

# Rio Grande City Consolidated Independent School District

## Anti-Bullying Handbook 2016-2017



Mr. Alfredo Garcia  
Interim Superintendent of Schools

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*It is the policy of the Rio Grande City Consolidated Independent School District not to discriminate on the basis of race, color, national origin, gender or disability in its educational and Career Technology programs, services or activities as required by Title VI of the Civil Rights Act of 1964 and Title IX Educational Amendments of 1972.*

# Rio Grande City CISD

## **Purpose**

Rio Grande City Consolidated Independent School District promotes an environment that prohibits acts of bullying to any RGCCISD student. To cultivate a safe and civil environment in school it is necessary for students to learn and achieve high academic standards. The school district strives to cultivate a safe, nurturing, and civil environment that is necessary for students to learn and achieve high academic standards. The purpose of this Bullying policy is to guide the RGCCISD in its goal of preventing and responding to acts of bullying, violence, and other similar disruptive acts.

## **Mission**

The mission of RGCCISD is to promote high standards of academic achievement, promote positive personal well being, and ensure student social success by implementing an Anti-Bullying Policy that encompasses the areas of academic, career, social and personal development for all students.

# Rio Grande City CISD

## Anti-Bullying

### Reference Guide for District Staff



Texas Education Code ([TEC §37.0832 \(a\)](#)) defines bullying as engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. In addition, conduct must exploit an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and interferes with a student's education or substantially disrupts the operation of a school.

# Rio Grande City CISD

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# Rio Grande City CISD

## Policy Statement

The Rio Grande City CISD School Board of Education prohibits acts of bullying towards any RGCCISD student. The school board has determined that a safe and civil environment in school is necessary for students to learn, prosper, and achieve high academic standards and to provide a learning environment that is free from bullying. Bullying, is defined as a conduct that disrupts both a student's ability to learn and a schools ability to educate its students in a safe and orderly environment. School administrators, faculty, staff and volunteers should demonstrate and model appropriate behavior. For example, treating others with civility, respect, and have a zero tolerance towards bullying.

The RGCCISD School District prohibits Bullying. Bullying is addressed in Texas House Bill 1942 in order to protect victims from Bullying.

**Texas House Bill 1942 was passed to address how schools must make their campuses safer for all students specifically regarding the issues of bullying and cyberbullying.**

**The Rio Grande City Consolidated Independent School District prohibits the bullying/cyber bullying of a student. It also prohibits retaliation against any person, including a victim, a witness or another person, who in good faith provides information concerning an incident of bullying.**

1. Is reasonably perceived as being motivated either by actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, or on a school bus, or off school grounds, as provided for in Texas Education Code ([TEC §37.0832 \(a\)](#)), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

A reasonable person should know, under the circumstances, that the act (s) will have the effect of physically or emotionally harming a student or damaging the student' property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

4. Has the effect of insulting or demeaning any student or group of students; or
5. Creates a hostile and abusive educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LEGAL)**

**DEFINITION** "Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

**POLICY** The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LEGAL)**

6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

**INTERNET  
POSTING**

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

*Education Code 37.0832(a)-(e)*

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LOCAL)**

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*Note:* This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**BULLYING  
PROHIBITED**

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**DEFINITION**

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

**EXAMPLES**

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LOCAL)**

**RETALIATION** The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

**EXAMPLES** Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**FALSE CLAIM** A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**TIMELY REPORTING** Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**REPORTING PROCEDURES**

**STUDENT REPORT** To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other district employee.

**EMPLOYEE REPORT** Any district employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

**REPORT FORMAT** A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LOCAL)**

<b>PROHIBITED CONDUCT</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>INVESTIGATION OF REPORT</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>CONCLUDING THE INVESTIGATION</b>	Absent extenuating circumstances, the investigation should be completed within ten district business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.  The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
<b>NOTICE TO PARENTS</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>DISTRICT ACTION BULLYING</b>	If the results of an investigation indicate that bullying occurred, the district shall promptly respond by taking appropriate disciplinary action in accordance with the district's student code of conduct and may take corrective action reasonably calculated to address the conduct.

