

Student Discipline

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Definitions

“Bullying” as used in Policy 5401 and this regulation means intentional and repeated hurtful or intimidating words, acts or other behaviors, such as name-calling, threats and/or deliberate ostracism, committed by one or more students against another student.

Bullying includes systematic harassment, attacks or intentional electronic, written, verbal or physical acts, perpetrated by a student or group of students, on another student or students, which meets all of the following criteria:

- a) occur during the school day, on school property, on a school bus, or at a school-sponsored activity or event
- b) are severe, persistent or pervasive; and
- c) include any written, verbal, or physical act including but not limited to:
 - Written intimidating/threatening, and/or demeaning letters, notes, messages, emails and/or any other electronic means
 - Verbally intimidating/threatening comments, slurs, innuendos, or taunting
 - Visual gestures
 - Physical hitting, slapping, kicking, and pinching, etc.
 - Making reprisals, threats of reprisal, or implied threats of reprisal, social isolation or manipulation of a student
 - Engaging in implicit or explicit coercive behavior to control, influence, or affect the health and well-being of a student
 - Any other behavior or acts which has the effect of substantially interfering with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school

See Bullying Procedures set forth later in this Regulation

“Self-Discipline” means the ability to control one’s behavior in order to conform with school rules and other age-appropriate and desirable behavioral norms.

Guidelines for Developing Self-Discipline

1. The development and maintenance of self-discipline is an integral aspect of learning.
2. Each professional staff member, as a part of the normal teacher-learning process, shall develop and emphasize self-disciplinary procedures with students.
3. Each staff member is responsible for contributing to the maintenance of these standards of behavior which are conducive to learning not only in the classroom but in corridors, the cafeteria and throughout the school site.

Disciplinary Action

Building Level

1. Under these districtwide guidelines, basic standards of behavior shall be developed and then reviewed annually within each building of the District.
2. Appropriate and consistent action shall be taken not only in the classroom, but throughout the entire building to maintain these standards. Punishment (or consequences) will be proportional to the severity of the infraction with consideration of academic consequences associated with discipline.
3. Building administrators shall be responsible for maintaining such standards building-wide.
4. The individuality of each student and each incident shall be taken into consideration in any disciplinary action.
5. If a student is suspended from school, a building administrator shall contact the parents or guardian by telephone or face-to-face prior to re-admittance of the student.

District Level: Extended suspension or expulsion

1. Recommendation for suspension or expulsion when made to the Superintendent for action shall include:
 - a. A chronology of the incident(s).
 - b. Statement(s) by those involved in crucial incident(s).
 - c. Statement(s) of student status from educators currently involved with student(s).
 - d. A review and recommendation by the principal and Director of Individualized Student Services.
2. As soon as extended suspension or expulsion is considered as a possible course of action, the principal shall consult with the Superintendent and request legal guidance on the matter.
3. The Superintendent or designee shall review such information, including the student's file, and recommend to the Board the setting of a hearing to consider possible expulsion from school.

Protocol for Assessment of Threatening Behaviors

1. Building administrator or designee conducts initial investigation to verify the incident and the probability of student involvement. Office of Individualized Student Services and District mental health specialist are notified by the building administrator or designee.
2. Building administrator or designee contacts parent/guardian to review these steps in the protocol, which steps do not necessarily need to be taken in the order listed below:
 - a. The student will be removed from class to a safe location and/or additional supervision will be assigned.
 - b. Parent/guardian is notified by the building administrator and an initial investigation is conducted by the building administrator or designee. The building administrator will determine any disciplinary action.
 - c. A clinical interview may be completed by a District mental health specialist and the results of the clinical interview will be discussed with the building administrator and parent/guardian.
 - d. If the District mental health specialist through clinical interview determines the student is not a threat to self or others, then the mental health specialist shall make a recommendation to the building principal that the student may return to school pending the outcome of any disciplinary action.
 - e. Based upon the available information, the building administrator will determine if a mental health risk assessment (“the mental health risk assessment”) is required.
 - f. If the mental health risk assessment is required, it will be completed by a District-selected or District-approved certified child and adolescent psychiatrist or other District-selected or District-approved qualified mental health professional.
 - g. The Office of Individualized Student Services will schedule the mental health risk assessment, and the school administrator or designee will contact the parent/guardian to discuss arrangements for the mental health risk assessment.
 - h. Signed parent/guardian consent is required for the mental health risk assessment to commence. If signed consent is not forthcoming and the family has not made arrangements with a District-approved psychiatrist or other mental health professional, then the student will be suspended, pending the development of a District-approved written plan to ensure the safety of the student and others in school. The student will still need to complete a District-approved mental health risk assessment.
 - i. If there is a delay in the completion of the mental health risk assessment beyond the length of the assigned suspension, then a District-approved written safety plan will be developed to ensure the safety of the student and others before the student is scheduled to return to school. The student will still need to complete a District-approved mental health risk assessment.

