



Carlton Oaks School
Culture of Caring



Carlton Oaks Culture of Caring

The best way to promote a safe school free of harassment and bullying is through a community that celebrates a culture of caring! At Carlton Oaks we have a variety of ways students, parents, staff and administration work together in promoting our culture of caring.

Safe School Ambassadors – a group of students who have been trained to identify and respond to harm and mistreatment on campus. These students work together with staff mentors to refine their skills and discuss ways to continue promoting kindness throughout our campus.

Peer Mediators – a group of students led by our school social worker who are trained in conflict resolution strategies. These students help other students work through conflict and promote respect and kindness through the conflict resolution process.

Anchored4Life – a group of students led by our school social worker who are trained to welcome new students to our school and to support students who may be going through a difficult time such as a military deployment in the family or moving to a new school.

School Climate Committee – This is a committee of staff members from various grade levels and roles within our school community who meet regularly to ensure that Carlton Oaks is a safe, positive place of learning. Topics discussed at this meeting include school safety, Positive Behavior Interventions and Supports strategies, behavior expectations for students school wide, intervention strategies, incentive programs for positive behavior, and so much more. We are always looking for parent input on this committee and would love for you to join us at a meeting! Please contact Ms. Pezone (melynda.pezone@santeesd.net) if interested!

High Flyer Rewards and Incentives – We are excited to recognize and celebrate students who are working hard to promote our culture of caring at Carlton Oaks. Students have the opportunity throughout the year to earn prizes and incentives for showing R.I.S.E. – Respect, Inspire, Succeed and Empathize.

Caring for our School – A great way to teach kindness and respect is by teaching students how to care for our school. Teachers have an opportunity to “adopt-an-area” of the school that their classroom is responsible for keeping clean. Students are also responsible for tending to and caring for our various gardens throughout campus.

Anti-Bullying Statement

At Carlton Oaks School, it is the responsibility of all members of the school community: students, staff, parents and administration to provide a safe learning environment, free of bullying and harassment, for all students at all times.

Definition of Bullying

Bullying is a form of aggression in which one or more children repeatedly and intentionally intimidates, excludes, harasses, or physically harms a target who is perceived as unable to defend him/herself.

Bullying is not a one-time incident, an argument between two people, or harm that is done unintentionally. All unkind behavior must be addressed but it is important to know the difference between this behavior and bullying behavior.

Types of Bullying

Exclusion – this type of harm causes the target to feel left out.

Put Down – this type of harm causes the target to feel bad about themselves or leaves them with hurt feelings.

Intimidation – this type of harm causes the target to feel threatened or scared.

Unwanted Physical Contact – this type of harm causes the target to feel violated or physically hurt.

Ways of Bullying

Physical – invading someone's personal space including destroying personal property

Verbal – spreading rumors, oral or written put downs, graffiti, using social media or the internet to harm another (cyberbullying)

Non-Verbal – exclusion from the group, gestures, negative manipulation

Conflict or Bullying?



Conflict	Bullying
Balanced power	Unbalanced power
Isolated or occasional	Repeated
Not intentionally hurtful	Intentionally hurtful
Similar level of emotional reaction	Unbalanced emotional reaction
Conflicting interests drive behavior	Goal is control and intimidation
Likely to feel remorse for behavior	Blames target, no remorse
Willing to solve problem	No desire to solve problem