DATE ISSUED: 3/31/2012  
UPDATE 93  
FFI(LOCAL)-A  
Rio Grande City CISD  
214901

**STUDENT WELFARE  
FREEDOM FROM BULLYING**

**FFI  
(LOCAL)**

- DISCIPLINE** A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the student code of conduct.
- CORRECTIVE ACTION** Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the district's policy against bullying.
- TRANSFERS** The principal or designee shall refer to FDB for transfer provisions.
- COUNSELING** The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
- IMPROPER CONDUCT** If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
- CONFIDENTIALITY**  
To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
- APPEAL** A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

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**RECORDS  
RETENTION**

Retention of records shall be in accordance with CPC (LOCAL).

**ACCESS TO  
POLICY AND  
PROCEDURES**

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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UPDATE 93  
FFI (LOCAL)-A

**Rio Grande City CISD  
Anti-Bullying District Contact Information**

Superintendent	Mr. Alfredo Garcia	(956) 716-6702	morergc2006@yahoo.com
Director of Guidance & Counseling, College & Career Awareness & Drug Awareness	Ricardo Solis	(956) 487-8179	rsolis001@rgccisd.org
Rio Grande City High School Ricardo Saenz, Principal	Assistant Principal Counselors ABS	(956) 488-6000	rsaenz104@rgccisd.org
Grulla High School Guadalupe Garza, Principal	Assistant Principal Counselors ABS	(956) 487-7278	ggonzalez103@rgccisd.org
Preparatory For Early College Tina L. Gorena, Principal	Assistant Principal Counselors ABS	(956) 716-6700	lgorena041@rgccisd.org
Ac2E Middle School Gina González, Principal	Assistant Principal Counselor ABS	(956) 487-4457	ggonzalez108@rgccisd.org
Grulla Middle School Julio Eguia, Principal	Assistant Principal Counselors ABS	(956) 487-5558	Julioeg2001@yahoo.com
Ringgold Middle School Jorge Pena, Principal	Assistant Principal Counselors ABS	(956) 716-6851	jpena001@rgccisd.org
Veterans Middle School Maricela Garcia, Principal	Assistant Principal Counselors ABS	(956) 488-0252	mgarcia042@rgccisd.org
Ac2E Elementary Patricia Soto, Principal	Assistant Principal Counselor ABS	(956) 716-6700	psoto042@rgccisd.org
Alto Bonito Elementary Rene Pena, Principal	Assistant Principal Counselor ABS	(956) 487-6295	rpena110@rgccisd.org
Dr. M. Ramírez Elementary Dr. J. Guzman, Principal	Assistant Principal Counselor ABS	(956) 487-4457	Jguzman23@yahoo.com
General R. Sánchez Elementary Adela Rivera, Principal	Assistant Principal Counselor ABS	(956) 487-7043	atrigo112@rgccisd.org

Grulla Elementary Yvette Pena, Principal	Assistant Principal Counselor ABS	(956) 487-3306	ypena112@rgccisd.org
La Union Elementary Teresa Arriazola, Principal	Assistant Principal Counselor ABS	(956) 487-3404	tarriazola042@rgccisd.org
J & O Hinojosa Elementary Marissa Saldivar, Principal	Assistant Principal Counselor ABS	(956) 487-3710	msaldivar105@rgccisd.org
North Grammar Elementary Nora Rivera, Principal	Assistant Principal Counselor ABS	(956) 716-6917	nrivera108@rgccisd.org
Ringgold Elementary Dr. Erica Guerra, Principal	Assistant Principal Counselor ABS	(956) 716-6928	ecanales107@rgccisd.org
Roque Guerra Elementary Monique Villarreal, Principal	Assistant Principal Counselor ABS	(956) 716-6982	mvillarreal112@rgccisd.org
DAEP Center Mariselda Tanguma, Principal	Assistant Principal Counselor ABS	(956) 488-0014	mtanguma001@gccisd.org

# Rio Grande City CISD

## Bullying Fact Sheet

**Definition:** Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school related activity, or in a vehicle operated by the District that:

1. Has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating threatening or abusive educational environment for a student.

