

Topic

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PSBA STUDENT DELEGATE PROGRAM

Hot Topic Background Information

Bullying



Bullying

Three years ago, the School Board adopted a policy designed to prevent and address incidents of bullying and cyber-bullying. Your group will be looking at the policy and recommending changes to the policy as you see fit.

In reviewing the policy, the group should make any changes necessary and consider adding/addressing the following:

1. Should the policy apply to conduct that occurs outside of the school setting? What should school district's responsibility be in those cases?
2. Should the policy include examples of bullying and/or cyber-bullying?
3. What consequences should apply to bullies?

AS ALWAYS, be prepared to support your group's decisions.

STATE LAW REQUIRING BULLYING POLICY

(Abbreviated)

Taken from 24 P.S. § 13-1303.1-A

(a) ...[E]ach school entity shall adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity's code of student conduct... The policy shall delineate disciplinary consequences for bullying and may provide for prevention, intervention and education programs...

(d) In its policy relating to bullying adopted or maintained under subsection (a), a school entity shall not be prohibited from defining bullying in such a way as to encompass acts that occur outside a school setting if those acts meet the requirements contained in subsection (e)(1), (3) and (4).

(e) For purposes of this [law], "bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) directed at another student or students;
- (2) which occurs in a school setting;
- (3) that is severe, persistent or pervasive; and
- (4) that has the effect of doing any of the following:
 - (i) substantially interfering with a student's education;
 - (ii) creating a threatening environment; or
 - (iii) substantially disrupting the orderly operation of the school.

"school setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Section 3: Why should I be concerned about bullying?

Public awareness of the negative effects of bullying has increased dramatically in recent years due to the increased focus on bullying by media and researchers. Bullying is no longer seen as a “rite of passage” or an example of “kids being kids.” **Bullying is now known to have a negative effect on children’s physical and emotional well-being, social development and learning.**⁵

For example, children who *bully* others are more likely to:

- Be injured in a fight.
- Drink alcohol or smoke.
- Engage in other anti-social behavior.
- Be truant, drop out of school.
- Perceive a negative climate at school.

Students who are *bystanders* to bullying are more likely to:

- Feel afraid.
- Feel powerless to change things.
- Feel guilty.
- Feel diminished empathy for victims.

In one research study, bystanders were reported to have an intensity of trauma that compared to distress levels of police, firefighters and paramedics during the 1989 San Francisco Earthquake.⁶

Students who are *bullied* are more likely to have:

- Anxiety or depression.
- Suicidal ideation.
- Low self-esteem.
- School avoidance behaviors.

- Higher absenteeism rates.
- Dislike of school.
- Lower grades.
- Psychosomatic symptoms (e.g., sleep problems, bed-wetting, stomachaches).

Warning Signs that a Child May be the Target of Bullying

- Has damaged or missing clothing or other belongings.
- Has unexplained injuries.
- Complains frequently of headaches, stomachaches, or feeling sick.
- Has trouble sleeping or has frequent bad dreams.
- Loses interest in visiting or talking with friends.
- Is afraid of going to school or other activities with peers.
- Loses interest in school work or begins to do poorly in school.
- Is very hungry after school from not eating lunch.
- Appears sad, moody, angry, anxious or depressed after school.
- Suddenly has fewer friends.
- Avoids certain places.
- Acts differently than usual.

A child should be evaluated by a professional if the child:

- Runs away from home.
- Hurts himself or herself.
- Talks about suicide.
- Feels helpless.
- Blames himself or herself for his or her problems.

Section 13: The role of educators

Educators have an important role in addressing acts of bullying they observe or that are reported to them.¹⁸ By being vigilant in addressing instances of peer aggression, educators can effectively reduce the likelihood of bullying in their schools.

Understand the difference between bullying and conflict.

Conflict involves antagonism among two or more people. Any two people can have a conflict. Bullying only occurs when there is a power imbalance.

Understand that there are different ways to bully.

Bullying behaviors take several forms, including: direct bullying, cyberbullying and relational aggression.

Understand that there are possible legal concerns for your school when bullying issues are not addressed, including:

- State laws related to bullying/bullying prevention
- State and federal civil rights laws
- Civil suits brought against schools/school systems

Intervene every time you see bullying or it is reported to you.