- j. If suspension exceeds three days, the family has the right to an informal hearing. If suspension exceeds ten days, the student has the right to a Board hearing.
- k. Police must be notified by the building administrator in the event of a weapons or drug offense.
 - l. Police will be notified by the building administrator in situations involving possible criminal conduct such as threatening statements or actions towards others, or an intentional infliction or attempted infliction of bodily injury.
- 3. Office of Individualized Student Services or designee prepares appropriate parent permissions for assessment and release of information for building administrator to secure parent/guardian signature.
- 4. Upon receipt of permission and information release from the parent/guardian, building administrator or designee contacts the District-approved mental health professional to provide student records and information about the incident.
- 5. The administrator or designee makes arrangements with the mental health professional to contact the building administrator or designee immediately following the mental health risk assessment as to whether the student is safe to return to school and to make recommendations for support. Following the mental health risk assessment, the mental health professional contacts the building administrator or designee as per previous agreement. The administrator or designee contacts the parent/guardian.
- 6. If the mental health risk assessment determines that the student is not considered a threat to self or others, then the student may return to school as determined by the building administrator pursuant to District disciplinary procedures.
- 7. Supports and services are guided by assessment data and determined by the appropriate building based team. Building and District personnel work with the parent/guardian and student to discuss and implement recommendations.
- 8. A report from the mental health risk assessment is sent to the Office of Individual Student Services which, in turn, will disseminate it to the building administrator and the parent/guardian.

Suspensions of Students with Disabilities

Typically, students with disabilities and students determined to be handicapped under Chapter 15, may not be suspended beyond ten consecutive school days and fifteen cumulative school days ("the 10/15 day limits") allowed by State Board of Education regulations, 22 Pa. Code §14.143. The exception to this general rule is where the IEP team determines that the student's conduct was not a manifestation of the student's disability. No later than the day on which the decision to take disciplinary action is made, the district shall notify the parents of the decision and of all procedural safeguards under the IDEA.

When discipline is to be imposed upon a student with disabilities, school personnel have the authority to (1) remove the child from his or her current placement to an appropriate interim alternative educational setting or suspension for a period of not more than the 10/15 day limits to the extent such discipline would be applied to students without disabilities; (2) assign the student to an alternative educational setting for the same period as such discipline would be imposed upon children without disabilities if there has been a determination that the conduct at issue was not a manifestation of the child's disability or (3) assign the student to an interim alternative educational setting for not more than forty-five school days without regard to whether the conduct at issue was a manifestation of the child's disability if the special circumstances for emergency placement described in this regulation apply.

When a student with a disability has committed an act that would result in a suspension from school all regular disciplinary procedures must be followed. If the proposed suspension is longer than the 10/15 day limits or involves the exclusion of a student with Intellectual Disability, it is considered a change of educational placement as defined in 22 Pa. Code 14.143. Any recurring, part-day removals may constitute a change of placement just as recurring full day removals of the student from the class constitute a change in placement.

If proposed discipline would result in a change in placement, then in addition to other applicable procedures, within ten school days of any decision to change the placement of a student with a disability, the relevant members of the IEP team must conduct a manifestation determination as set forth below.

Emergency Exclusions for Students with Intellectual Disability

The protection afforded students with intellectual disability in the Commonwealth concerning suspension is greater than the protection afforded other students with disabilities. For students with intellectual disability, any suspension is a change in placement; however, the regulations provide a mechanism for emergency exclusions of students with intellectual disability, where necessary.