It is considered bullying if the conduct exploits an imbalance of power between the student perpetrator and the student victim.

**Definition of Cyberbullying:** It is bullying that takes place using electronic technology.

**Discipline:** A victim of bullying/Cyber bullying who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to Student Code Conduct. (Forms to Document Bullying include: Bullying Investigative Report, Findings of Bullying Investigation, Parental Notice of Bullying (Victim, Perpetrator or Witness) and School Safety Transfer).

Counseling services for victims, witnesses and bullies will be provided after an investigation has been conducted by administration and verification of an incident has been confirmed. Interim measures to address allegations of bullying may be taken pending an investigation. Such measures may include a temporary change of schedule or classes, stay-away agreements or requirements, counseling services, close monitoring or supervision of students, and/or any other measures that are appropriate. Other protective measures provided by Texas House Bill 1942 are in place in the District to ensure the safety of all RGCCISD students.

# Rio Grande City CISD

## Bullying Definition

### **Types of Behaviors include:**

- Any gestures, or
- Any written, verbal or physical act, or
- Any electronic communication
- Can be a single incident or series of incidents

### **Motivation for Bullying Behavior:**

- Any actual or perceived characteristic
- Examples: race, color, religion, ancestry, national origin, sexual orientation, gender identity and expression, or mental/physical/sensory disability, or any other distinguishing characteristic(s)

*Perceived imbalance of power between student perpetrator and victim*

### **Location of Incident:**

- On school property
- At school sponsored function
- On a school bus
- Off school grounds (including cyberspace), when it extends into the school environment

### **Must meet one of the following conditions in addition to causing substantial disruption or interference:**

- Has effect of insulting or demeaning student or groups of students or
- Creates hostile educational environment for student by interfering with student's education or
- Severely or pervasively causing physical or emotional harm to students

# Rio Grande City CISD

## Investigation Procedures

*\*Refer to Investigation Guide*

School Day One (1):

- Verbal report made to **Principal/Designee**; must reduce any oral reports to writing.
- **Principal** must inform parents/legal guardians "of all students involved" subject to confidentiality requirements under FERPA.
- **Principal** must initiate investigation by Anti-Bullying Specialist **within one** school day of report; may appoint others to assist.
- **Principal** must inform the parent/legal guardian immediately and advise them of the investigation in process.

School Days 2 - 10:

- Interview all parties/all witnesses. The investigator must demonstrate by their behavior that the complaint is being taken seriously. Maintain proper documentation of the investigation, such as taking detailed interview notes and secure relevant evidence and documents.
- Use discretion when talking to people in the course of the investigation and in the work environment. Do not discuss incident or those individuals involved. Follow up on any allegations of past bullying, if there is a history. If issues arise in the course of the investigation, consult school administration to assist you.

Investigator is responsible for providing date and time of the incident/situations, and time posted documents in dissemination of accurate information relating to student(s), teacher(s), counselor(s), investigator(s) and campus principals.

Remain neutral and treat all persons with respect and dignity.

Take appropriate interim action if necessary.

Parents/Legal Guardians must be informed in writing of the outcome of the bullying investigation subject to confidentiality requirements under FERPA.

## Rio Grande City CISD

### Implementation of Anti-Bullying Policy and Legislation Assignments

- The Superintendent shall appoint the Guidance & Counseling Director to oversee the implementation of Anti-Bullying Policy and Legislation Assignments.
- The Principal in each school shall appoint a school Anti-Bullying Specialist(s) before the beginning of each school year.
- A School Safety Team shall be formed in each school in the district to develop, foster and maintain a positive school climate by focusing on the systemic process and practices in the school in order to address school climate issues, such as, bullying/cyber-bullying.

# Rio Grande City CISD

## Guidance & Counseling Director Responsibilities

### The District Guidance & Counseling Director shall:

- Coordinate and strengthen the school district's policies to prevent, identify and address bullying of students;
- Collaborate with school Anti-Bullying Specialists in the district, The Board of Education, and the Superintendent to prevent, identify, and respond to bullying of students in the district;
- Provide data, in collaboration with the Superintendent, to the Department of Education regarding bullying of students;
- Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address bullying in the district.
- Submit all reports to the Superintendent.