How to Respond to Bullying Quick Reference

<u>Students</u>	<u>Student Bystanders</u>	<u>Parents</u>	<u>School Staff</u>	<u>Administration</u>
<p>If I am feeling targeted, harassed or threatened I can ...</p> <ul style="list-style-type: none"> • Use assertive responses • Ignore and walk away • Respond with kindness • Tell a trusted friend or adult • Send an Incident Report 	<p>When I see another being targeted, harassed or threatened I will ...</p> <ul style="list-style-type: none"> • Help the target get away from the situation • Use assertive responses to stop the aggressor • Tell a trusted adult 	<p>When my child shares that they are being targeted, harassed or threatened I can ...</p> <ul style="list-style-type: none"> • Listen and be supportive • Practice assertive responses with the student • Encourage independence • Report incidents to teacher or administration 	<p>When I learn that a student is feeling targeted, harassed or threatened school staff will ...</p> <ul style="list-style-type: none"> • Listen and be supportive • Practice assertive responses with the student • Facilitate problem solving meetings between students • Refer students to the school social worker for additional support • Refer any major incidents or chronic incidents to the office 	<p>When incidents of bullying/harassment are reported to the office, administration will ...</p> <ul style="list-style-type: none"> • Investigate any complaints of harassment or bullying • Facilitate problem solving meetings between students • Refer students to the school social worker for additional support • Apply appropriate learning-based consequences
<u>Things to Avoid</u>				
<ul style="list-style-type: none"> • Do not retaliate • Do not try to solve the problem yourself if you feel like you are unsafe. 	<ul style="list-style-type: none"> • Do not join in • Do not laugh or bring extra attention to the situation • Do not help spread rumors 	<ul style="list-style-type: none"> • Do not encourage your child to fight back • Do not talk with the aggressor or the aggressor's parents • Do not keep it a secret 		

How to Respond to an Aggressor**

**An aggressor is student who intentionally targets another student and causes harm.

1. **Ignore and walk away.** It is best to ignore the aggressor if:
You do not know them.
It is the first time this person has bothered you.
2. **Use assertive responses.**
Make eye contact, use a firm, calm voice, and speak clearly
If necessary, use the **broken record technique** by continuing to repeat what you want.

Examples:

"I don't like what you are saying to me. Please stop."

"Stop bothering me and go away."

"I'm asking you to stop saying/doing that."

"What you are doing is wrong/mean, stop."

"If you don't stop, I'm going to get help."

3. **Respond with kindness.**

Show an interest:

"You must be really angry with me. Did I upset you?"

"You must be really upset to say something like that. Are you okay?"

"I don't blame you for being upset, your team played really well. It's hard to lose when you played so hard."

"I'm sorry. I know it is upsetting when someone bumps into you."

"Making insults is not a way to solve the problem."

Give a compliment:

"I'm sorry you feel that way because I think you are really nice."

"I guess my hair is messy today, but yours looks really nice!"

"I guess you don't like my clothes, but I really like the shirt you are wearing today."

"You say mean things sometimes but deep down I know you are a good person."

Ask questions:

"Why did you say that?"

"When did you learn that?"

"Do you really think that?"

4. **Give a neutral response.**

Example:

"So."

"Whatever."

"It's okay, you don't have to like me."

5. **Tell a trusted adult.**

If you feel like this is not a situation you can handle on your own. Get help from a trusted adult. This may be your teacher, a campus aide, or even your parents.

6. **Fill out an Incident Report**

Fill out an incident report with details about what happened and your teacher or the Vice Principal will talk with you to help problem solve. You can make an online report using this link or the QR code below: [Carlton Oak Student Incident Report](#). This report will be emailed directly to the Vice Principal. There is also a paper version of our incident report attached to this packet.

[Carlton Oaks Student Incident Report QR Code](#)



Bullies want you to react and be upset.
Do not give them what they want!



**CARLTON OAKS
RED HAWKS**

Student Incident Report

When did this happen?

Please include the time of day (ex. Morning Recess, Lunchtime, During class, During P.E.)

Where did this happen?

Please be exact (ex. In front of Jr. High, At the lunch tables, Near the field, Off campus location)

Who was involved? List everyone who was there including witnesses or bystanders

What happened?

Please use as much detail as possible. Include the names of everyone involved and exactly what was said and done by each person. There is extra space on back if needed.

What was your role? (Witness, Target, Part of the problem)

Your Name: _____

Your Teacher: _____

Date: _____ Time of Report: _____

Additional Information (continued from front page)



RedHawks R.I.S.E.

Respect

Inspire

Succeed

Empathize

The Power of an Upstander

All Carlton Oaks students have a responsibility to stand up to harassment and bullying. Here are some ways that you can help:

1. **Speak up!**

Speak up for someone who has been put down.