If a discipline problem with a student with intellectual disability is so immediate or severe as to warrant immediate action, the school district via the Director of Individualized Student Services with the approval of the Secretary of Education or a designee, may implement an interim change in educational placement, including exclusion from school, as long as notice is provided to the parents and a due process hearing is scheduled as soon as possible. The Secretary approval process is available only for an exclusion of a student with intellectual disability for ten days or less. A school district proposing to exclude a student with intellectual disability must first notify the student's parent/guardian in writing requesting approval. If the approval is not given, the parents and/or school district have the right to a due process hearing to determine whether a change in placement is appropriate.

In the event of a weapons incident, the appropriate procedures are followed including police notification, documentation for state reporting and recommendation to the Superintendent by administration for discretionary action if warranted.

IEP/Multidisciplinary Team Consideration

Within ten school days after the decision to change the placement, the relevant members of the IEP team as determined by the parent(s) and the Administration, must consider whether the student's behavior is attributable to the student's disability. In making this determination (hereafter called the manifestation determination), the IEP team must review all relevant information in the student's file, including the IEP, any teacher observations and any relevant information provided by the parents to determine: (a) whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability and (b) whether the conduct in question was the direct result of the district's failure to implement the IEP. If the team determines that the answer to either of these questions is "yes", then the conduct shall be deemed a manifestation of the student's disability.

Conduct Deemed a Manifestation of Disability

If the conduct is deemed a manifestation, then the IEP team must (a) conduct a functional behavioral assessment of the student unless such an assessment was previously conducted and develop and implement a behavior intervention plan, unless such a plan has already been developed; or (b) if a behavior intervention plan was previously developed, then the IEP team must review the plan and modify it as necessary to address the behavior.

The behavioral intervention plan will provide the vehicle in the determination of what constitutes a change in educational placement for each student's program. If the IEP team has included certain school responses to student behavior in the behavior intervention plan, the application of the agreed upon procedures will not constitute a change in educational placement.

Additionally, if the conduct is deemed a manifestation of the student's disability, then the student must be returned to placement from which the student was removed unless (a) the parent(s) and the district agree to a change in placement as part of a behavioral intervention plan or (b) the special circumstances for emergency placements set forth in this regulation apply. If the conduct in question involved any of these special circumstances, then the district may assign the student to an alternative educational setting for not more than forty-five school days, regardless of whether the conduct was a manifestation of the student's disability.

If the conduct is deemed a manifestation, but the district believes that maintaining the current placement is substantially likely to result in injury to the child or others, then the district may request an expedited due process hearing which must be scheduled within 20 school days of the request. The student must remain in the current placement pending the hearing officer's decision, unless the district and the parent(s) agree to an alternative placement.

Conduct Not a Manifestation of Disability

If the conduct is not deemed a manifestation of the student's disability, then the district may proceed with the disciplinary measures applicable to students without disabilities in the same manner and for the same duration as they would apply to students without disabilities. The district is still required to provide a free appropriate public education to the student, but it may provide the education in an alternative setting. If a hearing before the School Board is necessary, then the School Board must receive the complete special education and disciplinary record of the child.

If the parents disagree with determination that the behavior was not a manifestation of the student's disability, then the parents have the right to an expedited hearing to challenge the determination. During the appeal, the student must remain in the interim alternative educational setting until the disposition of the appeal or until the expiration of the period of exclusion, whichever occurs first, unless the district and the parent agree otherwise.

If the conduct is not deemed a manifestation, then the district must, as appropriate, provide a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Special Circumstances for Emergency Placements

The Administration can remove a student with disabilities to an interim alternative educational setting for a period of forty-five days regardless of whether the conduct in question was a manifestation of the student's disability under the following circumstances:

Weapons

A student with a disability who carries or possesses a dangerous weapon to or at school, on school premises or to or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five calendar days (the IEP team determines the setting and the student returns to regular education on the 46th day unless a mutually agreed upon new placement has been identified). Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Controlled Substances

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five calendar days (the IEP team determines the setting and the student returns to regular education on the 46th day unless a mutually agreed upon new placement has been identified). The term "illegal drug" means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional. This does not include a legally-

prescribed drug. A “controlled substance” is a substance as defined in the Controlled Substances Act (21 U.S.C. § 812(c).) Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

Serious Bodily Injury

A student with a disability who has inflicted serious bodily injury upon another person while at school, on school premises or at a school function can be placed in an interim alternative educational setting for a maximum of forty-five calendar days (the IEP team determines the setting and the student returns to regular education on the 46th day unless a mutually agreed upon new placement has been identified). Serious bodily injury is defined as “bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.” Procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a behavioral intervention plan still apply.