# Rio Grande City CISD

## Principal's Responsibilities

### The principal or designee must:

- Initiate the investigation by the Anti-Bullying Specialist;
- Contact parent(s)/legal guardian(s) and inform them of the incident; and the investigation that will be conducted;
- Keep abreast of the situation;
- Keep in close contact with the Anti-Bullying Specialist. Update him/her with current information; daily progress report, briefing, and documents in a progress report;
- Appoint others to assist the Anti-Bullying Specialist as needed;
- In conjunction with the Anti-Bullying Specialist determine the “range” of ways to address the incidents of bullying behavior. These may include: training, discipline actions, counseling or intervention programs;
- Be an active participant of the School Safety Team;
- The Principal shall proceed in accordance with the student Code of Conduct;
- Submit the report to the Director of Guidance & Counseling;
- Provide training on the School Anti-Bullying Policy to employees;
- Shall annually conduct a reevaluation, reassessment, and review of the RGCCISD Policy with input from the School's Anti-Bullying Specialist, and recommend revisions and additions to the Policy as well as to bullying prevention programs and approaches based on findings from the evaluation, reassessment and review;
- Each campus must designate on their schools homepage the Anti-bullying Specialist/Administration along with campus phone number, address, and district email.

# Rio Grande City CISD

## Anti-Bullying Specialist(s) Responsibilities

The District Anti-Bullying Specialist(s) shall:

- Lead the investigation of incidents of potential bullying in the school;
- Act as the primary school official responsible for preventing, identifying, and addressing incidents of bullying in the school;
- Execute other duties related to bullying as requested by the principal;
- Meet at least twice a school year with the District Guidance & Counseling Director to discuss and strengthen procedures and policies to prevent, identify, and address bullying in the district.

# Rio Grande City CISD

## School Safety Team Responsibilities

### The School Safety Team shall:

- Receive copies of all reports prepared after an investigation regarding an incident of bullying;
- Identify and address patterns of bullying of students in the school;
- Review and strengthen school climate and the policies of the school in order to prevent and address bullying of students;
- Participate in the training required pursuant to the Anti-Bullying Policy, and other training which the Principal and/or the District Guidance & Counseling Director may request;
- Collaborate with the District Guidance & Counseling Director in the collection of district-wide data and in the development of district policies to prevent and address bullying of students; and
- Execute other duties related to bullying as requested by the Principal or as recommended by the District Guidance & Counseling Director.

# Rio Grande City CISD

## Procedures for Reporting or Responding to Bullying and Retaliation

### Reporting Bullying

Rio Grande City CISD staff, students, parent/legal guardians, or others, reporting bullying may report orally or by written statement. RGCCISD staff members reporting bullying shall be recorded in writing on the Alleged Bullying Incident Reporting/Complaint Form. RGCCISD staff is required to report immediately any instance of bullying. Reports may be completed anonymously. RGCCISD Alleged Bullying Incident Reporting/Complaint Form is available on the District website.

Once a complaint form has been received by the principal, an investigation will be conducted. Each case is unique and should be addressed with sensitivity and confidentiality for the safety and welfare of the students involved.

If it is deemed that bullying has occurred the following procedures will be followed:

#### **I. First Incident:**

RGCCISD staff recognizing or perceiving a report from a student regarding bullying/cyber-bullying behavior, for example teasing, name calling, or excluding a student from group activities, etc. The student or students involved will be warned that such behavior is not permitted. The student (aggressor) should be told that, if this behavior occurs again he/she will be sent to the principal/designee for further action. The parents/legal guardians of the victim and the aggressor will be given a verbal notification.

