



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE: Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)

NUMBER: BUL-5212.2

ISSUER: Michelle King
Chief Deputy Superintendent

Earl R. Perkins
Assistant Superintendent
School Operations

DATE: November 26, 2014

POLICY: The Los Angeles Unified School District is committed to providing a safe and civil learning and working environment. The District takes a strong position against bullying, hazing, and any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction or interferes with learning or the ability to teach. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

District policy requires all schools and all personnel to promote mutual respect, tolerance and acceptance among students and staff. "All students and staff of public primary, elementary, middle and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful" [Article 1, Section 28 (c) of the California State Constitution]. Schools' compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy is to be referenced in their Safe School Plan, Volume 1.

This policy shall encompass behaviors or actions that occur among students, District employees and associated adults. The policy is applicable in all areas of the District's jurisdiction, including school and District-related activities, events, programs and traveling to and from school.

MAJOR CHANGES: This bulletin replaces Bulletin No. 5212.1, Bullying and Hazing Policy (Student-to-Student, Adult-to-Student and Student-to-Adult) dated September 17, 2012, issued by the Senior Deputy Superintendent School Operations. It reaffirms District policy against bullying in all areas of the District's jurisdiction, updates the definition and types of bullying and provides recommendations on the investigations, monitoring, documentations and communications regarding incidents of bullying and hazing.

Bullying, harassment and hazing between employees, elected parent officials, contracted service providers and associated individuals are governed by BUL-5798.0, Workplace Violence, Bullying and Threats (Adult to Adult) and in BUL-1325.1, Visitors to School Campuses and Locked Campuses During Class Hours at All Schools.

ROUTING

Instructional Superintendents
Administrators of Operations
Instructional Directors
Operations Coordinators
Principals
Assistant Principals
PreK-12 Counseling
Coordinators, Counselors,
Teachers, Department
Chairs
Title IX Complaint Managers



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GUIDELINES: Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing may constitute other categories of misconduct, such as assault, battery, child abuse, hate-motivated incident, criminal activity, or sexual harassment and, as such, violate other District policies. In such cases, District personnel are obligated to follow appropriate District reporting guidelines as detailed in the Related Resources section of this policy bulletin.

I. DEFINITIONS

A. Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act* that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:

1. Reasonable fear of harm to person or property.
2. Substantially detrimental effect on physical or mental health.
3. Substantial interference with academic performance.
4. Substantial interference with the ability to participate in or benefit from school services, activities, or privilege.

* "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication [CA Ed. Code § 48900 (2)(A)]. Impersonating a person through electronic means for purposes of harming, intimidating, threatening or defrauding a person is a violation of California Penal Code §§ 528.5 – 529.

B. Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events [(CA Ed. Code § 48900(q, r), CA Penal Code § 245.6)].

C. Students are any person enrolled in a Los Angeles Unified School District school, including adult students. Adult students are also held to the guidelines associated with their enrollment in an adult education program.

D. Associated individuals are non-students who are affiliated with the District, including but not limited to parents/guardians, volunteers, vendors, contracted service providers, former students, former employees, spouses, domestic partners, and relatives or friends of employees or students.



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II. TYPES OF BULLYING

All incidents must meet the impact criteria of bullying to be considered as such:

- A. Cyberbullying is committed by means of an electronic communication device, such as a cellular phone, computer, or tablet. Cyberbullying may include messages, texts, sounds, images, posts on social network, Internet websites, and the creation of false profiles or credible impersonations of another actual person without their consent (CA Ed. Code § 32261 (a-g), CA Penal Code §§ 528.5 – 529).
- B. Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- C. Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- D. Verbal and non-verbal bullying include gossiping, making rude noises, name-calling, spreading rumors, hurtful teasing and threatening gestures.
- E. Playful teasing is good-natured joking and name-calling among friends with the intention of *building closeness*. By contrast, bullying is malicious teasing among individuals who are *not* friends with the intention of invoking harm, fear or humiliation. Teasing may have the unintended outcome of invoking embarrassment, whereas in bullying, invoking embarrassment is the intended goal. Teasing and bullying may appear similar, but the differentiating variables are the relationship between the parties and the intention of the perpetrators.

III. DISCRIMINATION AND HARASSMENT

All pupils have the right to participate in the educational process free from discrimination and harassment. Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity, without a legitimate nondiscriminatory reason, that interferes with or limits the ability of the student to participate in or benefit from the services, activities or privileges provided by the District. Protected categories include an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, or age, as well as a person's association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation.

- A. Sexual Harassment is unwelcome conduct of a sexual nature directed at or about an individual on the basis of actual or perceived sex, sexual orientation, gender identity or gender expression. Anti-gay and sexist epithets are forms of sexual



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harassment. Schools should investigate and respond to such incidents under the guidelines of the relevant policy (see BUL-3349.1, Sexual Harassment Policy; BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes and BUL-6224.1, Transgender Students – Ensuring Equity and Nondiscrimination).

- B. Hostile Environment Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be objectively offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit the target's ability to participate in or benefit from an educational program or activity.

IV. SCHOOL PRINCIPAL OR SITE ADMINISTRATOR(S) RESPONSIBILITIES

Safe campuses require a multi-faceted approach with strategies to prevent, respond to, and recover from incidents of bullying and hazing. The school principal and site administrators shall create an environment where the school community upholds the standards of respect and civility and understands that bullying and hazing are inappropriate, harmful and unacceptable. Toward this goal, schools shall:

- A. Communicate with and ensure that all certificated and classified staff, activity directors, and volunteers on campus:
 - 1. Understand school and District policies regarding bullying and hazing.
 - 2. Recognize the indicators of bullying and hazing.
 - 3. Understand their individual responsibilities to respond to, intervene, and report any act or incident of bullying or hazing.
 - 4. Promote mutual respect and acceptance.
- B. Provide instruction to ensure that students and staff are educated about appropriate online behavior and cyberbullying awareness (see BUL-999.9, Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems; BUL-5688.0, Social Media Policy for Employees and Associated Persons, and BUL-6399.0, Social Media Policy for Students.)
- C. Certify compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy in their Safe School Plan and Administrator Certification Form. The District takes reported cases of bullying and hazing seriously and utilizes positive behavior support strategies, progressive discipline, interventions, and corrective measures to address inappropriate behaviors.
- D. Identify the Title IX/Bullying Complaint Managers responsible for documenting and managing complaints of bullying or hazing. The Complaint Manager must maintain records of complaints of bullying or hazing (see Attachment M, sample



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Bullying Complaint Log).

- E. Ensure that all reports of bullying or hazing are investigated and documented and that appropriate interventions are implemented and monitored. There must be at least one documentation of monitoring within 30 days and resolution within 60 days. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and resolution in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).
- F. Ensure that disciplinary actions are in compliance with District guidelines. Bullying or hazing that warrants suspension or expulsion must be reviewed by the standards set forth in BUL-5655.2, Guidelines for Student Suspension and BUL-6050.1, Expulsion of Students - Policy and Procedures.
- G. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).
- H. Display the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.
- I. Post expectations of positive behavior throughout the school to communicate norms of socially appropriate behavior for classrooms, restrooms, yard, eating areas, and other school activities.