Examples:

“Stop! That is not nice.”

“Don’t say that about them.”

“I’m going to get help if you keep doing that.”

2. **Be supportive**

If you see someone feeling put down or hurt be a good friend and support them.

Examples:

“Wow, that was really uncool. I’m sorry.”

“Hey, what they said was not okay. Do you need help?”

“Don’t worry about what they said. Come hang out with us.”

3. **Reason with the aggressor**

Try to get them to stop and think before they act.

Examples:

“That’s really mean. Do you really think it is a good idea to say that?”

“Don’t fight. It’s just not worth it.”

4. **Distract others from the situation**

Change the subject or get people away from the situation.

Examples:

“Don’t worry about that. Let’s go play over here.”

“Did you want to come sit with us over here?”

5. **Get help!**

If you feel like the situation is something you can’t handle on your own, get help from a trusted adult. It is not tattling if you are helping someone who is hurt.

TIPS FOR PARENTS OF CHILDREN WHO ARE TARGETS

1. Nurture a Positive Relationship

Communicate

Have regular "family meetings" and informal discussions with your child. Show interest in your child's daily activities, friends, and feelings. If you suspect your child might be experiencing bullying, but he hasn't told you anything about it, this can be a good setting to ask directly. If you feel your child might not want to talk about it, try starting with some indirect questions that gradually get more direct: "Are there any kids who bully in your school?" "What do they do?" "How do you feel about that?" "Does anyone ever pick on you?" "What have you tried doing in response?" "How has it worked?" "Have you told a teacher or an aide?" etc. Telling a story about a time you, or someone you know, was bullied in school can be a good place to start.

Acknowledge and Give Positive Feedback

Acknowledgment and "precision praise" can help build a child's self-esteem and self-confidence—both of which will help make him/her less vulnerable as a target. Precision praise describes a *specific* behavior, thus reinforcing your child's competence and willingness to repeat that behavior. Compare the difference in the two following examples:

- 1) "I noticed when you and your older brother disagreed about whose turn it was to take out the garbage that your voice sounded calm when you told him you had taken it out last Monday. How did it feel to stand up for yourself?" The example highlights and reinforces *specific behaviors*. The child knows exactly what he/she did that was successful. By asking a question like, "How did it feel to...?" —or "You must feel very proud!" it encourages the child to *reflect* on his positive feelings that result from acting in a specific manner, and to *feel competent and responsible*, thus promoting a strong inner locus of control.
- 2) "I was so proud of how you handled that!" The child may or may not have an idea what he/she did that was so wonderful—or, he/she may not have a clue! At best, we've lost an opportunity to maximize reinforcement of a positive behavior. And, the only thing the child can take responsibility for is making us feel proud. The focus is on how good I, the parent, feel about what he/she did, thus promoting an external locus of control.

2. Encourage Independence

It is important for children who are targets to develop a stronger sense of independence and competence. While it is natural for parents to want to protect a child from bullying, "overprotection" can leave the child at an even greater risk for bullying. Utilize suggestions on this sheet, and promote independence by encouraging development of social contacts with peers, developing talents and skills, and allowing the child to make choices whenever possible.

3. Provide Emotional Support

Being a victim of bullying is primarily about losses:

- * *Loss of safety* (losing sense of psychological and possibly physical safety)
- * *Loss of self-esteem* (coming to believe the demeaning comments of the bully)
- * *Loss of sense of belonging* (becoming increasingly isolated and without friends)
- * *Loss of control over one's life* (losing freedom to move comfortably through the school)

Encourage your child to talk about the bullying—how it affected him/her and his/her feelings. Validate feelings and help your child understand the bullying was not his/her fault.

4. Teach Social and Coping Skills

Improve Social and Friendship Skills

Help your child improve his/her social and friendship skills. The goal is to build a social network of supportive peers and reduce social isolation. Many schools have “skill groups” specially designed to teach kids friendship and coping skills. There are also many books that can be helpful with this. Encourage involvement in activities and groups in school or the community—any place where your child can develop talents and skills, and develop a stronger social network of friends.