It is important that you address all instances of peer aggression and take all reports of bullying seriously. Follow your school's protocol for investigation and response.

Communicate with administrators.

Whenever you take action in bullying situations, be sure to document your actions and follow the school policies regarding reporting to other staff and parents. Effective management of bullying requires open communication to prevent reoccurrence.

Administrators should ensure there is ongoing communication among supervising staff when bullying is reported, suspected or confirmed.

Follow up with students who have experienced bullying.

These follow-up conversations allow you to determine whether the behavior has stopped or if it is recurring. Provide support to students through increased supervision, proactive intervention, and advocacy, if needed.

Avoiding Common Pitfalls of Bullying Prevention

Do not assume there is a "profile" of the student who most likely will bully, be a target, or be a bystander.

Do not handle bullying incidents by having the two involved students "sit down and talk it out."

Do not believe that bullying occurs only when adults are not present.

Do not think that bullying prevention is someone else's job.

Do not disregard your school's bullying policies and procedures because they are a hassle or you are unclear about what to do.

Section 16: What should schools do to address cyberbullying?

Ensuring that children are equipped to deal with cyberbullying requires education to prevent cyberbullying and effective responses when it occurs or is suspected.

Adopt school policies that specifically address cyberbullying.

Schools should integrate cyberbullying into their district acceptable use policies for technology AND into required bullying policies. If the issue of cyberbullying is a persistent problem, it may be appropriate to have a specific policy related to online harassment and cyberbullying.

Develop clear administrative guidelines for responding to and investigating reports of cyberbullying.

Make sure these guidelines clearly spell out how investigations will be conducted, when law enforcement or parents will be contacted, and how discipline will be administered. While it may not be possible for schools to administer disciplinary consequences for online behavior that occurs outside of school, schools may conduct educational meetings with students and parents to share their concerns and discuss possible responses.

Include cyberbullying education as part of the scope and sequence of courses that promote technology literacy.

In addition to educating students about these issues, schools should work to educate parents about technology and youth development by integrating these themes into newsletters and outreach activities. Include tips on how to prevent and respond to cyberbullying.

Establish partnerships with parents, the school, the parent-teacher association, YMCA, police department and other community groups to develop strategies for addressing issues of cyber-safety and cyberbullying.

Consider inviting representatives of law enforcement or the local district attorney office to participate in an advisory group that develops these strategies.

Integrate cyberbullying into memorandums of understanding with the local police department.

Make sure the school and law enforcement know how each entity will respond to cyberbullying and when it is appropriate to refer online issues to the police.

Recognize that when cyberbullying is motivated by a child's status as a member of a protected class the school may have an obligation to act under federal and state civil rights laws.

In such cases, the administrators should consult the school solicitor or the Pennsylvania Human Relations Commission. Protected status categories include: race, color, religion, national origin, ancestry, age, gender, handicap or disability, use of a guide or service animal, G.E.D. versus high school diploma, being known to be related to a handicapped or disabled person, and being retaliated against for reporting crimes.

Provide support to students that experience cyberbullying, even if the incident did not occur in school.

Because children experience real distress when bullied online, it is important that adults pay attention and offer support. School counselors and Student Assistance Program (SAP) professionals may play a role in helping children cope with the emotional effects of cyberbullying. Schools should make referrals to professionals, when appropriate.

What Every Parent Should Know about Bullying

What is bullying?¹

- **Bullying is when children or adolescents harm others on purpose.** It includes things like hitting, pushing, name-calling, making fun of others, gossiping, excluding others, spreading rumors and cyberbullying.
- **When bullying happens, the person who is bullied has a hard time defending him/herself.** This is because there is an imbalance of power. The child that bullies may be stronger, more popular, or hold power over the person who is bullied.
- **The harmful actions are repeated or they are very severe.** This makes bullied children feel very upset or causes them to stop doing things they used to enjoy.

Cyberbullying is done through text messages, email or Internet posts on sites like Facebook or MySpace.

Bullying harms children and teens. It can make them feel bad about themselves. It can hurt their relationships with others. It can also interfere with learning.

Why do some children bully others?²

- Children may bully others for lots of reasons. These reasons include:
- Wanting to be in control or feel powerful
 - Wanting attention from others
 - Poor adult supervision
 - Adult acceptance of bullying
 - Prejudice

What can parents do when bullying occurs?

