



JICDE - BULLYING PREVENTION AND EDUCATION

Statement of Purpose

The Board of Education recognizes the negative impact that bullying has on student health, welfare, and safety and the repercussions it can have on the learning environment at school. The Board supports a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying and other behaviors, as defined below, are prohibited on all Poudre School District property, at District or school-sanctioned activities or events, when students are being transported in District vehicles, on District-owned and –issued devices, and off school property when such conduct has a reasonable connection to school or any District curricular or non-curricular activity or event.

Prohibited Behavior by students, ~~staff~~employees, and/or volunteers:

1. Bullying;
2. ~~Retaliation~~Retaliating against those reporting bullying; and
3. Making knowingly false accusations of bullying behavior.

Definitions

For purposes of this policy, these terms have the following meanings:

- **“Bullying”** ~~is~~means to willfully cause physical, mental, or emotional harm to any student or to use coercion or intimidation to influence and/or obtain control over another person. This can occur through written, verbal, or electronically transmitted ~~expressions~~communications (i.e., cyberbullying) or by means of a physical act or gesture. This includes, but is not limited to, ~~such expression, act, or gesture directed toward a student on the basis of that student’s academic performance, disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, family composition, national origin, religion, ancestry~~ on the basis of the student’s weight, height, or the need for special education services body size, or on the basis of a protected class, as defined in District Policy AC – Nondiscrimination/Equal Opportunity, whether such characteristic(s) is actual or perceived.

For the purposes of this policy, bullying may occur between two or more students or between adults and students. However, ~~bullying that occurs against an adult~~ harassing conduct between two adults is addressed separately from this policy in Policy GBAA – Harassment or Discrimination of Employees.

There are three general types of bullying: physical, verbal, and relational. Physical bullying occurs when there is physical contact and it results in harm to a student ~~is bodily harmed or is unwelcomed; it also includes damage to property~~ (e.g., hitting, kicking, spitting, ~~or pushing giving a wedgie, or breaking something they own~~). Verbal bullying is harmful written or verbal communication (e.g., name-calling or threatening another student). Relational, or social, bullying occurs when a student's relationships or social status are harmed (e.g., spreading rumors or anonymously posting private or unflattering information online).

Bullying usually consists of three components that differentiate it from other forms of aggression or conflict. Bullying behavior is:

~~1. intentional;~~

1. unwanted;

2. repeated or likely to be repeated; and

3. marked by an imbalance of physical, social, or socio-economic power (e.g., physical strength/size, access to private information, or perceived social status). Power imbalances can change over time and in different situations, even if they involve the same students.

- ~~“Cyberbullying” that occurs~~ is when students use technology to bully someone, verbally or relationally. Cyberbullying can happen off school grounds, on a personal device, and ~~is not connected~~ without connection to any school or District curricular or non-curricular activity or event. However, it may still be within the scope of the District's ability to respond when it affects a student's welfare, their ability to access their education, and/or the behavior has a nexus, or connection, to the school or District. The District will respond to any report of cyberbullying that:

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~~What “bullying” is not: Bullying is not teasing, conflict, or fights between students where a real or perceived imbalance of power does not exist.~~

o Signs that teasing is actually Involves bullying during online instruction;

Involves bullying ~~include:~~

~~1. the teasing is hostile;~~

~~o the student teasing intends to hurt the student being teased; on District-owned and -issued devices; or~~

~~2. the student being teased is harmed by the behavior.~~

~~o Any instance that has a nexus to the school or District.~~

- **“Conflict”**: ~~is~~ means a disagreement or argument between two or more people in which all sides express their views. This occurs when individuals hold equal power in a relationship but have different points of view. Mean behavior and conflict is not bullying in and of itself.

- **“When bullying is “harassment”**: **Harassment** Bullying may be considered or include acts of harassment when the behavior directed at a student is ~~also~~ based on a protected class ~~(i.e., disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, family composition, religion, age, national origin, ancestry, or the need for special education services).~~ as defined in District Policy AC – Nondiscrimination/Equal Opportunity. This may include acts that could be considered micro-aggressions when they are repeated ~~in nature and despite~~ the student engaged in the acts ~~has been being~~ made aware that the behavior is not acceptable ~~and continues with the conduct.~~ In those circumstances, the behavior is subject to ~~the District Policy JBB – Harassment or Discrimination of Students and the process and procedures in District Policy JBB – Harassment of Students.~~ Regulation AC-R1 – Harassment and Discrimination Investigation Procedures for Students or District Regulation AC-R3 – Sex-based Harassment Investigation Procedures. Harassment is not in and of itself bullying.

