



**Bullying  
Prevention  
Handbook**



Instructional Support Division

**STAND UP  
STAND STRONG  
STAND TOGETHER  
AGAINST BULLYING**



**October, 2019**



# CNUSD Board of Education



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**October, 2019**



# Corona-Norco Unified School District

## Bullying Prevention Handbook

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# CNUSD Objective on Bullying Prevention

The Corona-Norco Unified School District Board of Education is committed to providing all students with a safe and healthy school environment. To that end, the District, its schools, and the community have an obligation to promote mutual respect, tolerance and acceptance, and not tolerate behavior that infringes on the safety of any student, including bullying. Students and staff shall immediately report any suspected or observed bullying to site administration for investigation and appropriate action. For this reason the Corona-Norco Unified School District is taking an active role in the movement against bullying in our schools and community such as:

**Educate** parents, children and students, teachers, administrators, lawmakers, law enforcement groups, mental health groups, volunteers, and community members about the tragic consequences of bullying in public as well as some private schools. Bullying takes place in all age groups and at all levels of education.

**Take Action** - CNUSD believes in taking immediate action on reports of bullying. The longer a child is a victim of bullying, the more likely the trauma will become a lifelong emotional and sometimes physical handicap. Many school shooting and suicides have been attributed to bullying. Bullying prevention is our top priority.

## Definition

Bullying is defined as the harassment of students, intimidation, a hazing or initiation activity, ridicule, extortion, or any other verbal, written, electronic communication, or physical conduct, repeated over time, that causes or threatens to cause bodily harm or emotional suffering, creates a hostile learning environment, or disrupts the normal operation of a school, classroom, or school related activity. Bullying includes cyber bullying, which involves the use of electronic communications to post harassing messages, threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies. Students who engage in bullying (including cyber bullying) on campus, traveling to or from school, at school activities, or in a manner otherwise related to school attendance, shall be subject to school district disciplinary procedures. A student shall be subject to school district disciplinary action for off-campus expressions (including via electronic means), when such expressions are obscene, libelous, or slanderous, or when such expression poses a threat to the safety of other students, staff or school property, or disrupts the educational program.

Education Codes 32261(f)(g), 48900, 48900.2, 48900.3, 48900.4, 48910, 48911, 48915, 48915.5, 48918, 48918.5



# BULLYING PREVENTION RESOLUTION No. 45

## CORONA-NORCO UNIFIED SCHOOL DISTRICT

### 2019-20 Resolution No. 45 National Bullying Prevention Month October 2019

WHEREAS, bullying is physical, verbal, sexual, or emotional harm or intimidation intentionally directed at a person or group of people; and

WHEREAS, bullying occurs in neighborhoods, playgrounds, schools, and through technology, such as the Internet and cell phones; and

WHEREAS, various researchers have conducted that bullying is the most common form of violence, affecting millions of American children and adolescents annually; and

WHEREAS, targets of bullying are more likely to acquire physical, emotional, and learning problems and students who are repeatedly bullied often fear such activities as riding the bus, going to schools, and attending community activities; and

WHEREAS, children who bully are at greater risk of engaging in more serious violent behaviors; and

WHEREAS, children who witness bullying often feel less secure, more fearful, and intimidated,

NOW, THEREFORE, BE IT RESOLVED, that the Corona-Norco Unified School District proclaims October 2019 as *National Bullying Prevention Month*; and

BE IT FURTHER RESOLVED, that the Corona-Norco Unified School District's schools, students, parents and community members be encouraged to engage in a variety of awareness and prevention activities designed to make our communities safer for all children and adolescents.

PASSED AND ADOPTED this September 3, 2019 by the following vote:

AYES \_\_\_\_\_ 5 \_\_\_\_\_

NOES \_\_\_\_\_ 0 \_\_\_\_\_

ABSENT \_\_\_\_\_ 0 \_\_\_\_\_



Michael H. Lin, Ed.D., Superintendent  
Secretary, Board of Education  
Corona-Norco Unified School District



# CNUSD Bullying Prevention Policy

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying.

The Corona-Norco Unified School District's Policy on Bullying can be accessed on the CNUSD website. Copies are available at each school site.

1. The Corona-Norco Unified School District prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
2. School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so.
3. Acts of discrimination or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the principal or the Corona-Norco Unified School District's Nondiscrimination/ Bullying Prevention Coordinator. If there is sufficient corroborating information, the Corona-Norco Unified School District will commence an investigation.
5. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the Corona-Norco Unified School District's policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.
7. The Corona-Norco Unified School District prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.
8. Students and parents also may contact CNUSD's Nondiscrimination/Bullying Prevention office in Student Services at (951) 736-5111.



# BOARD POLICY 5208 BULLYING

## CORONA-NORCO UNIFIED SCHOOL DISTRICT

### **STUDENTS** **STUDENT DISCIPLINE** **BULLYING**

The Corona-Norco Unified School District Board of Education is committed to providing all students with a safe and healthy school environment. To that end, the District, its schools, and the community have an obligation to promote mutual respect, tolerance and acceptance, and not tolerate behavior that infringes on the safety of any student, including bullying. Students and staff shall immediately report any suspected or observed bullying to site administration for investigation and appropriate action.

Bullying is defined as the harassment of students, intimidation, a hazing or initiation activity, ridicule, extortion, or any other verbal, written, electronic communication, or physical conduct, repeated over time, that causes or threatens to cause bodily harm or emotional suffering, creates a hostile learning environment, or disrupts the normal operation of a school, classroom, or school related activity.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students who engage in bullying (including cyberbullying) on campus, traveling to or from school, at school activities, or in a manner otherwise related to school attendance, shall be subject to school/District disciplinary procedures. A student shall be subject to school/District disciplinary action for off-campus expressions (including via electronic means), when such expressions are obscene, libelous or slanderous, or when such expression poses a threat to the safety of other students, staff or school property, or disrupts the educational program.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board Policy, and Administrative Regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Legal References: Education Codes 32261(f)(g), 48900, 48900.2, 48900.3, 48900.4, 48910, 48911, 48915, 48915.5, 48918, 48918.5  
Revised: November 13, 2012 (5/3/11; Adopted: 3/5/02)



# ADMINISTRATIVE REGULATION 5208

## BULLYING

### CORONA-NORCO UNIFIED SCHOOL DISTRICT

#### STUDENTS STUDENT DISCIPLINE BULLYING

The Board of Education prohibits bullying at any location or activity under the jurisdiction of the school system. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion, in accordance with applicable Board Policy and Education Code sections. In addition to disciplinary action, any student who engages in cyberbullying using the district network, or district-owned equipment on or off school premises, may have their user privileges revoked.