Bullying is not something kids need to endure. Putting up with bullying does not make a child stronger. It makes them more at risk for emotional stress.⁴ Students that bully are also at-risk. They are more likely to

If you suspect a child is being bullied, DO NOT:

- Blame the child
- Use the word tattletale
- Tell the child to ignore it
- Tell the child to retaliate
- Expect the child to work it out alone
- Allow mediation, if the child is reluctant
- Demand apologies

get in trouble, participate in risky activities and have problems as adults.⁵

Fortunately, there are many things that parents can do to address bullying.

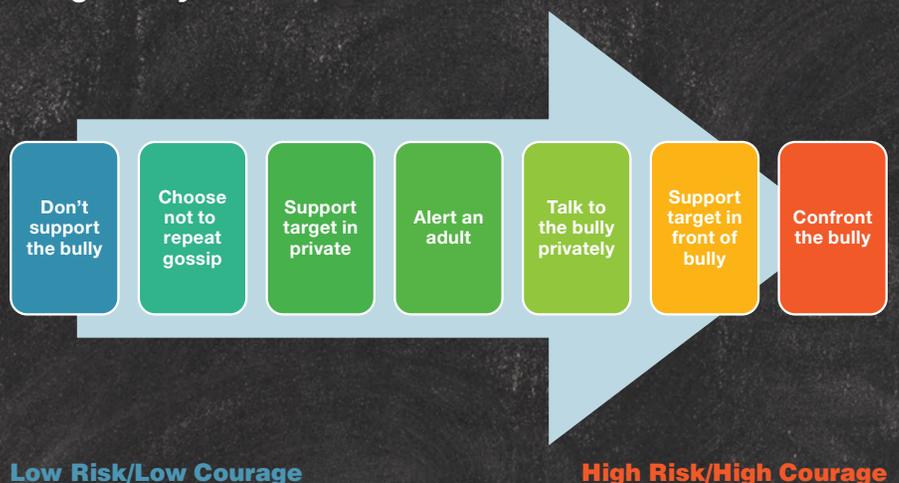
(See reverse side.)

Bystanders Matter³

Bystanders are the people that see bullying when it happens. Bystanders may encourage bullying to continue if they participate, laugh or ignore bullying. Children should be taught about the role of bystanders in bullying. They should discuss and practice helpful responses.

This graphic shows examples of helpful bystander actions.

Range of Bystander Actions



Adapted from *Bullies & Victims: Helping Your Children through the Schoolyard Battlefield*. Fried, S., & Fried, P. (1996). New York, NY: M. Evans & Co.

Tips for parents whose children are bullied:⁶

Talk with your child.

Explain what bullying is and that it is wrong. Let your child know that you will be there to help him or her – and always follow through.

Work with teachers, counselors and principals.

Every school district in Pennsylvania must have an anti-bullying policy. Review your school's policy and talk to your child's teacher, guidance counselor or principal if you have questions about it.

Identify an adult at school who your child trusts.

This adult can help your child feel safe at school by listening to him or her. If the adult is willing, he or she may play an active role in checking in with your child and following up with specific concerns.

Document and report continued bullying.

Keep detailed records about the bullying so you are able to tell the school exactly what happened. If bullying continues, write a letter to the school to report the bullying and ask for a response.

Help your child develop new friendships

Try to connect your child to other children who are positive influences or have things in common with your child.

Help your child learn how to react to bullying, such as:

- Speak up when bullying happens
- Try not to cry or lash out in front of the bully
- Walk away
- Tell a trusted adult

Helpful hints from kids who have been bullied:

- Tell an adult at home
- Tell a friend
- Make a joke about it instead of reacting with emotion
- Tell an adult at school
- Remind yourself that it was not your fault

Source: www.youthvoiceproject.com

Work with other parents

It takes a group effort to stop bullying. Work with other parents to respond to bullying if it is happening in your neighborhood after school hours.

Seek help if your child talks about suicide or seems unusually upset.

Immediately seek the help of a doctor or a mental health professional. If you cannot reach one of these people, call the national crisis response phone number 1(800) 273-8255.

