for reporting	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	Students report to adults responsible. Administrators determine next steps.
6. Statement of the manner in which the school will respond and investigate.	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	Determined by school administrators.
7. Statement of the consequences and appropriate remedial action for a person found to have falsely accused another	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	Determined by school administrators.
8. Statement of how the policy is to be publicized within the district	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	Include policies on school website.
9. The identification by job title of school officials responsible for ensuring that policy is implemented	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	
10. Requirement to include Anti-Bullying as a part of health education curriculum	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007	

Action Item	Responsible Party	Completed date	Notes
Activities on Anti-Bullying appropriate to grade level, focusing on elementary and middle school students	Southwest Learning Centers Administrative Team – Writing Committee	June 2, 2007 (Samples attached)	
Create school level Anti-Bullying teams (not required, but highly recommended)			Not required
Approve policy	Southwest Learning Centers Boards of Directors	July, 2007 Board Meeting	
Submit Policy to PED	Southwest Learning Centers Administrative Team – Writing Committee		Deadline extended to August 1, 2007.
On-going commitment to prevent bullying and to support a positive school climate	Total School Commitment		

APPENDIX D*

SAMPLE <i>Harassment, Intimidation, Bullying, or Hazing Complaint Form</i> [Southwest Secondary Learning Center]		
Student Information		
Name		ID#
Grade	Phone Number	Home Address
Complaint Filed Against		
Name		Grade (or position if not a student)
Name		Grade (or position if not a student)
Incident		
Date		Time
Location		
Is this the first time this has happened? YES <input type="checkbox"/> NO <input type="checkbox"/>		
Is this the first time you are reporting this? YES <input type="checkbox"/> NO <input type="checkbox"/>		
Description- PROVIDE AS MUCH DETAIL AS POSSIBLE		
Witnesses (if applicable)		
Name	Grade/position	Phone number
Name	Grade/position	Phone number

SAMPLE
Harassment, Intimidation, Bullying, or Hazing Complaint Form
[Southwest Secondary Learning Center]

Name	Grade/position	Phone number
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Report Information

Today's Date		
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Did anyone help you fill out this form? YES NO
If yes, who

Office Information

Who received this complaint form?

Position

Date Received		
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