

**HB**

**482**



24-LS0053\L  
Luckhaupt  
4/10/06

**CS FOR HOUSE BILL NO. 482( )**

**IN THE LEGISLATURE OF THE STATE OF ALASKA**

**TWENTY-FOURTH LEGISLATURE - SECOND SESSION**

**BY**

**Offered:  
Referred:**

**Sponsor(s): REPRESENTATIVES ANDERSON, Kott, McGuire**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act relating to harassment, intimidation, and bullying in schools."**

2 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

3 **\* Section 1.** AS 14.33 is amended by adding new sections to read:

4 **Article 4. Harassment, Intimidation, and Bullying.**

5 **Sec. 14.33.200. Harassment, intimidation, and bullying policy.** (a) By  
6 July 1, 2007, each school district may adopt a policy that prohibits the harassment,  
7 intimidation, or bullying of any student. Each school district shall share this policy  
8 with parents or guardians, students, volunteers, and school employees.

9 (b) The policy must be adopted through the standard policy making procedure  
10 for each district that includes the opportunity for participation by parents or guardians,  
11 school employees, volunteers, students, administrators, and community  
12 representatives. The policy must emphasize positive character traits and values,  
13 including the importance of civil and respectful speech and conduct, and the  
14 responsibility of students to comply with the district's policy prohibiting harassment,  
15 intimidation, or bullying. The policy must also include provisions for an appropriate

1           punish ment schedule up to and including expulsion and reporting of criminal activity  
2           to local law enforcement authorities. School employees, volunteers, students, and  
3           administrators shall adhere to this policy.

4           (c) By January 1, 2007, the department, in consultation with representatives of  
5           parents or guardians, school personnel, and other interested parties, may provide to  
6           school districts a model harassment, intimidation, and bullying prevention policy and  
7           training materials on the components that should be included in a district policy.  
8           Training materials may be disseminated in a variety of ways, including workshops and  
9           other staff developmental activities, and through the Internet website of the  
10          department. Materials included on the Internet website must include the model policy  
11          and recommended training and instructional materials. The department shall also post  
12          a brief summary of the policies, programs, partnerships, vendors, and instructional and  
13          training materials for each school district and provide a link to the school district's  
14          Internet website for further information.

15          **Sec. 14.33.210. Reporting of incidents of harassment, intimidation, or**  
16          **bullying.** Beginning with the 2007 - 2008 school year, each school district shall report  
17          to the department by November 30 all incidents resulting in suspension or expulsion  
18          for harassment, intimidation, or bullying on school premises or on transportation  
19          systems used by schools in the school year preceding the report. The department shall  
20          compile the data and report it to the appropriate committees of the house of  
21          representatives and the senate.

22          **Sec. 14.33.220. Reporting; no reprisals.** (a) A school employee, student, or  
23          volunteer may not engage in reprisal, retaliation, or false accusation against a victim,  
24          witness, or person with reliable information about an act of harassment, intimidation,  
25          or bullying.

26          (b) A school employee, student, or volunteer who has witnessed, or has  
27          reliable information that a student has been subjected to, harassment, intimidation, or  
28          bullying, whether verbal or physical, is encouraged to report the incident to an  
29          appropriate school official.

30          (c) This section does not prohibit discipline or other adverse action taken in  
31          compliance with school district policies against a person who falsely and in bad faith

1 accuses a person of engaging in harassment, intimidation, or bullying or who  
2 intentionally provides false information in connection with an investigation of an  
3 alleged incident of harassment, intimidation, or bullying.

4 **Sec. 14.33.230. Immunity from suit.** A school employee, student, or  
5 volunteer who promptly reports an incident of harassment, intimidation, or bullying to  
6 an appropriate school official and who makes this report in good faith and in  
7 compliance with the procedures in the district's policy prohibiting harassment,  
8 intimidation, or bullying is immune from a cause of action for damages arising from a  
9 failure to remedy the reported incident or for making the report.

10 **Sec. 14.33.250. Definitions.** In AS 14.33.200 - 14.33.250,

11 (1) "district" has the meaning given in AS 14.17.990;

12 (2) "harassment, intimidation, or bullying" means an intentional  
13 written, oral, or physical act, including an act directed at a student because of that  
14 person's race, age, sex, color, creed, physical or mental disability, ancestry, or national  
15 origin or other distinguishing characteristics, when the act is undertaken with the  
16 intent of threatening, intimidating, harassing, or frightening the student, and

17 (A) physically harms the student or damages the student's  
18 property;

19 (B) has the effect of substantially interfering with the student's  
20 education;

21 (C) is so severe, persistent, or pervasive that it creates an  
22 intimidating or threatening educational environment; or

23 (D) has the effect of substantially disrupting the orderly  
24 operation of the school.

# ALASKA STATE LEGISLATURE

## House of Representatives

### COMMITTEE ASSIGNMENTS

LABOR & COMMERCE COMMITTEE CHAIRMAN  
ADMINISTRATION REGULATION REVIEW COMMITTEE CHAIRMAN  
JUDICIARY COMMITTEE VICE-CHAIR

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## Representative Tom Anderson

email: [Representative\\_Tom\\_Anderson@legis.state.ak.us](mailto:Representative_Tom_Anderson@legis.state.ak.us)

### SPONSOR STATEMENT FOR HB 482

**TITLE:** "An Act relating to harassment, intimidation, and bullying in schools."

House Bill 482 encourages school districts, city and borough offices of education, law enforcement agencies, and youth-serving agencies to develop and implement interagency strategies. Some of the possible programs may include in-service training programs and other activities to improve school attendance and reduce school crime and violence. HB 482 will reduce vandalism, drug and alcohol abuse, gang membership, gang violence, hate crimes, bullying, teen relationship violence, and discrimination and all harassment, including sexual harassment, in grades K-12.

Recent research studies suggest bullying has a negative effect on the social environment of schools. Bullying creates a climate of fear among students, inhibits their ability to learn, and leads to other anti-social behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol. Sixty percent (60%) of the males studies who were bullies in grades six through nine were convicted of at least one crime as an adult. Thirty-five (35) to forty percent (40%) of these former bullies had three or more convictions by 24 years of age. Successful programs to recognize, prevent, and effectively intervene in bullying behavior have improved safety and create a more inclusive learning environment.

Currently, 20 states have an anti-bullying law: Arkansas, Arizona, California, Colorado, Connecticut, Georgia, Illinois, Indiana, Louisiana, Maine, New Hampshire, New Jersey, Oklahoma, Oregon, Rhode Island, Tennessee, Virginia, Vermont, Washington and West Virginia. Also, 19 other states have anti-bullying laws pending: Alabama, Florida, Hawaii, Idaho, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, Ohio, Pennsylvania, South Carolina, Utah, Wisconsin and Wyoming. Six states have no record of proposing an anti-bullying law, and one state, New York, continues to struggle with passage of the bill.

Our children deserve to learn without fear in a safe school environment.

I ask for your support with HB 482.

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## Representative Tom Anderson

email [Representative\\_Tom\\_Anderson@legis.state.ak.us](mailto:Representative_Tom_Anderson@legis.state.ak.us)

### Sectional Analysis for HB 482

**Section 1:** Amends state law dealing with school safety and discipline by adding a new section Article 4 Harassment, Intimidation, and Bullying. The new Article 4 has five subsections:

**Sec. 14.33.200:** Harassment, intimidation, and bullying policy.

- (a) Requires school districts to adopt a policy on harassment, intimidation, and bullying by July 1, 2007 and share this policy with parents or guardians, students, volunteers, and school employees.
- (b) Outlines the policy adoption process, policy emphasis and other requirements to be included in the new policy.
- (c) Requires the Department of Education to provide model policy to school districts by January 1, 2007. This will give school districts six months to adopt policy as required by (a).

**Sec. 14.33.210:** Reporting of incidences of harassment, intimidation, or bullying.

Beginning with the 2007-2008 school year, each school district shall report to the Department all incidences involving harassment, intimidation, or bullying. The Department will then take all the data and report it to the House of Representatives and the Senate.

**Sec. 14.33.220:** Reporting; no reprisals.

- (a) A school employee, student, or volunteer is not allowed to engage in reprisal, retaliation, or false accusation against a victim or a witness.
- (b) A school employee, student, or volunteer who has witnessed, or has harassment information is encouraged to report the incident to an appropriate school official.

**Sec. 14.33.223:** Immunity from suit.

Any school employee, student, or volunteer who promptly reports an incident of harassment, intimidation, or bullying to an appropriate school official is immune from a cause of action for damages arising.

**Sec. 14.33.250:** Definitions.

Provides definitions of "district" and "harassment, intimidation, or bullying".

# FISCAL NOTE

STATE OF ALASKA  
2006 LEGISLATIVE SESSION

Fiscal Note Number: 1  
 Bill Version: CSHB 482(EDU)  
 (H) Publish Date: 3/20/06

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: LAW  
 Title "An Act relating to harassment, intimidation, RDU CIVIL  
and bullying in schools." Component Law and State Affairs  
 Sponsor Representative Anderson  
 Requester House Special Committee on Education, Health.. Component No. \_\_\_\_\_

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>CAPITAL EXPENDITURES</b>						
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<b>CHANGE IN REVENUES ( )</b>						
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**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
<b>TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Estimate of any current year (FY2006) cost: 0.0  
 Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal:

**POSITIONS**

Full-time						
Part-time						
Temporary						

**ANALYSIS:** (Attach a separate page if necessary)

This bill creates Article 4 in AS 14.33 requiring each school district to adopt a policy that prohibits the harassment, intimidation, or bullying of any student. It also requires that the policy be shared with parents or guardians, students, volunteers, and school employees. The bill further requires that violations of the policy be reported to the Department of Education and Early Development, and it prohibits reprisal against and provides immunity from suit to those who report violations of the policy in good faith.

Passage of this legislation will not have a fiscal impact on the Department of Law.

Prepared by: Kathryn Daughettee, Director Phone 465-3673  
 Division Administrative Services Division Date/Time 3/14/06 9:54 AM  
 Approved by: Kathryn Daughettee for David Marquez, Attorney General Date 3/14/2006  
 Agency Department of Law

# FISCAL NOTE

STATE OF ALASKA  
2006 LEGISLATIVE SESSION

Fiscal Note Number: 2  
Bill Version: CSHB 482(EDU)  
(H) Publish Date: 3/20/06

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: EED  
Title: An Act relating to harassment, intimidation, and bullying RDU: Teaching & Learning Support  
Sponsor: Anderson Component: Student & School Achievement  
Requester: House Education Component No.: 2796

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services	35.0					
Travel	5.0					
Contractual	60.0					
Supplies	10.8					
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
<b>TOTAL OPERATING</b>	<b>110.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

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1004 GF	110.8					
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1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
<b>TOTAL</b>	<b>110.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

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Check this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal:

**POSITIONS**

Full-time						
Part-time	1					
Temporary						

**ANALYSIS:** (Attach a separate page if necessary)

This bill would require EED staff to meet and work with a variety of statewide groups to develop model policies and training materials on harassment, intimidation, and bullying prevention and disseminate those resources to school districts. EED staff would need to research nationally recommended models, develop a sample model policy, and plan and facilitate specific training requirements for school district staff. This bill also requires the department to report currently uncollected incidents of harassment to the Legislature in an unspecified format.

Prepared by: Barbara Thompson Phone 465-8727  
Division: Teaching & Learning Support Date/Time 3/15/06 1:30 PM  
Approved by: Roger Sampson, Commissioner Date 03/15/2006  
Agency: Education and Early Development

# FISCAL NOTE

**STATE OF ALASKA**  
**2006 LEGISLATIVE SESSION**

Fiscal Note Number: \_\_\_\_\_  
 Bill Version: HB482-LAW-L&SA-3-14-06  
 ( ) Publish Date: \_\_\_\_\_

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: LAW  
 Title "An Act relating to harassment, intimidation, RDU CIVIL  
and bullying in schools." Component Labor and State Affairs  
 Sponsor Representative Anderson  
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# FISCAL NOTE

STATE OF ALASKA  
2006 LEGISLATIVE SESSION

Fiscal Note Number: \_\_\_\_\_  
Bill Version: HB 482  
( ) Publish Date: \_\_\_\_\_

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: EED  
Title An Act relating to harassment, intimidation, RDU Teaching & Learning Support  
and bullying. Component Student & School Achievement  
Sponsor Anderson  
Requester House Education Component No. 2796

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
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Contractual	60.0					
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Part-time	1					
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**ANALYSIS:** (Attach a separate page if necessary)

This bill would require EED staff to meet and work with a variety of statewide groups to develop model policies and training materials on harassment, intimidation, and bullying prevention and disseminate those resources to school districts. EED staff would need to research nationally recommended models, develop a sample model policy, and plan and facilitate specific training requirements for school district staff. This bill also requires the department to report currently uncollected incidents of harassment to the Legislature in an unspecified format.