Students and/or staff shall immediately, or when it is safe to do so, report incidents of bullying to the principal or designee. Each complaint of bullying shall be investigated. If the complainant or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. Retaliatory behavior against any complainant or any participant in the complaint process is prohibited.

Teachers should discuss this policy with their students in age-appropriate ways.

#### A. Bullying Defined

Bullying includes verbal, written, physical conduct, or electronic communication, repeated over time, that causes or threatens to cause bodily harm, emotional suffering, creates a hostile learning environment, or disrupts the normal operation of a school, classroom, or school related activity.

These incidents will be acted upon when they are related to school activity, including but not limited to while students are on school grounds at any time, in route to and from school or a school-sponsored activity, during the lunch period whether on or off campus, or through social or electronic communications that impacts a school activity or school attendance.

Bullying may include, but is not limited to making unsolicited written, verbal, physical and/or visual contact, including but not limited to:

1. Direct physical contact such as hitting or shoving



2. Verbal assaults such as teasing or name-calling, intimidating/threatening comments, slurs, innuendos, teasing, jokes, epithets, racial slurs, or spreading rumors
3. Intimidating /threatening letters, notes, messages or electronic communications
4. Leering or gestures
5. Socially isolating or manipulating a student
6. Harassment of students or staff
7. Intimidation, hazing or initiation activity
8. Ridicule
9. Extortion
10. Making reprisals, threats of reprisals, or implied threats of reprisal
11. Engaging in implicit or explicit coercive behavior to control, influence or affect the health and well-being of a student
12. Breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships

#### B. Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction in the classroom, or other educational settings, that promote effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff may receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias, etc.

#### C. Retaliation Prohibited

The initiation of a report of bullying should not reflect on the reporting student or witnesses in any way. It should not affect the student's future relationship with the school system, grades, class section or other matters pertaining to his/her status as a student in any program.



## D. Investigation Procedures

### 1. Reporting Allegations of Bullying

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

If direct communication with the person whose conduct is offensive has been ineffective or would be impracticable, the aggrieved student should communicate his/her concern to a teacher, counselor, principal or assistant principal. All complaints of bullying shall be forwarded to a site administrator.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

### 2. Responsibilities of Employees

When it is safe to do so, employees who receive reports of bullying or observe an act of bullying should immediately stop the behavior and inform the principal or designee at the school the student attends.

It is the responsibility of the employee, regardless of whether a student has complained, asked the school to take action, or identified the harassment as bullying to report the incident.

### 3. Administrative Review and Procedure

#### a. Investigation

All matters regarding bullying should be thoroughly investigated within five days of the initial report. The student accused of bullying should be informed of the investigation and given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf. Parents of both the accused and the student filing the complaint should be contacted as appropriate.



b. Establishing School Jurisdiction

School jurisdiction shall be established for an allegation of bullying when it is determined to be related to school activity and one of the following conditions are met:

- (1) The incidents occurred at school
- (2) The incidents occurred at a school activity
- (3) The incidents occurred while en route to or from school or a school activity
- (4) The incidents occurred via electronic communications and resulted in:
  - (a) A disruption of the school's educational program
  - (b) The creation of a hostile learning environment for one or more students
  - (c) A negative impact on one or more students' attendance
- (5) The incidents occurred off campus, and the Superintendent or designee document the activity and identify specific facts or circumstances that explain the impact or potential impact on school activity, school climate, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.



c. Confidentiality

Reasonable efforts will be made to keep a report of bullying and the results of the investigation confidential. Witnesses should be informed of the confidential nature of the investigation and should be asked to refrain from disclosing the nature of the investigation to others.

d. Corrective Action/ Discipline

Upon completion of the investigation, the principal or designee should determine the appropriate action, if any, to take. Corrective action may include, but not be limited to, counseling, warning, or initiating disciplinary procedures up to and including suspension, involuntary transfer or expulsion against the offending student. Corrective action should be designed to prevent reoccurrence of the bullying. All corrective actions shall be recorded in the Student Information System.

4. Follow-up

The site administrator will ensure that students and their families know how to report subsequent problems, and conduct follow-up inquiries to determine if there have been any instances of retaliation and respond promptly to address continuing or new problems.

A bullying resolution may be appealed consistent with Board policy, administrative regulation and law.

- a. The burden shall be on the appealing party to show why the principal's/designee's decision should be overruled.
- b. Immediately following or within ten (10) days of the resolution, the appealing party shall complete and submit a written request to the Director of Student Support Services specifying the reasons why the resolution is being challenged.
- c. The District Director's written decision to support or overrule the resolution will be sent to the principal/designee, and the parent/guardian.



- d. Within 30 days of receiving the request, the Director of Student Support Services shall determine whether or not to approve or deny the parent/guardian's request. Prior to making this determination, the District Director may meet with the appealing party and principal/designee. If the District Director determines that the appealing party has overwhelmingly proven that the principal's/designee's decision should be overruled, he/she shall overrule the site's decision.
- e. The District Director's decision may be appealed by submitting a written request to the Board of Education within 15 school days. Within 30 days of receipt of a written appeal, or at the next scheduled Board meeting, the Board of Education shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the principal/designee, and the District Director to decide the appeal. The decision of the Board shall be final.

E. Mandated Notification

At the beginning of the school year, each family should receive a summary of the policy prohibiting bullying.

This policy and administrative regulation shall be annually reviewed with each staff member.

Revised: November 13, 2012 (5/3/11, 3/22/04, 10/25/02, 3/5/02)



# California Education Code 48900(r)

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or 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, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.



(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.





# CORONA-NORCO UNIFIED SCHOOL DISTRICT

Legal Notice for Pupils and Parents/Guardians

## Bullying and Harassment



The Corona-Norco Unified School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of a person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a District school.

Bullying is defined as any **severe or pervasive** physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

### REPORT IT



Any person that has been a victim of, or witnessed bullying or harassment on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to an administrator, teacher, or other adult personnel on campus. Students have an option of reporting the incident anonymously through the [Bullying/Harassment Complaint](https://www.cnusd.k12.ca.us/Bullying/Harassment-Complaint) form from the District's website: [www.cnusd.k12.ca.us](https://www.cnusd.k12.ca.us).

### INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The student who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. The school administration shall investigate the accusation and shall determine appropriate action.

### TRANSFER REQUEST



A child that has been reported as the victim of a violent offense or bullying as defined by state law is entitled to transfer to another school within or outside the District, under California Education Code 46600 (b). Placement at a requested school is contingent upon space availability. Transfer requests can be obtained in the Student Services Department located at 2820 Clark Avenue, Norco, CA 92860.





# Bullying Incident Procedures

## Responding to a Report of Bullying or Retaliation Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a students who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. School counselors, guidance counselors, and School Resource Officers will be notified if appropriate.