V. STAFF RESPONSIBILITIES

- A. Model and enforce appropriate behavior by creating an environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are inappropriate, harmful, and taken seriously.
- B. Be familiar with the indicators of and appropriate responses to bullying and hazing.
- C. Communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yards, eating areas, and other school activities.
- D. Discuss all aspects of the Bullying and Hazing Policy with students including strategies to prevent, respond to, and report bullying and hazing (see Attachment G-L, Title IX/Bullying Complaint Manager posters and BUL-999.9, Responsible



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& Acceptable Use Policy (RAUP) for District Computer and Network Systems).

- E. Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying.
- F. Document incidents of bullying and hazing in MiSiS and/or iSTAR. Incidents that exceed classroom management protocols should be referred to the Title IX/Bullying Complaint Manager for follow up.
- G. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately.

VI. TITLE IX/BULLYING COMPLAINT MANAGER RESPONSIBILITIES

- A. The Title IX/Bullying Complaint Manager must ensure that the school employs a comprehensive system through which allegations of bullying and hazing can be safely and easily reported, and that the ensuing investigations, interventions, monitoring, and resolution are documented (Attachment M, sample Bullying Complaint Log). The principal or designee has the authority to delegate the tasks of investigating, responding, documenting, and monitoring alleged bullying and hazing. For incidents of student misconduct related to bullying or hazing, document the investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations or require additional resources or sustained monitoring should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).
- B. Ensure that the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments E-H) are displayed in prominent locations such as in offices and classroom where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.

VII. STUDENT RESPONSIBILITIES

Students are significant contributors toward creating a safe school environment. Students should:

- A. Be safe, respectful, and responsible for their actions at all times, during, before, and after school, and during school-related events and activities.
- B. Treat everyone with respect. Participate in school-wide efforts to celebrate diversity. Be sensitive as to how others might perceive actions or words.
- C. Practice safe and respectful behavior while on-line and while using electronic devices. Electronic behavior that causes a substantial disruption to school, even if it occurred during non-school hours, may be subject to disciplinary action, including



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suspension and expulsion as described in CA Ed. Code § 48900 (r).

- D. Report bullying or hazing to the Title IX/Bullying Complaint Manager or a District staff person.
- E. Never engage in retaliatory behavior or ask, encourage, or consent to anyone to retaliate on their behalf.

VIII. RESPONDING TO BULLYING AND HAZING

It is imperative that schools investigate to determine if the behavior meets the criteria of bullying and hazing, make efforts to prevent its recurrence, and provide appropriate responsive actions. The following procedures should be followed in addressing incidents:

- A. Secure student safety.
- B. Assure involved parties that allegations are taken seriously.
- C. Obtain factual written statements from the involved parties and if appropriate, witnesses (see Attachments A and B, Bullying and Hazing Complaint Form).
- D. Provide the Title IX/Bullying Complaint Manager with copies of the complaint and supportive documentation.
- E. Investigate promptly and thoroughly.
- F. Develop an action plan to respond to and monitor the behavior. An Individual Student Safety Plan (Attachment D) and the No Bullying and Hazing Contract (Attachments G and H) are resources to assist in documenting agreements and interventions for the parties involved but are not required for all situations.
- G. California Education Code Section 48900 stipulates that schools may respond to bullying that is created by electronic means (i.e., cyberbullying) that originated on or off of the school site *if* the incident meets the impact criteria of bullying *and* can be reasonably predicted to have the effect of one or more of the following:
 - 1. Reasonable fear of harm to person or property.
 - 2. Substantially detrimental effect on physical or mental health.
 - 3. Substantial interference with academic performance.
 - 4. Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.
- H. For student misconduct related to bullying or hazing, document the



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investigation, interventions, and actions taken in the MiSiS Student Support Module. Incidents that substantially disrupt school operations, or require additional resources or sustained monitoring, should also be documented in iSTAR (see BUL-5269.2, Incident System Tracking Accountability Report).

- I. Consult with Administrator of Operations or Operations Coordinator in the Educational Service Center (ESC) or Intensive Support and Innovation Center (ISIC); Human Relations, Diversity and Equity; Educational Equity Compliance Office; Student Discipline and Expulsion Support Unit; and other offices as appropriate.
- J. Confidentiality laws prohibit the sharing of information about a child to persons other than the custodial parents/guardians and authorized staff. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F, sample Letter of Findings). Upload any supportive documentation (e.g., Letter of Findings, minutes from a meeting, or an Individual Student Safety Plan) to iSTAR or MiSiS and give a copy to the Title IX/Bullying Complaint Manager.
- K. Monitor to ensure that the misconduct has ceased. If there is a possibility that the incident has not been resolved, document at least one follow-up within 30 days of the initial filing to indicate the status of the investigation and actions taken. Within 60 days, document how the incident has been resolved.
- L. Targets and perpetrators of bullying and hazing may benefit from support to re-engage with the school community (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support). Interventions should be reasonable, fair, age-appropriate, match the severity and nature of the misbehavior, and be paired with meaningful instruction and guidance.
- M. Bullying, hazing or harassment that is based on the person's actual or perceived characteristics or association with any protected classes, may also constitute discrimination or a hate-motivated incident and must be investigated (see BUL-2047.0, Responding to and Reporting Hate-Motivated Incidents and Crimes). The school will follow its standard procedures of documenting its investigation, intervention, and monitoring. The Educational Equity Compliance Office can provide technical assistance as needed.
- N. Peer-to-peer bullying typically does not rise to the level of suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347.2, Child Abuse and Neglect Reporting Requirements).
- O. The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).



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- P. Complainants who disagree with the outcome of a bullying or hazing complaint may appeal the decision with the ESC or ISIC Administrator of Operations. Complainants who are still dissatisfied with the response may appeal at the central office level through Human Relations, Diversity and Equity. Hate-motivated incidents and bullying or harassment on the basis of a protected class can be appealed to Educational Equity Compliance through the Uniform Complaint Procedure.

IX. MONITORING AND EVALUATION

Data collection and analysis are critical tools that can inform efforts to create and refine school wide, classroom and individual student interventions to promote a positive school culture.

Every school has a School Safety Committee that is “accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its health and safety needs” (Safe School Plan, Volume 1). Schools also have a discipline review team “to support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed” (see BUL-6231.0, Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support).

The Safe School Committee and the Discipline Review Team examine bullying and hazing from the lenses of prevention and intervention/response. They recognize that bullying and hazing are important indicators of school safety evaluate the efficacy of the school’s bullying and hazing prevention and response efforts.