- **“Retaliation”** ~~is an act or communication intended as revenge against an individual who reports~~ **“Retaliation”** means intimidating, threatening, coercing, or discriminating against an individual by the District, a student, or an employee or other person authorized by the District because the individual raised a good-faith concern about or participated in good faith in an investigation on an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

- **“Teasing”** means mocking or making fun of someone playfully. Signs that teasing may be bullying are when the teasing is hostile, the student teasing intends to hurt the student being teased, and/or the student being teased is harmed by the behavior. Teasing is bullying when there is an imbalance of power.

- **“False accusations”_of bullying ~~are these~~” means claims** made **knowingly** by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

Reporting

Any student who believes they have been a target of bullying and/or other behaviors prohibited by this policy (i.e., retaliation or making knowingly false accusations of bullying behavior), or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to an administrator, school counselor, teacher or other employees at their school. Any parent/caregiver who believes their student has been a target of bullying or other prohibited behaviors under this policy is strongly encouraged to immediately report it to an administrator, school counselor, teacher or other employees at their student’s school.

All District employees and authorized volunteers who have any incident of bullying reported to them, observe potential bullying behavior, or otherwise have reason to believe it is occurring must promptly forward the report(s) and/or other information to the school principal or principal’s designee for appropriate action.

Prevention and Intervention

The District will ~~develop~~maintain a comprehensive District-wide program to address bullying at all school levels and will ensure that the program is consistently applied across all students and ~~staff-employees~~. Procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior are contained below and in Policy AC-R1 – Harassment and Discrimination Investigation Procedures for Students. The program ~~will be~~is aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents/~~guardians~~/caregivers, families, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To engage in restorative practices proactively to develop relationships, encourage a positive school climate, and address conflict. Mediation in response to bullying situations should be avoided.
3. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between employees and students as well as students with other students.

Goals Related to District Employees:

1. To train ~~staff on an annual basis~~employees in taking proactive steps to prevent bullying from occurring. This includes but is not limited to, training on the District's policy, how to recognize and intervene in bullying situations, and positive school climate practices.

~~4. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. This team may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.~~

~~2. school counselors, teachers, administrators, parents/caregivers, and students.~~

Goals Related to Students:

1. To ~~initiate efforts to change the behavior of~~provide students engaged in bullying behaviors ~~through~~with education on acceptable behavior, discussions, counseling, and appropriate negative consequences. In instances that result in disciplinary action or negative consequences, educational interventions should still be applied, as appropriate.

~~2. To foster a productive partnership with parents/guardians/caregivers, families and community members in order to help maintain a bullying-free environment across all settings.~~

2. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, individual counseling and supports that may be short in duration or ongoing.

~~3. To help develop peer support networks, social skills, and confidence for all students.~~

~~To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.~~

~~4. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. This team may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, school counselors, teachers, administrators, parents/guardians/caregivers, and~~

~~students.~~

- ~~5.~~ To survey students' impressions of the severity and frequency of bullying behaviors in their school.
3. ~~To, as well as~~ include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
4. To provide resources for students that ~~includes~~include, but ~~is~~are not limited to, age-appropriate, evidence-based social and emotional behavioral learning as well as information on the recognition, intervention and prevention of bullying behaviors. The program will help develop peer support networks, social skills, and confidence for all students.
- ~~2.1. To engage in restorative practices proactively to develop relationships, encourage a positive school climate, and address conflict. Mediation in response to bullying situations should be avoided.~~

Reporting

~~Any student who believes they have been a target of bullying and/or other behaviors prohibited by this policy (i.e., retaliation or making knowingly false accusations of bullying behavior), or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to an administrator, school counselor, teacher or other staff at their school.~~

Goal Related to Families and Community Members:

1. To foster a productive partnership with parents/caregivers, families and community members in order to help maintain a bullying-free environment across all settings.
2. To empower parents/caregivers to report concerns about bullying to the District. The District will make allow for multiple avenues for reporting and account for barriers to reporting such as language access and time constraints during work hours.

~~All District staff and authorized volunteers who have any incident of bullying reported to them, observe potential bullying behavior, or otherwise have reason to believe it is occurring must promptly forward the report(s) and/or other information to the school principal or principal's designee for appropriate action.~~

Investigating and Responding

~~As part of the District's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and District policy and procedures, notification to parents/guardians/caregivers of the results of bullying investigations and their right to appeal investigatory findings to the District.~~

All District ~~staff~~employees and authorized volunteers who witness student bullying in any such circumstance must immediately take appropriate action to stop the bullying, as prescribed by the District and the school principal, and ~~shall~~must promptly report the bullying to the principal or principal's designee for appropriate action. Reports of bullying will be investigated per the procedures contained in Policy AC-R1 – Harassment and Discrimination Investigation Procedures for Students.

