

JDDC SHORT MODEL BULLYING PLAN

USD 231 Bullying Plan

(Also see Policies GAAE and JDDC)

USD 231 Schools utilizes a comprehensive community-wide approach to establish uniform awareness and prevention procedures toward bullying and cyberbullying.

In the spring of 2007, the Kansas Legislature passed House Bill HB 68 that addresses bullying in schools. It defines bullying and mandates that schools (1) develop a policy related to bullying prevention, (2) implement a plan to prevent bullying, (3) provide students and staff training on the policy and plan.

The Social, Emotional, Character Development (SECD) standards were adopted in April of 2012 and revised in July of 2018 by the Kansas State Board of Education. They are designed to help keep children safe and successful while developing their academic, social-emotional and post-secondary skills.

USD 231's plan to prevent bullying includes student, staff, patrons, our Code of Conduct, curriculum resources and SECD education programs.

The USD 231 Bullying Prevention Plan is designed to complement the building efforts by focusing on the following goals:

- Educate all staff, students and parents about our bullying policies.
- Provide appropriate building level education, interventions and follow-up to support all students and staff.
- Develop a comprehensive community resource listing for use with parents.
- Annually review the plan and provide orientation and professional growth opportunities for staff at building/district levels.

Each year the designated District Counseling, Social Work Administrative and staff team will work to review the current plan. Each building will provide bullying prevention training to staff and students at the onset of each school year.

A copy of the District bullying prevention plan will be provided to each building to utilize as a resource with updates and revisions.

The following has been approved by the Kansas legislature and outlines the anti-bullying provisions:

(1) **“Bullying” means:**

(A) Any intentional gesture or any intentional written, verbal or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

- i. Harming a student or staff member, whether physically or mentally;
- ii. Damaging a student's or staff member's property;
- iii. Placing a student or staff member in reasonable fear of harm to the student or staff member; or

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iv. Placing a student or staff member in reasonable fear of damage to the student's or staff member's property; or

(B) Any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205, and amendments thereto.

(2) **“School vehicle,” means** any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

Bullying also includes cyberbullying. “Cyberbullying” means bullying by use of any electronic communication device through means including, not not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites. (done through school devices, school platforms or during the school day)

BOARD OF EDUCATION POLICY JDDC

Bullying (See EBC, GAAE, JCE, JDD, JGEC, JGECA, and KGC) JDDC

The board of education prohibits bullying in any form by any student, staff member, or parent towards a student or a staff member on or while using school property, in a school vehicle, or at a school-sponsored activity or event. For the purposes of this policy, the term “bullying” shall have the meaning ascribed to it in Kansas law.

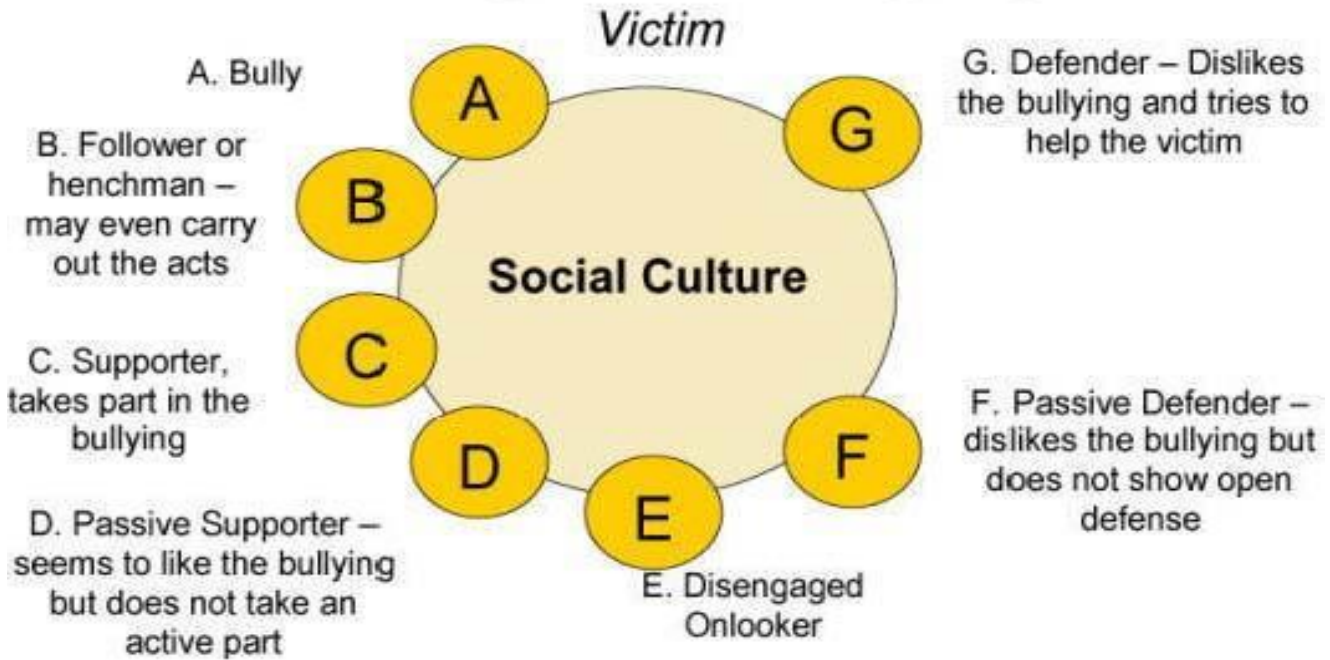
The administrations all propose and the board shall review and approve a plan to address bullying as prohibited herein. The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board.