Numerous metrics can be considered in an evaluation of positive school engagement. The Safe School Committee and the Discipline Review Team must maintain minutes of their meetings with an agenda, sign-in sheet, a log of the data they reviewed and next steps. External variables can inflate or suppress the number of bullying reports. Improved *accuracy* in reporting is a more reliable measure than a change in the number of reports. The following indicators may be considered in evaluating school climate:

1. Reporting patterns of allegations of bullying and hazing
2. Decrease of chronic bullying and/or hazing
3. Disciplinary office referrals, interventions and disciplinary action generated from the MiSiS Student Support Module
4. Incident reports generated from iSTAR
5. Title IX/Bullying Complaint Manager complaint logs
6. School Experience Survey
7. Overall climate for traditionally stigmatized or vulnerable populations, such as lesbian, gay, bisexual, transgender students, and students with disabilities, as evidenced through bias-related incidents on campus.
8. School-wide efforts to increase student engagement, such as Gay Straight



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Alliances, restorative justice practice, and student-led social justice campaigns

X. RESOLUTION OF INCIDENTS OF BULLYING

Reported allegations of bullying must be investigated, monitored, and documented within 30 calendar days and resolved within 60 calendar days. "Resolution" means that an incident has been investigated and appropriate interventions have been taken to reasonably ensure that the specific behavior has ceased. A new incident should be regarded as a new report and investigated accordingly, unless it is determined to be a continuation of the initial complaint, in which case, the initial complaint could be reopened.

The determination of findings and resolution must be documented and communicated to the complainant (see Attachments E and F).

XI. CONFIDENTIALITY AND NON-RETALIATION

The reports and investigations of bullying or hazing shall respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those personnel who need to know within the confines of the District's reporting procedures and investigation process.

The District will not tolerate retaliation against anyone who reports suspected bullying or hazing or participates in the investigation process. Confidentiality and non-retaliation requirements extend to all parties involved.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal authorities are applied in this policy:

California Constitution, Article I § 28(c)
California Education Code §§ 200, 220, 233, 234.1
California Education Code §§ 32228 *et seq.*
California Education Code §§ 32260 *et seq.*
California Education Code §§ 35160 *et seq.*
California Education Code §§ 35294.1 *et seq.*
California Education Code §§ 48900 (q - r)
California Penal Code § 245.6
California Penal Code §§ 422.55-422.57
California Penal Code §§ 528.5 – 529
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB256

**RELATED
RESOURCES:**

Board Resolution, Development of Bullying Policy, passed November 27, 2001
Board Resolution, To Enforce the Respectful Treatment of All Persons, passed October



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10, 1988

Administrator Certification, Memorandum issued annually by the Office of the Superintendent

Child Abuse and Neglect Reporting Requirements, BUL-1347.2, dated July 1, 2011

Code of Conduct with Students- Distribution and Dissemination Requirement, BUL-5167.0, dated July 1, 2010

Discipline Foundation Policy: School-Wide Positive Behavior Support, BUL-6231.0 dated February 14, 2014

Employee Inappropriate Conduct Allegation Policy and Procedures, BUL-6211.0, dated December 20, 2013

Expulsion of Students - Policy and Procedures, BUL-6050.1, dated August 19, 2013

Guidelines and Procedures Relating To Student Behavior On School Bus, BUL-6385.0, dated September 29, 2014

Guidelines for Student Suspension, BUL-5655.2, dated August 19, 2013

Incident System Tracking Accountability Report, BUL-5269.2, July 10, 2013

LAUSD MAX Discipline Module Required Usage, BUL-5808.2, dated September 27, 2013

Name and/or Gender of Pupils for Purposes of School Records, BUL-5703.2, dated July 17, 2014

Nondiscrimination Required Notices and Ordering of Student Brochures, issued annually

Opportunity Transfer (OTs) - Policy and Procedures, BUL-6362.0, dated August 14, 2014

Policy Regarding Internet Safety for Students, BUL-5181.2, dated June 1, 2013

Responding to and Reporting Hate-Motivated Incidents and Crimes, BUL-2047.0, dated October 10, 2005

Responsible & Acceptable Use Policy (RAUP) for District Computer and Network Systems, BUL-999.9, dated November 3, 2014

Safe School Plan - Volume 1 (CSHS Plan, Prevention Programs), issued annually

Sexual Harassment Policy (Student-to-Student, Adult-to-Student and Student-to-Adult), BUL-3349.1, dated August 6, 2014

Social Media Policy for Employees and Associated Persons, BUL-5688.0, dated February 1, 2012

Social Media Policy for Students, BUL-6399.0, dated October 9, 2014

Suicide Prevention, Intervention and Postvention (Students), BUL-2637.1, dated July



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16, 2012

Threat Assessment and Management, (Student-to-Student, Student-to-Adult), BUL-5799.0, dated July 16, 2012

Title IX Policy/Complaint Procedures, BUL-2521.1, dated June 7, 2006

Transgender Students-Ensuring Equity and Nondiscrimination, BUL-6224.1, dated August 15, 2014

Uniform Complaint Procedures (UCP), BUL-5159.3, dated May 15, 2014

Use of Cellular Telephones and Other Electronic Devices by Students, BUL-5468.0, dated May 4, 2011

Visitors To School Campuses and Locked Campuses During Class Hours at All Schools, BUL-1325.1, dated December 7, 2009

Workplace Violence, Bullying and Threats (Adult to Adult), BUL-5798.0, dated July 16, 2012

ASSISTANCE:

For further information, to ask questions, to seek assistance, or for related resources, contact any of the following District offices:

Crisis Counseling and Intervention Services - (213) 241-8264

Division of Special Education, Behavior Support Office - (213) 241-8051

Educational Equity Compliance Office - (213) 241-7682, <http://achieve.lausd.net/eeco>

Educational Service Center Operations Coordinators

Health Education Programs Office - (213) 241-3508

Human Relations, Diversity and Equity - (213) 241-5337
<http://achieve.lausd.net/human-relations>

Interscholastic Athletics Office - (213) 241-5847

Los Angeles School Police Department - (213) 625-6631

Office of General Counsel - (213) 241-7600

Office of School Operations - (213) 241-5337

School Mental Health - (213) 241-3841

Student Discipline and Expulsion Support Unit - (213) 202-7555

ATTACHMENTS:

Attachment A: Bullying and Hazing Complaint Form, English

Attachment B: Bullying and Hazing Complaint Form, Spanish

Attachment C: Bullying and Hazing Complaint Response Worksheet

Attachment D: Sample Individualized Student Safety Plan

Attachment E: Sample Response Letter to Complainant, English



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Attachment F: Sample Response Letter to Complainant, Spanish
Attachment G: No Bullying or Hazing Contract, English
Attachment H: No Bullying or Hazing Contract, Spanish
Attachment I: Title IX/Bullying Complaint Manager Poster, Secondary, English
Attachment J: Title IX/Bullying Complaint Manager Poster, Secondary, Spanish
Attachment K: Title IX/Bullying Complaint Manager Poster, Elementary,
English
Attachment L: Title IX/Bullying Complaint Manager Poster, Elementary,
Spanish
Attachment M: Sample Bullying Complaint Log
Attachment N: Together We Stand Against Bullying Brochure, English
Attachment O: Together We Stand Against Bullying Brochure, Spanish