For any of these special circumstances for emergency placements, if a student’s conduct is deemed not to be a manifestation of the student’s disability, then the district can impose discipline beyond the forty-five school days to the extent and for the duration that it would impose such discipline on students without disabilities. If the district proposes such a placement beyond the forty-five school day alternative placement, then the district must offer a School Board hearing as it would for students without disabilities.

Procedures for Suspensions of Students with Disabilities

For suspensions of one to three school days and four to ten school days for all students with disabilities, except those who have intellectual disability, follow procedures used for regular education students set forth above. In addition the principal should notify the appropriate special education supervisor of the suspension and the readmission date.

For special education students who are being suspended for periods of time longer than the 10/15 school day limits commits a serious violation of school rules, the following procedures apply:

1. Prior to the student actually serving any suspension in excess of the 10/15 school day limits, the relevant members of the IEP team must conduct a manifestation determination.
2. If the IEP team determines the conduct was a manifestation of the student's disability, then the IEP team must conduct a functional behavioral assessment, unless one was already conducted and develop/modify a behavior intervention plan. Additionally, the student may not be suspended in excess of the 10/15 school day limits unless the special circumstances for emergency placement set forth on pages 9-10 apply (dangerous weapon, illegal drugs/controlled substance, inflicted serious bodily injury on another). If special circumstances do not apply and district believes

that maintaining the current placement is substantially likely to result in injury to the student or others, then the district can request an expedited due process hearing.

3. If the IEP team determines the conduct was not a manifestation of the student's disability, then the student may be suspended in excess of the 10/15 school day limits. The decision of the IEP team need not be unanimous and can be made over the parents' objections subject to the parents' right to contest the determination.
4. If the conduct is deemed not a manifestation, then the district issues a Notice of Recommended Educational Placement (NOREP) with a copy of the Parents' Rights letter indicating the alternative educational placement as the placement and (under "Reasons for the Recommendations") indicating that the IEP team determined that the conduct was not a manifestation of the student's disability.
5. If the student's parents do not reject the NOREP or otherwise request a hearing, the suspension or expulsion and alternative placement may be implemented as if the student were in regular education. If the suspension is in excess of ten consecutive school days, the district must offer a hearing before the Board of School Directors in the same manner as it would for any regular education student. This hearing may be waived by parental consent. If the conduct involved special circumstances for emergency placement, then a School Board hearing would only be necessary if and to the extent that the alternative placement would exceed 45 school days.
6. If parents reject the NOREP, then the student can be assigned to the interim alternative educational placement and an expedited due process hearing on the manifestation determination must take place within 20 school days of the date of the request and must result in a determination within ten school days after the hearing. If the removal exceeds 10 school days, and the conduct involved does not involve the special circumstances for emergency placements, then a hearing before the Board of School Directors must be offered as it would be for students without disabilities. If the conduct involved the special circumstances for emergency placement, then the School Board hearing would only be necessary if and to the extent that the alternative placement would exceed 45 school days.
7. If the district prevails in the due process proceedings, then it can continue to implement the alternative placement for the duration of the exclusion as if the student were in regular education (subject to the Board Hearing requirement, if applicable).

Suspension of a Student Who Has NOT Been Determined to be Eligible for Special Education

1. The school may expel the child for more than ten school days to the same extent that it would expel a nondisabled child for the same offense, provided, however, that
 - a. the school did not have knowledge that the child was a child with a disability before the violation occurred; and
 - b. if an evaluation is requested after the violation occurs, the school conducts the evaluation in an "expedited manner."

2. The school will be deemed to have knowledge of a disability if, prior to the violation,
 - a. the parent expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the child that the child requires special education and related services; or
 - b. the teacher of a child has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education or other supervisory personnel; or
 - c. the parent has requested an evaluation.
3. The school will not be deemed to have knowledge of a disability if:
 - a. the parent of the child has not allowed an evaluation; or
 - b. the parent of the child has refused services; or
 - c. the child has been evaluated and it was determined that the child was not a child with a disability under the IDEA.