Teach Bully Resistance Skills

There are specific skills that can help your child cope with bullying. It can be helpful to have your child practice the following skills through role play:

- **Assertiveness Skills:** Stand up straight, look the bully straight in the eye and say, “Stop that!”
- **Humor:** Deflect the hurtful intent of the bully’s comment by responding with something silly or nonchalant, such as, “That’s an interesting perspective!” or “Fascinating!” The point is to not respond to the bully’s *intention to insult*, but rather to let the verbal “dig” roll off your back like water off a duck. Caution: Be careful not to make fun of the bully. It will only escalate the situation.
- **Ignore:** Remain calm and walk away. If there are other people in the vicinity, walk over and join the group—especially if they are likely to be supportive.
- **Tell an Adult:** If someone is being bullied, it is important to tell a trusted adult. If the adult doesn’t do something to help, tell another adult. Telling about bullying is not the same as tattling. Suggest your child ask him/herself the following question when he/she is feeling bullied to help decide if it would be tattling or telling to talk to an adult: “Why am I thinking about talking to an adult about this?”
 - 1) “Do I feel afraid or anxious because someone is doing something to purposely hurt me (my body, feelings, or things)?” That’s *telling*.
 - 2) “Do I want to get attention or get someone else in trouble?” That’s *tattling*.

Teach Reframing

The way we think about an event has to do with the “meaning” or interpretation we give to things: It’s the “frame” through which we view something. Victimized children often come to believe what the bully is saying about him/her: “I’m stupid.” or “I’m a fatso.” The frame that the victim gives to the bullying is, “There is something wrong with me.” Help your child view the situation through a different frame—one that doesn’t leave him/her responsible for the bullying because of a “defect or inadequacy in him/herself. Identify it for what it is: Bullying.

5. Modify Provocative Reactions to Bullying

It’s important to help targets of aggression eliminate any behaviors that reinforce bullying and socially isolate them from their peers. Sometimes children have reactive or over-active behaviors that seem to set them up for bullying. This is often the case with students diagnosed as hyperactive or ADHD. When children do things that antagonize and irritate their peers, or when they over-react to aggression, it has a strong reinforcing effect on aggressive children. Help him/her learn ways to act that make him/her less of an “easy target.”

Targets may even act in ways that resemble noliying, teasing and taunting other students. If any of their behaviors resemble bullying, some of the suggestions to help bullying children may also be helpful.

6. Work Together with the School

If your child tells you he/she is being bullied by someone, request a private meeting with the teacher. Ask your child's teacher if he/she is aware of the aggression, or if they have any additional information. Following are some additional questions to ask:

- Ask what procedures or consequences the school has in place to address problems with bullying, specifically, what will they do to ensure the aggressive behavior stops?
- Is the teacher aware of any behaviors your child is doing that might encourage bullies to pick on him/her? (While no child deserves to be bullied, sometimes there are specific behaviors that can provoke teasing, such as poor hygiene, talking out at inappropriate times, or poor social skills etc.)
- What services do they have in place to help the bully change his/her behavior?
- Do they have skill groups to help your child learn friendship and bully resistance skills?
- Do they have classroom lessons about bullying and teach the "bystanders" (the kids who are not bullies and are not bullied), strategies to prevent bullying?
- How will you communicate with each other so both you and the teacher will be kept informed regarding progress?
- What ideas does your child's teacher have for you to do at home to help your child be less vulnerable to bullying?



CAUTION: THINGS TO AVOID IF YOUR CHILD IS BEING BULLIED

Don't tell your child to fight back.

Your child wouldn't be a target of ongoing bullying if there weren't an established imbalance of power. The chances of your child being successful in such a case is small, with the likelihood of increased humiliation if he failed in the attempt to fight back. Fighting back can escalate the situation as the aggressive child attempts to reassert his/her power and "get even."

Don't talk to the bully or the bully's parents.