If your child experiences cyberbullying, he or she should:⁷

- Not respond.
- Block the sender.
- Save or print harmful messages.
- Report cyberbullying to a trusted adult.
- Contact websites or Internet service companies to ask that the harmful messages be removed.

Authorities may be able to help in some cases of cyberbullying. If the cyberbullying is interfering with learning, report it to the school. If you think a crime was committed (e.g., serious threats of harm), contact the police.

While it is helpful for parents to set limits for using cell phones and computers, taking these items away from children all together is not recommended. This may actually cause children to hide their online lives from their parents.

Tips for parents whose children bully others:⁸

Discuss bullying and set clear rules at home.

Let children know that bullying is wrong and that it will not be accepted.

Provide consequences for bullying.

This may include time out, loss of TV, cell phone or computer time, grounding, etc.

Work with school staff.

Learn about the school's bullying policies and meet with school staff. Get reports on how your child is doing.

Model the behavior you expect from your child.

Show respect to others. Solve problems without aggression. Set a good example for your child.

Recommended Resources

StopBullying.gov

www.stopbullying.gov

This website provides information about how kids, teens, young adults, parents, educators and others in the community can prevent or stop bullying.

Cyberbullying Research Center

www.cyberbullying.us

The Cyberbullying Research Center is dedicated to providing up-to-date information about cyberbullying among adolescents.

GLSEN

www.glsen.org

GLSEN provides resources and support to address bullying, generally, and bullying of LGBTQ students, in particular.

Pennsylvania Bullying Prevention Toolkit

www.SafeSchools.info/BP_ParentGuide.pdf

For additional information and resources, please see the *Pennsylvania Bullying Prevention Toolkit: Resources for Parents and Professionals*.

About this Guide

This Parent Guide, produced by the Center for Safe Schools through a Highmark Foundation grant, was guided by input from parents and organizations that serve youth. It represents Highmark Foundation's commitment to improve children's health and well-being.

For a complete list of source material referenced here, please see the online version of this Parent Guide at www.SafeSchools.info/BP_Toolkit

SAMPLE SCHOOL DISTRICT

SECTION: PUPILS

TITLE: BULLYING/
CYBERBULLYING

ADOPTED: October 19, 2009

REVISED:

249. BULLYING/CYBERBULLYING

Section 1. Purpose

The Board is committed to providing a safe, civil, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, presents an obstacle to social/emotional development of students, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Section 2. Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

Bullying consists of a pattern of repeated harmful behavior by a person with more physical or social power toward a less powerful person. This may include a wide variety of behaviors, with deliberate intent to hurt, embarrass, or humiliate the other person. Researchers have identified four (4) forms of bullying:

1. Physical - the most commonly known form; includes hitting, kicking, spitting, pushing and taking personal belongings.
2. Verbal - includes taunting, malicious teasing, name-calling, and making threats.
3. Psychological or Relational - involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation.

4. Cyberbullying - forms of verbal and psychological bullying may also occur on the Internet through e-mail, instant messaging, or personal profile web sites such as MySpace. **Cyberbullying** includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the district by sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs). All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the district, offenders shall be the subject of appropriate discipline, which may include legal and/or police proceedings.

Bullying includes unwelcome verbal, written or physical conduct directed at a student by another student that has the intent of or effect of:

1. Physically, emotionally or mentally harming a student.
2. Damaging, extorting or taking a student's personal property.
3. Placing a student in reasonable fear of physical, emotional or mental harm.
4. Placing a student in reasonable fear of damage to or loss of personal property.
5. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

The term **bullying** shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school and on the way to and from school.

Section 3. Authority

The Board prohibits all forms of bullying by district students.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. If the behavior is found to meet the definition of bullying, written documentation shall be submitted to the building principal. The building principal or designee will inform parents/guardians of the victim and person accused. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Section 4. Delegation of Responsibility

Each student and staff member shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall ensure that this policy is reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

Section 5. Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site.

Education

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences For Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling.
2. Parental conference.
3. Loss of school privileges/exclusion from school-sponsored activities.
4. Transfer to another school building, classroom or school bus.
5. Detention.
6. Suspension.
7. Expulsion.
8. Referral to law enforcement officials.

