

Guidance on Bullying Prevention



Arkansas Department of Education
Division of Elementary & Secondary Education
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INTRODUCTION

The Arkansas Division of Elementary and Secondary Education developed this guidance on bullying prevention, as required by Act 1029 of 2019, in consultation with state agencies, school personnel, advocacy organizations, and other interested parties, to support public school districts and public charter schools (hereafter referred to as “school districts”) in addressing the issue of school bullying. With the knowledge that bullying can be stopped with careful and sensitive interventions, this guidance is designed to be used by parents and legal guardians, students, and school districts, in preventing, reporting, investigating, and responding to bullying behaviors. This document outlines the obligations of the school district as described in Ark. Code Ann. § 6-18-514 and should be made available to all public school personnel. This guidance is provided as a resource and does not constitute legal advice nor relieve a school district of its obligation to comply with any state or federal laws, rules, or regulations not covered in this document.

SECTION ONE: Bullying Defined

Ark. Code Ann. § 6-18-514 defines bullying as, “the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable: a) physical harm to a public school employee or student or damage to the public school employee’s or student’s property; b) substantial interference with a student’s education or with a public school employee’s role in education; c) a hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or d) substantial disruption of the orderly operation of the school or educational environment.”

What is bullying...

- Bullying is intentional.
- Bullying is initiated by a student and is directed toward:
 - Another student; or
 - A public school employee.
- Bullying involves using harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence.
- Bullying is in the form of a written, verbal, electronic, or physical act.
- Bullying may or may not address an attribute of the person being bullied, or a person with whom the bullied person is associated with.
- Bullying causes or creates at least one of the following:
 - Physical harm to student or public school employee
 - Damage to student’s or public school employee’s property
 - Substantial interference with a student’s education
 - Substantial interference with a public school employee’s role in education
 - Hostile educational environment for one (1) or more students due to the severity, persistence, or pervasiveness of the act
 - Hostile educational environment for one (1) or more public school employees due to the severity, persistence, or pervasiveness of the act
 - Substantial disruption of the orderly operation of the public school or educational environment

- Bullying includes cyberbullying.
Cyberbullying is bullying in the form of an electronic act. An electronic act is a communication or image transmitted by using an electronic device such as a telephone, wireless phone or other wireless communication device, computer, or pager. If a communication or image is used to harass, intimidate, humiliate, ridicule, defame, or threaten a student, public school employee, or person with whom the other student or public school employee is associated; or incite violence to a student, public school employee, or person with whom the other student or public school employee is associated, it is cyberbullying.

Common questions regarding bullying...

- Is it bullying if my teacher humiliates me in front of the entire class?
No. Ark. Code Ann. § 6-18-514 defines bullying as an act that is initiated by a student. If you are being intentionally humiliated by your teacher, you should contact your principal or the Arkansas Division of Elementary and Secondary Education Professional Licensure Standards Board (PLSB) to file a complaint.
- Are the popular kids the only ones who can bully?
No. There is no stereotype for a bully. A bully can be a popular or unpopular student. You should not be looking for a physical attribute to determine if someone is a bully, instead you should be looking at an individual's actions and behaviors.
- Is it bullying if another student threatens me while I am waiting at my school bus stop?
Yes. Bullying is not allowed in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, or at school-sanctioned events.
- What can I do if I am bullied after school hours?
Notify a trusted adult and report the incident to school officials as soon as possible on the next school day. You may also send an email to the principal to let them know what happened and that you will be following up with them on the next school day.

- Is there a difference between conflict and bullying?
Yes. It is normal for two people to disagree with each other at times. When you are in a conflict, even though you might disagree, you are still able to express your own views and not have a fear of being hurt or harmed. When someone bullies, they have a disregard for your feelings and intentionally want to humiliate or intimidate you.