**When a warning is given, the staff member should document that such a warning has taken place. A teacher reporting bullying/ to the office should use the *Alleged Bullying Incident Reporting/Complaint Form*, and complete all the requested information.**

**When bullying is reported to a staff member, it is important to ask whether or not this behavior has happened previously. If there has been a history of chronic bullying, the staff member will skip Step One and consult with the principal/designee.**

## **II. Second Incident:**

In the result of a second incident the principal/designee will review school expectations and rules with the student, and a problem solving conference is held. The parents/legal guardians of the student (aggressor) will be called for a parent/legal guardian conference. The student and parents/legal guardians are told that any subsequent referrals for bullying or any retaliation against those who brought the matter to the attention of staff will be followed by disciplinary consequences. If the bullying behavior is considered to be severe, the principal/designee always has the option to dispense a disciplinary consequence, even upon the initial referral to the office. The parents/legal guardians of the victim will also be called for a parent/legal guardian conference with a date, time, and confirmation.

**\*In severe bullying cases, administration reserves the right to go to Incident 3-5**

## **III. Third – Fifth Incident:**

A parental conference will be set up by campus administration to discuss the bullying incident. The student will receive a disciplinary consequence which could range from detention to out-of-school suspension depending upon the severity of the behavior. At the parental conference, bullying will be addressed, and a remedial plan will be formulated by the Anti-Bullying Specialist(s). Appropriate community based interventions or counseling will also be considered and offered for parental approval or consideration.

**\*At any point, depending on the circumstances of the matter, administration reserves the right to apply the District's Code of Conduct.**

# Rio Grande City CISD

## Student Expectations

The Rio Grande City CISD School Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The School Board believes that standards for student behavior must be set cooperatively through interaction among the students, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for the RGCCISD and community property on the part of students, staff and community members.

Recognizing its responsibility not only to educate RGCCISD's students to their full academic potential, but also to promote their development as good citizens, the board of education establishes the code of conduct. The code is intended to foster a safe and secure environment in which all members of the school community contribute to the scholarly achievement and social growth of our students. It is especially intended to assist students themselves in developing self-discipline and appropriate behavior. The code extends to school-sponsored functions as well as functions at other schools and at sites where school-approved activities take place.

The Rio Grande City CISD School Board expects that students will act in accordance with the student behavioral expectations and standards regarding bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Student Code of Conduct.

**\* Student Code of Conduct can be found on the RGCCISD District website or at the Principals Office.**

The district prohibits active or passive support for acts of bullying. Students are encouraged to support other students who:

1. Walk away from acts of bullying when they see them.
2. Constructively attempt to stop acts of or bullying;
3. Provide support to students who have been subjected to bullying; and
4. Report acts of bullying to the designated school staff member.

# Rio Grande City CISD

## Consequences and Appropriate Remedial Actions

The Board of Education requires school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of bullying, consistent with the Student Code of Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' history of inappropriate behaviors, per the Student Code of Conduct.

### Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of the past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

### Factors for Determining Remedial Measures-Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance;

# Rio Grande City CISD

## Factors for Determining Remedial Measures-Environmental (Classroom, School Building or School District)

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms and other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

### Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term)
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs; or being in school buildings or on school grounds.

### Examples of Remedial Measures-Personal

1. Peer support group;
2. Corrective instruction of other relevant learning or service experience, restitution;
3. Behavioral assessment or evaluation;
4. Behavioral intervention plan, with benchmarks that are closely monitored;
5. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
6. Individual or group counseling in school and/or with an outside provider;
7. Parent/ Legal Guardian conferences;
8. Alternative placements (e.g., alternative education programs).

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## Examples of Remedial Measures-Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based; systemic bullying prevention programs;
5. Modifications of schedules;
6. Adjustments in hallway traffic;
7. Modifications in student routes or patterns traveling to and from school;
8. Supervision of student before and after school, including school transportation;
9. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, bus, etc.);
10. Teacher aides;
11. Small or large group presentations for fully addressing the behaviors and the responses for the behaviors;
12. Professional development plans for staff;
13. Parent conferences;
14. Family counseling;
15. Involvement of parent-teacher organizations;
16. Involvement of community-based organizations;
17. Peer support groups;
18. Alternative Placements;
19. Law enforcement (e.g., school security officer, district police office, juvenile officer) involvement or other legal action.