Bullying Procedures

Reporting Procedures

1. Each building administrator will identify a staff person responsible for receiving reports of and documenting alleged bullying and publicize that information as set forth below.
2. The staff person responsible for receiving reports of bullying will document and investigate each alleged incident and report to the building administrator.
3. Annually, the building administrator will compile a report for the District administration to be incorporated into the District safety report to the Pennsylvania Department of Education

Disciplinary Consequences

Disciplinary consequences will be based on the seriousness and repetitiveness of the behavior and may include the following:

1. Parent conference;
2. Loss of privileges, including limitations on participation in extracurricular activities;
3. External suspension;
4. Mental health risk assessment; and
5. Police contact.

Publicity

1. These Bullying Procedures and the definition of bullying set forth in this Regulation will be posted on a publicly accessible page of Tredyffrin/Easttown School District's website. The posting shall be as set forth in Attachments A.

2. Within 90 days of the effective date of this Regulation, each school will introduce this Policy to its students and explain the procedures for reporting bullying incidents.
3. Once each school year, each school will review with its students these Bullying Procedures.
4. Building administrators or designees will ensure that these Bullying Procedures and the definition of bullying set forth in this Regulation is posted in each classroom and in a prominent location within the school building. An age-appropriate summary shall be included as part of this posting. The summaries for the elementary school, middle schools and high schools are attached to the Regulation as Attachments B, C and D respectively.

Review of Bullying Procedures

The Superintendent or designee, in cooperation with other appropriate administrators, shall review these Bullying Procedures every three (3) years and recommend necessary revisions to the Board.

Revised: August 1995
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Pupil Bullying

The development and maintenance of self-discipline is an integral aspect of learning. Efforts at such development are not only critical to a student's growth as a learner, but are essential to maintain a school climate that encourages learning for all students. As such, the bullying of a student by other students will not be tolerated within the Tredyffrin Easttown School District.

Board Policy and Regulation 5401, Student Discipline, provides information on the subject of bullying within the District. This Policy is extended to the transportation of students to and from school. No student should be in an environment that makes him/her feel unsafe, intimidated, or abused. It is the practice of Tredyffrin Easttown School District to maintain an environment in which bullying in any form is not tolerated. **Students engaging in this behavior may be subject to disciplinary actions including but not limited to: loss of bus riding privileges, parent conference, detention, suspension, or expulsion from school, and police referral.**

Definition of Bullying

Bullying includes systematic harassment, attacks or intentional electronic, written, verbal or physical acts, perpetrated by a student or group of students, on another student or students, which meets all of the following criteria:

- a) occur during the school day, on school property, on a school bus, or at a school-sponsored activity or event
- b) are severe, persistent or pervasive; and
- c) include any written, verbal, or physical act including but not limited to:
 - Written intimidating/threatening, and/or demeaning letters, notes, messages, emails and/or any other electronic means.
 - Verbally intimidating/threatening comments, slurs, innuendos, or taunting
 - Visual gestures
 - Physical hitting, slapping, kicking, and pinching, etc.
 - Making reprisals, threats of reprisal, or implied threats of reprisal, social isolation or manipulation of a student
 - Engaging in implicit or explicit coercive behavior to control, influence, or affect the health and well-being of a student
 - Any other behavior or acts which has the effect of substantially interfering with a student's education, creates an intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school

Bullying Procedures

Reporting Procedures

1. Each building administrator will identify a staff person responsible for receiving reports

of and documenting alleged bullying and publicize that information as set forth below.

2. The staff person responsible for receiving reports of bullying will document and investigate each alleged incident and report to the building administrator.
3. Annually, the building administrator will compile a report for the District administration to be incorporated into the District safety report to the Pennsylvania Department of Education.

Disciplinary Consequences

Disciplinary consequences will be based on the seriousness and repetitiveness of the behavior and may include the following:

1. Parent conference;
2. Loss of privileges, including limitations on participation in extracurricular activities;
3. External suspension;
4. Mental health risk assessment; and
5. Police contact.