There's a good chance it will set your child up for added bullying and revenge.

Don't keep the bullying a secret.

This perpetuates the problem—leaving your child vulnerable to continued bullying that can hurt his/her self esteem and limit his/her potential for years to come. It also teaches the bully that aggression works—enabling him/her to continue a pattern that is likely to create painful problems for the rest of his/her life.

TIPS FOR PARENTS OF CHILDREN WHO "BULLY"

1. NURTURE A POSITIVE RELATIONSHIP

Spend Time

Spend more time doing enjoyable activities and chores together. This will help strengthen the bond of your relationship and will lay the groundwork for everything else you do!

Communicate

Have regular "family meetings" and informal discussions with your child. Talk about activities and feelings. Show interest in your child's likes and dislikes, successes and concerns, etc.

Acknowledge and Praise

It's much easier for a child (or an adult) to accept correction when they know they are appreciated and respected for the things they do "right." The commonly accepted ratio is 4 to 1 (four positive acknowledgments to one criticism). The most effective form of praise lets the child know specifically what he did that is being acknowledged. "You did a great job!" doesn't provide much useful information. "You picked up your toys without being asked!" clearly identifies for the child the behavior you're trying to reinforce.

2. ESTABLISH AND UPHOLD CLEAR RULES

Provide a Clear Message That Bullying Is Not OK

It is essential that parents make it clear that aggression will not be accepted—and that there will be consequences for aggressive/bullying behavior.

3. PROVIDE APPROPRIATE CONSEQUENCES

It is crucial in order for there to be learning that consequences be *age and developmentally appropriate, and non-punitive in nature*. While consequences should be *mildly* unpleasant, they should not be overly harsh: Corporal punishment should *never* be used. *Never bully the bully*. There are many "unintended consequences" to severe punishments that are counter productive and destructive:

- Severe punishment may suppress the behavior in question; however, it *models* the very behavior the parents are trying to extinguish—thus reinforcing it.
- Harsh punishment reinforces the concept that so long as someone is more "powerful" than someone else, he/she has license to resort to aggression and bullying. "Might makes right."
- The child may simply become "smarter" about when and where to behave aggressively, in order to avoid punishment.
- Harsh consequences breed anger and rage. Children filled with anger and rage tend to lose their respect and fear of authority—as well as their inhibitions for revenge. This can result in their seeking revenge, either directed toward the adult who inflicted the punishment, or indirectly as an expression toward peers in school.
- Some children, having experienced severe punishment, simply "give up" and withdraw. This can lead to a condition known as "learned helplessness."

Separate the child from the behavior. Reassure your child you love him/her, while making it clear you don't like the aggressive behavior. Remain calm and respectful. Anger and yelling won't help! You can tell your child you love him/her, but by breaking a rule, he/she has "earned a consequence"—a consequence that ideally has been established and is understood by the child in advance of the misbehavior. Be clear and matter of fact in providing the consequence.

4. SUPERVISE

Know Your Child's Friends and Activities

Who does he/she spend time with? How do they spend their time together? Spend time with your child and his/her friends sometimes, and express your interest in your child's life.

Monitor Your Child's Exposure to the Media

There is research showing that children who watch a lot of violence on TV, movies, and video/computer games often behave more aggressively—and they have less empathy for victims of aggression. Limit the amount of time your child witnesses violence in the media.

5. TEACH

Model Pro-social Behaviors

Consciously model the types of behavior you want your child to learn—particularly in the area of social and coping skills (dealing with stress and anger, resolving conflicts, being a good friend, etc.). It is particularly important to role model respectful and effective ways of dealing with anger and frustration. Our children learn much more from *watching* how we behave when we're angry than *listening* to what we say about the proper way to deal with anger.

Help Your Child Correct "Crooked Thinking"

Children who use aggression to get their way have "crooked thinking"—patterns of thinking that contribute to their aggressive behavior. For example, children who bully often think, "I'm supposed to get my way all the time..." or "When I'm angry, it's okay to hit." Teach "straight thinking"—ways of thinking that encourage sharing, taking responsibility, and not lashing out when angry. For example, "Sometimes I'll get my way, other times I won't." or "It's okay to feel angry. It's not okay to hurt others."