# Rio Grande City CISD

## Parents/Legal Guardians Role in Preventing Bullying

Parents/Legal Guardians can play a pivotal role in assisting the school district in preventing bullying. School staff and parents/legal guardians should work together to create a school that is free of bullying.

There are certain behaviors a child may exhibit at home that may be a warning sign or symptom that they have been bullied at school.

### Possible signs and symptoms of a bullied child:

1. Is the child afraid to walk to or from school?
2. Does the child not want to ride the school bus?
3. Does the child appear apprehensive about going to school, complain of headaches or feeling ill prior to leaving for school in the morning?
4. Does the child come home with clothing or personal items damaged?
5. Does the child appear sad or depressed about going to school?
6. Does the child come home from school with any physical injuries such as bruises, cuts or scratches?
7. Does it appear the child is either losing money or frequently requesting money?
8. Does the child seem socially isolated with few, if any, friends?
9. Does it appear the child is sleeping more than usual, or does the child appear tired as if they have not gotten enough sleep?

### Warning signs that child may be bullying at school:

1. Does the child have a strong need to dominate and subdue others?
2. Is the child intimidating his siblings or children in the neighborhood?
3. Does the child brag about his actual or imagined superiority over other children?
4. Is the child hot-tempered, easily angered, and impulsive with a low frustration level?
5. Does the child have difficulty conforming to rules and tolerating adversity or delays?
6. Does the child cheat on games or while playing with friends?
7. Is the child defiant or aggressive towards adults including teachers, or their

own parents?

### **Recommendations for Parents/Legal Guardians:**

1. Take time each day to have a conversation with their children about their day-to-day lives and activities. If children are comfortable talking to their parents/guardians about school, friends, and activities, they will feel comfortable talking to their parents/legal guardians if they become a target of bullying.
2. Spend time at school and become part of the school community to the greatest extent possible.
3. Establish and enforce family rules that let children know bullying behavior is harmful to others and is not acceptable.
4. Encourage and train bystanders to help those who are being bullied. We know that bystanders can be very effective in stopping bullying behavior.
5. Teach children about cyber-bullying and the impact of sending mean, cruel, or threatening Internet messages.

### **Ways parents/legal guardians can respond to children who are bullied:**

If a child tells his/her parent/legal guardian they have been bullied at school, there are several suggestions for parents on how to react to their child's situation.

1. Parents/Legal Guardians should not over-react or under-react when told their child may have been bullied at school. The parent/legal guardian should not dismiss the child's experience.
2. Parents/Legal Guardians should not place the blame for the incident on their child.
3. Parents/Legal Guardians should expect the child to have a difficult time being the target of a bullying incident.
4. If a child is reluctant to talk to his/her parent/legal guardian, the parent/legal guardian should encourage the child to talk to another adult (e.g., family member, counselor, trusted teacher).

## **Anti-Bullying Contract Student and Parent/Legal Guardian Agreement**

All students in RGCCISD have the right to feel physically and emotionally safe at school. I will do everything I can personally, as a member of my school's community, to create and preserve a physically and emotionally safe environment.

### **Student's Responsibility:**

I commit that I will not bully my peers. When I witness bullying, I will report it immediately to an adult/staff member.

### **Parent/Legal Guardian's Responsibility:**

I commit to encourage my child to always respect others. I have instructed my child not to bully. I have advised my child to report any bullying to an adult/staff member.

**We understand that Bullying may result in disciplinary action.**

---

Student's Name/Signature

Grade/ID Number

---

Parent's/Legal Guardian's Signature

Date

-----  
Todo los alumnos en RGCCISD tienen derecho a sentirse físicamente y emocionalmente seguro en la escuela. Yo hare todo lo que puedo personalmente, como miembro de mi comunidad escolar, para crear y preservar un ambiente físico y emocionalmente seguro.

### **Responsabilidad del estudiante**

Yo me comprometo que no voy a intimidar a mis compañeros. Cuando soy testigo de la intimidación, se lo informare a un adulto/miembro del personal.