Publicity

1. These Bullying Procedures and the definition of bullying set forth in this Regulation will be posted on a publicly accessible page of Tredyffrin/Easttown School District's website. The posting shall be as set forth in Attachments A.
2. Within 90 days of the effective date of this Regulation, each school will introduce this Policy to its students and explain the procedures for reporting bullying incidents.
3. Once each school year, each school will review with its students these Bullying Procedures.
4. Building administrators or designees will ensure that these Bullying Procedures and the definition of bullying set forth in this Regulation is posted in each classroom and in a prominent location within the school building. An age-appropriate summary shall be included as part of this posting. The summaries for the elementary school, middle schools and high schools are attached to the Regulation as Attachments B, C and D respectively.

Review of Bullying Procedures

The Superintendent or designee, in cooperation with other appropriate administrators, shall review these Bullying Procedures every three (3) years and recommend necessary revisions to the Board.

BULLYING

What is bullying?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.

Specific forms of bullying behaviors may include:

- verbal bullying (put downs)
- social exclusion or isolation
- negative physical contact
- lies and false rumors
- having money or other things taken or damaged
- threats
- being forced to do things
- cyber bullying (technological communications)

What should you do if you are being bullied?

If you know that you or someone is being bullied, you should tell an adult at home and an adult at school.

What will the school do?

The school will follow the Code of Conduct in assigning appropriate consequences to students who bully. Meetings with parents, counselors, and teachers may also take place.

What are Our School's Anti-Bullying Rules?

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that someone is being bullied, we will tell an adult at school and an adult at home.

Information taken from the Olweus Bullying Prevention Program, ©2007

BULLYING

What is Bullying?

Sometimes a student can be a bully because of his or her words and sometimes a student can be a bully because of his or her actions. A student is being a bully if he or she...

Says hurtful, demeaning things to you or calls you names.

Says scary things to you a lot because they want to make you feel frightened.

Tells you they are going to hurt you or threatens you.

Teases or taunts you a lot, especially if you asked the student to stop.

Tells other people bad things about you.

Tells other students not to play with you, talk to you, be around you, or include you.

Writes you a lot of mean, threatening, demeaning letters, text messages or email messages.

Makes cruel faces at you on purpose.

Hits, kicks, slaps, punches, or pinches you on purpose.

Tries to hurt your body in any way.

Forces you or somehow gets you to do something that you do not want to do.

Tells you lies a lot that make you feel upset.

Makes you feel like you do not want to come to school or like you cannot concentrate in school.

What Should You Do if You are Being Bullied?

If you think that someone is bullying you, you should tell your teacher or an adult at school immediately.

What Will the School Do?

Sometimes the school will decide to have a meeting with the bully's parents.

Sometimes the school will take privileges away from the bully including school activities.

Sometimes the bully will be suspended from school.

Sometimes the police will need to talk to the bully, especially if the bully threatened someone or tried to hurt someone.

BULLYING

Definition of Bullying

Bullying is when a student or a group of students intentionally and repeatedly uses hurtful or intimidating words, actions or other behaviors against another student.

A student is bullying you if he or she does any of the following things intentionally and repeatedly:
Says unkind, harsh, demeaning, or abusive things to you or calls you names.

Threatens or intimidates you in writing, email, notes, messages, to you in person, or by any electronic means.

Teases, taunts, or harasses you.

Makes negative comments, slurs, or innuendos towards you.

Tells other people offensive or insulting things about you.

Ostracizes you, isolates you or tells other students not to talk to you, involve you, or be around you.

Writes threatening, demeaning, or intimidating letters or email messages to you.

Makes cruel faces or physical gestures at you.

Physically hits, kicks, slaps, punches, pinches or purposely assaults you in any way.

Forces, coerces, influences or manipulates you do something that you do not want to do.

Frequently tells you lies that make you feel upset or that affect you in a negative manner.

Makes you feel like uncomfortable to attend school or disrupts your concentration at school.

What Should You Do if You are Being Bullied?

If you think that someone is bullying you during the school day, on school property, on a school bus, or at a school-sponsored activity, you should tell your teacher or an adult at school immediately.

What Happens if You Report a Bully?

The school will investigate the situation.

The school may decide to have a conference with the bully's parents.

The school may take privileges away from the bully, including participation in extracurricular activities.

The bully may be suspended from school.

The police and law enforcement may need to be contacted, especially if the bully threatened someone or tried to hurt someone.