LOS ANGELES UNIFIED SCHOOL DISTRICT
BULLYING AND HAZING COMPLAINT FORM

ATTACHMENT A

School _____ Today's date _____
Reporting party's name _____ Date of incident(s) _____
Reporting party's contact phone /e-mail _____
Relationship to the alleged target or perpetrator _____
Alleged target(s) of bullying or hazing _____ DOB _____ Grade _____
Alleged perpetrator(s) of bullying or hazing _____ DOB _____ Grade _____

Bullying is any deliberate and unwanted, severe or pervasive physical, verbal, or electronic act, conduct or communication, committed by a pupil(s) that is repeated, or likely to be repeated, and has, or can be reasonably predicted to have, the effect of one or more of the following (1) Reasonable fear of harm to person or property; (2) Substantially detrimental effect on physical or mental health; (3) Substantial interference with academic performance; and (4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges. **Hazing** is a method of initiation or pre-initiation into a pupil organization or body, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events.

1. Describe your concerns. Please include who was involved, when and where the incident(s) happened, who witnessed it, how long this has been going on, etc.

2. Who else have you talked to or reported your concerns to? When? What happened?

3. Is there anything else we should know? Who else should we talk to? Please include relevant person(s) contact information if you have it.

*Return this completed form to the school Bully Complaint Manager, administrator or school staff.
Attach additional pages if needed.*

Office Use	iSTAR # _____	MiSiS _____
Received on _____	Received by _____	Referred to _____



DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES
FORMULARIO DE QUEJA POR INTIMIDACIÓN Y RITO DE INICIACIÓN

ANEXO B

Nombre de la escuela _____ Fecha de hoy _____
Nombre de la persona que reporta _____ Fecha(s) del(de los) incidente(s) _____
Número de teléfono o correo electrónico de la persona que reporta _____
Relación con el supuesto blanco o perpetrador _____
Supuesta(s) víctima(a) de intimidación o rito de iniciación _____ FDN _____ Grado _____
Supuesto(s) perpetrador(es) de intimidación o rito de iniciación _____ FDN _____ Grado _____

Intimidación es una acción, conducta o comunicación deliberada e indeseada, severa y prevalente de carácter físico, verbal o electrónico cometida por un estudiante(s) que se repite o que es posible que se repita y tiene o razonablemente se puede predecir que tenga un efecto de uno o más de los siguientes factores 1) temor razonable de daño a personas o bienes, 2) un efecto perjudicial severo a la salud física o mental, 3) interferencia sustancial con el rendimiento académico y 4) interferencia sustancial con la capacidad para participar o beneficiarse de los servicios, actividades o privilegios escolares. **Rito de Iniciación** es un método de iniciación o iniciación preliminar en una organización o entidad estudiantil, el cual podría causar daño físico severo, degradación personal o vergüenza que resulte en daño físico o mental a un estudiante actual, ex estudiante o futuro estudiante. El rito de iniciación no incluye eventos deportivos o auspiciados por la escuela

1. Describa sus inquietudes. Favor de incluir quién participó, cuándo y dónde sucedió el(los) incidente(s), quién lo presenció, por cuánto tiempo ha estado sucediendo esto, etc.
2. ¿Con quién más ha hablado sobre o reportado sus inquietudes? ¿Cuándo? ¿Qué sucedió?
3. ¿Hay algo más que debamos saber? ¿Con quien más debemos hablar? Favor de incluir la información de contacto de las personas pertinentes, si la tiene.

*Devuelva completo este formulario de Queja por Intimidación al encargado, administrador o personal escolar.
Adjunte hojas adicionales si es necesario.*

Para uso de la oficina solamente	iSTAR # _____	MiSiS _____
Recibido el _____	Recibido por _____	Enviado a _____

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Office of the Superintendent

November 26, 2014



LOS ANGELES UNIFIED SCHOOL DISTRICT
BULLYING COMPLAINT RESPONSE WORKSHEET

ATTACHMENT C

Dates of contact pertinent to investigation, monitoring and resolution:

Complaint investigator _____ Position _____

Date(s) of alleged incident(s) _____

Alleged perpetrator(s) _____

Alleged target(s) _____

Witnesses _____

Dates of Contact and Monitoring with:

Alleged student target(s) _____

Parent/Guardian(s) of alleged target _____

Alleged perpetrator(s) _____

Parent/Guardian(s) of alleged perpetrator(s) _____

Witnesses _____

Other _____

Summary of Findings:

Interventions Taken: Provide updates and monitoring within 30 days of incident MiSiS _____ iSTAR # _____

- ☐ Does the student(s) involved have an Individual Education Plan (IEP)? If YES refer to School Psychologist _____
- ☐ Counseled all parties individually (NOT RECOMMENDED IN A GROUP) _____
- ☐ Developed Individualized Student Safety Plan (Attachment D) _____
- ☐ Put all parties on the No-Bullying Contract (Attachment G) _____
- ☐ Referred to counseling _____
- ☐ Referred to Restorative Justice _____
- ☐ Educational interventions (e.g., community service project) _____
- ☐ Replaced stolen or damaged item _____
- ☐ Alternative programming/modification of classroom assignment or techniques _____
- ☐ Suspension (Refer to Matrix for Student Suspension/Expulsions) _____
- ☐ Consulted law enforcement / Los Angeles School Police Department (LASPD) _____
- ☐ Consulted with Behavior Specialist/Psychologist/Psychiatric Social Worker/Counselor _____
- ☐ Consulted Educational Service Center (ESC) for additional support _____
- ☐ Consulted Human Relations, Diversity and Equity (213) 241-5337 _____
- ☐ Consulted Educational Equity Compliance (213) 241-7682 _____
- ☐ Consulted Student Discipline & Expulsion Support Unit (213) 202-7555 _____
- ☐ Consulted ESC/ISIC School Operations _____
- ☐ Other _____

Resolved date (within 60 days of incident) _____



LOS ANGELES UNIFIED SCHOOL DISTRICT
SAMPLE - INDIVIDUALIZED STUDENT SAFETY PLAN

ATTACHMENT D

Student: _____

Date: _____

Safety is our number one priority! Keeping students safe requires the comprehensive and collaborative effort of all stakeholders.

The following safety plan has been discussed and developed for *(student's name)* _____
on *(date)* _____. This plan does NOT replace an IEP or a Behavior Support Plan.