Students who have bullied others in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion. If appropriate, students who violate the bullying prohibition shall be reported to local law enforcement.

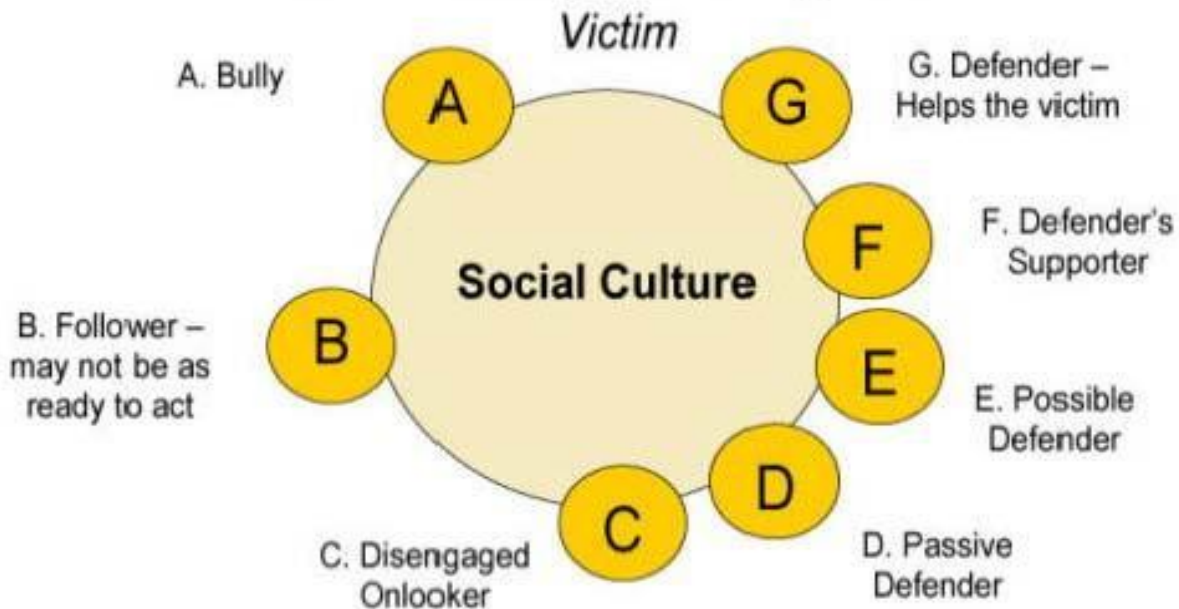
The Bullying Circle below, based on Olweus' early research as well as the research of Salmivalli and colleagues, illustrate and describe each of these bystander roles.

*www.ksde.org – Kansas Safe Schools Resources USD 231 Schools offer a continuum of services to enhance and to protect students' mental health and wellness. Each school in USD 231 maintains a Student Intervention Team (SIT) that addresses all student academic, social-emotional and behavioral concerns.

The Cycle of Bullying



Breaking the Cycle



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The District collaborates with the City of Gardner Police Department through the School Resource Officer program.

PERSONNEL RESPONSIBILITIES

All School Personnel will:

- Participate in professional training regarding awareness of USD 231 bullying prevention policy and principles, supervision and intervention strategies needed to deal effectively with student bullying behavior and incidents.
- Serve as role models at all times by demonstrating a high level of respect for all students and adults.
- Provide a safe learning environment for all.
- Be vigilant in looking for signs of distress or suspected incidences of bullying.
- Provide the necessary supervision in areas of the school facility or vehicle including the classroom, hallways, lunchroom, restrooms, bus, outside and inside areas, and during all school activities.
- Respond promptly and intervene when bullying behaviors are observed and notify administration.
- Computer teachers (Computer Learning Associates or Business/Computer staff) and Library Media Specialists are also resources to teach bully prevention and cyber safety curriculums.