SAMPLE SCHOOL DISTRICT

SECTION: PUPILS

TITLE: BULLYING/
CYBERBULLYING

ADOPTED: July 10, 2010

REVISED:

249. BULLYING/CYBERBULLYING

Section 1. Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Section 2. Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Examples of bullying include physically, emotionally or mentally harming a student; damaging, extorting or taking a student's person property; placing a student in reasonable fear of physical, emotional or mental harm; placing a student in reasonable fear of damage to or loss of personal property; creating an intimidating or hostile environment that substantially interferes with a student's education opportunities; or perpetuation of conduct by an individual or group, with the intent to demean, dehumanize, embarrass, or incite a student.

Bullying, as defined in this policy, includes cyberbullying.

Cyberbullying means an intentional electronic act or series of acts, through the utilization of computers, the Internet, interactive and digital technologies, or electronic devices that are directed at another student or students, which occurs in a school setting, and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.

2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Examples of cyberbullying include sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs). All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the district, offenders shall be subject to appropriate disciplinary consequences.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Section 3. Authority

The Board prohibits all forms of bullying by district students.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

Students shall be encouraged to report bullying and cyberbullying complaints to the building administrators or other district employees. The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Section 4. Delegation of Responsibility

Each staff member shall be responsible to maintain an educational environment free of bullying and cyberbullying.

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

Section 5. Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site.

Education

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences For Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include, but shall not be limited to:

1. Counseling services and/or educational activities.
2. Recommendation for counseling/therapy outside of school.
3. Parental conference.
4. Loss of school privileges.
5. Transfer to an out of district placement.
6. Transfer to another classroom or school bus.
7. Exclusion from school-sponsored activities.
8. Detention.
9. Suspension.
10. Expulsion.
11. Referral to Student Assistance Program.
12. Referral to law enforcement officials.

SAMPLE SCHOOL DISTRICT

SECTION: PUPILS
 TITLE: BULLYING/
 CYBERBULLYING
 ADOPTED: September 22, 2010
 REVISED:

249. BULLYING/CYBERBULLYING

Section 1. Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Section 2. Definitions

Bullying means an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly over time.
3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one (1) person is physically larger, stronger, mentally quicker or socially more powerful).

Bullying can take many forms and can include a variety of behavior. As defined in this policy, **bullying** refers to direct or indirect action, which may include but is not limited to:

1. Physical – hitting, kicking, pushing, shoving, getting another person to hurt someone.

2. Verbal – racial slurs, name-calling, teasing, taunting, harassment, gossiping, spreading rumors.
3. Nonverbal – threatening, obscene gestures, isolation, exclusion, stalking, cyberbullying (bullying that occurs by use of electronic or communication devices through means of e-mail, instant messaging, text messages, blogs, photo and video sharing, chat rooms, bash boards, or web sites).

It is the intent of this policy that the term **bullying** include, but not be limited to, incidents that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Student shall mean an individual enrolled in a district school.

Section 3. Authority

The Board prohibits all forms of bullying by district students. The Board encourages students or parents/guardians of students who have been bullied or witness bullying to immediately report such incidents to the school principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives such a report shall immediately notify the principal or designee of same. If the behavior continues or if the school does not take action, students or parents/guardians should report the incident to the district's hotline.

The Board directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. All parties will be treated with dignity and due process.

No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Section 4. Guidelines

This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district web site. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.

This policy shall be reviewed with every district student annually at the beginning of each school year.

Consequences For Violations

If the allegations are confirmed, the building principal or designee shall:

1. Inform the student(s) found to have violated this policy and his/her parents/guardians of the results of the investigation, including the actions of the student and the consequences for his/her actions.

2. Review the definition of bullying and the district's policy on bullying with the student(s) and his/her parents/guardians.
3. Administer the consequences for the behavior relative to the number of offenses and the severity of the behavior.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which shall include:

1. First Offense - documented warning and parent/guardian notification.
2. Second Offense - parent/guardian conference, loss of school privileges, exclusion from school-sponsored activities, detention, and/or counseling within the school.
3. Third Offense - suspension or transfer to another classroom, school building or school bus.

If the first offense is notably severe, a student may immediately be disciplined in accordance to the Code of Student Conduct. This could result in a long-term suspension (4-10 days); a referral for placement in an alternative education program; or expulsion.