Prepared by: Barbara Thompson Phone 465-8727  
Division: Teaching & Learning Support Date/Time 3/15/06 1:30 PM  
Approved by: Roger Sampson, Commissioner Date 03/15/2006  
Agency: Education and Early Development

## Fairbanks Daily News-Miner

### Don't be a bully

**Wednesday, March 15, 2006** - Have things gotten so bad in Alaska schools that it's time for the state to step in with a law barring the harassment, intimidation or bullying of students? Apparently. Why else would Alaska need such a law as that under consideration later this week in the state House?

The superintendent of Fairbanks' public schools says she's noticed an increase in bullying in the past decade, and the school board in September adopted a policy against it. "Intentional and generally unprovoked attempts by one or more individuals to inflict physical harm or emotional distress upon another person or group is prohibited and may result in disciplinary action."

Seems pretty clear.

The item in the Legislature, House Bill 482, would require each school district to have a policy against such behavior, would require the state to help districts establish such policies, and would require districts to make annual reports to the Department of Education and Early Development, which would provide the results to the Legislature. Whether the bill goes anywhere is anyone's guess looking from the outside.

For the moment, though, the bill by Anchorage Republican Rep. Tom Anderson provides an opportunity to talk about bullying and the harm it can do. It's an opportunity to remind parents to talk to their children about what's right and what's wrong and how children should relate to one another.

Kids are kids, and they are mean to each other at times--often fiercely so. That's probably not going to change much, but that's no reason to accept bad behavior. Accepting it will only allow it to become more widespread. But what is bullying? How is a parent to recognize it to be able to deal with it?

Common sense will tell. Seeing some of the definitions in the school district's new policy does bring out the reaction, "Well, that's what kids do." Punching, hitting, hair pulling, biting, ostracizing, name-calling and so on. But the policy does include more serious forms of harassment and intimidation such as sexual propositioning and unwanted physical contact.

All of those, and other bullying, can disrupt a child's schooling and well-being. That's reason to strive to eliminate it.

Reducing the amount of bullying and harassment has been one of the topics in a grant-funded Safe Schools, Healthy Students program of the Fairbanks North Star Borough School District, which on April 19 is having a "Bullying Prevention" seminar for school administrators, school board members and parents.

The school district's workshop and the legislation to be discussed this week in Juneau both are opportunities to bring more public awareness to what can become a ruinous torment for a child.



# OJJDP FACT SHEET

June 2001 #27

## Addressing the Problem of Juvenile Bullying

by Nels Ericson

Bullying, a form of violence among children, is common on school playgrounds, in neighborhoods, and in homes throughout the United States and around the world. Often occurring out of the presence of adults or in front of adults who fail to intercede, bullying has long been considered an inevitable and, in some ways, uncontrollable part of growing up. School bullying has come under intense public and media scrutiny recently amid reports that it may have been a contributing factor in shootings at Columbine High School in Littleton, CO, in 1999 and Santana High School in Santee, CA, in early 2001 and in other acts of juvenile violence including suicide. Bullying can affect the social environment of a school, creating a climate of fear among students, inhibiting their ability to learn, and leading to other anti-social behavior. Nevertheless, through research and evaluation, successful programs to recognize, prevent, and effectively intervene in bullying behavior have been developed and replicated in schools across the country. These schools send the message that bullying behavior is not tolerated and, as a result, have improved safety and created a more inclusive learning environment.

A recently published report by the National Institute of Child Health and Human Development (NICHD) on the U.S. contribution to the World Health Organization's Health Behavior in School-Aged Children survey found that 17 percent of the respondents had been bullied "sometimes" or "weekly," 19 percent had bullied others sometimes or weekly, and 6 percent had both bullied others and been bullied. The researchers estimated that 1.6 million children in grades 6 through 10 in the United States are bullied at least once a week and 1.7 million children bully others as frequently. The survey, the first nationwide research on the problem in this country, questioned 15,686 public and private school students, grades 6 through 10, on their experiences with bullying. In a study of 6,500 middle school students in rural South Carolina, 23 percent said they had been bullied regularly during the previous 3 months and 20 percent admitted bullying another child regularly during that time (Olweus and Limber, 1999).

### What Is Bullying?

Bullying among children encompasses a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying can take three forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, making threats); and psychological (spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation).

The NICHD survey found that males tend to bully and be bullied more frequently than females. For males, experiencing physical and verbal bullying is most common; for females, verbal bullying (both taunting and insults of a sexual nature) and spreading rumors are most common. Bullying generally begins in the elementary grades, peaks in the sixth through eighth grades, and persists into high school.

### The Effects of Bullying

The NICHD study found that bullying has long-term and short-term psychological effects on both those who bully and those who are bullied. Victims experienced loneliness and reported having trouble making social and emotional adjustments, difficulty making friends, and poor relationships with classmates. Victims of bullying often suffer humiliation, insecurity, and a loss of self-esteem, and they may develop a fear of going to school. The impact of frequent bullying often accompanies these victims into adulthood; they are at greater risk of suffering from depression and other mental health problems, including schizophrenia. In rare cases, they may commit suicide.

Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol. Pioneering research by Professor Dan Olweus in Norway and Sweden suggests that bullying can lead to criminal behavior later in life: 60 percent of males who were bullies in grades 6 through 9 were

convicted of at least one crime as adults, compared with 23 percent of males who did not bully; 35 to 40 percent of these former bullies had three or more convictions by age 24, compared with 10 percent of those who did not bully.

The NICHD study found that those who bully and are bullied appear to be at greatest risk of experiencing the following: loneliness, trouble making friends, lack of success in school, and involvement in problem behaviors such as smoking and drinking.

### Addressing the Problem

A perpetrator's bullying behavior does not exist in isolation. Rather, it may indicate the beginning of a generally antisocial and rule-breaking behavior pattern that can extend into adulthood. Programs to address the problem, therefore, must reduce opportunities and rewards for bullying behavior. The Olweus Bullying Prevention Program, developed, refined, and systematically evaluated in Bergen, Norway, in the mid-1980s, is the best-known initiative designed to reduce bullying among elementary, middle, and junior high school children (Olweus and Limber, 1999). The strategy behind the program is to involve school staff, students, and parents in efforts to raise awareness about bullying, improve peer relations, intervene to stop intimidation, develop clear rules against bullying behavior, and support and protect victims. The program intervenes on three levels:

- ◆ **School:** Faculty and staff survey students anonymously to determine the nature and prevalence of the school's bullying problem, increase supervision of students during breaks, and conduct schoolwide assemblies to discuss the issue. Teachers receive inservice training on how to implement the program.
- ◆ **Classroom:** Teachers and/or other school personnel introduce and enforce classroom rules against bullying, hold regular classroom meetings with students to discuss bullying, and meet with parents to encourage their participation.
- ◆ **Individual:** Staff intervene with bullies, victims, and their parents to ensure that the bullying stops.

The Bergen research showed that the program was highly effective among students in elementary, middle, and junior high schools: Bullying dropped by 50 percent or more during the program's

2 years. Behavioral changes were more pronounced the longer the program was in effect. The school climate improved, and the rate of antisocial behavior, such as theft, vandalism, and truancy, declined during the 2-year period.

### For Further Information

For more information on the Bullying Prevention Program, contact Susan P. Limber, Ph.D., Institute on Family and Neighborhood Life, Clemson University, 158 Poole Agricultural Center, Clemson, SC 29634-5205; 864-656-6271; 864-656-6281 (fax); <http://virtual.clemson.edu/groups/ifnl/index.htm>.

For information on the Blueprints for Violence Prevention series, contact Delbert S. Elliot, Ph.D., Director, Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, Campus Box 439, Boulder, CO 80309-0439; 303-492-8465; 303-443-3297 (fax); [www.colorado.edu/cspv/blueprints/index.html](http://www.colorado.edu/cspv/blueprints/index.html).

For additional information on bullying and conflict resolution, visit the following Web sites: Communities In Schools ([www.cisnet.org](http://www.cisnet.org)), the National Center for Conflict Resolution Education ([www.nccre.org](http://www.nccre.org)), the Northwest Regional Educational Laboratory ([www.nwrel.org](http://www.nwrel.org)), and the Office of Juvenile Justice and Delinquency Prevention ([www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)).

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*The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime*

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## Bullying in Schools

Bullying has long been common among children and young people, but only recently—particularly after several widely publicized incidents of shootings at schools—has this behavior begun to be addressed by educators, by school boards, and in the media. Many bullying incidents involve students who are considered to be “different.” For example, some students fall victim to bullying based on their sex, race, religion, sexual orientation, mental or physical disability, or other personal traits or habits that are perceived as uncommon. While this is not new, in recent years bullying acts have become more violent and lethal. Bullying has also been considered as a contributing factor in other violent acts: two-thirds of 41 perpetrators in recent school shooting incidents described feeling persecuted, bullied, or threatened by their peers.

The academic consequences of bullying include decreased interest in school, increased absences, and decreased concentration levels for students. Bystanders are also affected by bullying. Many lack a sense of mental and physical well-being. The perpetrators of bullying incidents also experience short-term problems such as depression, anxiety, loneliness, suicidal thoughts, difficulties with school work and long-term problems such as low self-esteem and depression. Some more extreme long-term effects for the bully are equally disturbing; they include other antisocial behaviors such as vandalism, shoplifting, truancy, and frequent drug use. One in four boys that bully will have a criminal record by age 30.

Today, attitudes among parents, educators, and policymakers toward bullying are changing, and it is no longer accepted as a part of normal childhood experiences. Bullying is now considered a marker for serious or violent behavior, and information about how to effectively respond to bullying is readily available. The bad news is that tens of thousands of children are still afraid to go to school because of teasing, harassment and intimidation from other students. According to a study by the National Crime Prevention Council, **six out of ten American teenagers witness bullying in school once a day.** The number of students being bullied is on the rise, particularly among girls.

### Issues to Consider

★ **Defining bullying, harassment, and intimidation.** In order for schools to address inappropriate behaviors, descriptive details are needed to define bullying. **Bullying is defined as systematically and chronically inflicting physical hurt and or psychological distress on one or more students.** The chart below provides further definitions of the major forms of bullying.

Descriptions of Common Forms of Bullying		
	Direct bullying	Indirect bullying
Verbal Bullying	Taunting, teasing, name calling	Spreading rumors
Physical Bullying	Hitting, kicking, destruction or theft of property	Enlisting a friend to assault someone for you
Nonverbal/Nonphysical Bullying	Threatening or obscene gestures	Excluding others from a group, manipulation of friendships, threatening email

D. Owlets, *Bullying at School: What We Know and What We Can Do* (Cambridge, MA:Blackwell Publishers, Inc., 1993).

★ **Sexual harassment** is another form of bullying. Its intent is to demean, embarrass, humiliate, or control another person on the basis of their gender or sexual orientation. Both boys and girls can experience unwanted jokes, comments or taunts about sexual body parts, teasing about sexual orientation or starting rumors about sexual activities, passing unwanted notes or pictures about sex. However, inappropriate behavior has a more significant impact on girls. Female students that endure sexual harassment are less confident, more self-conscious, shamed, and embarrassed. They can be so affected by harassment that their grades fall.

★ **When bullying becomes a school issue.** Bullying becomes an issue of the school when it takes place on school property, at a school function, or on a school bus. Regardless of the type of bullying, the results are the same. Students who are bullied are afraid to go to school, have difficulty concentrating on their studies, have lower academic achievement levels, or are fearful of calling attention to

themselves by speaking up in class. Ultimately bullying creates a poor learning environment for all students. Some parents of students who are victims of bullying find it necessary to have their children transfer to other schools when bullying persists.