- I like to tell jokes, but sometimes I am afraid that I might be labelled as a bully?
Everyone appreciates someone with a good sense of humor. Laughter is contagious and at times can make other people feel better regardless of what they are going through. As in any situation, you should always be respectful of your audience and look for warning signs to see if you should change your behavior in order to create a friendly atmosphere for all students and public school employees.

**There are several types of bullying...
(examples from stopbullying.gov)**

- Verbal bullying may include:
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm

- Social bullying may include:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public

- Physical bullying may include:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things

- Cyberbullying may include:
 - Sending, posting, or sharing mean or inappropriate content
 - Sharing personal or private information to cause humiliation
 - Creating a hurtful webpage about someone
 - Pretending to be someone else online in order to solicit personal information

SECTION TWO: Public School District's and Public Charter School's (School District's) Responsibilities

Every public school student in our state has the right to receive his or her public education, in a public school educational environment that is reasonably free from substantial intimidation, harassment, harm, or threat of harm by another student. Because of that right, school districts have an obligation to take a proactive approach to eliminate school bullying by strengthening standards and procedures for preventing, reporting, investigating, and responding to incidents of bullying. This section lists the minimum legal obligations according to Ark. Code Ann. § 6-18-514.

- School Board shall adopt policies to prevent bullying
- School District shall annually conduct a reevaluation, reassessment, and review of its bullying policies and make any necessary revisions and additions
- School District shall provide training to all district employees responsible for reporting or investigating bullying
- School District shall provide to the Division of Elementary and Secondary Education the website address at which a copy of the policies may be found
- School District Superintendent shall annually report data regarding the discipline in their district
- School Principal, or his or her designee, shall report, investigate, and respond to incidents of bullying

➤ **School Board shall adopt policies to prevent bullying**

Each policy adopted by the School Board shall:

- Clearly define the conduct of someone who exhibits bullying behaviors
- Prohibit bullying while in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, or at school-sanctioned events
- Prohibit cyberbullying that results in substantial disruption of the orderly operation of the school or educational environment
- Prohibit cyberbullying, whether or not the cyberbullying originated on school property or with school equipment, if it is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose
- State the consequences for engaging in the prohibited conduct
- Require that a school employee who has witnessed or has reliable information that a student has been a victim of an incident of bullying report the incident to the principal as soon as possible
- Require that any person who files a credible report or makes a complaint of bullying not be subject to retaliation or reprisal in any form

- Require that notice of what constitutes bullying, that bullying is prohibited, and the consequences of engaging in bullying be 1) posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus in the district; and 2) require that copies of the notice be provided annually to parents and legal guardians, students, school volunteers, and employees of the public school
- Require that a full copy of the policy be made available upon request
- Describe the procedures for reporting an incident of bullying and the steps school employees may take

A notice of the public school district's policies shall appear in any:

- Publication of the public school district that contains rules, procedures, and standards of conduct within the public schools
- Student Handbook

➤ **School District Superintendent shall annually report data regarding the discipline in their district**

This data shall include without limitation:

- The number of incidents of bullying reported; and
- The actions take regarding the reported incidents of bullying.

This data shall be reported at a public hearing to the public school district board of directors.

➤ **School Principal, or his or her designee, shall report, investigate, and respond to incidents of bullying**

If an alleged incident of bullying occurs during school hours, as soon as reasonably practicable:

- Report to a parent or legal guardian that his or her child is believed to be the victim.
- Prepare a written report of the alleged incident of bullying.

Promptly investigate the credible report or complaint.

- The investigation shall be completed as soon as possible, but not later than five (5) school days from the date of the written report of the alleged incident of bullying.

Upon completion of the investigation:

- Notify the parent or legal guardian of the student who is determined to have been the perpetrator 1) of the incident of bullying; and 2) the consequences of the continued bullying behavior.
- If a student is a party to an incident of bullying, their parent or legal guardian is entitled within five (5) school days after the completion of the investigation to receive information, in accordance with federal and state law, about the investigation.
- Make a written record of the investigation and any action taken as a result of the investigation that includes 1) a detailed description of the alleged incident of bullying;

- and 2) a detailed summary of the statements from all material witnesses to the alleged incident of bullying.
- As appropriate, discuss the availability of counseling and other intervention services with the students involved.