Administration responsibilities and strategies:

1. I will continue to communicate and enforce the guidelines set forth by the Discipline Foundation Policy.
2. I take all reported incidents of bullying and hazing seriously.
3. I will be neutral and gather the facts from all involved parties.
4. I will follow-up with the teacher to provide support to address the various concerns.
5. I will monitor to determine that the bullying has been resolved.
6. I will _____

Teacher responsibilities and strategies:

1. I will establish a safe school environment for all students.
2. I take all reported incidents of bullying and hazing seriously.
3. I will remain neutral and gather all the facts from the involved parties.
4. I will monitor that the bullying has been resolved by checking-in with the involved parties.
Give specific dates or frequency: _____
5. I will communicate and reinforce positive behavior expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
6. I will meet with parents of involved students to discuss concerns, consequences and strategies for reconciliation.
7. I will work collaboratively with the administration, counselors, other involved teachers, staff and parents.
8. I will make a referral for counseling.
9. I will _____

Counselor support:

1. I will monitor that the bullying has been resolved meeting with the involved parties to provide additional support and monitoring. *Give specific dates or frequency:* _____

Accommodations and modifications:

1. The class schedule has been modified to support the students involved.
2. The lockers have been changed to a different location.

Student responsibilities and strategies:

1. During **lunch, nutrition and passing periods**, my designated area is _____.
2. During **lunch and nutrition**, I will remain in the proximity of school staff who will provide additional supervision and be a source of contact.
3. My designated arrival location is _____ at _____ a.m.
My designated pick-up location is _____ at _____ p.m.
4. I will avoid conflicts with the other student and will report any concerns or incidents of bullying immediately to _____.
5. I will tell the person who is bothering me to "stop."

BUL-5212.2

Office of the Superintendent

November 26, 2014



LOS ANGELES UNIFIED SCHOOL DISTRICT
SAMPLE - INDIVIDUALIZED STUDENT SAFETY PLAN

ATTACHMENT D

6. I will not tease, taunt or antagonize anyone.
7. I will follow behavioral expectations and norms for classrooms, restrooms, yard, eating areas, and other school activities.
8. I will join a club that promotes peace and respect.
9. I will apologize if I hurt someone's feelings.
10. I will accept an apology from one who may have hurt my feelings.
11. I will have positive interactions with others.
12. I will _____.

Parents responsibilities and strategies:

1. I will listen objectively and gather factual information.
2. I will promote a positive resolution to the conflict.
3. I will work collaboratively with the school staff.
4. I will monitor that the bullying has stopped.
5. I will encourage my child to use positive methods to resolve conflicts.
6. I will enroll my child in counseling.
7. I will not confront the child or their family who is allegedly bullying my child.
8. I will set positive expectations of behavior for my child.
9. I will be a positive role model.
10. I will _____.

Confidentiality – The student and parent will not share any information with other students/families regarding the allegations against the other student.

By signing you have agreed to follow the plan to support the safety of all parties.

This plan will be in effect for the next 30 days, unless indicated otherwise by the school staff. We will revisit this plan on _____ (date) at _____ (time).

Additional notes:

Please print and sign your name (optional)

Student _____

Date _____

Parent/Guardian _____

Date _____

School staff _____

Date _____

Administrator _____

Date _____

Other _____

Date _____



LOS ANGELES UNIFIED SCHOOL DISTRICT
SAMPLE – RESPONSE TO COMPLAINANT LETTER

ATTACHMENT E

YOUR LETTERHEAD

Date

Complainant's Name

Address

Re: Allegations of bullying

Dear *Parent/guardian*:

This letter is in response to your report on or about *date* where you stated that your child was bullied. This letter is to inform you that we have taken the appropriate steps to investigate and resolve this matter. Confidentiality laws prohibit me from disclosing specific measures taken with the other parties, but please know that your report was taken seriously and managed according to our Bullying and Hazing and our Discipline policies.

Bullying is any deliberate and unwanted, severe or pervasive physical, verbal, or electronic act, conduct or communication, committed by a pupil(s) that is repeated, or likely to be repeated, and has, or can be reasonably predicted to have, the effect of one or more of the following (1) Reasonable fear of harm to person or property; (2) Substantially detrimental effect on physical or mental health; (3) Substantial interference with academic performance; and (4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

- ☐ We have created an Individualized Student Safety Plan (Attachment D) to itemize the specific interventions that were taken and memorialized a protocol for ongoing monitoring. Be assured that we are working diligently to ensure that no similar incidents recur.
- ☐ Not all student misconduct meets the eligibility of bullying. After a thorough investigation, we were unable to verify that the incident met the impact criteria for bullying. Nevertheless, we have taken appropriate measures to increase sensitivity and social skills of the parties involved, which includes regular monitoring.

The safety of our students is our priority. Open communication and respectful treatment of others are the most effective tools to prevent bullying. Should other incidents of concerns arise, please put your concerns in writing and give to the school administrator who will conduct an investigation in a timely manner.

Thank you for your continued support. If you should have any questions regarding this matter, please contact me at *phone number* .

Sincerely,

Name

Title

Attachment

YOUR LETTERHEAD

Date

Complainant's Name
Address

Asunto: Acusación de Intimidación

Estimado Padre/Tutor:

Esta carta es en respuesta a su informe del date, cuando usted indicó que su hijo(a) fue intimidado(a). Esta carta es para informarle que hemos tomado las medidas adecuadas para investigar y resolver este asunto. Las leyes de confidencialidad me prohíben divulgar las medidas específicas que se tomaron con las otras partes pero, por favor, sepa que su informe se tomó con seriedad y se trató de conformidad con nuestras políticas de Disciplina e Intimidación y Rito de Iniciación.

Intimidación es una acción, conducta o comunicación deliberada e indeseada, severa y prevalente de carácter físico, verbal o electrónico cometida por un estudiante(s) que se repite o que es posible que se repita y tiene o razonablemente se puede predecir que tenga un efecto de uno o más de los siguientes factores: 1) temor razonable de daño a personas o bienes, 2) un efecto perjudicial severo a la salud física o mental, 3) interferencia sustancial con el rendimiento académico y 4) interferencia sustancial con la capacidad para participar o beneficiarse de los servicios, actividades o privilegios escolares.

- ☐ Hemos creado un Plan de Seguridad Estudiantil Individual (adjunto) para listar las intervenciones específicas que se tomaron y el procedimiento escrito para supervisión continua. Tenga la seguridad que estamos trabajando diligentemente para que un incidente similar no vuelva a ocurrir.
- ☐ No todo el mal comportamiento de un estudiante cumple con el criterio para considerarse intimidación. Después de una investigación completa no pudimos verificar que el incidente cumpliera con el criterio para considerarse intimidación. Sin embargo, hemos tomado las medidas necesarias para incrementar la sensibilidad y capacidad para socializar de las partes involucradas, las cuales incluyen una supervisión regular.

La seguridad de nuestros estudiantes es nuestra prioridad. Una comunicación efectiva y el trato respetuoso son las herramientas más efectivas para la prevención de la intimidación. Si surgieran otros incidentes o inquietudes, por favor póngalos por escrito y entréguelos al administrador escolar quien oportunamente llevará a cabo la investigación.

Gracias por su apoyo continuo. Si usted tiene alguna pregunta acerca de este asunto por favor comuníquese conmigo numero detelefono.

