



Raymondville Independent School District

# **Bullying Prevention & Intervention Handbook**

It is the policy of the Raymondville ISD not to discriminate on the basis of race, color, national origin, gender, or disability of its educational and Career and Technology programs, services, or activities as required by Title VI of the Civil Rights Act of 1964.

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### **Mission Statement**

Raymondville ISD is committed to each student's success in learning within a responsive and safe environment. We are committed to providing a learning environment which is free from discrimination, threats, bullying and harassment for all students. We will work to ensure that all students have the opportunity and support to develop to their fullest potential and that all students have a personal, meaningful bond with someone in the school community.

### **Priority Statement**

Schools are meant to be safe and caring places where students can learn. As such, bullying in any form, will not be tolerated. It is the responsibility of the entire school community to ensure that bullying is not allowed.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying. The school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The principal of each school is responsible for the implementation and oversight of the plan.

### **Bullying Statistics**

#### *Startling Bully Statistics:*

Nearly 1/3 of students surveyed report they experienced bullying, either as a target or as a perpetrator.

More than 16% said they had been bullied at least occasionally during the current school year.

Eight percent reported bullying or being bullied at least once a week.

The frequency of bullying was higher among 6<sup>th</sup> through 8<sup>th</sup> grade students than among 9<sup>th</sup> and 10<sup>th</sup> grade students.

Children that reported they were bullied reported more loneliness and difficulty making friends.

Those that did the bullying were more likely to have low grades and to smoke and drink alcohol.

Source: "Bullying Behavior Among US Youth: Prevalence and Association with Psychological Judgment" Journal of American Medical Association, April 25, 2001.

### **Bullying Prevention and Intervention Policies**

FDB (Legal)

Education Code 25.034

Victim of Bullying

FFI (Local)

Student Welfare Freedom from Bullying

the exception is overruled, an appeal of the Board's decision may be filed in the district court of the county in which the Board is located.

*Education Code 25.034*

VICTIM OF BULLYING

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, the Board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the District other than the campus to which the victim was assigned at the time the bullying occurred.

"Bullying" means engaging in written or verbal expression or physical conduct that the Board or its designee determines:

1. 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, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

The Board or designee shall verify that a student has been a victim of bullying before transferring the student. The Board may consider past student behavior when identifying a bully.

The determination by the Board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 (see PROCEDURE, above) do not apply to a transfer under this provision.

The District is not required to provide transportation to a student who transfers to another campus under this provision.

*Education Code 25.0342*

**Note:** For bullying rising to the level of prohibited harassment, see FFH. For all other bullying, see FFI.

OTHERS IN SPECIAL  
EDUCATION  
STUDENT'S  
HOUSEHOLD

If the District assigns a student to a District campus other than the campus the student would attend based on the student's residence, for purposes of receiving special education services, the District shall permit the student's parent, guardian, or other person standing in parental relation to the student to obtain a transfer to

**Note:** This policy addresses bullying of District students. For provisions regarding discrimination, harassment, and retaliation involving District students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Raymondville ISD  
BULLYING  
PROHIBITED  
245903

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

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct that:

1. 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

Raymondville ISD 245903

2. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

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, and ostracism.

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 promptly report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING  
PROCEDURES

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. A report may be made orally or in writing.

NOTICE OF REPORT

Any District employee who receives notice that a student has or may have experienced bullying shall immediately notify the campus principal or designee.

INVESTIGATION OF  
REPORT

If a report is made orally, the campus principal or designee shall reduce the report to written form.

The campus principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, and if so proceed under that policy instead.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

	<p>The campus principal or designee shall conduct an appropriate investigation based on the allegations in the report. The campus principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the campus principal or designee shall take additional time if necessary to complete a thorough investigation.</p>
	<p>The campus principal or designee shall prepare a written report of the investigation, including a determination of whether bullying occurred, and send a copy to the Superintendent or designee.</p>
DISTRICT ACTION	<p>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the District's Student Code of Conduct. [For information on student transfers due to bullying, see FOB.]</p>
	<p>The District may take action based on the results of an investigation, even if the District concludes that the conduct did not rise to the level of bullying under this policy.</p>
CONFIDENTIALITY	<p>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.</p>
APPEAL	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
RECORDS RETENTION	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
ACCESS TO POLICY	<p>Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.</p>

DATE ISSUED: 5/23/2008 UPDATE 83 FFI(LOCAL)-A  
ADOPTED:  
2 of 2

## **Definition of Bullying**

Raymondville ISD defines bullying as written or oral expression of physical conduct that the school district's board of trustees or designee determines: 1. To have the effect of physically harming a student, damaging a student's property, placing a student in reasonable fear of harm to the student's person or of damage to the student's property; 2. To be sufficiently severe persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

## **Definition of Cyber-bullying**

The use of any electronic communication device to engage in bullying or intimidation.