Although there are minimum legal requirements, school districts are strongly encouraged to be innovative and strategic in their approach to bullying prevention. The non-exhaustive list of practices and resources in Section Three of this guidance has been made available to guide school teams in their deliberate efforts to prevent bullying.

SECTION THREE: Effective Practices for the Prevention, Reporting, Investigation of, and Response to Bullying

A reduction in school bullying not only improves the quality of the school environment, but also translates to higher test scores and improved academic achievement. To increase opportunities for student success, students, parents, and educators work in partnership as a team in the implementation of the School District’s bullying prevention policy.

Effective implementation of bullying prevention policies should be guided by established practices that are clear and well-known by everyone. Clearly defined roles and responsibilities are key to any implementation.

The role of each **local school board** is to adopt policies based on a review of local school data and evidence-based practices. This includes reviewing the superintendent’s annual report on discipline data and analyzing the number of reported incidents of bullying and the actions taken (Act 1029 of 2019). The role of each **Local Education Agency (LEA)**, public school district or charter school, is to support its students, parents, and employees in their roles of implementing the bullying prevention policy. Specifically, district/school teams are to annually reevaluate, reassess, and review its bullying prevention policies and make needed revisions and additions based on this analysis (Act 1029 of 2019).



School identified bullying prevention practices and strategies should be developed collaboratively by all stakeholders, align with local school board approved policies, be appropriate for each school, and take into account students' developmental stages and community contexts. What follows is a non-exhaustive list of practices and resources in the areas of bullying prevention, reporting, investigation, and response. School and district teams have discretion to select practices and resources that are not included in this document. Listed resources should be used as models and examples and not a direct endorsement by the Arkansas Division of Elementary and Secondary Education.

Bullying Prevention

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| <p>School Leadership</p> | <ul style="list-style-type: none"> • Understand & accurately identify bullying behaviors • Convey a consistent message about the school's views toward bullying • Garner staff, parent, & student support for the bullying prevention policy • Form a team to coordinate the school's bullying prevention activities • Continually assess <ul style="list-style-type: none"> ○ the number of bullying instances & staff response, ○ the level of communication of bullying behaviors, & ○ the understanding by staff/students of bullying behaviors • Obtain feedback on implemented prevention and intervention programs • Utilize evidence-proven strategies to prevent bullying • Engage in training & train staff on bullying prevention policies, & bullying prevention/response. Encourage teachers to focus some class time on bullying & peer relations • Ensure that school counseling & other services are aligned with student needs • Establish & enforce policies/consequences related to bullying • Increase scheduled adult supervision in areas (<i>i.e.</i> playground, hallways, restrooms, cafeteria, etc.) where bullying might occur & during break periods • Post a notice in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus in the district (per A.C.A. 6-18-514) of the following: <ul style="list-style-type: none"> ○ Behavior that constitutes bullying ○ Prohibition of bullying ○ Consequences of engaging in bullying |
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School Leadership Bullying Prevention Resources & Examples