Atentamente,

Name
Title

BUL-5212.2
Office of the Superintendent

November 26, 2014

(SCHOOL NAME)



ATTACHMENT G

LOS ANGELES UNIFIED SCHOOL DISTRICT



NO BULLYING CONTRACT

Student and Parent/Guardian Agreement

Bullying and **hazing** are serious matters. **Bullying** is any mean or disrespectful behavior that is done intentionally to cause physical or emotional harm. **Hazing** is any initiation into a team or group that may cause humiliation, physical or emotional harm.

There are different types of bullying and misconduct including, but not limited to:

Physical Bullying: hitting, kicking, pushing or other unwelcome physical contact.

Serious physical bullying may be regarded as a criminal act, such as battery or assault.

Verbal and Non-Verbal Bullying: name calling, hurtful teasing, spreading hurtful rumors or gossip, making threatening comments or gestures, or rude noises.

I understand that all threats are taken seriously and may be reported to law enforcement.

Social or Relational Bullying: leaving people out, rejecting, manipulating relationships, rating or ranking people, or trying to ruin the reputation of another.

Cyberbullying: using an electronic device, such as a cellular phone, computer or tablet, to post or share embarrassing rumors, images or messages. Cyberbullying may include the creation of false profiles or credible impersonations of another actual person without their consent (Ed. Code §48900(r)).

Sending nude or sexual images may be considered distribution or possession of child pornography, which is a crime.

Sexual Harassment: any unwanted or demeaning behavior about someone's sex, sexual orientation, gender, gender identity or gender expression.

I must be respectful at all times. Flirting makes someone feel special; sexual harassment makes someone feel uncomfortable. Sexual harassment may require additional investigation.

Discrimination: targeting someone based on their real or perceived race, color, national origin, religion, disability or medical condition, sex, sexual orientation, gender, gender identity or gender expression may be considered an act of hate and may be a crime.

I, _____ understand that it is my responsibility to:
STUDENT NAME

- ✓ Respect and honor all school rules.
- ✓ Conduct myself in a respectful manner.
- ✓ Treat and respect others the way they would like to be treated.
- ✓ Tell the person who is bullying to "Stop!"

- ✓ Stop now, if I am bullying others. There are better ways to be a leader, get respect, and have friends.
- ✓ Be thoughtful. What I think is just a joke could be considered bullying, hazing or discrimination.
- ✓ Report bullying to a teacher, principal or other school staff.

Everyone has the right to attend a school that is safe and respectful.

Student's responsibility:

I commit that I will treat others respectfully. I will report bullying to an adult. I understand that if I bully, there will be consequences, including possible suspension, expulsion, or arrest. **I am important. I make a difference. I can be a positive leader.**

STUDENT NAME _____

SIGNATURE _____

DATE _____

Parent/Guardian's responsibility:

I commit to encouraging my child to always respect others. I have instructed my child to be a positive leader. I have advised my child to report any bullying to a trusted adult or school personnel. I will work with the school for peaceful solutions.

PARENT/GURDIAN NAME _____

SIGNATURE _____

DATE _____

November 2014 rev



(SCHOOL NAME)



ATTACHMENT H

LOS ANGELES UNIFIED SCHOOL DISTRICT

CONTRATO PARA LA PREVENCIÓN DE LA INTIMIDACIÓN

Acuerdo celebrado por el estudiante y el padre/tutor

La **intimidación** y las **novatadas** son asuntos graves. La **intimidación** es cualquier conducta maliciosa o irrespetuosa que tiene el propósito de lastimar a alguien física o emocionalmente. Las **novatadas** son cualquier iniciación a un equipo o grupo que puede causar humillación o un daño físico o emocional.

Hay diferentes tipos de intimidación, lo cual incluye pero no se limita a:

Intimidación física: golpear, patear, empujar, o cualquier otro contacto físico no deseado. *La intimidación física grave podría ser considerada un acto punible, tal como agresión física y lesiones.*

Intimidación verbal: insultar, tomar el pelo, propagar rumores dañinos o chismes, amenazar o hacer ruidos groseros. *Entiendo que a todas las amenazas son tomadas en serio y es posible que se le informe al respecto a una agencia del orden público.*

Intimidación social, relacional o psicológica: excluir a una persona, rechazar, manipular las relaciones entre personas, calificar o clasificar a las personas, o intentar arruinar la reputación de otra persona.

Intimidación cibernética: utilizar un dispositivo electrónico, como teléfono celular, computadora o tableta, para publicar o propagar rumores, imágenes o mensajes que causen vergüenza. La intimidación cibernética puede incluir la creación de perfiles falsos o hacerse pasar de manera creíble por otra persona real sin su consentimiento (Código de Ed. Artículo 48900(r)).

Enviar imágenes sexuales o de personas desnudas podría ser considerado distribución o posesión de pornografía infantil, lo cual es un delito

Intimidación sexualizada: toda conducta indeseada o degradante sobre el sexo, la conducta sexual o la orientación sexual. *Aún si la persona me gusta debo ser respetuoso en todo momento. La intimidación sexualizada puede ser considerada como un acoso sexual, un incidente basado en el prejuicio o un delito motivado por el odio y puede requerir que se lo investigue en mayor medida.*

Intimidación racial/étnica/religiosa/discapacidad: hacer que una persona sea el blanco de algo debido a su raza, grupo étnico, cultura, religión, o a que padece de una discapacidad en el aprendizaje o una afección de la salud.

Un incidente basado en el prejuicio o un delito motivado por el odio y puede requerir que se lo investigue en mayor medida.

Yo, _____, comprendo que tengo la responsabilidad:

Nombre y apellido del estudiante

- ✓ Respetar y honrar todas las normas escolares
- ✓ Comportarme en una manera respetuosa.
- ✓ Tratar y respetar a los demás en la manera que a mí me gustaría ser tratado.
- ✓ Decirle a la persona que está intimidando "¡Detente!
- ✓ ¡Si estoy intimidando a otros, dejaré de hacerlo ahora mismo! Hay mejores maneras de ser líder y de tener amigos
- ✓ Seré cauteloso. Lo que yo considero una broma se podría interpretar como una intimidación o novatada.
- ✓ Le informaré a un maestro, director o personal de la escuela sobre la intimidación

Todos tenemos derecho de asistir a una escuela que es segura y en la que las personas son respetuosas.

Responsabilidad del estudiante:

Me comprometo a no intimidar. Le informaré a un adulto sobre toda intimidación. Comprendo que si intimido a los demás habrán consecuencias y posiblemente se me suspenda, expulse o arreste. **Soy importante. Tengo cosas que aportar. Puedo ser un líder.**

NOMBRE Y APELLIDO DEL ESTUDIANTE

FECHA

Responsabilidad del padre/tutor:

Me comprometo a alentar a mi hijo a ser respetuoso con los demás en todo momento. Le he enseñado a mi hijo a ser un líder positivo. Le he indicado a mi hijo que debe informarle a un adulto o un miembro del personal de la escuela de confianza sobre cualquier tipo de intimidación. Trabajaré con la escuela para encontrar soluciones pacíficas.