### **Responsabilidad del padre/tutor:**

Me comprometo a alentar a mi hijo a respetar siempre a los demás. He dado instrucciones a mi hijo de no intimidar. He aconsejado a mi hijo que informe de cualquier intimidación a un adulto/miembro del personal.

**Entendemos que el acoso de intimidación resultara en acción disciplinaria.**

---

Nombre del Alumno/Firma

Grado/Numero de ID

---

Firma de Padre/Tutor

Fecha

# Alleged Bullying Incident Reporting/Complaint Form

## I. Report of the Incident at Campus: \_\_\_\_\_

### A. Information about the Incident:

Reported by: \_\_\_\_\_ Date: \_\_\_\_\_

Please identify the alleged aggressor: \_\_\_\_\_ ID#: \_\_\_\_\_

**Check:**  Student Grade \_\_\_\_\_  Staff  Other: \_\_\_\_\_

Please identify the person(s) targeted by the aggressor: \_\_\_\_\_

**Check:**  Student Grade \_\_\_\_\_  Staff  Other: \_\_\_\_\_

Date(s) of incident(s): \_\_\_\_\_

Time when incident(s) occurred: \_\_\_\_\_

Incident location (be as specific as possible): \_\_\_\_\_

**Type of Conduct Alleged:**  Electronic  Physical  Verbal  Written

Did the conduct reference or relate to any of the following characteristics of an alleged?:

Disability  Racial  Religious  Sexual

Other (describe): \_\_\_\_\_

\_\_\_\_\_

### B. Witnesses

(List people who saw the incident or have relevant information about the incident):

Name: \_\_\_\_\_  Student  Staff  Other: \_\_\_\_\_

Name: \_\_\_\_\_  Student  Staff  Other: \_\_\_\_\_

Name: \_\_\_\_\_  Student  Staff  Other: \_\_\_\_\_

### C. Witness will give a description of the Incident. Check all spaces below that apply.

Behavior observed by witnesses include:

Name Calling

Damaging Property

Taunting/Ridiculing

Spitting

Flashing a Weapon

Cyber-Bullying

Stalking

Writing/Graffiti

Inappropriate Touching

Demeaning Comments

Shoving/Pushing

Extortion

Inappropriate Gesturing

Threatening

Other \_\_\_\_\_

Stealing

Hitting/Kicking

### D. Witnesses will describe the incident in detail, including the name of the person(s) involved, what was said and done, specific words used. Use additional paper and attach printouts/copies of notes/websites/etc.

**For Administrative Use:**

**II. Investigation**

**A. Investigator:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**B. Interviews:**

Interviewed Aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Interviewed Victim Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Interviewed Witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Witness Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Witness Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Yes, the incident involved physical injury.

No, physical injury was not involved.

Is there any physical evidence? [Provide proper documentation/evidence]  Yes  No

If yes, what type?

E-mail  Notes  Phone Messages  Video/audiotape

Web sites  other: \_\_\_\_\_

**C. Documented prior incidents by the aggressor:**  Yes  No

Dates: \_\_\_\_\_

If yes, has aggressor targeted this victim/group previously?  Yes  No

Have there been previous incidents with findings of bullying?  Yes  No

**D. Summary of investigation: (Use additional paper and attach to this document if needed)**

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

**III. CONCLUSIONS FROM INVESTIGATION:**

**A. Did the incident have any of the following features?**

- Yes  No Bullying to someone’s physical safety
- Yes  No Sexual harassment
- Yes  No Bullying based on race, class, gender, sexual orientation, disability, or other protected status
- Yes  No Repeated cyber-bullying after earlier intervention
- Yes  No Image or audio/video record of bullying

Other notable feature (please list): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B. Did the incident substantially disrupt the learning environment or infringe on the rights of students and/or staff?**

- No  Yes **If yes, please describe how, using as much detail as possible.**

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

**C. Finding:**

- Yes, this was bullying.  No, this was identified as:
- Inappropriate Conduct  Other: \_\_\_\_\_