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| <p>Effective Parent & School Leadership Meeting Tips</p> <p>Model Bullying Prevention Policy</p> <p>Bullying Prevention Policy Tips</p> <p>Interventions Tips: Examples & Guidance</p> <p>StopBullying.gov Bullying Prevention Training Course a free training describing the use of long-term, community-wide prevention strategies</p> <p>National Alliance for Youth Sports: Bullying Prevention Training a free training that provides valuable information & issue a certificate by the NAYS</p> <p>National Child Traumatic Stress Network provides a measures review database of trauma-informed treatment and interventions</p> | <p>What Works Clearinghouse reviews evidence of effectiveness of programs, policies, & practices including those related to student behavior</p> <ul style="list-style-type: none"> • Caring School Community™ • First Step to Success • Coping Power • Social Skills Training • Positive Action • Fast Track • Early Risers • Functional Behavioral Assessment-based Interventions • Too Good for Violence • Connect with Kids <p>The Promising Practices Network provides summaries of effective programs & lists research-based information on what works to positively impact children/families</p> <p>Blueprints for Healthy Youth Development provides a registry of experimentally proven programs</p> <ul style="list-style-type: none"> • Positive Action • KiVa Antibullying Program • Olweus Bullying Prevention Program • Steps to Respect |
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| <p>Substance Abuse & Mental Health Service Administration is a collection of scientifically-based resources & tools to incorporate evidence-based practices</p> | <p>Youth.Gov: Evidence & Innovation provides facts, funding resources, tools, & searchable directory of evidence-based programs</p> <p>Office of Juvenile Justice & Delinquency Prevention: Model Programs Guide provides social science evidence of youth prevention programs & practices</p> |
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| Teacher | <ul style="list-style-type: none"> • Understand & accurately identify bullying behaviors • Post & discuss agreed upon rules/consequences related to bullying • Establish yourself as a clear and visible authority with responsibility for making the school experience safe/positive • Reward students for positive, inclusive behavior • Use activities designed to build student self-esteem, such as showcasing special talents, hobbies, interests, and abilities • Direct teach cooperation through projects that require teamwork • Allow time for students to talk about bullying and peer relations • Engage students in activities (<i>i.e.</i> role playing, writing) that help them understand the harm caused by bullying • As a member of Individualized Education Program (IEP) Teams & Section 504 Teams determine if a student’s disability affects social skills development or is vulnerable to bully or be bullied. Consider accommodations to develop the student's skills to prevent and respond to bullying • Utilize a buddy system for students who may be targeted by bullies to reduce the risk of attack or ridicule • Provide information to parents about bullying behaviors and encourage their involvement and support in addressing bullying issues |
| Teacher Bullying Prevention Resources & Examples | |
| <p>Common Sense Education® provides a free Digital Citizenship curriculum by grade that includes “Cyberbullying, Digital Drama, & Hate Speech”</p> | |

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| Students | <ul style="list-style-type: none"> • Understand and accurately identify bullying behaviors • Shape peer norms that promote a school without cruelty or bullying • Provide feedback to leadership on school prevention/intervention programs • Avoid engaging in acts of bullying • Seek help from an adult when there are feelings of hurt, guilt, and/or stress • Participate in a buddy system for students who may be targeted by bullies to reduce the risk of attack or ridicule |
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| Parent & Families | <ul style="list-style-type: none"> • Understand and accurately identify bullying behaviors • Teach children to be assertive and solve problems without using violence & provide praise when they do |
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| | <ul style="list-style-type: none"> • Give children positive feedback when they behave well to help build self-esteem and self-confidence to stand up for themselves • Listen to children talk about their day at school, social events, classmates, and any problems they have • Encourage the child to help others who need it • Don't bully or ridicule your children or others in front of them • Work with school staff in support of bullying prevention programs & advocate for any of the practices listed in this guidance |
| Parent & Family Bullying Prevention Resources & Examples | |
| Effective Parent & School Leadership Meeting Tips | |