★ **Staff training and development.** Many educators simply are not aware of indirect and direct bullying that occurs around them. Effective policies provide training for teachers so that they can identify bullying behaviors and characteristics of a victim of bullying. Some states require local school systems and staff to develop a safe schools action plan. In Maryland this plan must include initial and annual training on harassment, bullying, bias, and discrimination; local school system policy; consequences for violating policies; and procedures for staff to address bullying incidents. Other components involve a system of record keeping for the school and system level, a continuum of consequences for all staff who participate in bullying, a process for training new staff, and development of training materials.

### Implications for Policymakers

★ **Investigate ways of addressing bullying through school-based programs, strategies, and curriculum.** Some examples of programs include character education, cooperative discipline, conflict resolution, peer programs, and assertiveness training for students. These programs and strategies should take place at all levels.

★ **Assure that bullying policies and safe schools policies include language that is detailed and specific.** For example, language should address bias-motivated harassment incidents that involve race, gender, religion, and sexual orientation differences. A common language in the description of bullying will increase the recognition of such acts in schools. Information should be readily accessible to students, parents, and community members.

★ **Become familiar with the research on bullying intervention programs.** Some highly publicized policies and programs have had mixed results. For example the "zero tolerance" and "three strikes" policies, adopted in recent years by many school districts, expel or suspend students from school. This policy generally addresses only one type of bullying (physical) and the severe punishments tend to discourage students and staff from reporting bullying. Other policies that are also of questionable value include group treatment for bullies and short-term solutions to bullying (e.g., a one-shot, six week curriculum on bullying). Policies that assist in changing the overall school climate and behavioral norms and fostering school connectedness have been more successful.

### State and National Actions

**Michigan.** The *Michigan Model* is an age-appropriate curriculum that is used throughout the state in grades K-12. In the early grades, the curriculum addresses similarities and differences among people, along with ways to avoid violence. Middle school students learn about stopping assault and preventing violence, respecting others, getting help, sexual harassment, and conflict resolution. The upper grades focus is on resolving conflict peacefully, stopping escalation of conflict, and helping others who are in violent situations. All of these components come with resource sheets on topics of communication, anger management, friendship, and bullying that are sent home to parents.

**West Virginia's** policy spells out clear guidelines for local districts about their role in the prevention and intervention of bullying behavior. Schools and school boards are encouraged to form a bullying prevention task force, program, or other initiative that involves school staff, students, teachers, administrators, volunteers, parents, law enforcement personnel, and community members. West Virginia encourages its schools to become "telling" schools where anyone who is aware of an act of harassment, intimidation, or bullying is encouraged to report the incident to a designated school staff member. As stated in the policy, full immunity is given to school employees, students, or volunteers who report information about bullying.

**Nebraska.** The Nebraska Anti-Bullying Policy targets three major areas. Area one details ways in which the state will provide information and resource development, such as disseminating the state board policy and expansion of the Nebraska Safety Website, which will include articles on positive behavior and include interactive question/answer sections for emerging issues. Area two focuses on training of staff and students. This includes ensuring that there are training resources and coordination of training sessions at various educational service units. Area three details ways that the plan can be evaluated. Surveys, monitoring websites, and periodic reports to the state board will be parts of the evaluation.

NASBE is partnering with the Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB) in its launch of *The National Bullying Prevention Campaign*. The purpose of this multi-year, research-based campaign is raise public awareness about bullying, prevent and reduce bullying behaviors, identify and provide appropriate interventions for 9- to 13-year-olds and other targeted audiences. The campaign will be launched in the early fall of 2003.

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**Author:** Banks, Ron

**Source:** ERIC Clearinghouse on Elementary and Early Childhood Education Champaign IL.

## **Bullying in Schools. ERIC Digest.**

Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences--both for students who bully and for their victims. Although much of the formal research on bullying has taken place in the Scandinavian countries, Great Britain, and Japan, the problems associated with bullying have been noted and discussed wherever formal schooling environments exist. Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. While boys typically engage in direct bullying methods, girls who bully are more apt to utilize these more subtle indirect strategies, such as spreading rumors and enforcing social isolation (Ahmad & Smith, 1994; Smith & Sharp, 1994). Whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Batsche & Knoff, 1994; Olweus, 1993).

### **EXTENT OF THE PROBLEM**

Various reports and studies have established that approximately 15% of students are either bullied regularly or are initiators of bullying behavior (Olweus, 1993). Direct bullying seems to increase through the elementary years, peak in the middle school/junior high school years, and decline during the high school years. However, while direct physical assault seems to decrease with age, verbal abuse appears to remain constant. School size, racial composition, and school setting (rural, suburban, or urban) do not seem to be distinguishing factors in predicting the occurrence of bullying. Finally, boys engage in bullying behavior and are victims of bullies more frequently than girls (Batsche & Knoff, 1994; Nolin, Davies, & Chandler, 1995; Olweus, 1993; Whitney & Smith, 1993).

### **CHARACTERISTICS OF BULLIES AND VICTIMS**

Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They appear to derive satisfaction from inflicting injury and suffering on others, seem to have little empathy for their victims, and often defend their actions by saying that their victims provoked them in some way. Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back

physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who regularly display bullying behaviors are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem. There is little evidence to support the contention that they victimize others because they feel bad about themselves (Batsche & Knoff, 1994; Olweus, 1993). Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them. They may lack social skills and friends, and they are often socially isolated. Victims tend to be close to their parents and may have parents who can be described as overprotective. The major defining physical characteristic of victims is that they tend to be physically weaker than their peers--other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization (Batsche & Knoff, 1994; Olweus, 1993).

## CONSEQUENCES OF BULLYING

As established by studies in Scandinavian countries, a strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults. In one study, 60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24 (Olweus, 1993). Chronic bullies seem to maintain their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, & Hazler, 1994).

Victims often fear school and consider school to be an unsafe and unhappy place. As many as 7% of America's eighth-graders stay home at least once a month because of bullies. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with them or because they do not want to increase the risks of being bullied themselves. Being bullied leads to depression and low self-esteem, problems that can carry into adulthood (Olweus, 1993; Batsche & Knoff, 1994).

## PERCEPTIONS OF BULLYING

Oliver, Hoover, and Hazler (1994) surveyed students in the Midwest and found that a clear majority felt that victims were at least partially responsible for bringing the bullying on themselves. Students surveyed tended to agree that bullying toughened a weak person, and some felt that bullying "taught" victims appropriate behavior. Charach, Pepler, and Ziegler (1995) found that students considered victims to be "weak," "nerds," and "afraid to fight back." However, 43% of the students in this study said that they try to help the victim, 33% said that they should help but do not, and only 24% said that bullying was none of their business.

Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent (Olweus, 1993). Student surveys reveal that a low percentage of students seem to believe that adults will help. Students feel that adult intervention is infrequent and ineffective, and that telling adults will only bring more harassment from

bullies. Students report that teachers seldom or never talk to their classes about bullying (Charach, Pepler, & Ziegler, 1995). School personnel may view bullying as a harmless rite of passage that is best ignored unless verbal and psychological intimidation crosses the line into physical assault or theft.

## **INTERVENTION PROGRAMS**

Bullying is a problem that occurs in the social environment as a whole. The bullies' aggression occurs in social contexts in which teachers and parents are generally unaware of the extent of the problem and other children are either reluctant to get involved or simply do not know how to help (Charach, Pepler, & Ziegler, 1995). Given this situation, effective interventions must involve the entire school community rather than focus on the perpetrators and victims alone. Smith and Sharp (1994) emphasize the need to develop whole-school bullying policies, implement curricular measures, improve the schoolground environment, and empower students through conflict resolution, peer counseling, and assertiveness training. Olweus (1993) details an approach that involves interventions at the school, class, and individual levels. It includes the following components:

- \* An initial questionnaire can be distributed to students and adults. The questionnaire helps both adults and students become aware of the extent of the problem, helps to justify intervention efforts, and serves as a benchmark to measure the impact of improvements in school climate once other intervention components are in place.
- \* A parental awareness campaign can be conducted during parent-teacher conference days, through parent newsletters, and at PTA meetings. The goal is to increase parental awareness of the problem, point out the importance of parental involvement for program success, and encourage parental support of program goals. Questionnaire results are publicized.
- \* Teachers can work with students at the class level to develop class rules against bullying. Many programs engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction. These programs can also show other students how they can assist victims and how everyone can work together to create a school climate where bullying is not tolerated (Sjostrom & Stein, 1996).
- \* Other components of anti-bullying programs include individualized interventions with the bullies and victims, the implementation of cooperative learning activities to reduce social isolation, and increasing adult supervision at key times (e.g., recess or lunch). Schools that have implemented Olweus's program have reported a 50% reduction in bullying.

## **CONCLUSION**

Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. A comprehensive intervention plan that involves all students, parents, and school staff is required to ensure that all students can learn in a safe and fear-free environment.

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Parenting

## Bullying: Facts for Schools and Parents

Home & School

Assessment &  
Instruction

By Andrea Cohn & Andrea Canter, Ph.D., NCSP  
National Association of School Psychologists

Behavior &  
Discipline

Bullying is a widespread problem in our schools and communities. The behavior encompasses physical aggression, threats, teasing, and harassment. Although it can lead to violence, bullying typically is not categorized with more serious forms of school violence involving weapons, vandalism, or physical harm. It is, however, an unacceptable anti-social behavior that is *learned* through influences in the environment, e.g., home, school, peer groups, even the media. As such, it also can be unlearned or, better yet, prevented.

Reading

Mental Health

Health & Wellness

Diversity

A *bully* is someone who directs physical, verbal, or psychological aggression or harassment toward others, with the goal of gaining power over or dominating another individual. Research indicates that bullying is more prevalent in boys than girls, though this difference decreases when considering indirect aggression (such as verbal threats).

Special  
Populations

Crisis & Safety

Fact Sheets

A *victim* is someone who repeatedly is exposed to aggression from peers in the form of physical attacks, verbal assaults, or psychological abuse. Victims are more likely to be boys and to be physically weaker than peers. They generally do not have many, if any, good friends and may display poor social skills and academic difficulties in school.

Online Resource  
Kit

Principals

En Español

### Facts About Bullying

Kids

NASP Center Home

- Bullying is the most common form of violence in our society; between 15% and 30% of students are bullies or victims.
- A recent report from the American Medical Association on a study of over 15,000 6th-10th graders estimates that approximately 3.7 million youths engage in, and more than 3.2 million are victims of, moderate or serious bullying each year.
- Between 1994 and 1999, there were 253 violent deaths in school, 51 casualties were the result of multiple death events. Bullying is often a factor in school related deaths.
- Membership in either bully or victim groups is associated with school drop out, poor psychosocial adjustment, criminal activity and other negative long-term consequences.
- Direct, physical bullying increases in elementary school, peaks in middle

school and declines in high school. Verbal abuse, on the other hand, remains constant. The U.S. Department of Justice reports that younger students are more likely to be bullied than older students.

- Over two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective.
- 25% of teachers see nothing wrong with bullying or putdowns and consequently intervene in only 4% of bullying incidents.

### Why Do Some Children and Adolescents Become Bullies?

Most bullying behavior develops in response to multiple factors in the environment—at home, school and within the peer group. There is no one cause of bullying. Common contributing factors include:

- **Family factors:** The frequency and severity of bullying is related to the amount of adult supervision that children receive—bullying behavior is reinforced when it has no or inconsistent consequences. Additionally, children who observe parents and siblings exhibiting bullying behavior, or who are themselves victims, are likely to develop bullying behaviors. When children receive negative messages or physical punishment at home, they tend to develop negative self concepts and expectations, and may therefore attack before they are attacked—bullying others gives them a sense of power and importance.
- **School factors:** Because school personnel often ignore bullying, children can be reinforced for intimidating others. Bullying also thrives in an environment where students are more likely to receive negative feedback and negative attention than in a positive school climate that fosters respect and sets high standards for interpersonal behavior.
- **Peer group factors:** Children may interact in a school or neighborhood peer group that advocates, supports, or promotes bullying behavior. Some children may bully peers in an effort to “fit in,” even though they may be uncomfortable with the behavior.