Provide Learning Opportunities

Check to see what sorts of activities, classes, or "skill groups" are available in school and community that can reinforce positive social and coping skills (anger or stress management, leadership, friendship or conflict resolution skills, etc.). Encourage your child to participate.

6. WORK WITH THE SCHOOL

Take it seriously if you are told that your child is bullying at school.

Although it is natural for parents to want to protect and defend their child, keep in mind that children who bully frequently grow up to be adults who have painful lifelong problems, i.e. failure in marriage and relationships, difficulty maintaining employment, involvement in criminal behavior, prison, substance abuse. If your child is bullying, the most caring thing you can do is intervene.

- Talk with your child. Don't be surprised if your child denies or minimizes the incident. Remain calm. While reassuring your child you love him/her and will help him/her learn better ways to deal with things, make it clear that any form of bullying is not acceptable.
- Maintain open communication with your child's teacher or principal so you can provide a consistent approach and reinforce each other's efforts.
- Continue to utilize strategies described above. If you think you might need additional support, get professional help. Talk with your school counselor or local mental health professionals. Remember, reaching out for help when we need it is a sign of good mental health—and parenting!

Consequences for Harassment/Bullying

Please note: Consequences must be commensurate with behavior. At Carlton Oaks we believe that consequences must be learning-based and assigned to affect future behavior. In situations where student behavior warrants stronger consequences, administration may apply harsher or more severe consequences as needed.

Classroom Consequences:

- Student discussion with teacher
- Student discussion with teacher and follow up phone call home from teacher
 - May include a problem-solving meeting, if necessary
- Loss of classroom privileges or recess time
- Reflection Sheet
- Referral to office for chronic or more severe behaviors

When behavior warrants a referral to the office:

- Referral to office for problem-solving meeting with Vice Principal
- Problem-solving meeting with loss of privileges (lunch detention, recess detention, etc.)
- Problem-solving meeting with after school detention**
- Reflection Sheet and/or apology note
- Bullying Behavior Learning Packets
- Referral to School Social Worker for further supports and interventions
- Restorative Community Work to be completed during lunch or after school**
- Restorative Project on topic relating to the behavior
- Parent conference with Vice Principal
- In-School Suspension
- Out of School Suspension and Behavior Plan

Administration will follow up with a phone call home when a student is referred to the office for behavior.

** After school detentions require parent agreement.

Board Policy

Students

BP 5131.2(a)

Bullying

“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 (sexual harassment, hate violence, harassment, threats, or intimidation), directed toward one or more pupils.

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

Cyber bullying 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.

The District has the authority to monitor students' use of the district's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12 - Search and Seizure and BP/AR 6163.4 - Student Use of Technology.

Students

BP 5131.2(a)

Bullying

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules 48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Policy

Adopted: June 19, 2012

SANTEE SCHOOL DISTRICT

Santee, California

Administrative Regulation

Students

AR 5131.2

Bullying

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; see BP 5131.2 — 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.

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.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, 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.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Important Resources on Bullying and Self Esteem

Parenting with Love and Logic 2006: Cline, Foster; Fay, Jim; NavPress Publishing

Stick Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem
1999: Esperland, Pamela; Kaufman, Gershen; Raphael, Lev; Free Spirit Publishing

Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boys and the New Realities of Girl World 2016: Wiseman, Rosalind; Harmony Publishing

The Seven Habits of Highly Effective Families 1998: Covey, Stephen R.; St. Martin's Griffin

Wonder 2012: Palacio, R. J.; Knopf Books for Young Readers

Confessions of a Former Bully 2010: Ludwig, Trudy; Dragonfly Books

Blubber 2014: Blume, Judy; Athenium Books for Young Readers

San Diego Youth Services - <http://www.sdyouthservices.org>

The Ophelia Project - <http://www.opheliaproject.org>