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| School Counselor | <ul style="list-style-type: none"> • Understand & accurately identify bullying behaviors • Help students develop essential skills such as those found in the G.U.I.D.E. for Life • Support students who report being bullied • Work with students who bully, those who are the target of bullying, and those who witness bullying behaviors • Support training programs for school employees so that they can better recognize bullying behaviors and follow through with protocols when bullying takes place • Follow protocols for responding to bullying that is occurring in the school • Help students develop skills to move from “bystanders” to “upstanders” and reach out for help when they see bullying taking place • Give children positive feedback when they behave well to help build self-esteem and self-confidence to stand up for themselves |
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| School Counselor Prevention Resources & Examples | |
| <p>G.U.I.D.E. for Life</p> <p>Behavior Essentials Trainings provide a basic foundation of behavioral knowledge, including consistency in the vocabulary and processes used to address challenging behaviors.</p> <p>BX3 Project Initiative</p> <p>Positive Behavioral Interventions & Supports (PBIS)</p> | <p>American Psychological Association</p> <p>Centers for Disease Control and Prevention - School Violence: Prevention Tools and Resources</p> <p>National Crime Prevention Council</p> <p>Common Sense Education</p> <p>SAMHSA (Substance Abuse and Mental Health Services Administration)</p> <p>SAMHSA Bullying App</p> <p>StopBullying.gov Bullying Prevention Training Course</p> |

Reporting of Bullying

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| School Leadership | <ul style="list-style-type: none"> Establish an efficient confidential reporting system, including anonymous reports, for all students to report instances of bullying that includes various reporting methods (<i>i.e.</i> oral statement, Incident Reporting Form, voicemail box, dedicated mailing/email address) and age-appropriate means Ensure that all students, parents, & school staff are aware of the reporting system & make forms available at the start of the year, in the student handbook, in the main office, counseling office, nurse office, & the website. Address the student’s fear of what might happen if they report bullying Listen & accept oral or written reports while encouraging oral reports made by or to a staff member be recorded in writing by school staff Convey that retaliation directed at reporters of bullying will not be allowed Encouraged that reports be made timely Convey that knowingly making false bullying reports may lead to disciplinary action Report to the parent of the targeted student that the student was a target of bullying behaviors (per Act 1029) Prepare a written report of the alleged bullying incident (per Act 1029) Upon completion of an investigation, notify the parent of the aggressor regarding the consequences of continued bullying (per Act 1029) 5 days upon completion of an investigation, notify the parent of a student who is a party to an investigation of information about the investigation (per Act 1029) Report the teams analysis of the number of reported incidents of bullying and the actions taken to the district team |
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School Leadership Bullying Reporting Resources & Examples

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| Rave Eyewitness provides a two-way text messaging platform | <p>Listed below are varying methods to track bullying incidents:</p> <ul style="list-style-type: none"> Computer Software Programs or currently used behavior tracking systems (<i>i.e.</i> eSchool, SWIS) School Crime Operation Package (COP) provides software for entering, analyzing, & mapping school incidents |
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| Teacher | <ul style="list-style-type: none"> Listen to parents and students who report bullying in your classroom Report bullying incidents to the principal (or designee) (per A.C.A. 6-18-514) Refer any student(s) affected by bullying to school counseling or mental health staff when appropriate Reports should not limit the responsibility to respond to bullying incidents consistent with classroom management procedures & district policies Share bullying concerns verbally & timely with colleagues (<i>i.e.</i> in grade-level team meetings, or 1-on-1 with other staff). If, for example, the 3rd period math teacher has observed bullying behaviors among 2 students, make a written report & discuss the issue quickly with the 4th period social studies teacher |
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| Student | <ul style="list-style-type: none"> • Report bullying incidents you experience or witness at school to an adult & ask for their help. Describe what you are experiencing to your parents, a family member, teacher, friend or someone else who can help you • Encourage others to report bullying incidents and help them report if they cannot do it alone • Be aware that knowingly making false bullying reports may lead to disciplinary action |
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| Parent & Families | <ul style="list-style-type: none"> • Take bullying seriously. Many kids are embarrassed to say they have been bullied. You may only have one chance to step in and help • Notify the principal (or designee) after each bullying incident • Request assistance if needed from an employee to complete a written report • If bullying continues after a report has been made, utilize the chain of comment in your school system (<i>i.e.</i> the superintendent and local school board) |
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| School Counselor | <ul style="list-style-type: none"> • Listen to parents and students who report bullying in your classroom • Report bullying incidents to the principal (or designee) (per A.C.A. 6-18-514) • Refer any student(s) affected by bullying to mental health staff when appropriate • Collaborate with teachers regarding suspected bullying behaviors and follow-up on concerns as necessary |
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Investigation of Bullying