## **Scope of the Definition of Bullying**

Acts of bullying, cyber-bullying, and retaliation shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school or the district, or through the use of technology or an electronic device owned, leased or used by a school or the school district and (ii) at location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school or the district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

## **Samples of Bullying**

### Direct (Face-to-Face)

- Verbal bullying – name calling, mocking, hurtful teasing, insults, put downs, humiliating, racist or sexist comments, harassment\*
- Physical-bullying – shoves, pushes, hitting, beating up, \*stealing or damaging property, \*assault
- Psychological bullying – giving dirty looks, uttering threats, \*forms of intimidation, extortion\* (\*These actions are against the law.)

### Indirect (Behind Someone's Back)

Gossiping – lowering people's opinions about the student who is targeted as a victim

Social aggression – telling people not to be friends with a student who is targeted as a victim, spreading rumors, damaging friendships

Leaving out – shunning exclusion

## **Cyber-bullying (Use of Electronic Technology)**

The use of electronic technology as a means of bullying and harassing may involve:

sending threatening or harassing emails or instant messages

creating a website that belittles or ridicules another student

taking unflattering or inappropriate pictures of other students without their permission and sharing them with others or posting them on an internet site

stealing someone's password and sending mean messages to others

forwarding that information to others

using cell phones to send derogatory, threatening or harassing text messages

[http://www.teachsafeschools.org/ibully\\_menu.html#1](http://www.teachsafeschools.org/ibully_menu.html#1)

## **WARNING SIGNS OF BULLYING**

Children who are victimized may:

- Lose objects without a reasonable explanation
- Have cuts, bruises, scratches
- Come home from school with torn or dirty clothing
- Need extra money
- Need extra treats in lunch bag
- Be hungry after school (when lunch is extorted)
- Be reluctant to go to school and lose interest in school work
- Have headaches, stomachaches, nervousness, difficulty sleeping (doesn't sleep well, has bad dreams)
- Show significant changes in mood from normal – more angry, sad, fearful, depressed, becoming quiet and passive
- Be concerned about inviting friends over or accepting invitations from friends
- Have few friends

## **Roles and Responsibilities**

### **Student:**

- Treating each other respectfully
- Refusing to bully others
- Refusing to let others be bullied
- Refusing to watch, laugh, or join in when someone is being bullied
- Trying to include others in play, especially those who are left out
- Reporting bullying to an adult

### **Parent:**

- Encouraging your child not to engage in harmful teasing
- Listening to your child if he/she reports being bullied
- Report signs of being bullied to your school teacher or principal
- Encouraging your child not to exclude others or spread rumors or gossip
- Supporting the school if your child is identified as having engaged in bullying behavior
- Helping your child to understand how hurtful it feels to be excluded, bullied, or harassed

### **Staff:**

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

**Administrator:**

- Closely observing students during passing times, recess, and lunch;
- Watching for signs of bullying and stopping it when it happens;
- Taking parent concerns seriously;
- Documenting/reporting all instances of bullying to the principal or his/her designee;
- Providing immediate consequences for retaliation against students who report bullying and report this action to the principal/designee;
- Not tolerating teasing or put downs of any form in your class;
- Engaging in professional development activities to learn more about bullying;

**Counselor:**

- Modeling, teaching, rewarding pro-social, healthy, and respectful behaviors;
- Meet with the accused and victim;
- Promote and model the use of respectful language;
- Foster an understanding of and respect for diversity and difference;
- Use positive behavioral intervention strategies;
- Teach students skills including positive communication, anger management, empathy for others, respect, civility, and manners.

**Procedures for Reporting or Responding to Bullying and Retaliation**

Reports of bullying or retaliation may be made by staff, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, a Bullying Incident Reporting/Complaint Form available on the District website and in each school's main offices. Additionally, members of the school community may also contact the principal by phone or school mail.

Research has clearly shown that it is ineffective to bring a student who is being bullied together with the student who is doing the bullying for the purpose of mediating the dispute. However, each case is unique and should be addressed with sensitivity to the safety and welfare of the students involved.