If the incident involves on-campus bullying or cyberbullying, a determination will be made if there is an immediate threat of violence to any students involved. If there is a positive determination, a report will be made immediately to District Office Administration and the appropriate Police Department.

After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the principal or designee will develop a Safety/Conduct Plan with the students, or with a member of school staff including, but not limited to, an educator, counselor, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor or an extracurricular activity or paraprofessional. The parents or guardians of students will be involved in the development of the plan. Teachers and other appropriate staff members will be notified of the incident, the parties involved, and their roles in the incident along with the provisions of the Safety/Conduct Plan

## Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations (s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee or whoever is conducting the investigation will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.



Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process to the extent that is consistent with state and federal law. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation after consultation with the superintendent or designee.

Often parents wish to know exactly what will happen to an aggressor during the investigation and/or disciplinary phase, and this is a natural reaction. However, educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor age students. School records (including disciplinary records) will be a private matter. This means that the school district is ***prohibited*** from sharing any information in a student's record– including disciplinary information – to third parties.

### **Determinations**

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will:

- 1) Determine what remedial action is required, if any, and
- 2) Determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher (s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue (s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the



disciplinary action taken unless it involves a “stay away” order or other directive that the target must be aware of in order to report violations.

### **Obligation to Notify Others Notice to parents or guardians**

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations. Notification will be made by phone, with a follow-up letter if phone contact cannot be made.

### **Notice to Law Enforcement**

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with applicable school or district policies and procedures, consult with the school resource officers, administrators and other individuals the principal or designee deems appropriate.



# Bullying Prevention Activities

## “What If Week”

The aim of “What If” Week is to break down barriers, open communication and ultimately strengthen relationships between students, staff and even parents. In addition, “What If” dovetails with the district’s Positive Behavior Interventions and Supports (PBIS) initiative to establish the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Every day has a different theme that unites the campus around a “What If” Statement such as: What If we overcame our fears? What if we achieved our dreams? What If we could overcome addiction? What if we all got along? Each day, there is either an activity done in class or at lunch, a guest speaker, a video or a combination of all three that engages students and staff more deeply with the “What If” question for that day. The week culminates in a day of unity filled with fun and motivational activities. The program helps parents and teachers understand the tough issues their students face every day.

One of the strengths of “What If” Week is that it is highly customizable to meet the varying targeted needs of different grade levels and campuses, thus empowering each particular school site to truly tailor their “What If” Statements and activities to address issues that are pertinent to students and staff at each individual site.

## World Kindness Youth Conference

Nearly 4,000 4<sup>th</sup> grade students attended the World Kindness Youth Conference on October 7<sup>th</sup> and 8<sup>th</sup> at Crossroads Christian Church. The event was co-sponsored by the Corona Norco Unified School District and the SACK (Simple Acts of Care and Kindness) Foundation to promote the development of empathy and respect for each and every person.



Every year, CNUSD fourth grade students have the opportunity to participate in The World Kindness Youth Conference. The World Kindness Youth Conference seeks to help each student gain a greater understanding of their own personal gifts and abilities, a mission to make a difference in the life of at least one person, a desire to help change the environment of their home, school, and community to one of caring and respect for each person, and the confidence that they can make a difference!



## October Bullying Prevention Month

CNUSD commemorates National Bullying Prevention Month every October to raise awareness of bullying prevention. The District's goal is to encourage students, parents, communities and staff to work together to stop bullying and cyberbullying by increasing awareness of the prevalence and impact of bullying on all children of all ages. Many bullying prevention activities are conducted districtwide, such as:

- Librarians read books about bullying every week
- Sites display bullying prevention message throughout the schools
- PTA provides bullying preventions assemblies
- The "Leader in Me" program inspires kids to be leaders and to learn to work with others
- Homeroom lessons and videos are provided
- Schools celebrate "What If" weeks
- World Kindness Youth Conference for 4<sup>th</sup> graders
- Mix It Up day at lunch
- Adoption of a resolution proclaiming October as the National Bullying Prevention Month
- District-wide bullying prevention march





### LINK Crew

The purpose of this program is to make the transition from middle school to high school a positive one. Seniors and juniors serve as leaders and mentors to the freshmen. Large and small group activities are designed to address students' needs and concerns in an enjoyable manner.

### WEB – Where Everybody Belongs

WEB is a middle school orientation and transition program that welcomes 7<sup>th</sup> grades (or any new students) and aims to make them feel comfortable throughout their first year of their middle school experience.

### UNITY

The Unity program is a CNUSD sponsored program in existence for 10 years. Unity explores the five levels of prejudice: Verbal; Avoidance; Discrimination; Violence; and Murder/Genocide toward the goal of tolerance or the preferred word "Respectance" coined by the Unity advisors. Topics covered in discussions include: Effects of bias, bigotry and racism on schools and communities; Effective leadership and communication skills; Understanding and maintaining inter-group relationships; Skills to strengthen relationships among family, friends, and students; Positive effects of self-esteem; Practical strategies to meet the challenges of increasingly diverse school campuses and communities.

Unity is divided into 3 components of camp, forums and classroom. Unity camps occur 4 times during the school year – 2 in each semester. A total of 60 students from ALL high schools and 20 district employees representing ALL employee groups attend each camp. No student is allowed to attend more than one camp resulting in a total 240 students attending in the school year. Camp is a 3 day event over a weekend in the mountains of San Bernardino. Students are chosen from all the various campus cliques, races, ethnicity, etc. The goal is to have a highly diverse camp with most if not all student groups represented. Additional camp information and agenda are attached.

Students who participate in camp are trained and expected to go back to their respective schools and lead Unity forums numerous times throughout the school year. All students are able to sign up for the forums and are excused from their classes to be able to attend. Many of the attendees who did not attend camp request an opportunity to do so after attending a forum.

Any student may take the Unity/Leadership class as an elective at any one of our high schools. After new students have learned the curriculum and been trained, they organize the school site forums as well as other school activities throughout the year. Unity advisors from all the schools meet 4 times a year with the Director of Instructional Support to plan the camps and share best practices.



# Harassment or Bullying Complaint Form



Corona-Norco Unified School District  
**HARASSMENT or BULLYING COMPLAINT**  
(Education Code 234.1)



Name of complainant: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Student #: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Are you: ☐ The victim ☐ A witness ☐ I helped deal with the incident ☐ Other \_\_\_\_\_  
 Name(s) of victim(s): \_\_\_\_\_  
 Relationship to the victim(s): \_\_\_\_\_  
 Phone Number (If not a District student): \_\_\_\_\_

## INCIDENT INFORMATION

Be detailed and factual. Use first and last names if possible. Use the back of this form or attach additional pages if necessary.