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| School Leadership | <ul style="list-style-type: none"> Promptly follow established district procedures for investigations & if needed consult with legal counsel about investigation practices Obtain facts by speaking with students, staff, witnesses, & parents to determine evidence that substantiate the bullying allegation. Convey their obligation to be truthful Convey that retaliation against anyone providing information during the investigation as not allowed During the investigation, alter the aggressor's ability to contact the targeted student Complete an investigation of a report of bullying as soon as possible – no later than 5 school days after a written report was submitted (per Act 1029) Upon completion of an investigation, notify the parent of the aggressor regarding the consequences of continued bullying (per Act 1029) Report investigation information to all students who are party to an investigation (per Act 1029) Maintain a written record of the investigation (per Act 1029) |
| School Leadership Bullying Investigation Resources & Examples | |
| Sample Bullying Investigation Log | Investigation Tips |

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| Teacher | <ul style="list-style-type: none"> Provide a record of any action you have taken or suggested |
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| Student | <ul style="list-style-type: none"> Describe what you experienced Describe what you feel are your needs in order to feel safe |
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| Parent & Families | <ul style="list-style-type: none"> Obtain the full interpretation of the bullying incident as possible from your child Request and/or attend a meeting that includes the child's teacher, principal, or school counselor to discuss bullying investigation facts If appropriate, inquire with child on their ideas on what would be the best action to take to feel safe Allow the school an appropriate amount of time to investigate and respond Document the dates, times, locations, & names, not only of the bullying incidents, but those to whom a bullying report was made |
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| School Counselor | <ul style="list-style-type: none"> Document and provide a record of any action you have taken or suggested |
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Response to Bullying

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| <p>School Leadership</p> | <ul style="list-style-type: none"> • Intervene consistently & appropriately in bullying situations by taking steps reasonably calculated to prevent recurrence • Ensure that the targeted student is not restricted in participating in school or activities • Ensure that interventions, school counseling, mental health supports, & other services are provided & aligned with the needs of all involved students • Refer to Individualized Education Program (IEP) Teams & Section 504 Teams for plan review or evaluation as needed • Implement board approved consequences for bullying when a bully report is substantiated • If at any point the principal has reasonable belief that criminal charges should be pursued, contact the school resource officer or local law enforcement • Convey that disciplinary action cannot be taken against an alleged aggressor solely on the basis of an anonymous report • Establish training programs to reduce bullying (per Act 1029) • Respond when needed to staff noncompliance of the bullying policy • Upon investigation completion, notify the parent of the aggressor regarding the consequences of continued bullying (per Act 1029) • 5 days upon investigation completion, notify the parents of students who are party to the investigation of information about the investigation (per Act 1029): <ul style="list-style-type: none"> ○ Existence of a credible report ○ Whether the credible report was found to be true based on investigation ○ Whether action was taken upon the conclusion of the investigation ○ Communicate the need to report recurring bullying incidents • Ensure that notices to parents comply with state & federal privacy laws • Make a written record of any action taken (per Act 1029) |
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School Leadership Bullying Response Resources & Examples

