Bullying, Harassment & Intimidation
Idaho Code 33-1630 Points of Clarification

Bullying Definition: any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated (pattern) that is disruptive of the school environment**.** Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. A young person can be a bystander, perpetrator, a victim, or both (also known as "bully/victim").

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally; and excluding someone from a group on purpose.

Bullying can occur (but is not limited to) in-person and through technology. Electronic aggression or cyber-bullying is bullying that happens through email, chat rooms, instant message, a website, text message, or social media.

Intervention: If an adult staff member observes or receives a report of the definition above occurring, the expectation is that actions are taken immediately to intervene / cease the bullying behavior. Actions may include verbal or physical intervention depending on the severity of the instance. The facilitation of intervention may include addressing bullying behavior, supporting

students who are bullied, and supporting bystanders who witness bullying. Intervention also includes dispersing bystanders surrounding an incident, dispatching a colleague to intervene in a rumored incident or investigating an ongoing pattern of bullying between incidents.

Professional Development Content: training should include: district / school vision or philosophy around school climate and expectations of student behavior; provide clarity around the definition of bullying with specific examples; identification of materials and their contents to be distributed annually on bullying and harassment; district / school approach to prevention (school climate programs, character education, natural helpers, etc.); expectations and examples of staff intervention of bullying (including role playing or case scenarios); and district / school process for responding to bullying incidents (investigation, reporting process for students and staff, points of contact, support for victims, parental involvement, etc.).

Graduated Consequences: students are best supported if initial bullying behavior is met with an initial consequence (i.e. meeting with the counselor) and followed by increasingly severe consequences (meeting with parents & principal, detention, special programs, suspension, etc.) if the behavior continues. Clearly, if an initial event is egregious, then the initial response should be proportional (likely more than a counseling session). This approach provides opportunities to redirect the behavior in a proportional manner while minimizing disruption of the perpetrator's learning.

Annual Reporting: will occur at the end of the school year through an aggregate report asking for total number of bullying incidents by school, grade level and repeat offenders. The reporting mechanism will be housed external to ISEE and collected by the SDE. The report should contain any incident that prompts a formal consequence (meeting with counselor, parental notification, detention, etc.). A tracking form has been provided by the SDE to support this requirement.

Resources:

Idaho Code 33-1630, Requirements for Harassment, Intimidation and Bullying Information and Professional Development:

http://legislature.idaho.gov/idstat/Title33/T33CH16SECT33-1631.htm

Idaho Code 18-917A, Student Harassment- Intimidation- Bullying:

http://legislature.idaho.gov/idstat/Title18/T18CH9SECT18-917A.htm

2013 Youth Risk Behavior Survey:

https://www.sde.idaho.gov/site/csh/docs/YRBS%202013%20FINAL.pdf

2014 Youth Prevention Survey:

http://www.sde.idaho.gov/site/safe_drugfree/docs/IdahoYouthPreventionSurveyReport_2014.pdf

Violence Prevention Program Information and Reports:

http://www.sde.idaho.gov/site/safe_drugfree/data_resources.htm

Federal Resources and Guidance:

http://www.stopbullying.gov/

SDE Contact: Matt McCarter, Director

Division of Student Engagement, Career & Technical Readiness

mamccarter@sde.idaho.gov,

208-332-6961