The District is obligated to follow state reporting procedures, and report required data on bullying to the state.

~~Each principal or principal's designee must ensure that all reports and other information involving student bullying in any such circumstance are promptly and thoroughly investigated, and that appropriate action is taken. If the target of bullying is a student with a disability who has an Individualized Education Program under the Individuals with Disabilities Education Act (an "IEP") or a Plan under Section 504 of the Rehabilitation Act of 1973 (a "Section 504 Plan"), the investigation shall include a determination of whether the student's receipt of a free appropriate public education ("FAPE") under the IEP or Section 504 Plan may have been affected by the bullying. If it is determined that a student's receipt of FAPE under an IEP or Section 504 Plan may have been affected by bullying, the District shall promptly convene the student's IEP team or Section 504 team to determine whether and to what extent: (a) the student's educational needs have changed; (b) the bullying impacted the student's receipt of FAPE; and (c) different or additional services are needed to ensure the student's ongoing receipt of FAPE. If different or additional services are needed, the student's IEP or Section 504 Plan shall be promptly revised and implemented.~~

~~In many cases, bullying involves misconduct that is also addressed in other District policies and regulations. In working with students who engage in bullying, the principal or principal's designee shall consider other policies and regulations that specify various options for responding to student misconduct and that address the type of misconduct that may be involved in the bullying. Such policies and regulations include but are not limited to District Policy JBB – Harassment of Students, Policy JICA – Student Dress, Policy JICF – Secret Societies/Gang Activity Dress, Policy JICI – Student Conduct Involving Weapons, Policy JK – Student Discipline, Policy JKBA – Disciplinary Removal from Classroom, Policy JKC – Discipline of Habitually Disruptive Students, Policy JKD/JKE – Suspension/Expulsion of Students and Policy JKDA/JKEA – Grounds for Suspension/Expulsion of Students.~~

Supports and Referrals

As part of the District's comprehensive program to address bullying, District procedures that will be implemented at all schools will be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors through intervention and support;
- Support targets of bullying ~~in ways, so that support resolution~~ the District and ~~increase their sense~~ not the target of ~~safety and protective skills for handling~~ bullying can respond without the student feeling compelled to respond on their own; and
- Support witnesses of bullying.

A student who engages in any act of bullying or retaliation is subject to appropriate disciplinary action, up to and including suspension or expulsion. In addition, the principal or designee must consider other actions that may be appropriate in response to student bullying, including but not limited to:

- Implementing educational opportunities and programming to inform students that bullying is prohibited, teach students about behaviors that constitute bullying, and advise them how to report and the response and consequences for engaging in bullying activity.
- Holding conferences with the parents/~~guardians~~/caregivers of students who continue to engage in bullying after intervention by District personnel, in order to develop cooperative strategies to address the students' behavior.
- Holding training and professional development to assist school staffemployees in being alert to student bullying, taking appropriate action when bullying occurs, and creating an atmosphere where bullying is not tolerated at school or school-related activities.

Adopted by Board: August 13, 2001

Revised by Board: October 11, 2004

Revised by Board: April 24, 2006

Revised by Board: June 21, 2011, effective July 1, 2011

Revised by Board: June 11, 2013, effective July 1, 2013

Revised by Board: April 28, 2015, effective July 1, 2015

Revised by Board: June 14, 2016, effective July 1, 2016

Revised by Board: November 14, 2023

Revised by Board:

CROSS REFERENCES:

JBB—

Cross References:

AC – Nondiscrimination/Equal Opportunity

AC-R1 – Harassment ~~of~~ and Discrimination Investigation Procedures for Students

AC-R3 – Sex-based Harassment Investigation Procedures

GBAA – Harassment or Discrimination of Employees

JBB – Harassment or Discrimination of Students

JICA — Student Dress

JICF — Secret Societies/Gang Activity and Dress

JICI — Student Conduct Involving Weapons

JK — Student Discipline

JKC — Discipline of Habitually Disruptive Students

JKBA — Disciplinary Removal from Classroom

JKD/JKE — Suspension/Expulsion of Students

JKDA/JKEA — Grounds for Suspension/Expulsion of Students

LEGAL REFERENCES:

Legal References:

C.R.S. 22-2-144 (CDE model bullying prevention and education policy)

C.R.S. 22-32-109.1(1)(b) & (2)(a)(I)(K) (policy required as part of safe schools plan)

C.R.S. 22-93-101 et seq. (School Bullying Prevention and Education Grant Program)