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| <p>StopBullying.gov Bullying Prevention Training Course a free training describing the use of long-term, community-wide prevention strategies</p> <p>National Alliance for Youth Sports: Bullying Prevention Training a free training that provides valuable information & issues a certificate by the NAYS</p> <p>University of Arkansas: The College of Education and Health Professions skill training in Social Emotional Learning for youth ages 3-5.</p> <p>Arkansas Teacher Excellence Support System (TESS) Informal Observation Data Collection</p> | <p>Effective Parent and School Leadership Meeting Tips</p> <p>Interventions Tips: Examples & Guidance</p> <p>National Child Traumatic Stress Network provides a measures review database of trauma-informed treatment and interventions</p> <p>Substance Abuse & Mental Health Service Administration is a collection of scientifically-based resources & tools to incorporate evidence-based practices</p> |
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As district and school teams assess current bullying prevention practices, non-productive strategies may be identified. To determine this students, parents, and educators should assess and evaluate the actual outcomes of current strategies being used in their school. Below are only a few strategies that might currently be used and in need of review for effectiveness.

| Assessment of Possible Non-productive Bullying Prevention | |
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| Strategy | Guiding Questions When these Strategies are Used |
| Zero Tolerance | <ul style="list-style-type: none"> • Is its implementation practical & realistic given the numbers of students involved? • Does it allow for intervention or consequences that teach and reinforce new skills? • Does the punishment deter reporting? |
| Conflict Resolution & Peer Mediation | <ul style="list-style-type: none"> • In bullying situations, does this imply that both parties bear responsibility? • In bullying situations, does this further victimize the target? • Does the aggressor use mediation as an opportunity to convey that the other student is at fault? |
| Group Therapeutic Treatment | <ul style="list-style-type: none"> • Do group members may model inappropriate behavior? • Does this reinforce bullying behavior in your school? |
| Simplifying the Relationship between Bullying & Suicide (Using terms like “bullycide” or “bullied to death”, or reading books/viewing videos that depict suicides by bullied students) | <ul style="list-style-type: none"> • Does it suggest that bullying may be caused by only one factor? • Does it increase the risk of suicide contagion? • Does it diminish the possibility that students overcome the cruelty at the hands of others? |
| Simple, Short-term Solutions (One-time assemblies, speakers, staff trainings) | <ul style="list-style-type: none"> • Is this likely to reduce bullying problems or make bullying problems worse? • Will staff be provided the practical tools to effectively prevent and respond to bullying in the moment? |

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| Teacher | <ul style="list-style-type: none"> • Assess whether the student is at risk of harm • Intervene quickly, consistently and appropriately in bullying situations. • Take immediate action when bullying is observed or reported by <ul style="list-style-type: none"> ○ Directly addressing the student exhibiting bully behaviors in private ○ Supporting the student targeted and witnesses • Refer when appropriate any student(s) affected by bullying to school counseling or mental health staff. • Maintain a record of any action you have taken or suggested |
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| Student | <ul style="list-style-type: none"> • Support students who have been hurt by offering kind words & help if needed • Show your disagreement to the bullying behavior by not joining in and do not participate in gossip or rumors being spread • If you are a target to bullying, tell the other person “I don't like that” or “please stop doing that” using a strong and confident voice. Even if you don't feel strong and confident • If possible, ignore the 'person' who is bullying you. When a person is ignored they often lose interest in continuing the bullying • Don't try to get back at the person who bullies you. It usually doesn't work, and you can end up in trouble • Hang around people who help you feel good about yourself. Real friends don't bully. They care about you and are fun to be around. You might also make new friends by caring about others • If the bullying happens on the phone or internet don't respond to the message • If the bullying happens on the phone or internet, ask for help to put a block on your mobile device or social networking page so you don't get the bullying posts or texts |
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| Parent & Families | <ul style="list-style-type: none"> • Convince the child that has been the target of a bully that it was not their fault and they are valued and entitled to respect • Work with school staff to address a bullying incident by advocating for any of the practices listed in this guidance • Maintain accurate records of incidents • Request and/or attend a meeting that includes the child's teacher, principal, or school counselor to discuss practical advice or intervention • Describe a child's experience specifically when discussing resolution of a bullying incident with school personnel • In incidents of a major harassment such as a physical or sexual assault, contact law enforcement • Following a report of resolution inquire with child if the situation has improved • Determine if the child affected by bullying would benefit from school counseling or mental health support |
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Parent and Family Bullying Response Resources & Examples

