What is IUSD doing to protect children from bullying?

As a learning community, the Irvine Unified School District takes bullying and bulling type behavior very seriously. Our aim as educators is to teach students appropriate ways to behave, teach students how to respond to negative behavior and teach students not to repeat unacceptable behaviors. Because we are working with children and youth, this is an ongoing process of teaching and reteaching. Below are a number of ways the district is protecting students from bullying:

- Investing resources in training and expanding Positive Behavioral Interventions and Support (PBIS) programs
- Developing and monitoring Board Policy and Administrative Regulations in regards to student behavior and bullying behavior
- The District has formed a Bullying/Cyberbullying Task force to address issues and provide guidance and timely information to students, parents and staff
- Participating in forums and communication with county and city
- Training site administrators and staff
- Support through guidance services programs such as elementary guidance assistants and Project Success

Does IUSD have an anti-bullying program from kindergarten through high school in place?

Irvine Unified School district has a district wide behavior program that addresses acceptable behaviors that students are to exhibit. School-wide Positive Behavioral Interventions and Support (PBIS) is a framework for improving the effectiveness, efficiency, and relevance of evidence-based practices organized in a prevention model that addresses behavior (including bullying) across all settings in the school. It specifically teaches appropriate social skills for positive peer interactions, positive student-adult interactions, and positive adult-adult interactions. PBIS schools establish systems that encourage positive pro-social behavior, discourages bullying types of behavior, and proactively monitors school climate.

The research on preventing violence in schools (e.g.,Biglan, 1995; Gottfredson, 1997; Gottfredson, Gottfredson, & Hybl, 1993; Mayer, 1995; Morrison, Furlong, & Morrison, 1997; Tolan & Guerra, 1994; Walker, Ramsey, & Gresham, 2004) identify that effective schools formally invest in the following protective activities:

- 1. School-wide curriculum that emphasizes targeted social skills instruction.
- 2. **Positive school and classroom social cultures** where teaching and learning are emphasized.
- **3.** Challenging and engaging instructional practices that effectively <u>maximize academic success for all students.</u>
- 4. **Continuous, positive, and active supervision** and monitoring of student behavior and learning.
- 5. Regular, frequent, and **positive acknowledgements and reinforcement** for student displays of academic and social behavior success.
- 6. Active involvement of all students and family, faculty, and community members.
- 7. <u>Multi-year and multi-component</u> approaches to implementation.
- 8. <u>Adults who model</u> the same positive social behaviors and values expected of students.

PBIS <u>IS</u> a prevention-oriented multi-tiered framework for school personnel to (a) organize evidence-based practices, (b) implement those practices with high fidelity, and (c) maximize academic and social behavior outcomes for all students (Sugai et al., 1999). It is important to understand that PBIS is NOT a packaged curriculum, scripted intervention, or manualized strategy, and is grounded in the eight protective activities summarized above.

To maximize the impact of effective violence prevention strategies, careful attention must be directed to the **systemic supports** that enable accurate, durable, and scalable implementation (Fixsen et al., 2005).

School-wide PBIS begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does, for example, name-calling, teasing, intimidation, verbal aggression, and cyberharassment. Bullying behavior is always described in the context or setting in which it occurs, for example, cyberspace, hallway, dance field trip, bus, or other "setting."

From a school-wide perspective, successful prevention of bullying behavior is linked directly to teaching adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior (Ross, Horner, Stiller, 2009).

PBIS takes a multi-tiered responsiveness to intervention approach to preventing bullying behavior (Bradley, Danielson, & Doolittle, 2007; Sugai & Horner, 2009), which is derived directly from the "3-tiered" public health prevention logic (Walker et al., 1996).

- At <u>Tier I</u>, all students and staff are taught directly and formally about how to behave in safe, respectful and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. If implemented well, most students will benefit and be successful (Lewis & Sugai, 1999; Sugai et al., 1999; Taylor-Greene et al., 1997)
- At <u>Tier II</u>, students whose behaviors do not respond to Tier I supports are provided additional preventive strategies (Crone, Hawken, & Horner, 2010; Fairbaks, Sugai, Guardino, & Lathrop, 2007) that involve (a) more targeted social skills instruction, (b) increased adult monitoring and positive attention, (c) specific and regular daily feedback on their behavioral progress, and (d) additional academic supports, if necessary.
- At <u>Tier III</u>, students whose behaviors do not respond to Tier I and II supports are provided intensive preventive strategies (Crone & Horner, 2003; Eber, Sugai, Smith, & Scott, 2002; Walker, Ramsey, & Gresham, 2004) that involve (a) highly individualized academic and/or behavior intervention planning; (b) more comprehensive, person-centered and function-based wraparound processes; and (c) school-family-community mental health supports.