NOMBRE DEL PADRE/TUTOR

FECHA

THE TITLE IX/BULLYING COMPLAINT MANAGERS FOR OUR SCHOOL ARE:

Complaint Manager's Name

Room #

Complaint Manager's Name

Room #

Complaint Manager's Name

Room #

**Report bullying and harassment to any of the
people listed here or to any school
administrator.**

THEY CAN HELP!

LOS ADMINISTRADORES DE QUEJAS DE TITULO IX/INTIMIDACION DE NUESTRA ESCUELA SON:

Nombre del supervisor de quejas

Salón #

Nombre del supervisor de quejas

Salón #

Nombre del supervisor de quejas

Salón #

**Reportar la intimidación y el acoso a cualquiera de
las personas mencionadas aquí o a los
administradores de la escuela.**

ELLOS PUEDEN AYUDARLE!



The Title IX/Bullying Complaint Managers for our school are:

Manager's Name Room Number

Manager's Name Room Number

Manager's Name Room Number

Report bullying and harassment to any of
the people listed here or to any school
administrator.

THEY CAN HELP!



Los Administradores de Quejas de Título IX Intimidación de NUESTRA ESCUELA son:

Supervisor de Quejas

Numero de Salón

Supervisor de Quejas

Numero de Salón

Supervisor de Quejas

Numero de Salón

Reportar la intimidación y el acoso a
cualquiera de las personas mencionadas
aquí o los administradores de las escuela.

Ellos Pueden Ayudar!

Title IX/ Bullying Complaint Manager Log

ATTACHMENT M

Date Rec'd	Reporting party	Alleged target(s)	Alleged accused	Investigator(s) (name/dates)	Findings: e.g., unfounded, insufficient info, or substantiated iSTAR and/or MISis	Date incident resolved (within 60 days)	Date of response to complainant

What can Parents do . . .



Talk with your child. Do not ignore the problem and hope it will go away.

Contact the school immediately. Work with the teachers and administrators. They can help.

Encourage peaceful solutions. Be a good role model. Do not coach your child in becoming violent.

Empathize with your child. Tell him or her that it is not their fault, and that you're glad he or she had the courage to talk to you.

Work together to find peaceful solutions. Ask your child what he or she thinks can be done to help.

Contact law enforcement if the aggressive behavior is criminal and appears to be escalating.

Be persistent. If the bullying continues or escalates, contact appropriate people again. Don't give up.

Cyber bullying



Tell your child not to respond to or forward inappropriate messages or images.

Block and report the cyberbullying by contacting your service or telephone provider



Contact law enforcement if threats are made.

STUDENT RESPONSIBILITY



Students shall take responsibility for helping to create a safe school environment.

- Be Safe
- Be Respectful
- Be Responsible

Students violating the policy may be subject to consequences, including, but not limited to suspension, expulsion and arrest.



LAUSD Resources
Human Relations, Diversity & Equity
(213) 241-5337
<http://humanrelations.lausd.net>

Educational Equity Compliance & Project 10
Concerns regarding the harassment/ discrimination of students, including bias based on sexual orientation or gender identity. (213) 241-7682

Los Angeles School Police Department
Report criminal behavior (213) 625-6631 www.friendsofsafeschools.org
Anonymously report weapons on campus (24/7) call (213) 742-8201

Additional Resources

www.netismartkids.org
www.teenangels.org
www.onguardonline.gov
California Youth Crisis Hotline
www.youthcrisisline.org

www.stopbullying.gov
www.commonssensemedia.org
www.fbi.gov
(800) 843-5200

TOGETHER WE STAND UP AGAINST BULLYING!



Los Angeles Unified School District
Office of the Superintendent

SCHOOL OPERATIONS
Human Relations, Diversity & Equity

(213) 241-5337



What is **BULLYING**?

Bullying is any deliberate action that inflicts physical or psychological harm. The behavior must be unwanted, severe or pervasive, and interfere with access to education. Bullying includes:

VERBAL

Making derogatory comments, teasing, or name calling.

PHYSICAL

Hitting, kicking, punching, spitting or shoving.

CYBERBULLYING

Sending or posting hurtful or embarrassing emails, images, on the internet, via text, or other electronic device, or on social networking sites (e.g., Facebook, Instagram, Twitter).

SEXUAL

Humiliating someone because of their sex, gender or sexual orientation (lesbian, gay, bisexual, transgender, questioning).

SOCIAL

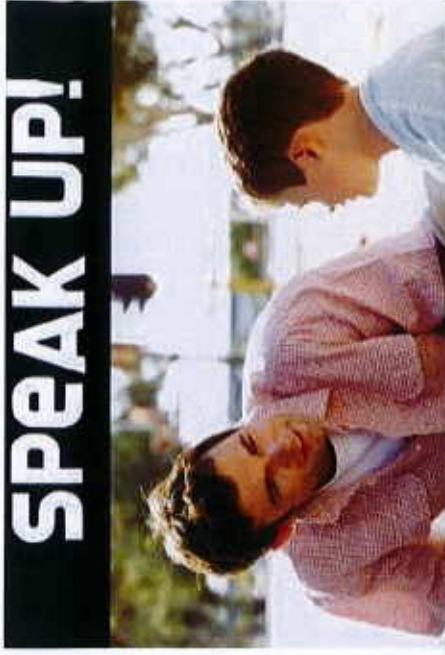
Spreading rumors, isolation, social exclusion, leaving people out, or forcing people to do things they don't want to do.



Stand up to bullies
~~Run away~~ ✓ Don't let them control you.

If you are bullied

- Tell the person who is bullying you to STOP!
- Get HELP Immediately. Tell your parents, teacher, counselor, or principal. Reporting is *not* tattling or snitching.
- Do not fight back physically.
- Be proud of who you are.
- Be strong. Do not show anger or fear. Students that bully like to see that they can upset you.
- Keep safe. Avoid situations and people where bullying happens.
 - ⇒ Avoid areas where there are few students or teachers.
 - ⇒ Sit with a group of friends at lunch.
 - ⇒ Take different routes through hallways and walk with friends to your classes.
- Get involved. Join clubs, organizations, student groups that promote safety and respect.
- Start a club or an anti-bullying campaign to promote peace and tolerance.
- Never share your personal information or give your password to friends.



SPEAK UP!

IF YOU WITNESS BULLYING ...

Speak up. Stand up. It takes just one person to start a movement; together we can make a difference. If you see bullying, you can say, "Stop, don't bother him" or redirect the situation by saying, "Let's go! The teacher's coming."

Don't join in. If you see someone being bullied, don't join in. If the bully wants your help, say no, and walk away.

Tell an adult. Don't be a bystander and watch someone being hurt. Tell an adult about the situation. It's not tattling or snitching to keep someone safe. You can ask the adult to keep your identity safe.

Stop the rumors. You don't want anyone talking about you, so don't do it to someone else! Let the gossip end with you—don't pass it on to others. Tell them you're not interested in gossip.