### Why Do Some Children and Adolescents Become Victims?

- Victims signal to others that they are insecure, primarily passive and will not retaliate if they are attacked. Consequently, bullies often target children who complain, appear physically or emotionally weak and seek attention from peers.
- Studies show that victims have a higher prevalence of overprotective parents or school personnel; as a result, they often fail to develop their own coping skills.
- Many victims long for approval, even after being rejected, some continue to make ineffective attempts to interact with the victimizer.

### How Can Bullying Lead to Violence?

- Bullies have a lack of respect for others' basic human rights; they are more likely to resort to violence to solve problems without worry of the potential implications.
- Both bullies and victims show higher rates of fighting than their peers.

- Recent school shootings show how victims' frustration with bullying can turn into vengeful violence.

### What Can Schools Do?

Today, schools typically respond to bullying, or other school violence, with reactive measures. However, installing metal detectors or surveillance cameras or hiring police to patrol the halls have no tangible positive results. Policies of "Zero Tolerance" (severe consequence for any behavior defined as dangerous such as bullying or carrying a weapon) rely on exclusionary measures (suspension, expulsion) that have long-term negative effects.

Instead, researchers advocate school-wide prevention programs that promote a positive school and community climate. Existing programs can effectively reduce the occurrence of bullying; in fact, one program decreased peer victimization by 50%. Such programs require the participation and commitment of students, parents, educators and members of the community. Effective school programs include:

- **Early intervention.** Researchers advocate intervening in elementary or middle school, or as early as preschool. Group and building-wide social skills training is highly recommended, as well as counseling and systematic aggression interventions for students exhibiting bullying and victim behaviors. School psychologists and other mental health personnel are particularly well-trained to provide such training as well as assistance in selecting and evaluating prevention programs.
- **Parent training.** Parents must learn to reinforce their children's positive behavior patterns and model appropriate interpersonal interactions. School psychologists, social workers and counselors can help parents support children who tend to become victims as well as recognize bullying behaviors that require intervention.
- **Teacher training.** Training can help teachers identify and respond to potentially damaging victimization as well as to implement positive feedback and modeling to address appropriate social interactions. Support services personnel working with administrators can help design effective teacher training modules.
- **Attitude change.** Researchers maintain that society must cease defending bullying behavior as part of growing up or with the attitude of "kids will be kids." Bullying can be stopped! School personnel should never ignore bullying behaviors.
- **Positive school environment.** Schools with easily understood rules of conduct, smaller class sizes and fair discipline practices report less violence. A positive school climate will reduce bullying and victimization.

### What Can Parents Do?

- **Contact** the school's psychologist, counselor or social worker and ask for help around bullying or victimization concerns. Become involved in school programs to counteract bullying.
- **Provide positive feedback** to children for appropriate social behaviors and model interactions that do not include bullying or aggression.
- **Use alternatives to physical punishment**, such as the removal of privileges, as a consequence for bullying behavior.
- **Stop bullying behavior** as it is happening and begin working on

appropriate social skills early.

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## Online:

National Mental Health and Education Center for Children and Families (NASP) [www.naspcenter.org](http://www.naspcenter.org)

Safe and Responsive Schools Project [www.indiana.edu/~safeschl/](http://www.indiana.edu/~safeschl/)

Safe Schools/Healthy Students Action Center [www.sshsac.org/](http://www.sshsac.org/)

National Resource Center for Safe Schools [www.nwrel.org/safe](http://www.nwrel.org/safe)

*This article was developed from a number of resources including the chapter by George Batsche.*

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## Bullying Statistics

## BULLYING STATISTICS

- Thirty percent (30%) of U.S. students in grades six through ten are involved in moderate or frequent bullying — as bullies, as victims, or as both — according to the results of the first national survey on this subject.
- Bullying is increasingly viewed as an important contributor to youth violence, including homicide and suicide. Case studies of the shooting at Columbine High School and other U.S. schools have suggested that bullying was a factor in many of the incidents.

## RECENT STATISTICS SHOW THAT:

- 1 out of 4 kids is Bullied. The American Justice Department says that this month 1 out of every 4 kids will be abused by another youth.
- Surveys Show That 77% of students are bullied mentally, verbally, & physically.
- In a recent study, 77% of the students said they had been bullied. And 14% of those who were bullied said they experienced severe (bad) reactions to the abuse.
- 1 out of 5 kids admits to being a bully, or doing some "Bullying."
- 8% of students miss 1 day of class per month for fear of Bullies.
- 43% fear harassment in the bathroom at school.
- 100,000 students carry a gun to school.
- 28% of youths who carry weapons have witnessed violence at home.
- A poll of teens ages 12-17 proved that they think violence increased at their schools.
- 282,000 students are physically attacked in secondary schools each month.
- More youth violence occurs on school grounds as opposed to on the way to school.
- Playground statistics - Every 7 minutes a child is bullied. Adult intervention - 4%. Peer intervention - 11%. No intervention - 85%

## ACCORDING TO THE BUREAU OF JUSTICE STATISTICS - School Crime and Safety:

- 46% of males, and 26% of females reported they had been in physical fights
- Those in the lower grades reported being in twice as many fights as those in the higher grades. However, there is a lower rate of serious violent crimes in the elementary level than in the middle or high schools.
- Teenagers say revenge is the strongest motivation for school shootings
  - — 87% said shootings are motivated by a desire to "get back at those who have hurt them."
  - — 86% said, "other kids picking on them, making fun of them or bullying them" causes teenagers to turn to lethal violence in the schools.
- Students recognize that being a victim of abuse at home or witnessing others being abused at home may cause violence in school.
  - — 61% said students shoot others because they have been victims of physical abuse at home
  - — 54% said witnessing physical abuse at home can lead to violence in school
- Students say their schools are not safe.

## STATS 2001:

## SELECTED SCHOOL VIOLENCE RESEARCH FINDINGS FROM 2001 SOURCES

- According to the latest poll, thirty-two percent of parents fear for their child's physical safety when the child is at school. Thirty-nine percent of parents with a child in grade six or higher are more likely to say they fear for their child's safety. Twenty-two percent of parents whose children are in grade five or lower fear for their child's safety. (Parents Not Overly Concerned About School Environments for Their Children, Gallup News Service, 2001)
- Bullying generally begins in the elementary grades, peaks in the sixth through eighth grades, and persists into high school. (Addressing the Problem of Juvenile Bullying, Office of Juvenile Justice and Delinquency Prevention, 2001)
- Among students, homicide perpetrators were more than twice as likely as homicide victims to have been bullied by peers. (School-Associated Violent Deaths in the United States 1994-1999, Centers for Disease Control and Prevention and U.S. Departments of Education and Justice, 2001; findings published by the Journal of the American Medical Association, 2001)

- Overall, almost eleven percent of a representative sample of youth reported bullying others sometimes, and almost nine percent admitted to bullying others once a week or more. Experiencing bullying was reported with similar frequency, with almost nine percent bullied sometimes and just over eight percent bullied once a week or more. (Bullying Behaviors Among US Youth, Journal of the American Medical Association, 2001)
- Of a representative sample of youth, almost thirty percent reported some type of involvement in moderate or frequent bullying, as a bully, a target of bullying, or both. (Bullying Behaviors Among US Youth, Journal of the American Medical Association, 2001)
- Bullying was reported as more prevalent among males than females and occurred with greater frequency among middle school-aged youth than high school-aged youth. For males, both physical and verbal bullying was common, while for females, verbal bullying and rumors were more common. (Bullying Behaviors Among US Youth, Journal of the American Medical Association, 2001)
- Research shows that those who bully and are bullied appear to be at greatest risk of experiencing the following: loneliness, trouble making friends; lack of success in school; and involvement in problem behaviors such as smoking and drinking. (Addressing the Problem of Juvenile Bullying, Office of Juvenile Justice and Delinquency Prevention, 2001)
- Seventy-four percent of 8 - to 11-year-old students said teasing and bullying occur at their schools. (Talking With Kids About Tough Issues, A National Survey of Parents and Kids, Kaiser Family Foundation and Nickelodeon, 2001)
- Though recent studies show that as many as seventy-five percent of children have been victims of bullying during their school careers, about half of parents in this survey see bullying as no problem for their children. (Are We Safe?. The 2000 National Crime Prevention Survey, National Crime Prevention Council, 2001)
- Thirty-nine percent of middle schoolers and thirty-six of high schoolers say they don't feel safe at schools. (2000 Report Card Report #1, The Ethics of American Youth: Violence and Substance Abuse: Data & Commentary, Josephson Institute of Ethics, 2001)

— North Carolina Department of Juvenile Justice and Delinquency Prevention Center for the Prevention of School Violence

Statistics compiled by Kathy Knoll at: <http://hometown.aol.com/kthynoll>

April 24, 2001 (National Institutes of Health)

#### Bullying Widespread in U.S. Schools, Survey Finds:

- Bullying is widespread in American schools, with more than 16 percent of U.S. school children saying they had been bullied by other students during the current term, according to a survey funded by the National Institute of Child Health and Human Development (NICHD).
- The study appears in the April 25, 2001, Journal of the American Medical Association. Overall, 10 percent of children said they had been bullied by other students, but had not bullied others. Another 6 percent said that they had both been bullied themselves and had bullied other children. Another 13 percent of students said they had bullied other students, but had not been bullied themselves.
- "Being bullied is not just an unpleasant rite of passage through childhood," said Duane Alexander, M.D., director of the NICHD. "It's a public health problem that merits attention. People who were bullied as children are more likely to suffer from depression and low self esteem, well into adulthood, and the bullies themselves are more likely to engage in criminal behavior later in life."
- The NICHD researchers surveyed 15,686 students in grades six-through-10, in public, parochial, and other private schools throughout the U.S. The nationally representative survey was part of the U.S. contribution to the World Health Organization's Health Behavior in School Children survey, an international effort in which many countries surveyed school-age children on a broad spectrum of health-related behaviors.
- For this study, researchers defined bullying as a type of behavior intended to harm or disturb the victim, explained the study's first author, Tonja R. Nansel, Ph.D. This behavior occurs repeatedly over time and involves an imbalance of power, with the more powerful person or group attacking the less powerful one. Dr. Nansel added, "Bullying may be physical, involving hitting or otherwise attacking the other person; verbal, involving name-calling or threats; or psychological, involving spreading rumors or excluding a person."
- The children were asked to complete a questionnaire during a class period that asked how often they either bullied other students, or were the target of bullying behavior. A total of 10.6 percent of the children replied that they had "sometimes" bullied other children, a response category defined as "moderate" bullying. An additional 8.8 percent said they had bullied others once a week or more, defined as "frequent" bullying. Similarly, 8.5 percent said they had been targets of moderate bullying, and 8.4 percent said they were bullied frequently.
- Out of all the students, 13 percent said they had engaged in moderate or frequent bullying of others, while 10.6 percent said they had been bullied either moderately or frequently. Some students—6.3 percent—had both bullied others and been bullied themselves. In all, 29 percent of the students who responded to the survey had been involved in some aspect of bullying, either as a bully, as the target of bullying, or both.
- Bullying occurred most frequently in sixth through eighth grade, with little variation between urban, suburban, town, and rural areas; suburban youth were 2-3 percent less likely to bully others. Males were both more likely to bully others and more likely to be victims of bullying than were females. In addition, males were more likely to say they had been bullied physically (being hit, slapped, or pushed), while females more frequently said they were bullied verbally and psychologically (through sexual comments or rumors).