From a prevention and responsiveness-to-intervention perspective, **not all students respond equally** to bully prevention strategies because of a variety of risk and protective factors, for example, behavioral learning history, socio-economic status, social skill competence, academic achievement, disability, peer and family influences (Biglan, 1995; Mayer, 1995; Spivak & Prothrow, Stith, 2001; Walker, Ramsey, & Gresham, 2004). Effective Tier I prevention programs are intended to support most students and then to identify when more intensive and specialized assistance (Tier II and III) is required. This logic is important for students who engage in bullying behavior as well as those who are targets and observers of bullying behaviors. It is important to note that increasing the severity and number of more punishing consequences is not emphasized.

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PBIS Steps to Addressing Bullying Behavior at School

by	ep 4. If Steps 1 through 3 are done well, a relatively small proportion of students (initiators, targets, standers) will require more than Tier I supports. These students should not receive more of the same effective strategies, especially, more severe consequences. Instead, students whose bullying behavior es not improve should be considered for Tiers II and III supports.
	These supports would be initiated by increasing consideration of behavioral function or purpose (e.g., "bully behavior results in access to bystander, target, and/or adult attention;" "target behavior results in access to peer and/or adult attention;" "bystander behavior results in access to initiator attention").
	Based on the function of a student's behavior, students would (a) begin the day with a check-in or reminder about the daily expectations; (b) be more overtly and actively supervised; (c) receive more frequent, regular and positive performance feedback each day; and (d) conclude each day with a checkout or debriefing with an adult.
П	More intensive supports would be highly individualized, multi-disciplinary, trans-situational (i.e., school, family, community), and long-term.
Ste	p 5. Improving and sustaining implementation of an effective intervention or practice requires that
	Accuracy and fluency of implementation are monitored frequently and regularly.
	Behavioral data are reviewed regularly.
	Intervention features are adapted to improve outcomes and sustain implementation.
	Efficient and expert capacity is established to enable consideration of new or other behavioral concerns (scaling and continuous regeneration).

The National Technical Assistance Center on PBIS has developed a Bully-Prevention curriculum. Bully Prevention in Positive Behavioral Interventions & Supports (BP-PBIS) is an alternative approach to bully prevention based on the growing recognition that interventions should be function-based. BP-PBIS gives students the tools necessary to remove the social rewards maintaining bullying behavior through a strong link to school-wide positive behavior support, a discrimination between "being respectful" versus "not being respectful" in unstructured settings, and the explicit teaching of a simple, school-wide response to bullying effective for victims, bystanders, and perpetrators of bullying.

We do offer a Skillbuilder that targets this behavior. When schools identify this as a target need, they can attend. Key features of **Expecting Respect** include:

- 1. The use of empirically-tested instructional principles to teach expected behavior outside the classroom to all students.
- 2. The monitoring and acknowledgement of students for engaging in appropriate behavior outside the classroom.
- 3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders.

- 4. The correction of problem behaviors using a consistently administered continuum of consequences.
- 5. The collection and use of information about student behavior to evaluate and guide decision-making.
- 6. The establishment of a team that develops, implements, and manages the BP-PBIS effort.

The following IUSD schools have attended the PBIS Skill Builder training module **Expecting Respect**:

Alderwood; Bonita Canyon; Culverdale; Eastshore; Lakeside; Santiago Hills; Turtle Rock; University Park

Vista Verde; Woodbury

Is there an anti-bullying policy for IUSD?

IUSD Board Policy 5145.8 addresses Bullying and Cyberbullying and is listed below.



5145.8

BULLYING / CYBER BULLYING

The Board of Education strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the Irvine Unified School District to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

- 1. All forms of bullying and cyber bullying by school district students are hereby prohibited. Anyone who engages in bullying and cyber bullying in violation of this policy shall be subject to appropriate discipline.
- 2. Students who have been bullied or cyber bullied shall promptly report such incidents to any staff member.
- 3. Complaints of bullying and cyber bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.
- 4. The District shall annually inform students that bullying and cyber bullying of students will not be tolerated.