Be a friend. Help the person who was bullied. Make sure he or she is okay. Encourage him or her to talk to an adult. You can also invite that person to join you for lunch or other things.

You *Make a difference.*



Lo que pueden hacer los padres de familia...

Hable con su hijo(a). No haga caso omiso del problema esperando que desaparezca.

Comuníquese con la escuela inmediatamente. Colabore con los maestros y los administradores. Están presentes para ayudarle.

Fomente soluciones pacíficas. Sea un buen modelo de comportamiento. No le enseñe a su hijo(a) a ser violento.

Póngase en el lugar de su hijo(a). Dígale que él no tiene la culpa y que usted se alegra de que su hijo(a) haya tenido la valentía de hablar con usted.

Colabore para encontrar soluciones pacíficas. Pregúntele a su hijo(a) lo que piensa que se puede hacer para remediar la situación.

Comuníquese con la policía si la conducta agresiva es de índole criminal y parece estar intensificándose.

Sea persistente. Si la intimidación continúa o se intensifica, póngase en contacto de nuevo con las personas indicadas. No se dé por vencido.

Ciberintimidación

- Dígale a su hijo(a) que no responda ni reenvíe mensajes o imágenes impropios.
- Bloquee y reporte la ciberintimidación poniéndose en contacto con la entidad que le proporciona servicio de Internet o de teléfono.
- Comuníquese con la policía si alguien hace amenazas.

RESPONSABILIDAD DE LOS ALUMNOS

Los alumnos deberán responsabilizarse de ayudar a crear un entorno escolar protegido.

- Sé seguro
- Sé respetuoso
- Sé responsable

Los alumnos que quebranten las normas mencionadas anteriormente podrían estar sujetos a consecuencias que incluyen, entre otras cosas, la suspensión, la expulsión y/o el arresto.

RECURSOS DE

Distrito Escolar Unificado de Los Ángeles

<http://humanrelations.lausd.net>

Funcionamiento Escolar — Oficina de Relaciones Humanas, Diversidad y Equidad • (213) 241-5337

Educational Equity Compliance y Proyecto 10

(‘Cumplimiento con la Equidad Educativa’)

Inquietudes acerca del acoso o discriminación a los alumnos y inquietudes acerca del acoso o discriminación de alumnos gay, lesbianas, bisexuales o transgénero (213) 241-7682

Departamento de Policía Escolar de Los Ángeles

Para reportar comportamiento criminal (213) 625-6631

www.friendsofsafeschools.org. Para reportar anónimamente armas en escuela 24/7 (213) 742-8201

www.stopbullying.gov

www.teenangels.org

www.onguardonline.gov

www.fbi.gov

www.netismartkids.org

www.common sense media.org

California Youth Crisis Hotline

(800) 843-5200

(Línea Roja de Crisis para Jóvenes de California)

www.youthcrisisline.org

¡JUNTOS PODEMOS HACERLE FRENTA A LA INTIMIDACIÓN!



TÚ PUEDES MARCAR LA DIFERENCIA



Distrito Escolar Unificado de Los Ángeles
Oficina del Superintendente

OFICINA DE FUNCIONAMIENTO ESCOLAR

Oficina de Relaciones Humanas,
Diversidad y Equidad

(213) 241-5337

¿QUÉ ES LA INTIMIDACIÓN?

La **intimidación** es cualquier acción intencional que cause daño físico o psicológico. La conducta debe ser grave, omnipresente y no deseada e impedir el acceso a la educación. La intimidación incluye los siguientes tipos:

VERBAL

Hacer comentarios despectivos, burlarse o insultar con apodos despectivos.

FÍSICA

Pegar, patear, dar puñetazos, escupir o empujar.

SEXUAL

Humillar a alguien debido a su sexo, género u orientación sexual (lesbiana, gay, bisexual, transgénero, indeciso).

CIBERINTIMIDACIÓN

Enviar o publicar mensajes electrónicos, textos o imágenes hirientes o embarazosos en Internet, mediante textos electrónicos u otros aparatos electrónicos o en sitios de redes sociales (por ejemplo, Facebook o Twitter).

SOCIAL

Difundir rumores, aislar, excluir deliberadamente del grupo a personas u obligarlas a hacer cosas que no quieren hacer.

Consúltase el Boletín Núm. 5212.1 -
Normas sobre la intimidación y las novatadas



LA INTIMIDACIÓN SE

ACABA AQUÍ

Enfréntate a los bravucones

No dejes que te controlen

Si te intimidan a ti

- ¡Dile a la persona que te está intimidando que DEJE de hacerlo!
- Consigue ayuda inmediatamente. Diles a tus padres, a un maestro, consejero o director. Reportar este tipo de intimidación no quiere decir que seas niño acusete o soplón.
- No respondas físicamente a la intimidación.
- Ten orgullo de ti mismo.
- Sé fuerte. No demuestres rabia ni miedo. A los alumnos bravucones les gusta verte alterado.
- Mantente fuera de peligro. Evita a la gente y las situaciones donde ocurre la intimidación.
 - Evita las áreas donde no haya muchos alumnos ni maestros alrededor.
 - Almuerza con un grupo de amigos.
 - Usa diferentes rutas a través de los pasillos y ve acompañado de amigos a tus clases.
- Participa activamente. Hazte socio de clubes, organizaciones y grupos estudiantiles que fomenten la seguridad y el respeto.
- Funda un club o una campaña contra la intimidación para fomentar la paz y la tolerancia.
- Nunca compartas tu información personal ni les digas tu palabra de acceso ('password') a tus amigos.

¡DI LO QUE PIENSAS!



SI TÚ PRESENCIAS INTIMIDACIÓN...

Hablar claro, salir en defensa de otros. Se necesita una sola persona para marcar la diferencia y empezar un movimiento... Puedes decir: "Basta, déjalo tranquilo" o podrías reorientar la situación diciendo: "Vamos, viene el maestro."

No participes en la intimidación. Si ves que se está intimidando a alguien, no te unas a los abusadores. Si el bravucón trata de hacer que lo ayudes a él, dile que no y aléjate.

Cuéntaselo a un adulto. No te quedes allí mirando nada más mientras que se lastima a alguien. Repórtale a un adulto lo que has visto. No se trata de ser acusete o soplón cuando estás en juego la seguridad de una persona. Puedes pedirle al adulto que mantenga tu nombre en el anonimato.

Alto a los rumores. Tú no quieres que nada hable mal de ti, entonces no se lo hagas a los demás. Si alguien te cuenta un chisme, no se lo repitas a otras personas. Incluso puedes decirle a la persona que no te interesa el chisme.

Pórtate como amigo. Ayuda a la persona que fue intimidada y asegúrate de que esté a salvo. Aléntalo a hablar con un adulto. También podrías invitar a esa persona a almorzar contigo o hacer otras cosas juntos.

TÚ PUEDES MARCAR LA DIFERENCIA.