Type of harassment/bullying \_\_\_\_\_  
 Date of incident: \_\_\_\_\_ Time of occurrence: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Name of alleged perpetrator: \_\_\_\_\_  
 Description of incident: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**WITNESSES TO THE INCIDENT(s):** Do you believe the conduct is/was based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or association with a person or group with one or more of these actual or perceived characteristics? \_\_\_\_\_  
 If so, explain: \_\_\_\_\_

I declare that the information on this form is accurate and true. I understand that the District will make every effort to keep my identity confidential as appropriate, but may need to use my name in connection with the investigation. I also understand that I have the right to file an anonymous complaint. I understand that I am protected against retaliation for submitting this complaint and should immediately report any retaliatory acts to the Principal or Assistant Principal.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

"Bullying" means severe or pervasive physical or verbal conduct (student-to-student), including communications in writing or by electronic act (texting, Internet, etc.), and including sexual harassment, hate violence, or harassment, threats or intimidation, that has, or can be reasonably predicted to have, the effect of one or more of the following: (A) placing a reasonable pupil in fear of harm to person or property; (B) causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health; (C) causing a reasonable pupil to experience substantial detrimental interference with his/her academic performance; or (D) causing a reasonable pupil to experience a substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

## FOR SCHOOL USE ONLY

Person taking report: \_\_\_\_\_ Case Carrier: \_\_\_\_\_  
 Date Report received: \_\_\_\_\_ Date investigation completed: \_\_\_\_\_  
 Findings: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### INTERVENTIONS WITH PERPETRATOR

Date	Date
<input type="checkbox"/> Disciplinary conference	<input type="checkbox"/> Saturday school assigned
<input type="checkbox"/> Referral for counseling	<input type="checkbox"/> Suspension
<input type="checkbox"/> Behavior contract	<input type="checkbox"/> Rx. Alt. School placement
<input type="checkbox"/> Class/Schedule change	<input type="checkbox"/> Rx. Expulsion
<input type="checkbox"/> Detention assigned	

### INTERVENTIONS WITH VICTIM

Date
<input type="checkbox"/> Administrative conference
<input type="checkbox"/> School counseling
<input type="checkbox"/> Parent conference
<input type="checkbox"/> Outside counseling referral

Administrator Signature/Position: \_\_\_\_\_ Date: \_\_\_\_\_

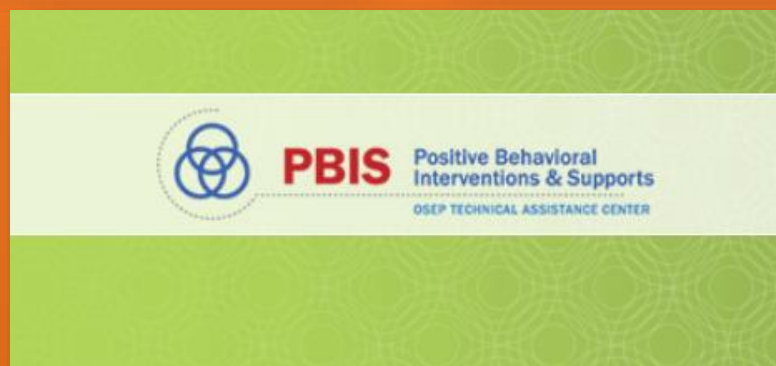
July 2018



# Bullying Prevention Resources



[stopbullying.gov](http://stopbullying.gov)



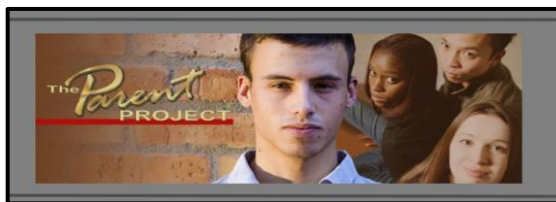


**FAMILY SCHOOL COMMUNITY**  
**PARENT CENTER**  
CORONA-NORCO UNIFIED SCHOOL DISTRICT

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The Parent Center is committed to strengthening relationships between family, school and community by providing parents and schools with valuable resources and family engagement activities that promote the academic, social and emotional development of all children.

Family support is crucial to students who experience bullying. Parents and family members can help prevent bullying and cyberbullying in a number of ways, mostly by being engaged, attentive and loving. The parent center offers many opportunities for parents to learn to communicate with their children, such as:



**The Parent Project** – Addresses issues on teen violence and bullying, runaways, truancy, media influence, youth gangs and drug use. Provides training on how to reduce family conflict, juvenile crime and how improve school attendance

**Loving Solutions**  
Transforming children  
one family at a time...

**Loving Solutions** – Parents learn how to build stronger relationships with their kids to increase positive behaviors and offers tools to help communicate effectively with children.



**24/7 Dad**– This is a 12-session program offering fathers, legal guardians or expecting fathers, regardless of age the opportunity to improve their skills as a father and a man. Aspects of fatherhood covered include: self-awareness, caring for self, fathering skills, parenting and relationships skills.”



**Parents Raising Intensive Kids** – Topics for parents are:  
The importance of connecting with other parents raising intensive kids

When traditional parenting doesn't work

Understanding diagnoses

How to keep your sanity during challenging times

Building a village of support

Understanding the peaks and valleys of child behaviors

Kids do well if they have the appropriate support.

**For more information please contact:**  
**Cassandra Willis, Director at (951) 273-3132**  
**The Parent Center is located at: 152 E. Sixth St.,**  
**Corona, CA 92879**



## Our Mission

Common Sense is the leading independent nonprofit organization dedicated to helping kids thrive in a world of media and technology. We empower parents, teachers, and policymakers by providing unbiased information, trusted advice, and innovative tools to help them harness the power of media and technology as a positive force in all kids' lives.

Media and technology are at the very center of all our lives today -- especially our children's. Kids today spend over 50 hours of screen time every week. The media content they consume and create has a profound impact on their social, emotional, cognitive, and physical development. Learning how to use media and technology wisely is an essential skill for life and learning in the 21st century. But parents, teachers, and policymakers struggle to keep up with the rapidly changing digital world in which our children live and learn. Now more than ever, they need a trusted guide to help them navigate a world where change is the only constant.



Common Sense Media helps families make smart media choices. We offer the largest, most trusted library of independent age-based and educational [ratings and reviews](#) for movies, games, apps, TV shows, websites, books, and music. Our [Parent Concerns](#) and [Parent Blog](#) help families understand and navigate the problems and possibilities of raising children in the digital age.



Common Sense Education provides high-quality digital literacy and citizenship programs to educators and school communities. Together, we work to empower students to harness technology for learning and life. Our free resources include [ratings and reviews](#) of digital tools, a comprehensive [K-12 Digital Citizenship Curriculum](#), ready-made lesson plans, videos, webinars, and more.