### **I. First Incident (Refer to Flowchart):**

If a teacher or other staff person recognizes, or perceives a report from a student regarding behavior, such as teasing, name calling, or excluding a student from group activities, etc. the student or students involved will be warned that such behavior is not allowed. The student should be told that, if this behavior occurs again the student would be sent to the principal or designee for further action.

*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.*

*When 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 Bullying Incident Reporting/Complaint Form, completing the identifying information.*

### **II. Second Incident:**

The principal/designee will review school expectations and rules with the student, and a problem solving conference is held. The parents of the student will be called and notified. The student and parents 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 judged to be severe, the principal/designee always has the option to dispense a disciplinary consequence, even upon the initial referral to the office.

\* For more severe bullying cases, administration reserves the right to go to Step 2-5.

### **III. Third-Fifth Incident:**

The principal/designee will contact the parents to set up a parental conference. The student will receive a disciplinary consequence which should 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 may be formulated. Appropriate community based interventions or counseling will also be considered.

\* For more severe bullying cases, administration reserves the right to go to Step 2-5.

### **Reporting and Record Keeping**

The principal/designee will keep a written record of any and all children referred to the office for bullying behavior utilizing the Bullying Incident Report Form. (See attached)

This information will be maintained in a district database.

\* In case where disciplinary action becomes necessary, a due process investigation will precede any such action.

### **Bullying Documentation Form**

Taking a Report

The Four-A-Response Process

1. Affirm the student's feelings.
  - a. For example "You were right to get help from an adult."
2. Ask questions.

For example:

- a. "Tell me more about what happened."
  - b. "Has this happened before?"
  - c. "Did anyone try to help you?"
3. Assess the student's safety.
    - a. Determine what the child needs to feel safe now.

**RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT**  
**Anti-Bullying Contract**  
**Student and Parent/Guardian Agreement**

Everyone has 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 to an adult staff member.

Parent/Guardian's responsibility:

I commit to encouraging 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 will result in disciplinary action.*

Student's Name	Grade/ID Number	Date
Parent/Guardian Signature	Date	

Toda persona tiene derecho a sentirse físicamente y emocionalmente segura en la escuela. Yo haré todo lo que puedo personalmente, como miembro de mi comunidad escolar, para crear y preservar un ambiente físico y emocionalmente seguro.

La responsabilidad de estudiante:

Yo me comprometo que no voy a intimidar a mis compañeros.

Cuando soy testigo de la intimidación, yo le informaré a un miembro adulto del distrito.

Responsabilidad del padre/tutores:

Me comprometo a alentar 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 miembro adulto del distrito.

*Entendemos que el acoso de intimidación puede resultar en acción disciplinaria.*

Nombre de alumno/a	Grado/número de ID	Fecha
Firma de Padres/tutores	Fecha	

# RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT

## Proactive Anti-Bullying Documentation

Raymondville ISD 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 or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending themselves. The exact policy reads as follows:  
FFI ( Local)

Definition: Bullying occurs when a student or a group of students engages in written or verbal expression or physical conduct that:

1. 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 damage to the student's property; or
2. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

If you feel you have been a victim of bullying please contact/inform your teacher, counselor, assistant principal, principal, or any adult staff member.

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY
Date												
Initial												

# RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT

## Bullying Prevention Intervention Conference Documentation

Raymondville ISD 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 or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending themselves. With respect to electronic communications made off-campus or through non-district equipment, students can only be disciplined for such communication if a sufficient “nexus” (connection) exists between the communication and the school community.

### Consequences and Further Education Involvement with Bullying:

*For more severe bullying cases, administration reserves the right to go to Step 2-5*

Step 1: \_\_\_\_\_ Incident Date

Meet with child

Parent contacted Date & Time: \_\_\_\_\_

Document intervention in Bullying Incident Reporting/Complaint Form

Step 2: \_\_\_\_\_ Incident Date

Meet with child and Parent Date & Time: \_\_\_\_\_ School/Home visit

Reiterate issue/disciplinary consequence (warning/detention)

Invite social worker or psychologist or police liaison if needed

Document/update intervention in Bullying Incident Reporting/Complaint Form.