**D. Contacts:**

- Contacted target’s parent/legal guardian Phone #:\_\_\_\_\_ Time:\_\_\_\_\_ Date:\_\_\_\_\_
- Contacted aggressor’s parent/legal guardian Phone #:\_\_\_\_\_ Time:\_\_\_\_\_ Date:\_\_\_\_\_
- Assistant Principal  Counselor  School  Principal  Police
- Nurse  Other: \_\_\_\_\_

**E. Action(s) Taken:**

- Schedule Change  Nurse  Denial of Bus Privileges
- Reprimand  Counselor Referral  Remedial Plan
- In-School Suspension  Parent/Legal Guardian Student Conference  Notification/Warning
- Off-Campus Suspension  DAEP Placement  Other: \_\_\_\_\_
- Detention  Contacted Police

## Bullying Prevention/Intervention Conference Documentation

Rio Grande City CISD's policy prohibits bullying during school-sponsored education programs, while in school, on school property or at designated school bus stops, and through the transmission of information from a school computer, a school computer network or other similar electronic school equipment. A person is bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he/she has difficulty defending himself/herself. With respect to electronic communications made off-campus or through non-District equipment, students can only be disciplined for such communication if a sufficient connection exists between the communication and the school community as determined by administration.

### Consequences and Further Education of Involvement with Bullying:

For more severe bullying cases, administration reserves the right to go to Incidents 2-5 or/and apply the District's Student Code of Conduct

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ ID Number: \_\_\_\_\_

**Incident 1:** \_\_\_\_\_ **Incident Date:** \_\_\_\_\_

- Meet with child     Parent/Legal Guardian Contact    Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Document/update intervention in Alleged Bullying Incident Reporting/Complaint Form

**Incident 2:** \_\_\_\_\_ **Incident Date:** \_\_\_\_\_

- Meet with child and parent/legal guardian    Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Home Visit     School     Reiterate issue/disciplinary consequences (warning/detention)  
 Invite Counselor, Psychologist or Police Liaison if needed  
 Document/update intervention in Alleged Bullying Incident Reporting/Complaint Form  
 Student and parent sign Bullying Prevention Contract    Date Signed: \_\_\_\_\_

**Incident 3:** \_\_\_\_\_ **Incident Date:** \_\_\_\_\_

- Meet with child and parent/legal guardian    Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Home Visit     School     In-school suspension     Other: \_\_\_\_\_  
 Document/update intervention in Alleged Bullying Incident Reporting/Complaint Form  
 Referral to Counselor or appropriate staff     Parent signs appropriate permission form for counseling

**Incident 4:** \_\_\_\_\_ **Incident Date:** \_\_\_\_\_

- Meet with child and parent/legal guardian    Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Home Visit     School     In-school suspension/out-of-school suspension  
 Other: \_\_\_\_\_     Include police liaison officer, if needed  
 Document/update intervention in Alleged Bullying Incident Reporting/Complaint Form

**Incident 5:** \_\_\_\_\_ **Incident Date:** \_\_\_\_\_

- Meet with child and parent/legal guardian    Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Home Visit     School  
 District Alternative Education Placement (DAEP) assignment  
 Document/update intervention in Alleged Bullying Incident Reporting/Complaint Form

# Rio Grande City CISD

## *Resources*

Rio Grande City CISD Student Code of Conduct @  
[www.rgccisd.org](http://www.rgccisd.org)

Rio Grande City CISD Cyber-Bullying Procedures@  
<http://www.rgccisd.org/pdf%20files/cyberbullying.pdf>

Bullying Prevention @  
<http://www.ncpc.org/newsroom/current-campaigns/bully-prevention>

Connect with Kids: The Power to Change @  
<http://www.connectwithkids.com/>

National Bullying Prevention Center @  
<http://www.pacer.org/bullying/bpaw/bullyvids.asp>

Stop Bullying @  
<http://www.stopbullying.gov/>

Stop Bullying Now @  
<http://www.stopbullyingnow.com/>

Teach Safe Schools Bullying Prevention @  
<http://www.teachsafeschools.org/bullying-prevention.html>