[Effective Parent and School Leadership Meeting Tips](#)

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| School Counselor | <ul style="list-style-type: none"> • Assess whether the student is at risk of harm • Intervene quickly, consistently and appropriately in bullying situations. • Take immediate action when bullying is observed or reported by <ul style="list-style-type: none"> ○ Directly addressing the student exhibiting bully behaviors in private ○ Supporting the student targeted and as well as any witnesses <ul style="list-style-type: none"> ▪ Provide school counseling services and resources • Maintain a record of any action you have taken or suggested |
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SECTION FOUR: Additional Resources

- **Arkansas Office of the Attorney General** provides tips to parents and students <https://arkansasag.gov/programs/internet-safety/cyber-safety-for-parents/>
- **Collaborative for Academic, Social and Emotional Learning (CASEL)** provides in [Safe and Sound: Educational Leader's Guide to Evidence Based Social and Emotional Learning \(SEL\) Programs](#) consumer-oriented ratings of 80 classroom-based programs selected from nearly 250 that were reviewed and information about effective program implementation.
- **PACER's National Bullying Prevention Center** <https://www.pacer.org/bullying/>
- **Teaching Tolerance** is a project of the Southern Poverty Law Center and provides resources on bullying, school climate, and other topic related to tolerance <https://www.tolerance.org/>
- **National Center on Safe Supportive Learning Environments** offers research, training and tools in a variety of areas including bullying, safety, and school climate. <https://safesupportivelearning.ed.gov/topic-research/safety/bullyingcyberbullying>
- **Cyberbullying Research Center** provides information about the cause, nature, extent, and consequences of cyberbullying among youth. <https://cyberbullying.org/>

Office for Civil Rights (OCR) of the U.S. Department of Education

- **Guidance on *Responding to Bullying of Students with Disabilities*, October 21, 2014**
Letter discusses the school's obligation to respond to the bullying of students with disabilities. It describes the actions schools must take when bullying interferes with the education of a student with a disability and provides insight into how OCR analyzes complaints involving bullying of students with disabilities. <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf>
- **Guidance on *Harassment and Bullying*, October 26, 2010**
Letter describes the potential violations when bullying and harassment is based on race, color, national origin, sex, or disability. <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>
- **Parent Fact Sheet: *What Are Public Schools Required to Do When Students with Disabilities Are Bullied?***
Parent guidance describing schools' obligations under federal law concerning bullying and students with disabilities. <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-bullying-201410.pdf>

- **OCR Contact Information**

Information regarding federal civil rights laws or how to file an OCR complaint of alleged disability discrimination at schools.

Mailing Address: Kansas City Office
Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320 – 3rd Floor
Kansas City, Missouri 64106

Telephone: 816-268-0550
FAX: 816-268-0599
TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov
Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>

Office of Special Education and Rehabilitation Services (OSEP) of the U. S. Department of Education Guidance

- **Guidance on *Bullying of Students with Disabilities*, August 20, 2013**
Letter clarifies that when the bullying of a student with a disability results in the student not receiving meaningful educational benefit under Individuals with Disabilities Acts (IDEA), the school must remedy the problem, regardless of whether the bullying was based on the student's disability.
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf>
- **Guidance on *Prohibited Disability Harassment*, July 25, 2000**
In this letter OCR and OSEP explain that bullying based on disability may violate civil rights laws enforced by OCR as well as interfere with a student's receipt of special education under the Individuals with Disabilities Education Act (IDEA).
<https://www2.ed.gov/about/offices/list/ocr/docs/disabharassltr.html>
- **Parent and Educator Guide to School Climate Resources, April 10, 2019**
<https://www2.ed.gov/policy/elsec/leg/essa/essaquidetoschoolclimate041019.pdf>