- Regarding verbal bullying, bullies were less likely to make derogatory statements about other students' religion or race. "There seem to be stronger social norms against making these kinds of statements than against belittling someone about their appearance or behavior," Dr. Nansel said.
- Both bullies and those on the receiving end of bullying were more likely to have difficulty adjusting to their environment both socially and psychologically. Students who were bullied reported having greater difficulty making friends and poorer relationships with their classmates. They were also much more likely than other students to report feelings of loneliness.
- "It's likely that kids who are socially isolated and have trouble making friends are more likely to be targets of bullying," Dr. Nansel said. "In turn, other kids may avoid children who are bullied, for fear of being bullied themselves."
- The study authors also reported that bullies were more likely to be involved in other problem behaviors, such as smoking and drinking alcohol, and to do more poorly academically. However, youth who were both bullies and recipients of bullying tended to fare the most poorly of all, experiencing social isolation, as well as doing poorly in school and engaging in problem behaviors, like smoking and drinking.
- "Unfortunately, we don't know much about this group," Dr. Nansel said. "We need to learn more about them to provide them with the help they need." She added that it is not known whether these children are first bullied by others and then imitate the bullying behavior they experienced, or if they are bullies who were later retaliated against.
- The study's authors concluded that the prevalence of bullying in U.S. schools suggests a need for more research to understand, and devise ways to intervene against, bullying. The authors noted that researchers in Norway and England have shown that school intervention programs can be successful. These programs focused on increasing awareness of bullying, increasing teacher and parent supervision, establishing clear rules prohibiting bullying, and providing support and protection for those bullied.

*The NICHD is part of the National Institutes of Health, the biomedical research arm of the federal government. The Institute sponsors research on development before and after birth; maternal, child, and family health; reproductive biology and population issues; and medical rehabilitation. NICHD publications, as well as information about the Institute, are available from the NICHD Web site, <http://www.nichd.nih.gov>, or from the NICHD Information Resource Center, 1-800-370-2943; e-mail [NICHDInformationResourceCenter@mail.nih.gov](mailto:NICHDInformationResourceCenter@mail.nih.gov).*

Close

**Here is an example of an Anti Bullying Policy that any public school would do well to copy.**

## **STUDENTS**

### **Prohibition of Harassment, Intimidation, and Bullying**

The \_\_\_\_\_ School District is committed to a safe and civil educational environment for all students, employees, volunteer and patrons, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or

retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

The Superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components of procedure \_\_\_\_, Sexual Harassment.

Cross-References: Policy \_\_\_\_ Rights and Responsibilities

Policy \_\_\_\_ Nondiscrimination

Policy \_\_\_\_ Exceptional Misconduct

Legal Reference: Chapter \_\_\_\_ Law of \_\_\_\_

Adopted: \_\_\_\_\_

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## **STUDENTS**

### **Prohibition of Harassment, Intimidation, and Bullying**

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complaints of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complaint can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to

E. The superintendent or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:

1. That the district intends to take corrective action; or
2. That the investigation is incomplete to date and will be continuing; or
3. That the district does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

F. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

G. If a student remains aggrieved by the superintendent's designee's response, the student may pursue the complaint as one of discrimination pursuant to Policy \_\_\_\_, Nondiscrimination or a complaint pursuant to Policy \_\_\_\_, complaint Concerning staff or Programs.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

Cross References: Policy \_\_\_\_ Rights and Responsibilities

Policy \_\_\_\_ Nondiscrimination

Policy \_\_\_\_ Exceptional Misconduct

Legal Reference: Chapter \_\_\_\_ Law of \_\_\_\_

Adopted: \_\_\_\_\_

Also check out a complaint form for students (or a parent) to fill out:

discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

**Formal Complaint Process:** Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The district will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district need to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

A. All informal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.

B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based on the information in the officer's possession.

C. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.

D. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.

<http://www.bullypolice.org/KennForm01.pdf>

PROHIBITION OF HARASSMENT, INTIMIDATION & BULLYING complaint form

for students to fill out. \*Need Adobe Reader

PROHIBITION OF HARASSMENT, INTIMIDATION & BULLYING

Please print:

Name \_\_\_\_\_ Date \_\_\_\_\_
Address \_\_\_\_\_
Telephone \_\_\_\_\_ or number where you may be contacted \_\_\_\_\_
during the hours of \_\_\_\_\_

I wish to register a complaint against:

Name of person, school (give department, program activity, etc.)
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Specify your complaint by stating the problem as you see it. Describe the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Indicate if there are other people who could provide more information regarding your complaint:

Name Address Telephone Number
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Proposed Solution:

Indicate your opinion on how this problem might be resolved. Be as specific as possible.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

I certify that there is no falsification of the above information and events are accurately depicted to the best of my knowledge.

Signature of Complainant

Date

Please return the original completed form to the Executive Personnel Director. A copy of this will be provided to the complainant.

# LEGISLATIVE RESEARCH REPORT

MARCH 11, 2005



REPORT NUMBER 05.197

## ALASKA SCHOOL DISTRICT POLICIES ON BULLYING AND HARASSMENT

PREPARED FOR REPRESENTATIVE SHARON CISSNA

BY KATHLEEN L. WAKFIELD, LEGISLATIVE ANALYST

You asked about Alaska school districts' policies regarding bullying and/or harassment. Specifically, you wished to know how districts define bullying and harassment, and how they determine the motivating factors behind the behavior.

### POLICIES ON BULLYING AND HARASSMENT

We contacted all school districts in Alaska about their policies regarding bullying and/or harassment. We received responses from 17 districts: Copper River, Delta/Greely, Fairbanks North Star Borough, Haines Borough, Iditarod Area, Juneau, Kenai Peninsula Borough, Klawock, Lower Yukon, Mat-Su Borough, Mt. Edgecumbe, Northwest Arctic, Pribilof, St. Mary's, Southeast Island, Valdez, and Wrangell. We received the following responses:

- ◆ Three of these school districts have no policies on bullying or harassment: Lower Yukon, St. Mary's, and Valdez. All three districts indicated that they are developing such policies.
- ◆ Copper River, Klawock, and Mt. Edgecumbe have specific policies that prohibit bullying.
- ◆ Juneau includes bullying in its policy prohibiting harassment.
- ◆ Administrators in the Mat-Su Borough School District recently developed a policy on harassment that includes bullying. The school board will address this proposed policy at its next meeting.

- ◆ Kenai, Pribilof, and Southeast Island districts have no specific policies against bullying, but include references to bullying under "Violent and Aggressive Behavior" and/or "Positive School Climate."
- ◆ Eight districts include sexual orientation or sexuality as a protected class in their policies on bullying and/or harassment. These districts are Copper River, Fairbanks North Star Borough, Haines, Juneau, Mat-Su, Mt. Edgecumbe, Northwest Arctic and Pribilof.

The Association of Alaska School Boards (AASB) Policy Reference Manual also contains policies on harassment, bullying, violent and aggressive conduct, and sexual harassment. The AASB policies specifically address sexual orientation as a protected class. According to AASB officials, 43 school districts use the AASB policy system.<sup>1</sup> For example, the Iditarod, Northwest Arctic, and Pribilof school districts use the AASB policy on harassment, and administrators in Valdez are recommending that the board adopt this language on harassment, as well.<sup>2</sup> Since the policy on bullying was only released in January 2005, AASB officials do not know how many districts have adopted it, although they expect that most districts will eventually do so.

Most district policies require the school principal or a designee to investigate all reports of bullying and/or harassment, and to prepare a written report of the incident and findings. Policies provide for a range of sanctions for students found guilty of bullying or harassment, up to and including expulsion for the most serious offenses.

The attached table contains the definitions of bullying and/or harassment for the 17 districts that responded to our request, and for the AASB.

### OTHER STATES' LAWS

Other states have also grappled with the issue of bullying in schools over the past several years. According to the National Conference of State Legislatures, lawmakers in Hawaii, Indiana, Kentucky, Massachusetts, Michigan, Nebraska, Nevada, New York, South Carolina, and Texas have introduced legislation this year that addresses school bullying. New Hampshire, New Jersey, Oklahoma, Oregon, Rhode Island, Vermont, and Washington have already passed legislation requiring school districts to adopt policies on bullying. In addition, a lawmaker in Washington introduced a bill this year—SB 5849—to expand the state's anti-bullying law to include "cyber-bullying," or the use of "electronic means" such as communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.<sup>3</sup>

<sup>1</sup> Personal communication from Sharon Young, Associate Executive Director, Association of Alaska School Boards, March 7, 2005.

<sup>2</sup> Personal communications from Joyce Turner, Board Secretary, Iditarod Area School District, February 28, 2005; Robert Boyle, Superintendent, Northwest Arctic School District, February 24, 2005; Malcolm Fleming, Superintendent, Pribilof School District, February 24, 2005; Ernie Manzie, Superintendent, Valdez City School District, February 27, 2005.

<sup>3</sup> We include a copy of SB 5849 as Attachment A.

In addition, the U.S. Congress has also considered bullying in schools. In 2004, Representative John Shimkus of Illinois introduced H.R. 4776 to amend the Safe and Drug-Free Schools and Communities Act to include bullying and harassment prevention programs. The bill died in committee.

## FIRST AMENDMENT CONCERNS

While states and school districts continue to work to address bullying and harassment in schools, some challenges have been mounted due to concerns about violations of the First Amendment's free speech clause. For example, in 2001 an anti-harassment policy adopted by the Pennsylvania State College Area School District was challenged in district court.<sup>4</sup> The plaintiffs—two students, and a school board member who also volunteered in the schools—argued that the policy prohibited their ability to express their beliefs about Christianity and certain moral topics such as homosexuality.

The district court disagreed with the plaintiffs, and granted the defendants' motion to dismiss. The plaintiffs appealed the case to the U.S. District Court of Appeals for the Third Circuit, which reversed the judgment, finding that the policy was "unconstitutionally overbroad since it appeared to cover substantially more speech than could be prohibited under the Tinker substantial disruption test." Maintaining that a substantial amount of offensive, distasteful speech still would not constitute actionable harassment under either federal or state law, the appeals court ruled in favor of the plaintiffs.

Also in 2001, a Christian Coalition group opposed SB 5528 and HB 1444, anti-bullying bills introduced in the Washington legislature. The group argued that the bills were "a cover for gay-rights efforts that could eventually force schools to teach about homosexuality in a positive light."<sup>5</sup> Members of the coalition also contended that "anti-bullying policies in schools could violate the free-speech rights of students who expressed opposition to homosexuality."<sup>6</sup>

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I hope you find this information to be useful. Please do not hesitate to contact us if you have questions or need additional information.

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<sup>4</sup> *David Warren Saxe v. State College Area School District*, 240 F.3d; U.S. App. (2001).

<sup>5</sup> Mary Ann Zehr, "Legislatures Take on Bullies with New Laws," *Education Week*, May 16, 2001.

<sup>6</sup> Washington lawmakers subsequently passed HB 1444, and the governor signed it into law, in 2002. We include copies of HB 1444 and RCW 28A.300.285 as Attachment B. We also include a copy of "Ask the Children: Youth and Violence—Students Speak Out for a More Civil Society. Summary and Discussion Guide," prepared by the Families and Work Institute and The Colorado Trust, as Attachment C.

