

La Grande School District
School Bullying Practices Reference and Discipline Matrix

1. Purpose:
 - 1.1. To provide clarity and direction on bullying and steps LGSD staff will take to eliminate bullying behavior and proactively address within the district and schools.
2. School Board Policy: (Policy JFCF)
 - 2.1. Any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to district grounds, at any district sponsored activity, on district-provided transportation, or at any official district bus stop. That may be based on, but not limited to, the protected class status of a person, having the effect of:
 1. Physically harming a student or damaging a student's property;
 2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 3. Creating a hostile educational environment including interfering with the psychological well-being of the student.
3. Bullying Identification
 - 3.1. Bullying: La Grande School District recognizes that there is a difference between sporadic disrespectful or unsafe actions and bullying behavior. Bullying behavior is intentional and results in repeated or severe emotional, physical, and psychological distress for the victim. To clearly identify "bullying" the situation must include one or more of the following:
 - 3.1.1. Student actions may demonstrate a pattern of the following: hurting, harming, frightening, put downs, verbal threats, insults, social exclusion/isolation, rumors, gossip, fighting, continued attacks via social media or other electronic means.
 - 3.1.2. Student acted with repeated, deliberate, and hostile intent to injure another or their property.
 - 3.1.3. Repeated student behavior intended to create an imbalance of power.
 - 3.1.4. Student behavior is repetitious over time with a clear pattern to cause harm.
 - 3.2. Wrongdoing: Behavior that does not meet the above descriptors of bullying will not be considered bullying, but will be disciplined based on the type, severity, and situation of the behavior. In these situations, it is recommended that the staff refer to the behavior by what actually took place (i.e. Hitting, Name Calling, Kicking). However, if wrongdoing behaviors persist, staff should look at the full context of situations and behaviors to determine if a student is engaging in bullying behaviors.
4. Complaints Regarding Bullying
 - 4.1. Any student or parent/guardian who has knowledge of bullying or wrongdoing is encouraged to immediately report to his/her principal. The principal will take the report and conduct a prompt investigation of any report of bullying or wrongdoing. Principals will report findings and conduct reasonable school discipline to correct the behavior while striving not to label the student involved.
 - 4.2. Once bullying has been identified by administration, or superintendent, all staff will communicate regarding behavior as defined by administration with all stakeholders (i.e. parents, students, etc.).
5. Proactive Educational Program
 - 5.1. All schools will engage in proactive bullying prevention programs appropriate to the students they serve which may include but are not limited to:
 - 5.1.1. Elementary Schools (Grades K-5)
 - 5.1.1.1. Steps to Respect Curriculum
 - 5.1.1.2. Second Steps Curriculum (New 2019/20)
 - 5.1.1.3. Kelso's Choices Strategies
 - 5.1.1.4. Conscious Discipline Classroom Strategies/Training

- 5.1.1.5. Personal Safety Curriculum
- 5.1.1.6. DARE Program
- 5.1.1.7. Threat Assessment System/Training
- 5.1.1.8. School Contracts
- 5.1.1.9. Character Education Program

5.1.2. Middle School (Grades 6-8)

- 5.1.2.1. Character Education - Advisory
- 5.1.2.2. Collaborative Problem Solving Curriculum/Training
- 5.1.2.3. Personal Safety Curriculum
- 5.1.2.4. Threat Assessment System/Training
- 5.1.2.5. School Contracts

5.1.3. High School (Grades 9-12)

- 5.1.3.1. Collaborative Problem Solving
- 5.1.3.2. Peer Mediation
- 5.1.3.3. ASPIRE Mentors
- 5.1.3.4. Counseling/Therapeutic Services
- 5.1.3.5. Positive Behavior Intervention and Supports (PBIS)
- 5.1.3.6. Tiger Ambassadors
- 5.1.3.7. School Contracts

5.1.4. Special Education (Grade K-12)

- 5.1.4.1. Zones of Regulation
- 5.1.4.2. Learning for Life Curriculum
- 5.1.4.3. Life-Centered Education Curriculum

6. Responsibility:

- 6.1. All Staff

7. Associated Documents:

- 7.1. Discipline Matrix
- 7.2. Policy JFCF/JFCF-AR