[Common Sense Kids Action](#) works with policy makers, business leaders, and other advocates across the nation to ensure that every child has the opportunity to succeed. Kids Action works to drive policies at the state and national levels that ensure all kids 0-5 have access to vital education and health resources; that all children have high-quality digital learning experiences; that their online data and privacy is protected; and that child poverty is reduced in America. With millions of Common Sense parents and educators, and potential advocates in homes and schools across the nation, Common Sense's advocacy platform is building a movement dedicated to making kids our nation's top priority.

### We believe in sanity, not censorship.

Achieving a healthy approach to media and technology can make a big difference in kids' lives today. Kids who learn to use digital media wisely can accomplish amazing things — learn new skills, explore new worlds, build new ideas, and change the world. Yet every kid has different needs. As parents and educators, we know our kids best. Common Sense is here to help. We can steer you away from things that are developmentally inappropriate, and help you find the hidden gems that are right for your family and your kids. [Learn more about our Ten Beliefs here.](#)

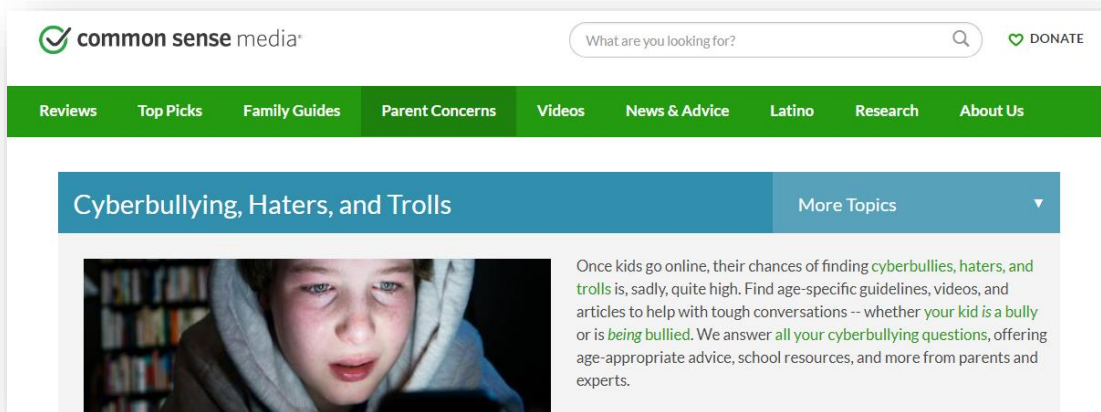
### We tell it like it is.

We think the media and technology industries should put kids' needs first when they create and market their products and services. Since that is all too often not the case, we believe there should be clear policies and regulations to hold these industries accountable. We advocate on behalf of kids on a wide range of issues, including the educational impact of technology, protecting kids' privacy online, and improving the impact of media on child health and development.

### Get involved.

Help us raise a generation of kids who think critically, act responsibly, and interact positively in the digital world. We hope you'll get involved. Use our ratings to make smart media choices. Learn how to harness digital media to help your child thrive. Get your school connected to Common Sense. Join us and help make media and technology a positive and powerful force in all children's lives.





<https://www.commonsensemedia.org/cyberbullying>

**What is cyberbullying?**  
Cyberbullying is the use of digital-communication tools (such as the Internet and cell phones) to make another person feel angry, sad, or scared, usually again and again. Examples of cyberbullying include sending hurtful texts or instant messages, posting embarrassing photos or video on social media, and spreading mean rumors online or with cell phones.

If you're trying to figure out whether your kid is being cyberbullied, think about whether the offender is being hurtful intentionally and repeatedly. If the answer is no, the offender might simply need to learn better online behavior. If the answer is yes, take it seriously.

**What should I do if my kid is bullied online?**

Finding out that your kid has been cyberbullied is emotional for parents. You or your kid might want to retaliate, but it's best to help your kid defuse the situation, protect himself, and make rational efforts to put a stop to the bullying. Here are the immediate steps we recommend for parents:  
Reassure your child that you love and support him or her.  
Help your child step away from the computer or device and take a break.  
If you can identify the bully, consider talking with the parents.  
Consider contacting your kid's school. If bullying is happening online, it might be happening offline, too.  
Empower your kid with specific steps he or she can take.

**What can I tell my kid to do if he or she is being cyberbullied?**

Kids may not always recognize teasing as bullying. Some kids also may be too embarrassed or ashamed to talk to their parents about it. That's why it's important to talk about online and digital behavior before your child starts interacting with others online and with devices. To prepare your kid for going online or getting a cell phone, or, if you know he or she has been bullied online, offer these steps he or she can take immediately:

- Sign off the computer.
- Don't respond or retaliate.
- Block the bully.
- Save and print out bullying messages.
- Talk to a friend.
- Tell a trusted adult.

Parents: Please follow or post the Common Sense Media link on your favorite social media platform to stay current on Bullying Prevention issues.





## PBIS – Positive Behavioral Interventions & Supports



### **What does PBIS stands for?**

"PBIS" is short for Positive Behavioral Intervention and Supports. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA).

PBIS is used interchangeably with SWPBS, which is short for "School-wide Positive Behavior Supports."

PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support.

### **What is PBIS?**

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

### **What does PBIS have to do with school discipline and classroom management?**

Effective classroom management and preventive school discipline are essential for supporting teaching and learning.

PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.



## How does PBIS respond to the use of punishment (e.g., detention, timeout, verbal reprimands), especially for students with serious problem behavior?

Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors.

Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student's behavior is used to (a) understand why the problem behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.

### PBIS – A Three-tiered logic

Positive behavior interventions and support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (tier 1: school-wide), secondary (tier 2: small group), and tertiary (tier 3: individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Providing different types of support matched to each student's needs is referred to as a multi-tiered system of support (MTSS). General descriptions for each tier as described in the Implementation Blueprint Part 1 are provided below:

Tier	Prevention Description
I. <b>Primary</b> (Tier 1, Universal)	Preventing the development of new incidents/ occurrences of problem behaviors by implementing high quality learning environments for <b>all</b> students and staff and across <b>all</b> settings (i.e., school-wide, classroom, and non-classroom).



**II.  
Secondary**  
(Tier 2,  
Targeted)

Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

**III.  
Tertiary**  
(Tier 3,  
Intensive)

Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

### Prevention across the Three-tiered logic

Detailed in the Implementation Blueprint Part 1, each tier in the PBIS framework is comprised of core practices and systems that characterize the specific interventions, strategies, and/or curricula selected and/or developed by the implementation leadership team. Across tiers, practices, and systems, increases in engagement, intensity, feedback, teaming, and monitoring are indicated. Similarly, supports for implementers also intensify. The following table summarizes these core practices and systems by tier, focusing on prevention across the three tiers.