### School District Policies on Bullying and Harassment—Definitions

School District	Definition of Bullying	Definition of Harassment
Association of Alaska School Boards	Bullying is the repeated intimidation of others by inflicting or threatening physical, verbal, written, electronic, or emotional abuse, or damage to another's property. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's property, social exclusion from activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristics. [Board Policy 5131.43(a)]	Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, sexual orientation, marital status, pregnancy, parenthood, or disability. [Board Policy 5145.5(a)]
Copper River School District	Bullying is repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronic, or emotional abuse, or damage to another's property. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's property, social exclusion from activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristics. (Board Policy 5143)	

Delta/Greely School District		Harassment means intimidation by threats of, or actual, physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to convey hatred, contempt or prejudice, or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability. (Board Policy 5005)
Fairbanks North Star Borough School District		Harassment includes but is not limited to any oral, written, or physical conduct relating to race, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social or cultural background, or sexual orientation that is sufficiently severe, pervasive, or persistent that it substantially interferes with or limits an individual's academic performance or creates an intimidating, hostile or offensive academic environment. (Board Policy 1012)
Haines Borough Schools		Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, creed, color, national origin, religion, sexual orientation, marital status, or disability. (Board Policy 4119.12(a), and 5145(a))

Iditarod Area School District	No policies—adopted AASB policies on discrimination and sexual harassment.
Juneau School District	<p>...the Board does not tolerate discrimination against, or harassment of, any member of the Juneau school community on the basis of race, color, creed, sex, national origin, age, political or religious beliefs, mental or physical condition or disability, marital status, changes in marital status, pregnancy, parenthood, social background, economic status, culture, or sexual orientation. Discriminatory harassment includes, but is not limited to, bullying, slurs, epithets, threats, derogatory comments, unwelcome jokes, teasing, stereotyping, sexual advances or requests for sexual favors, physical assault or abuse, or other forms of verbal or physical harassment which adversely affect a person's employment or education or creating an intimidating, hostile, or offensive educational or working environment. Harassment includes creation of a climate of hostility and intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual or group. (Board Policy 1120)</p>

Kenai Peninsula Borough School District	<p>No specific policy, but includes the following language on bullying under other sections:</p> <p><b>Violent and aggressive conduct:</b> Violent and aggressive acts include, but are not limited to, possession, threat with or use of a weapon, physical assault, verbal abuse, intimidation, extortion, bullying, gang participation, harassment, stalking, defiance, and racial slurs.</p> <p><b>Positive School Climate:</b> Students shall be subject to disciplinary procedures for bullying other students or for using insults, slurs, or fighting words which may disrupt school activities. (Board Policies 3522.6 and 5137)</p>	<p>Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, disability, or any other real or perceived difference. (Board Policy 4119.12)</p>
Klawock City School District	<p>Bullying takes many forms: gossip, cruel comments, insults, snubbing, put-downs, threats (physical or verbal) and violent attacks. It is deliberate, hurtful behavior that is often repeated and a form of anti-social behavior that has no place at school. It is the intent of this policy to make sure all members of our school community remain vigilant and consistent to help insure that bullying behavior is actively resisted and stopped, and that we provide a safe school environment for all students. Any acts of bullying, at any level, will not be tolerated and will result in disciplinary action. (Board Policy 5131.95)</p>	
Lower Yukon School District	No formal policy.	No formal policy.
Matanuska-Susitna Borough School District <sup>1</sup>	<p>Harassment, bullying, and discrimination are prohibited. Abusive language, sexual harassment, inappropriate physical contact, racial or ethnic slurs, hazing, and other similar provocative actions are included in these categories of prohibited conduct. Harassment is behavior which is intended to trouble or annoy someone. It is the exertion of power by one person over another; It may be based on misunderstanding or a deliberate act and often contains a subjective perspective. Discrimination and harassment may be based on culture, ability, physical appearance, size, sexuality, or religion, among other things. Bullying is defined as an aggressive behavior that is intentional and that involves an imbalance of power or strength. Harassment, bullying, and discrimination can take many forms such as hitting, tripping, kicking, punching, unwanted touching, name-calling, swearing, threatening, spreading rumors, ignoring, staring, gesturing, "standing over," preventing someone from joining in an activity, hiding, sending mean notes or e-mails, or damaging someone else's property. (Board Policy 5144.1(12))</p>	

Mt. Edgecumbe	Bullying is the repeated intimidation of others by inflicting or threatening physical, verbal, written, electronic, or emotional abuse, or damage to another's property. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's property, social exclusion from activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristics.	
Northwest Arctic School District		Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, sexual orientation, marital status, pregnancy, parenthood, or disability [Board Policy 5145.5(a)]
Pribilof School District	No specific policy, but includes the following language on bullying under "Positive School Climate:" The schools shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of gender, race, color, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or using insults, slurs, or fighting words which may disrupt school activities. (Board Policy 5137)	Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, sexual orientation, marital status, pregnancy, parenthood, or disability. [Board Policy 5145.5(b)]
St. Mary's School District	No policy.	No policy.

Southeast Island School District	No specific policy, but includes the following language on bullying under "Positive School Climate:" The schools shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of gender, race, color, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or using insults, slurs, or fighting words which may disrupt school activities. (Board Policy 5137)	
Valdez City School District	No policy.	May adopt Association of Alaska School Boards language for harassment.
Wrangell Public Schools	No policy.	Harassment on the basis of sex, color, race, religion, national origin, age, mental or physical disability, marital status, changes in marital status, pregnancy, or parenthood is specifically prohibited. Harassment includes, but is not limited to, slurs, epithets, threats, derogatory comments, unwelcome jokes, teasing, unwelcome sexual advances or requests for sexual favors, displaying offensive words, objects or pictures and other verbal or physical conduct which adversely affects an individual's educational opportunities, or has the purpose or effect of unreasonably interfering with an individual's education or creating an intimidating, hostile, or offensive education environment. (Board Policy IV-044.)
<p><b>Notes:</b> Please note that those districts that submitted their policies on bullying may also have policies on harassment. Most districts also have policies specific to sexual harassment. 1. This is the proposed policy for the Matanuska-Susitna Borough School District, which the board will address at their March 16, 2005 meeting.</p>		
<p><b>Sources:</b> Alaska Association of School Boards; school district superintendents.</p>		



## Education Program

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### School Bullying: Legislation and Laws

#### 2005 Enacted Legislation

##### **Tennessee**

###### **HB 2114/SB 1621**

Requires each Local Education Agency (LEA) to adopt a policy that prohibits harassment, intimidation, or bullying and to forward a copy of the policy to the commissioner of education by January 1, 2006; encourages school employees, volunteers, and students to report incidents of harassment, intimidation or bullying to the appropriate school authorities; provides school employee who promptly report an incident of harassment, intimidation, or bullying immunity against any suit based upon the reporting employee's failure to remedy the reported act; and encourages school districts to form harassment, intimidation or bullying prevention programs and task forces.

##### **Virginia**

###### **HB 2266**

Directs the Board of Education to include bullying in its standards for school board policies on student conduct and requires school boards to include (i) instruction on the inappropriateness of bullying in their character education programs and (ii) bullying provisions in their student conduct codes. In addition, the measure requires the reporting of incidents of stalking to principals and division superintendents. Finally, except as may be prohibited by federal law, regulation, or jurisprudence, principals must report certain violent acts, stalking, and other conduct to parents of the minor student who is the target of the conduct; Included in this report is disclosure that the incident has been reported to law enforcement, and that the parent may contact law enforcement for further information. This bill is identical to HB 2879 (Marshall, R.G.).

###### **HB 2267**

Civil immunity; school employees or volunteers reporting alleged acts of bullying or crimes. Immunizes school employees or volunteers from civil liability for the prompt good faith reporting to the appropriate school official, in compliance with specified procedures, of any alleged acts of bullying or any crimes.

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#### 2004 Enacted Legislation

##### **New Hampshire**

###### **HB 1162**

Requires school districts to notify the parents or legal guardians of the district's policies on bullying and requires that a report of any bullying incidents be made by telephone and by a written report sent by mail to the parent or legal guardian of the pupils involved.

##### **Vermont**

###### **HB 629**

Directs schools to include bullying in their policies for responding to misconduct on and off school grounds; and directs the commissioner of education to update model policies on student discipline to include a definition of bullying, a process for reporting acts of bullying, and responses to bullying.

#### Harassment Legislation

**Vermont****HB 113**

Makes a variety of changes to the guidelines for harassment policies that educational institutions are required to maintain. The general definition of harassment is expanded to include written or visual conduct and conduct motivated by a student's perceived as well as actual membership in a protected category. Racial harassment is defined to mean conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, displays, or circulations of written or visual material, and taunts on manner of speech and negative references to racial customs.

**Virginia****HB1331**

Relating to including hazing in the Board's guidelines and model policies for and school boards' regulations on codes of student conduct.

**Archived Legislation****Select School Safety Enactments (1994-2003): Bullying and Student Harassment**

*National Conference of State Legislatures (NCSL)*

By Finessa Ferrell-Smith

<b>SCHOOL BULLYING LAWS</b>	
<b>STATE/TERRITORY</b>	<b>CITATION</b>
Arkansas	A.C.A § 6-18-514 (2004)
Arizona	HB 2368
California	Cal Ed Code § 32261, 32265, 32270, 35294.21
Colorado	C.R.S § 22-32-109.1 (2004)
Connecticut	Conn. Gen. Stat. § 10-222d (2003)
Georgia	O.C.G.A. § 20-2-751.4 (2004)
Guam	17 G.C.A § 3112.1
Illinois	105 ILCS 5/10-20.14 (2004)
Louisiana	La. R.S. 17:416.13 (2004)
New Hampshire	RSA 193-F3 (2004)
New Jersey	N.J. Stat § 18A:37-13 (2004)
New York	NY CLS Educ § 2801-a (2004)
Oklahoma	70 Okl. St. § 24-100.3-5 (2004)
Oregon	ORS § 339.356
Puerto Rico	L.P.R.A § 149f (2002)
Rhode Island	R.I. Gen Laws § 16-21-24 (2004)
Vermont	16 V.S.A. § 565 (2004)
Virginia	Va. Code § 22.1-208.01, 22.1-279.3:1, 22.1-279.6 (2005)
Washington	Rev. Code Wash. (ARCW) § 28A.300.285 (2004)
West Virginia	W. Va Code § 18-2C-1-5 (2004)

Source: NCSL 2005

Visitor counts for this page.

State	Bill Number	Last Action-Date	Summary
Alabama	HB 246	Jan-10, 2006—To House Committee on Education	N/A
Alaska	HB 233	Apr-28, 2005—From House Special Committee on Education: Do pass with substitute	Requires every governing body to adopt a policy prohibiting harassment, intimidation, or bullying.
Alaska	HB 482	Feb-13, 2006—To House Special Committee on Education	Outlines the requirement for adopting a policy prohibiting harassment, intimidation, or bullying. Outlines reporting procedures.
Arizona	HB 2325	Jan-17, 2006—Additionally referred to House Committee on Rules	Requires the school district to provide training to employed teachers to recognize and prohibit harassment, intimidation or bullying.
Arizona	HB 2368	Apr-20, 2005—Chapter No. 155	Requires every governing body to adopt a policy prohibiting harassment, intimidation, or bullying. Outlines reporting procedures.
Florida	HB 1303 SB 1848	Mar-29, 2005—In House. Laid on table. Apr-13, 2005—Withdrawn from further consideration.	Requires each local school district to adopt a policy prohibiting discrimination and harassment on school property, at school-sponsored functions, or on the school bus.
Florida	SB 1384	Jan-31, 2006—To Senate Committee on Education	Prohibits bullying or harassment of any student or school employee. Requires each local school district to adopt a policy prohibiting bullying and harassment on school property, at school-sponsored functions, or on the school bus. Outlines requirements for the policy.
Georgia	HB 424	Feb-10, 2005—To House Committee on Education	Allows each local education board to define bullying. Extends policies prohibiting bullying to apply to students from kindergarten to 12 <sup>th</sup> grade. Requires policies be developed in consultation with parent-teacher organizations, local school councils, and other

			community based organizations. Outlines minimum requirements for the policy.
Hawaii	HR 23 SCR 3	Apr-7, 2005—In House. Read third time. Passed House. Jan-25, 2006—Introduced	Requests schools to implement policy to reduce intimidation and promote safe and peaceful school environments that encourage learning.
Idaho	HCR 32	Feb-2, 2006—To House Committee on Education	Designates September 10-16, 2006, as Bullying Awareness Week
Illinois	SB 2630	Feb-16, 2006—Passed Senate***To House	Allows each school district to adopt policy preventing bullying in all grades.
Indiana	SB 285	Apr-27, 2005—Public Law No. 106	Requires the department of education to develop training for identifying, preventing, and intervening in bullying. Outlines minimum requirements for policy preventing bullying.
Iowa	HB 382	Feb-23, 2005—In House Committee on Education	Requires the board of directors of each school district to adopt and implement a policy prohibiting bullying and harassment. Outlines minimum requirements for the policy.
Iowa	SSB 2126	Feb-8, 2006—To Senate Committee on Education	Requires the board of directors of each school district to adopt and implement a policy prohibiting bullying and harassment. Outlines minimum requirements for the policy.
Kentucky	HB 270	Feb-6, 2006—To Senate Committee on Education	Requires school districts to have plans, policies, and procedures for harassment, intimidation, or bullying. Outlines requirements for the policy.
Kentucky	SB 15	Jan-5, 2006—To Senate Committee on Education	Requires school districts to establish a code prohibiting harassment, intimidation, or bullying. Outlines requirements for the code.
Maine	HB 419	Jun-3, 2005—Public Law No. 307	Defines bullying and harassment as unacceptable student behavior.
Massachusetts	HB 1029	Sept-15, 2005—In Joint	Requires the Department of Education to adopt policy

		Committee of Education: Heard. Eligible for Executive Session	prohibiting bullying. Outlines minimum requirements for the policy.
Massachusetts	HB 1067	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Establishes, in consultation with parents, guardians, teachers, administrators, students, student councils where applicable and, where appropriate, the community at large, each public school district shall promulgate and implement a safe school plan, including procedures for preventing and disciplining bullying.
Massachusetts	HB 1068	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Requires each county/school board of education to establish a policy prohibiting harassment, intimidation or bullying. Outlines minimum requirements for the policy.
Massachusetts	HB 1109	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Requires the commissioner of education to update and distribute a model school plan on student discipline on bullying.
Massachusetts	HB 1181	Sept-15, 2005—In Joint Committee on Education: Heard. Eligible for Executive Session	Requires the department of education to mandate every public school to create a "safe school plan." Outlines the requirements for the "safe school plan."
Massachusetts	HB 3809	Feb-15, 2006—In Joint Committee on Labor and Workforce Development: Set aside for Study	Requires the division on occupation safety to analyze the cost of psychological harassment in the workplace.
Michigan	HB 4026	Jan-27, 2005—To House Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a bullying policy. Outlines minimum requirements for the policy.
Michigan	HB 4581	Mar-24, 2005—To House Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment, intimidation or bullying at school. Outlines minimum requirements for the policy.