Administration will:

- Provide leadership for the school to educate the staff and students on the USD 231 Guiding Principles.
- Follow the guidelines as outlined in the USD 231 Student Code of Conduct for reported bullying incidents.
- Investigate all reported incidents of bullying behavior and work with the SRO as needed.
- Take measures to ensure needed supervision and security during the school day and at all school activities.
- Educate parents and patrons of the USD 231 Parent/Patron Guiding Principles and provide information on bullying policies and prevention resources

Counselors will:

- Maintain up-to-date knowledge of best practice bully prevention strategies and interventions.
- Collaborate with school administration regarding bullying behavior incidents.
- In conjunction with administration, provide character education and bully prevention information and strategies to staff, students and parents.
- Educate students utilizing the curriculum resources.

Bus Drivers, Classified Staff, and Volunteers will:

- Take steps to intervene as observed bullying incidents occur.
- Report the incidents to an administrator, counselor or teacher.
- Bus drivers will submit a bus behavior referral form to the school office when any behavior incident occurs including but not limited to bullying.

Staff will have annual professional development regarding bullying prevention policies and strategies.

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Students will be provided comprehensive, ongoing bullying prevention strategies and character education utilizing resources in the USD 231 Bullying Prevention Plan.

RESOURCES AND CURRICULUM

All Levels—Elementary and Secondary *(The following list provides a sample of options for buildings to use.)*

National Youth Violence Prevention Resource Center: The Federal resource for professionals, parents and youth working to prevent violence committed by and against young people.

KSDE Bullying Prevention Resource Toolkit

Includes addressing bullying, building adult capacity to change climate and culture

KSDE Social Emotional and Character Development Standards

Addresses School bullying and student mental health

SAMHSA: National Mental Health Information Center

Second Steps

Children benefit from social-emotional learning (SEL) at any time, but today it's especially important to help them develop the skills they need to connect and thrive. A leading SEL elementary and middle school curriculum, Second Step® is research-based and easy to teach, adapt, and scale.

The bullying prevention programs are implemented in schools, camps, day cares and other venues where youth congregate. These programs teach empathy and respect, and introduce youth to strategies that prevent bullying.

U.S. Department of Health and Human Services: Health Resources and Services Administration: Stop Bullying Now program: http://stopbullyingnow.hrsa.gov/ppt/Bullying_Among_Youth.ppt

CYBER SAFETY

Stop.Think.Connect community outreach program that creates a national public awareness campaign aimed at increasing the understanding of cyber threats and empowering the American public to be safer and more secure online.

Computers, cell phones, the Internet and other digital means of communication are great tools for people of all ages. However, improper use of these devices can be hurtful, intimidating or threatening.

The district's existing efforts to educate students about proper use of digital communication. Teach parents how to work with their children to use the Internet correctly and safely. For more information about cyber bullying, cyber safety and cyber integrity, please visit the Educational Programs portion of our Web site.

SOCIAL EMOTIONAL CHARACTER DEVELOPMENT

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The Social, Emotional, Character Development (SECD) standards were adopted in April of 2012 and revised in July of 2018 by the Kansas State Board of Education. They are designed to help keep children safe and successful while developing their academic, social-emotional and post-secondary skills. Kansas was the first state to adopt social-emotional character development standards.

The purpose of the Social, Emotional, and Character Development Standards is to provide schools a framework for integrating social-emotional growth (SEG) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, social-emotional and post-secondary success. It is about learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals.

USD 231 Schools believes in positive character education as we partner with our students, staff, parents and patrons. USD 231 Guiding Principles:

VISION, PURPOSE, BELIEFS

Our Vision:

- Students prepared for their future.

Our Purpose:

- Student learning.

Our Beliefs:

- All children can learn.
- Together we achieve more.

Our Core Values:

- Continuous improvement
- Life-long learning

How we do business. . .

Staff Guiding Principles — Staff will demonstrate in actions and words:

- Children first
- Respect for all
- Teamwork
- Excellence and quality
- Commitment to individual needs

Student Guiding Principles — Students will demonstrate in actions and words:

- Honesty
- Respect
- Responsibility
- Trustworthiness

Parent/Patron Guiding Principles — Parents and patrons will demonstrate in actions and words:

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- Positive role models
- Effective communicators
- Respect for all
- Advocates for education
- Actively involved

REFERENCES

http://www.ksde.org/KS_SAFE_SCHOOLS_RESOURCE_CENTER/index.html

<http://www.ed.gov/admins/lead/safety/training/bullying/index.html>

<http://www.dhs.gov/stoptthinkconnect>

<https://www.secondstep.org/elementary-school-curriculum>

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