**Tier 1. Universal or Primary**  
**All students, all staff, all settings**

**Systems**

- Leadership team with active administrator participation
- Efficient routine, schedule, and structure for conducting efficient team meetings
- Commitment statement for establishing a positive school-wide social culture
- Procedures for on-going data-based monitoring, evaluation, and dissemination

**Practices**

- Set of school-wide positive expectations and behaviors are defined and taught
- Procedures for establishing classroom expectations and routines that are consistent with school-wide expectations
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging problem behavior



- Procedures for selection, training and coaching of new personnel
- Procedures for evaluation of personnel related to PBIS implementation
- Procedures for encouraging school-family partnerships

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## **Tier 2. Targeted or Secondary**

Supplemental small group

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### **Systems**

- All Tier 1 systems above
- Intervention team with coordinator
- Behavioral expertise
- Increased precision in data collection related to implementation fidelity and progress monitoring
- Formal process for screening and identifying students in need of more than Tier 1 support.
- Access to training and technical assistance on Tier 2 practices and supports

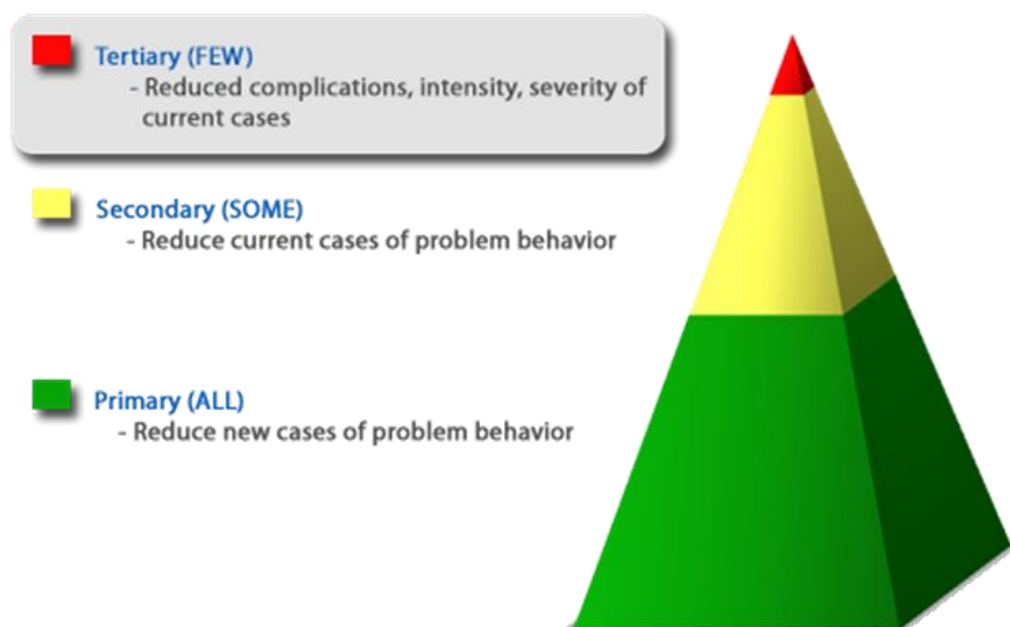
### **Practices**

- All Tier 1 practices above
  - Increased instruction and practice with self-regulation and social skills
  - Increased adult supervision
  - Increased opportunity for positive reinforcement
  - Increased antecedent manipulations (e.g., precorrection)
  - Increased precision to minimize rewards for problem behavior
  - Increased access to academic supports
-



### Tier 3 level prevention

At the tertiary or tier 3 level, support is provided to the 1-5% of students who may have very serious problem behaviors and may require more intensive and individualized supports. The supports are organized to reduce the frequency, duration, and intensity of externalizing and internalizing problem behaviors and improve life outcomes.



### PBIS Terminology

The following table summarizes the terminology and abbreviations used within this section.

Term (Abbreviation)	Other Terminology	Brief Description or Definition
Multi-Tiered System of Supports (MTSS)	Response to Intervention (RtI)	Used in general and special education to refer to a framework using data for delivering practices and systems for enhancing academic and behavior outcomes for all students.
Positive Behavioral Interventions and Supports (PBIS)	School-wide Positive Behavior Supports (SWPBS) Effective Behavior Supports (EBS)	Referenced in IDEA to refer to a framework for delivering practices and systems to enhance academic and behavior outcomes for all students including students with disabilities and their families.



Tier 1	Universal Supports, Primary Prevention	Preventing the development of new <b>(incidence)</b> problem behaviors by implementing high quality learning environments for <b>all</b> students and staff and across <b>all</b> settings (i.e., school-wide, classroom, and non-classroom).
Tier 2	Targeted Supports, Secondary Prevention	Reducing the number of existing <b>(prevalence)</b> problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.
Tier 3	Intensive Supports, Tertiary Prevention	Reducing the intensity and/or complexity of existing <b>(prevalence)</b> problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

For more information on PBIS/ Bully-Prevention please visit  
<http://www.pbis.org/school/bully-prevention>



# Bullying Prevention Resources Guide



Bullying is defined as repeated and unwanted aggressive behavior that occurs over a period of time with an imbalance of power between the bully and the victim.

Bullying behaviors can take many forms, including hitting, teasing, name-calling, intimidation, social exclusion, and sending insulting texts or emails. Girls who bully are more likely to use verbal and social methods, while boys who bully are more prone to use physical violence.

Regardless of what form bullying takes, developing an understanding of bullying and the facts and myths that surround it is critical to dealing with it effectively. You must be aware of its warning signs and be prepared to help kids who are bullied, kids who bully, and kids who are bystanders to bullying.

Keep in mind that it's important to show kids how to resolve problems firmly and fairly, to guide them toward demonstrating assertive behavior, and to teach them that it's OK to say "No" to unacceptable demands.

Creating an emotionally and physically safe environment requires a coordinated effort among staff, students, families, and your community. The following resources contain a wealth of information dedicated to helping you create a safer, more respectful school culture that helps you enable students to learn and thrive.

Please note that while CNUSD does not endorse the external resources, we believe that they may be helpful to you in your efforts to address this complex issue.



## Bullying Prevention Resources for Staff

### [10 Ways to Help Reduce Bullying in Schools](#)

Learn to define bullying, remove labels, set clear and enforceable rules and expectations, and address behaviors.

### [Boys Don't Tell on Sugar-and-Spice-but-Not-So-Nice Girl Bullies](#)

Review the characteristics of bullying and get anti-bullying strategies and practices for home, school, and community settings.

### [Bully-Proofing Your School: A Comprehensive Approach for Elementary Schools](#)

This book explores strategies for helping students prevent bullying.