Michigan	HB 5616	Jan-31, 2006—To House Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment or bullying at school. Outlines minimum requirements.
Michigan	SB 44	Jan-25, 2005—To Senate Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment, intimidation or bullying at school. Outlines minimum requirements for the policy.
Michigan	SB 369	Apr-12, 2005—To Senate Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment, intimidation or bullying at school. Outlines minimum requirements for the policy.
Michigan	SB 1012	Jan-26, 2006—To Senate Committee on Education	Requires the board of a school district or board of directors of a public school academy to adopt a policy prohibiting harassment or bullying at school. Outlines minimum requirements.
Minnesota	HB 14	Jan-6, 2005 —To House Committee on Education Policy and Reform	Requires the commissioner of education to make a model policy prohibiting intimidation and bullying available to school boards and schools. Requires each school board to adopt policy prohibiting intimidation and bullying of any student. Outlines minimum requirements for the policy.
Minnesota	HB 408 SB 40 SB 41	Jan-24, 2005—To House Committee on Education Policy and Reform Jan-6, 2005—To Senate Committee on Education Jan-6, 2005—To Senate Committee on Education	Requires the commissioner of education to make a model policy prohibiting intimidation and bullying available to school boards and schools. Requires each school board to adopt policy prohibiting intimidation and bullying of any student. Outlines minimum requirements for the policy.

Minnesota	HB 2152 SB 1939	Mar-29, 2005—To House Committee on Civil Law and Elections Mar-29, 2005—To Senate Committee on Judiciary	Allows school districts to release information on a juvenile pertaining to incidences of bullying to the juvenile justice system.
Missouri	HB 1218	Jan-27, 2006—To House Committee on Elementary and Secondary Education	Requires each school district to establish and adopt a policy prohibiting harassment, intimidation, or bullying at school. Outlines minimum requirements for the policy.
Missouri	HB 1502	Jan-26, 2006—To House Committee on Elementary and Secondary Education	Prohibits bullying or discrimination on school property, at any school function, or on a school bus. Requires each school district to establish and adopt a policy prohibiting harassment, intimidation, or bullying at school. Outlines minimum requirements for the policy.
Nebraska	LR 55	Mar-23, 2005—Passed Legislature	Designates September 12-16, 2005, as Nebraska School Bullying Awareness Week.
Nebraska	LR 109	May-9, 2005—To Legislative Committee on Executive Board	Authorizes a study to determine the feasibility of establishing a policy prohibiting bullying behavior in public schools.
New Jersey	AB 744 AB 3791 SB 993 SB 2222	Jan-10, 2006—To Assembly Committee on Education Feb-14, 2005—To Assembly Committee on Education Jan-17, 2006—To Senate Committee on Education May-23, 2005—From Senate Committee on Education	Prohibits bullying, intimidation and harassment from occurring through electronic communication, including but not limited to, a telephone, cellular phone, computer or pager.
New Jersey	AB 1181	Jan-10, 2006—To Assembly Committee on Education	Appropriates \$70,000 in FY 2005 to the Department of Education to reimburse school districts for the costs of establishing programs for the prevention of

			harassment and bullying.
New Mexico	HJM 8	Jan-19, 2006—To Senate Committee on Corporations and Transportation.	Requests the Labor Department to convene a task force to study bullying in the workplace.
New York	AB 1755	Jan-21, 2005—To Assembly Committee on Education	Requires instruction on civility, citizenship and character education to include methods of discouraging bullying. Prohibits bullying on school property or school functions. Requires school employees to report suspected bullying. Specifies bullying shall be disciplined according to the district's code of conduct. Establishes aggravated harassment of a teacher or school personnel is a class B misdemeanor.
New York	AB 3185 AB 9406	Feb-1, 2005—To Assembly Committee on Codes Jan-11, 2006—To Assembly Committee on Codes	Prohibits bullying on school property or school functions. Requires school employees to report suspected bullying. Specifies bullying shall be disciplined according to the district's code of conduct. Grants immunity to school employees that report bullying. Requires the commissioner to create a central registry for reporting alleged bullying or hazing.
New York	AB 8218	May-12, 2005—To Assembly Committee on Education	Requires the commissioner, in consultation with parents, school personnel and other interested parties, to promulgate rules and regulations prohibiting bullying, harassment, or intimidation.
New York	SB 5703	Jun-15, 2005—To Senate Committee on Rules	Creates an anti-bullying act. Prohibits bullying on school property or school functions. Specifies bullying shall be disciplined according to the district's code of conduct.
Ohio	HB 276	Jan-31, 2006—To Senate Committee on Education	Requires each board of education, in consultation with parents, school employees, school volunteers,

			students, and community members, to establish policy prohibiting bullying, harassment, or intimidation.
Pennsylvania	HB 178	Jun-29, 2005—In House. Laid on Table	Requests school entities to adopt policy prohibiting bullying, harassment, or intimidation.
Pennsylvania	HB 772 SB 1013	Mar-14, 2005—To House Committee on Education Nov-14, 2005—To Senate Committee on Education	Requires each school district to develop a coordinated bullying and student intimidation prevention plan. Requires the plan to be submitted to the Department of Education for approval.
Pennsylvania	SB 71	Jan-31, 2005—To Senate Committee on Education	Requires all school entities to establish policy or student code of conduct prohibiting bullying.
South Carolina	HB 3573	Feb-16, 2005—To House Committee on Education and Public Works	Requires each local school district, in consultation with parents and guardians, school employees, volunteers, students, administrators, and community representatives, to adopt a policy prohibiting harassment, intimidation, or bullying at school.
Tennessee	HB 2114	May-19, 2005—Public Chaptered. Chapter No. 202	Requires each school district to adopt policy prohibiting harassment, intimidation or bullying. Outlines minimum requirements for the policy.
Tennessee	HB 2470 SB 2687	Feb-8, 2006—To House Committee on Education Feb-9, 2006—Introduced	Requires local education agency to adopt a policy prohibiting harassment, intimidation, or bullying of teachers by principals or administrators. Outlines minimum requirements for the policy.
Utah	SCR 1	Feb-16, 2006—To House Committee on Health and Human Services	Request parents, individuals, and organizations to review and assist in the adoption of policies prohibiting bullying.
Virginia	HB 2266 HB 2879	Mar-21, 2005—Acts of Assembly. Chapter No. 461 Mar-21, 2005—Acts of Assembly. Chapter No. 484	Requires bullying to be included in the code for student conduct.
Virginia	HB 2267	Mar-21, 2005—Acts of Assembly.	Prohibits a school employee or school volunteer from

		Chapter No. 462	being held liable for reporting alleged acts of bullying.
Washington	HB 1968	Mar-3, 2005—Referred to House Committee on Appropriations	Encourages employers to create policy prohibiting bullying in the workplace.
Wisconsin	AB 627 SB 310	Aug-30, 2005—To assembly Committee on Education Jan-6, 2006—In assembly. Amendment No. 3 offered.	Requires the Department of Public Instruction to create a model school policy on bullying. Requires each school board to develop and adopt a policy prohibiting bullying.

Created February 24, 2006

Source: Lexis Search

Attn: Linda Miller



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PO Box 845

Tok, AK 99780

Phone: 883-5020 Fax: 883-5021

Date: 4/6/06

Please accept the enclosed original(s) of written testimony for the HYES  
teleconferenced hearing that was scheduled on 4/6/06

A copy of this testimony was transmitted to your committee via fax on 4/6/06

*Originals will be  
mailed to you via  
USPS.*

Thank you.

Tok LIO

*Jan Jackson*

TO: Linda Miller, HYES Aide

FAX: 907-465-3175

PGS TOTAL = 3

**FAXED**  
4/6/06 JJ

Attached = testimony & letter  
re: HB 482.

Please forward to HYES for  
consideration. Thank you!

HB482

Dear Committee Members  
I'm from the east coast originally

Hello my name is Judy Komorowski. I'm a 41 year old mother of three and have lived in Alaska 10 years, 7 years of those ten have been spent as a member of the Tok Community. My youngest is a High School student here in Tok and moved up from Lakewood Colorado 3 years ago to live w/me and get away from the city scene. I had never had to deal w/the School District here & have learned it's hard to get things done @ times towards the positive.

My son was diagnosed as having Post Traumatic Stress Disorder. When he moved up to Alaska he was on many medications. I very proud to say that he hasn't been on any medication for 2 years now and is not a special ed. student anymore.

But thru this time of healing he's was being bullied at school and not just via the students. We thought that him joining a sports program might help w/the bullying, he wound up being hazed on numerous occasions along with the bullying. He quit the sport and my friends & I talked him into rejoining because we didn't realize the extent of the bullying, never mind the hazing. So he rejoining made it to state & was chosen to represent the state in the down under games in Australia. It also opened up a scholarship for him from who's who in sports. Happy ending you may think right?

Instead

Well, the children used my camcordeer to video some of the abuse done to my son, including the hazing. I didn't go to the police because then would be taken out of the school's hands. I went to the school and addressed the issues. It took me 3 months to get the coach involved fired and any action against the students involved. If the hazing policies were enforced I would not have had such difficulties. If there were policies on bullying maybe it would never have ~~escalated~~ to that level. The bullying and hazing still go on @ my son's school. Please help to pass this bill and not bury it to give everychild a feeling of safety @ school that they so desparately need. Also to enable the staff to have specified rules of safety not just for the students but for the staff as well. to follow.

I'm asking you to ~~help~~ be positive leaders + show all of Alaska that in our state, abuse whether it's verbal, mental or physical will not be tolerated ~~at school~~ @ school.

escalated

Sincerely,

Judy Komorowski  
Judy Komorowski

4/6/05

2 of 2

HB482

LISA MURKOWSKI  
ALASKA  
MAJORITY DEPUTY WHIP

COMMITTEES:  
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February 1, 2006

Ms. Judy Komolowski  
Post Office Box 58  
Tok, Alaska 99780

Dear Judy:

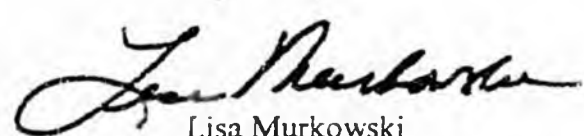
Thank you for stopping by the Alaska Congressional Delegation's mobile office in Tok to express your concerns regarding "the bullying bill." I apologize for the delay in responding to your message. As a mother, I understand your desire to prevent the bullying of children in school and appreciate the opportunity to review your comments.

An anti-bullying provision was included in H.R. 3402, the Violence Against Women and Department of Justice Reauthorization Act, which was signed into law (Public Law 109-162) on January 5, 2006. This provision authorizes, as part of the activities of juvenile accountability block grants, the establishment and maintenance of accountability-based programs designed to enhance school safety, which may include research-based bullying, cyber-bullying, and gang prevention programs.