Definitions:

Bullying shall mean unwelcome, pervasive and/or severe, verbal, written or physical conduct directed at a student or staff member by a student that has the effect of any or all of the following:

- 1. Physically, emotionally or mentally harming a student or staff member;
- 2. Damaging, extorting or taking a student's or a staff member's personal property;
- 3. Placing a student or staff member in reasonable fear of physical, emotional or mental harm;
- 4. Placing a student or staff member in reasonable fear of damage to or loss of personal property; or,
- 5. Creating an intimidating and/or hostile environment that substantially interferes with a student's educational opportunities or the ability of a staff member to perform his or her duties.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting an inappropriate or derogatory email message, telephone message, instant message, text message, digital picture or image, or website posting (including an individual or collective blog) which has the effect of the following:

- 1. Physically, emotionally, or mentally harming a student or staff member;
- 2. Placing a student or staff member in reasonable fear of physical, emotional, or mental harm:
- 3. Placing a student or staff member in reasonable fear of damage to or loss of personal property; or,
- 4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities or a staff member's ability to perform his or her duties.

All forms of bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the District, offenders shall be subject to appropriate staff intervention, which will result in administrative disciplinary measures and notification of appropriate authorities.

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

Delegation of Responsibility:

- 1. Each staff member shall be responsible to maintain an educational environment free of bullying and cyber bullying.
- 2. Each student shall be responsible to respect the rights of his/her fellow students and those of staff members and to ensure an atmosphere free from all forms of bullying and cyber bullying.

- 3. Students shall be encouraged to report bullying and cyber bullying complaints to any staff member.
- 4. Any staff member who receives a bullying or cyber bullying complaint shall gather information and immediately seek administrative assistance to determine if bullying and/or cyber bullying has occurred. If the behavior is found to meet the definition of bullying and cyber bullying, the principal or assistant principal will take the appropriate disciplinary action.
- 5. The principal or assistant principal will inform the parents or guardians of the victim and also the parents or guardians of the accused.

Complaint Procedure:

- 1. A student shall report a complaint of bullying or cyber bullying, orally or in writing, to a staff member. If a parent initiates the complaint, the principal or assistant principal will follow-up with the student and parent.
- 2. The principal or assistant principal will gather and review the information to determine if the alleged bullying or cyber bullying conduct occurred.
- 3. After the information has been gathered, the principal or assistant principal will determine the need for further investigation or the appropriate intervention, which may result in administrative discipline to ensure that the conduct ceases. If the behavior is found to meet the definition of bullying or cyber bullying, the principal or assistant principal must complete and submit the appropriate written documentation to Student Services.

A violation of this policy shall subject the offending student to appropriate disciplinary action, consistent with the student discipline code, which may include suspension, a recommendation for expulsion and/or notification to the appropriate authorities.

Policy Adopted: February 3, 2009

Legal References:

Education Codes: §48900 (r), §32261 (g), §48900 (s), §48900.2, §48900.3, §48900.4

California AB 86

Related Policies:

5145.6 - Harassment and Hate Violence

The district offers a variety of formats to educate students and families about behavior policies. Below are a sampling:

- District Board Policies
- School Site handbooks and websites
- PTA meetings and information sessions
- DARE Education
- Student assemblies and individual classroom lessons
- Guidance Services Programs including

Do schools pick the programs or does the district dictate what program to offer and when?

The IUSD is actively supporting the Positive Behavioral Interventions and Support (PBIS) program and are working to bring to scale at all of our sites. Currently we have 24 of our 32 sites participating, with a number of additional schools joining in the 2012-13 school year. The PBIS program allows sites to create a program that sets behavioral expectations for all settings on the campus and can be adjusted and modified to meet the needs of a particular site. During the planning year, the school creates a program that is focused on their individual site needs based on their own local data. A number of sites choose additional components and programs to support the needs of their students such as Peer Coaching, Guidance Assistants, Character Counts and others.

What happens if you are not satisfied with the actions of the school staff/principal with regards to a bullying situation?

As with any school related issue, you want to try to resolve the problem with the site principal. If there is dissatisfaction, then the parent/student has the right to request a meeting with the Director of Elementary or Secondary Education and to file a formal complaint.