### [Bullying in School: The Traumatic Effects of Bullying on Children](#)

Dr. Terry Ehiorobo, a principal at an alternative school in Kenosha, WI, ties bullying to traumatic stress and explores steps schools can take to stop it.

### [Center for the Prevention of Youth Violence](#)

The center provides education and training geared toward violence prevention for youth.

### [Center for the Study and Prevention of Violence](#)

The center offers bullying prevention and intervention tips.

### [Grabbing a Bully by the Horns](#)

Get tips for teachers to model and teach tolerance, respect, character building, good citizenship, self-control, and self-worth.

### [Kids Are Worth It!](#)

Author Barbara Coloroso offers insight into parenting, teaching, school discipline, and nonviolent conflict resolution.

### [Model Bullying Prevention and Intervention Plan](#)

The Massachusetts Department of Elementary and Secondary Education presents bullying prevention and intervention resources.

### [Olweus Bullying Prevention Program](#)

The Olweus Program is a bullying prevention program designed for school-wide use in elementary, middle, and high schools.

### [Bully Prevention Manual](#)

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) offers a handbook focused on reducing bullying behavior through the use of school-wide PBIS.

### [Preventing Classroom Bullying: What Teachers Can Do](#) [PDF]

School psychologist Jim Wright offers guidelines to help you manage the problem of bullying.

### [Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying](#)

In this book, school counselor Stan Davis offers strategies for reducing bullying that are part of statewide initiatives throughout the US.

### [StopBullying.gov](#)

Learn how to engage kids and parents in creating a safe school climate.

### [Teaching Tolerance](#)

This website for educators offers publications and classroom resources for promoting respect for differences in schools.



[Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates](#) [PDF]

The US Secret Service and the Department of Education provide information on conducting school threat assessments and managing threatening situations.

[The Principal's Perspective: School Safety, Bullying and Harassment. A Survey of Public School Principals](#) [PDF]

This report presents findings from a survey of public school principals.

## **Bullying Prevention Resources for Youth**

[PACER Center's Kids Against Bullying](#)

PACER offers bullying info, facts, and handouts with an emphasis on what kids with disabilities can do to prevent bullying.

[Pacer Center's Teens Against Bullying](#)

Get bullying info, facts, and handouts with an emphasis on what teens can do to prevent bullying.

[Stop Bullying Now](#)

This site outlines training programs, seminars, books, and videos aimed at reducing bullying.

[The Trevor Project](#)

Lesbian, gay, bisexual, and transgender youth can get crisis intervention and suicide prevention services through this project.

[School Bullying Infographic](#)

Check out an illustration of facts about the methods of bullying, the effects of bullying, and preventive measures schools and students can take against bullying.

[StopBullying.gov](#)

Find out what teens can do to stop bullying.

## **Bullying Prevention Resources for Families and Communities**

[Bully-Proofing Your Child](#)

This book helps you equip your child with a personal strategy to help her cope with and feel defended against bullying behaviors.

[The School Bully Can Take a Toll on Your Child's Mental Health](#)

Get six tips to help you teach kids how to respond to bullying behavior.

[Stop Bullying Now](#)

Find out about seminars, training courses, books, and videos designed to help you stop bullying.

[StopBullying.gov](#)

Learn to recognize the warning signs of bullying, and find out what you can do to help.

[Eyes on Bullying: What Can You Do?](#) [PDF] Download a toolkit geared at parents and caregivers for helping pre-school and school-age children understand and address bullying.



## **Legislation**

### [Legislative Definitions of Bullying](#)

Find out about the effects of bullying, defining bullying legislatively, and laws aimed at addressing harassment, intimidation, and bullying in school.





### [National Association of State Boards of Education](#) (NASBE)

Read about bullying/harassment, cyberbullying, and hazing policies by state.

[National Conference of State Legislatures](#) (NCSL) Read about cyberstalking and cyberharassment laws by state.



## All Resources

Title	Type	Contributor	Year
<p>► <a href="#">Day 1 Campaign</a></p> <p>The Day 1 Campaign is a program, based in research, which is designed to prevent bullying before it begins. The Day 1 pledge is designed to provide clear expectations for behavior in regards to harassment and bullying on first day of school, work, sports, or any community organization. This creates a safer environment for all individuals and supports turning "bystanders" in to "upstanders" who are an important part of curbing bullying among peers. This is a program intended to support existing anti-bullying efforts and not as a complete replacement of the work already being done. With the usage of Day 1, the incidences and severity of bullying should decline.</p> <p>Topics: Disabilities &amp; Special Needs, LGBT, Policies &amp; Laws, Prevention, Respond to Bullying, Kids, Schools, Cyberbullying, Violence, Youth Development, Healthy Relationships, Gender, Teen Dating Violence</p> <p>For more info please visit <a href="http://www.day1campaign.com">http://www.day1campaign.com</a> </p>	Tips & Facts	Tyler Clementi Foundation	2016
<p>► <a href="#">Free Self Help e-book on Bullying</a></p> <p>I am a 9 year old and faced bullying so wrote a self-help book to help fellow kids.</p> <p>Topics: Prevention, Respond to Bullying, Kids, Schools</p> <p>For more info please visit <a href="https://storyweaver.org.in/stories/5615-share-it-speak-up-stop-it-a-self-help-book-against-bullying">https://storyweaver.org.in/stories/5615-share-it-speak-up-stop-it-a-self-help-book-against-bullying</a> </p>	Tips & Facts	Pahi Shrivastava	2016
<p>► <a href="#">Youth.gov Evidence-Based Program Directory</a></p> <p>The Youth.gov Program Directory features evidence-based programs whose purpose is to prevent and/or reduce delinquency or other problem behaviors in young people.</p> <p>Topics: Prevention</p> <p>For more info please visit <a href="http://youth.gov/evidence-innovation#program-directory">http://youth.gov/evidence-innovation#program-directory</a></p>	Evidence-based Programs	Interagency Working Group on Youth Programs	2017
<p>► <a href="#">Strengthen the Evidence Center for Maternal and Child Health Programs Bullying Evidence Review</a></p> <p>Bullying Prevention is one of the Maternal and Child Health National Performance Measures for the State Title V Block Grant Program. This evidence review identifies evidence informed strategies that State Title V programs might consider in preventing bullying.</p> <p>Topics: Prevention</p> <p>For more info please visit <a href="http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review.pdf">http://www.semch.org/uploads/3/4/9/4/34942022/npm_9_bullying_evidence_review.pdf</a> </p>	Tips & Facts	Yu-Hsuan Lai, Stephanie Garcia, Donna Strobino, Holly Grason, Emily Payne, Celia Karp, Cynthia Minkovitz	2016
<p>► <a href="#">The Annual Bullying Survey 2016</a></p> <p>The UK's most comprehensive report into the bullying behaviors of young people aged 12-20 in 2016. In partnership with 73 schools and colleges across the UK, the fourth and largest edition of our yearly benchmark report we surveyed 8,850 young people. Our free report has thousands of the latest bullying statistics and fully explores the reasons why young people bully others</p> <p>Topics: Disabilities &amp; Special Needs, LGBT, Policies &amp; Laws, Prevention, Respond to Bullying, Kids, Schools, Cyberbullying, Violence, Youth Development, Healthy Relationships, Gender</p> <p>For more info please visit <a href="http://www.ditchthelabel.org/research-papers/the-annual-bullying-survey-2016/">http://www.ditchthelabel.org/research-papers/the-annual-bullying-survey-2016/</a> </p>	Tips & Facts	Liam Hackett, CEO Ditch the Label	2016