Two additional pieces of legislation to address the serious problem of bullying have been introduced in the U.S. House of Representatives. H.R. 283, the Bullying and Gang Prevention for School Safety and Crime Reduction Act, would amend the Safe and Drug-Free Schools and Communities Act to include bullying and gang prevention in addition to drug and violence prevention. This legislation also would amend the Omnibus Crime Control and Safe Streets Act to authorize accountability-based programs designed to enhance school safety, which may include research-based bullying and gang prevention programs. H.R. 284 would amend the Safe and Drug-Free Schools and Communities Act to include bullying and harassment under the definition of violence. It also would provide for programs to address and prevent bullying and harassment. Both of these bills are under consideration in the U.S. House of Representatives. Should the Senate consider similar legislation, I will keep your concerns in mind.

Again, thank you for contacting me about this important issue.

Sincerely,



Lisa Murkowski  
United States Senator



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## Legislation aims to help curb bullying

### Juneau schools have already taken action

It may be the school bullies who have to watch their backs in 2007.

"A lot of time what happens in schools is they turn their other cheek, basically," Novotney, said. "They understand that it's happening but the big debate is, 'Well kids will be kids.'"

The bill defines harassment, intimidation or bullying as an "intentional written, oral, or physical act" that causes physical harm, interferes with education, creates a threatening environment, or disrupts school operations.

Rep. Bob Lynn, R-Anchorage, said there are laws on the books that already protect students.

"This is another layer of paperwork that needs to be done that takes away the time of teaching basic subjects and also takes away the time supervising student behavior, which includes bullying," Lynn said.

National Education Association-Alaska Executive Director Tom Harvey testified before the committee, saying the bill provides a mechanism by which a school can produce a better climate for students to learn and teachers to teach. He said the bill would help because some schools in Alaska are getting failing grades under the federal No Child Left Behind Act, unable to meet the attendance requirements.

"Students stay home because they are bullied," Harvey said. "They stay home, they miss attendance schedules and we have a failing school under No Child Left Behind. That is not appropriate."

Rep. Carl Gatto, R-Palmer, questioned whether a certain amount of bullying is actually beneficial to a student's success.

"Is there a part of growing up where you have to have conflict or you won't tolerate society?" he said.

Sara Vitaska, a policy associate for the National Conference of State Legislatures, told the committee that 21 states have enacted anti-bullying legislation and at least 24 states introduced similar legislation in the 2005-

2006 session.

With Lynn dissenting, the committee voted 4-1 to move the bill to the Health, Education and Social Services Committee. Rep. Peggy Wilson, R-Wrangell, and Rep. Woodie Salmon, D-Chalkyitsik, were absent.

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# Fairbanks Daily News-Miner

**The cyber-bully: A new danger**

By **HEATHER STEWART**

**Wednesday, April 05, 2006** - When you say the word bullying, everyone has a picture in their mind of the schoolyard bully. However, bullying has reached far beyond the schoolyard fences. Children are now being bullied via the Internet, cell phones, Web pages and various other media. On any given day, any one of our children could be teased, threatened, or tormented by bullies. Nationally, according to a student survey by the University of New Hampshire, 1 in 17 children age 10 through 17 have been threatened online. When you consider 605 million people are online worldwide and that 20 percent of them are kids and teens between the ages of 12 and 17, that is an alarming number. A 2002 study in Great Britain reports 1 in 4 children are bullied online.

What is this new form of bullying? Bullying itself is intentional repeated aggressive behavior that involves an imbalance of power or strength between those involved. Cyber-bullying is repeated aggression and tormenting through e-mail, instant messaging, Internet chat rooms, and electronic gadgets like camera cell phones where bullies forward and spread hurtful images and messages. Bullies use this technology to harass victims at all hours, in wide circles, and at warp speed. The anonymity offered by this technology encourages some children to say things on the computer that they would never say face-to-face. Cyber-bullies feel removed from their actions and without tangible feedback (hurt feelings, tears) there is no remorse or empathy. This behavior peaks in middle school when adolescents are figuring out who their friends are and whether they fit in. Both boys and girls bully, and both get bullied.

Bullying is not an acceptable part of growing up.

All children involved in bullying incidents are at risk. Bullied children are more likely than their peers to be depressed, lonely, anxious, have lower self-esteem, and miss days from school. Children who bully are more likely than their peers to get into frequent fights, steal, damage property, drink alcohol, drop out of school, and carry a weapon. Children who watch but don't participate are also at risk. These "bystanders" tend to have diminished empathy, decreased trust in adults, and believe that bullying and aggression are acceptable behaviors.

That's the bad news. The good news is that we can decrease bullying if everyone--students, parents, schools and the community--gets involved. Preventing and stopping bullying takes a team effort.

The Fairbanks North Star Borough School District is taking a proactive approach to addressing bullying. Policies have been developed that define and outline consequences for intimidating behavior and bullying. School staffs are training on bullying prevention, and several schools are implementing anti-bullying programs. Schools are also on the alert to squelch cyber-bullying. School computers are monitored and, if used inappropriately, students face serious consequences.

Parents need to be part of the team. Parents: It is important to talk to your children about what they can and cannot do online. Learn everything you can about the Internet. Have your children show you "what's cool." "Surf the net" as a family. Place the computer in an area where you can monitor your children on the Internet. Talk about online safety such as protecting passwords, not talking to online strangers, and never meeting in person someone they met online. Look into safeguarding-programs or

options your online service provider might offer.

The cyber-bully believes they cannot be caught, but everyone leaves cyber-footprints. If you believe your child has been a victim of cyber-bullying, you should save the information. Keep copies of the e-mails, print the Web pages, leave the computer on, and call the authorities (Internet service provider, law enforcement officials, and your child's school).

The Safe Schools/Healthy Students project has the following materials available: "Take Action Against Bullying" (guide), "Bullying is Not a Fact of Life" (booklet), and "15+ Make Time to Listen-Take Time to Talk ... About Bullying" (conversation starter cards), to provide practical guidance so parents can intervene appropriately whether their child is the bully or is being bullied. Parents can pick up these materials from the Safe Schools/Healthy Students office at Ryan Middle School or by calling 452-4751 ext. 9396. Material is also available on line at [www.northstar.k12.ak.us/safeschools/](http://www.northstar.k12.ak.us/safeschools/).

We have a responsibility to keep our children safe. By raising awareness about bullying and its negative impacts, educating ourselves on what we can do to break the cycle of violence and by addressing potentially harmful actions quickly before they escalate to chronic violent behavior, everyone's story can change for the better.

Heather Stewart is Safe Schools/Healthy Students director for the Fairbanks North Star Borough School District.

**Alaska Association of School Administrators**  
**LEADERSHIP FOR LEARNING**

326 Fourth St., Suite 404 • Juneau, AK 99801-1101  
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April 6, 2006

Chair Peggy Wilson and committee members  
House Education and Social Services Committee  
Alaska State Capitol  
Juneau, AK 99801-1182

Dear Representatives Wilson, Seaton, Anderson, Kohring, Gatto, Cissna, and Gardner:

Please accept this written testimony on HB 482, Bullying in Schools.

The Alaska Association of School Administrators is very cognizant and supportive of the need to control harassment, intimidation and bullying in our schools.

However, the association does not support HB 482 for the following reasons: 1) school districts already have policies in place to address the issues in the bill; 2) the Department of Education and Early Development already has reporting requirements that include these issues; and 3) policy development is the function of the local school boards.

Thank you for the opportunity to provide this testimony to the committee.

Sincerely,

Mary A. Francis, Ph.D.  
Executive Director, AASA

**LEGISLATIVE AFFAIRS AGENCY  
INFORMATION & TELECONFERENCING**

PO Box 845

Tok, AK 99780

Phone: 883-5020 Fax: 883-5021

Date: 4/6/06Please accept the enclosed original(s) of written testimony for the HHES  
teleconferenced hearing that was scheduled on 4/6/06A copy of this testimony was transmitted to your committee via fax on 4/6/06

*Originals will be  
mailed to you via  
USPS.*

Thank you.

Tok LIO

*Jan Jackson*

TO: Linda Miller, HHES Aide

FAX: 907-465-3175

PGS TOTAL = 3

Attached = testimony & letter  
re: HB 482.

Please forward to HHES for  
consideration. Thank you!

HB482

Dear Committee Members  
I'm from the east coast originally

Hello my name is Judy Komorowski. I'm a 41 year old mother of three and have lived in Alaska 10 years, 7 years of those ten have been spent as a member of the Tok Community. My youngest is a High School student here in Tok and moved up from Lakewood Colorado 3 years ago to live w/me and get away from the city scene. I had never had to deal w/the School District here & have learned it's hard to get things done @ times towards the positive.

My son was diagnosed as having Post Traumatic Stress Disorder. When he moved up to Alaska he was on many medications. I very proud to say that he hasn't been on any medication for 2 years now and is not a special ed. student anymore.

But thru this time of healing he's was being bullied at school and not just via the students. We thought that him joining a sports program might help w/the bullying, he wound up being hazed on numerous occasions along with the bullying. He quit the sport and my friends & I talked him into rejoining because we didn't realize the extent of the bullying, never mind the hazing. So he rejoining made it to state & was choser. to represent the state in the down under games in Australia. It also opened up a scholarship for him from who's who in sports. Happy ending you may think right?

Well, the children used my camcordeer to video some of the abuse done to my son, including the hazing. I didn't go to the police because then it would be taken out of the school's hands. I went to the school and addressed the issues. It took me 3 months to get the coach involved fired and any action against the students involved. If the hazing policies were enforced I would not have had such difficulties. If there were policies on bullying maybe it would never have ~~escalated~~ to that level. The bullying and hazing still go on @ my son's school. Please help to pass this bill and not bury it to give everychild a feeling of safety @ school that they so desparately need. Also to enable the staff to have specified rules of safety not just for the students but for the staff as well. to follow.

I'm asking you to ~~help~~ be positive leaders + show all of Alaska that in our state, abuse whether it's verbal, mental or physical will not be tolerated ~~at school~~ @ school.

escalated

Sincerely,

Judy Komorowski  
Judy Komorowski

4/6/05

LISA MURKOWSKI  
ALASKA  
MAJORITY DEPUTY WHIP

COMMITTEES:  
ENERGY AND NATURAL RESOURCES  
CHAIRMAN, SUBCOMMITTEE ON  
WATER AND POWER

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## United States Senate

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February 1, 2006

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BETHEL, AK 99583-1030  
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Ms. Judy Komonowski  
Post Office Box 58  
Tok, Alaska 99780

Dear Judy:

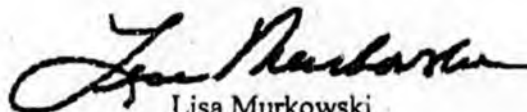
Thank you for stopping by the Alaska Congressional Delegation's mobile office in Tok to express your concerns regarding "the bullying bill." I apologize for the delay in responding to your message. As a mother, I understand your desire to prevent the bullying of children in school and appreciate the opportunity to review your comments.

An anti-bullying provision was included in H.R. 3402, the Violence Against Women and Department of Justice Reauthorization Act, which was signed into law (Public Law 109-162) on January 5, 2006. This provision authorizes, as part of the activities of juvenile accountability block grants, the establishment and maintenance of accountability-based programs designed to enhance school safety, which may include research-based bullying, cyber-bullying, and gang prevention programs.

Two additional pieces of legislation to address the serious problem of bullying have been introduced in the U.S. House of Representatives. H.R. 283, the Bullying and Gang Prevention for School Safety and Crime Reduction Act, would amend the Safe and Drug-Free Schools and Communities Act to include bullying and gang prevention in addition to drug and violence prevention. This legislation also would amend the Omnibus Crime Control and Safe Streets Act to authorize accountability-based programs designed to enhance school safety, which may include research-based bullying and gang prevention programs. H.R. 284 would amend the Safe and Drug-Free Schools and Communities Act to include bullying and harassment under the definition of violence. It also would provide for programs to address and prevent bullying and harassment. Both of these bills are under consideration in the U.S. House of Representatives. Should the Senate consider similar legislation, I will keep your concerns in mind.

Again, thank you for contacting me about this important issue.

Sincerely,



Lisa Murkowski  
United States Senator

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MURKOWSKI.SENATE.GOV