# How to Talk with Educators at Your **Child's** School about Bullying/Tips for Parents of Bullied Students

Bullying among children is aggressive behavior that is intentional and involves an imbalance of power and strength. Parents are often reluctant to report to educators that their child is being bullied. Why?

- Parents may be unsure how best to help their child and may be afraid that they will make the situation worse if they report bullying.
- They may be embarrassed that their child is being bullied.
- Children sometimes ask parents not to report bullying.
- Parents may fear being seen as overprotective.
- They may believe that it is up to their child to stop the bullying.

Children and youth often need help to stop bullying. Parents should never be afraid to call the school to report that their child is being bullied and ask for help to stop the bullying. Students should not have to tolerate bullying at school any more than adults would tolerate similar treatment at work.

## **The school's responsibility**

All children are entitled to courteous and respectful treatment by students and staff at school. Educators have a duty to ensure that students have a safe learning environment. Fortunately, most educators take their responsibilities to stop bullying very seriously. Several states have passed anti-bullying laws and require public schools to have an anti-bullying program in place. Ask for a copy of your school's policy or check the student handbook to see whether your school has policies that will help resolve the problem.

## Working With your **child's** school To solve The problem

If your child tells you that he or she has been bullied or if you suspect your child is being bullied, what can you do?

- Keep a written record of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non-confrontational way.
- Ask the teacher about his or her observations:
  1. Has he or she noticed or suspected bullying?
  2. How is your child getting along with others in class?
  3. Has he or she noticed that your child is being isolated or excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers and administrators.



# How to Talk with Educators at Your Child's School

## about Bullying/ Tips for Parents of Bullied Students *continued*

### What can you expect staff at your **child's** school to do about bullying?

- School staff should investigate the bullying immediately. After investigating your concerns, they should inform you as to what they plan to do about it.
- School staff should never have a joint meeting with your child and the child who bullied him or her. This could be very embarrassing and intimidating for your child. They should not refer the children to mediation. Bullying is a form of victimization, not a conflict. It should not be mediated.
- Staff should meet with your child to learn about the bullying that he or she has experienced. They should develop a plan to keep your child safe, and they should be watchful for any future bullying. Educators should assure your child that they will work hard to see that the bullying stops.
- School personnel should meet with the children who are suspected of taking part in the bullying. They should make it clear to these children that bullying is against school rules and will not be tolerated. If appropriate, they should administer consequences (such as a loss of recess privileges) to the children who bullied and notify their parents.
- Educators and parents should be careful not to “blame the victim.” Bullying is never the “fault” of the child who is bullied, and he or she shouldn't be made to feel responsible for being bullied. However, if your child is impulsive or lacks social skills, talk with a school counselor. It is possible that some students who are bullying your child are reacting out of annoyance. This doesn't make the bullying right, but it may help to explain why your child is being bullied.
- Give the school reasonable time to investigate and hear both sides of the story. Sometimes, a child who bullies will make false allegations about a child as an additional way of bullying them. Educators should not jump to hasty conclusions and assign blame without a thorough assessment of the situation. This entire process should not take longer than a week.
- If bullying continues, write to the school's principal or administrator and include evidence from your notes to back up your complaint. Putting a complaint in writing is important so there is a record of your concern.
- Most administrators and staff are responsive to bullying concerns. However, if your school administrator is unable or unwilling to stop the bullying, write to your school superintendent for assistance.
- Be persistent. You may need to keep speaking out about the bullying that your child experiences.

### When should law enforcement become involved?

- Consider involving the police if another child has physically assaulted your child or is seriously threatening him or her with bodily injury.
- If the problem persists or escalates and your school officials are unable to stop the bullying, you may want to consult an attorney.
- Ask the school to keep a written record of all offenses committed against your child in case law enforcement officials need the information for further complaints.

### Bullying prevention

- Bullying happens in every school, but with an effective bullying prevention program, bullying can be reduced. If your child is being bullied, chances are that there are other children in the school who are having similar experiences.
- If your school does not have official anti-bullying policies or an active bullying prevention program, work with other parents and your school officials to develop one.



# NOTES



## CNUSD Bullying Prevention Policy

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying.

The Corona-Norco Unified School District's Policy on Bullying can be accessed on the CNUSD website. Copies are available at each school site.

1. The Corona-Norco Unified School District prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
2. School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so.
3. Acts of discrimination or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the principal or the Corona-Norco Unified School District's Nondiscrimination/Bullying Prevention Coordinator. If there is sufficient corroborating information, the Corona-Norco Unified School District will commence an investigation.
5. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the Corona-Norco Unified School District's policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.
7. The Corona-Norco Unified School District prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.
8. Students and parents also may contact CNUSD's Nondiscrimination/Bullying Prevention Coordinator: Dr. Pablo Sanchez at (951) 736-5111 or [josanchez@cnusd.k12.ca.us](mailto:josanchez@cnusd.k12.ca.us)



### CORONA-NORCO UNIFIED SCHOOL DISTRICT

Legal Notice for Pupils and Parents/Guardians

### Bullying and Harassment



The Corona-Norco Unified School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of a person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a District school.

Bullying is defined as any **severe or pervasive** physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

#### REPORT IT



Any person that has been a victim of, or witnessed bullying or harassment on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to an administrator, teacher, or other adult personnel on campus. Students have an option of reporting the incident anonymously through the [Bullying/Harassment Complaint](#) form from the District's website: [www.cnusd.k12.ca.us](http://www.cnusd.k12.ca.us).

#### INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The student who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. The school administration shall investigate the accusation and shall determine appropriate action.

#### TRANSFER REQUEST



A child that has been reported as the victim of a violent offense or bullying as defined by state law is entitled to transfer to another school within or outside the District, under California Education Code 46600 (b). Placement at a requested school is contingent upon space availability. Transfer requests can be obtained in the Student Services Department located at 2820 Clark Avenue, Norco, CA 92860.



Jan. 2018