Student and parent sign Bullying Prevention Contract Date Signed: \_\_\_\_\_

Step 3: \_\_\_\_\_ Incident Date

Meet with child and Parent Date & Time: \_\_\_\_\_ School/Home visit

In-school suspension

Document/update intervention in Bullying Incident Reporting/Complaint Form Referral to social worker

Parent signs social worker permission form

Step 4: \_\_\_\_\_ Incident Date

Meet with child and Parent Date & Time: \_\_\_\_\_ School/Home visit

In-school suspension / out of school suspension

Document/update intervention in Bullying Incident Reporting/Complaint Form include police liaison officer if needed

Step 5: \_\_\_\_\_ Incident Date

Meet with child and Parent Date & Time: \_\_\_\_\_ School/Home visit

Alternative classroom assignment

Document/update intervention in Bullying Incident Reporting/Complaint Form

Disciplinary warning for one calendar year Date Signed: \_\_\_\_\_

# RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT

## Bullying Incident Reporting/Complaint Form

**Report of the Incident at Campus:** \_\_\_\_\_

### 1. Information about the Incident:

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

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

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

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

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

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

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

Type of Harassment Alleged:  Verbal  Written  Physical  Electronic  Racial  
 Sexual  Religious  Disability  Other (describe) \_\_\_\_\_

### 2. 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

### 3. Description of the incident. Check all spaces below that apply. Inappropriate behaviors observed by adult witnesses include:

- |  |   |
|--|---|
| <input type="checkbox"/> Name Calling            | <input type="checkbox"/> Spitting               |
| <input type="checkbox"/> Stalking                | <input type="checkbox"/> Demeaning Comments     |
| <input type="checkbox"/> Inappropriate Gesturing | <input type="checkbox"/> Stealing               |
| <input type="checkbox"/> Damaging Property       | <input type="checkbox"/> Flashing a weapon      |
| <input type="checkbox"/> Writing/Graffiti        | <input type="checkbox"/> Shoving/Pushing        |
| <input type="checkbox"/> Threatening             | <input type="checkbox"/> Hitting/Kicking        |
| <input type="checkbox"/> Taunting/Ridiculing     | <input type="checkbox"/> Cyber-Bullying         |
| <input type="checkbox"/> Inappropriate Touching  | <input type="checkbox"/> Intimidation/Extortion |



III. CONCLUSIONS FROM INVESTIGATION:

1. Did the incident have any of the following features:

Feature	Yes	No
Threat to someone's physical safety		
Sexual harassment		
Threat or harassment based on race, class, gender, sexual orientation, disability, or other protected status		
Repeated cyber-bullying after earlier intervention		
Image or audio/video record of harassment		
Other notable feature (please list):		

2. Did the incident substantially disrupt the learning environment or infringe on the rights of students and/or staff? If yes, please describe how, using as much detail as possible.

Yes  No

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3. Finding:  Yes, this was: or  No, this was not:

Bullying  Incident documented as \_\_\_\_\_  
 Harassment  Discipline referral only \_\_\_\_\_

4. Contacts

Contacted target's parent/guardian  Contacted aggressor's parent/guardian  
 Police  Principal  School  Counselor  Assistant Principal  
 Other: \_\_\_\_\_

5. Action(s) taken:

Schedule change  Reprimand  Detention  
 In School Suspension  Off Campus Suspension  DAEP Placement  
 Counselor Referral  Parent/Student Conference  
 Contacted Police  Denial of Bus Privileges  
 Other: \_\_\_\_\_

# RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT

## Bullying Prevention Student Contract

Agrees that he/she will not participate or engage in any bullying activity on or off school property in which the conduct may reasonably carry-over into the school setting and/or interfere with the educational process.

I understand the definition of bullying/cyber-bullying to be:

any aggressive or negative gesture, or written, verbal or physical act that places another student in reasonable fear of harm to his or her person or property;

any aggressive or negative gesture, or written, verbal or physical act that has the effect of insulting or demeaning any student in such way as to disrupt or interfere with the school's educational mission or the law or regulation;

any assertion of physical or psychological power over, or cruelty to, another student;

any behaviors including but not limited to pushing, hitting, threatening, name-calling or other physical or verbal conduct of a belittling or intimidating nature;

any transmission of information intending to coerce, intimidate, harass, or cause emotional distress to a person via text/data messages, instant messaging, e-mail, and social networking sites including but not limited to Facebook, MySpace, and Twitter.

The school agrees to utilize universal interventions to educate students on how to prevent bullying (may vary depending upon school).

*\* This contract is in place for one calendar year from date of last incident.*

I, the undersigned, acknowledge and understand the expectation and potential consequences for my child in the above administrative and student contract. I further understand that if my child continues to demonstrate and participate in bullying behavior a disciplinary warning for no less than one calendar year may be imposed.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

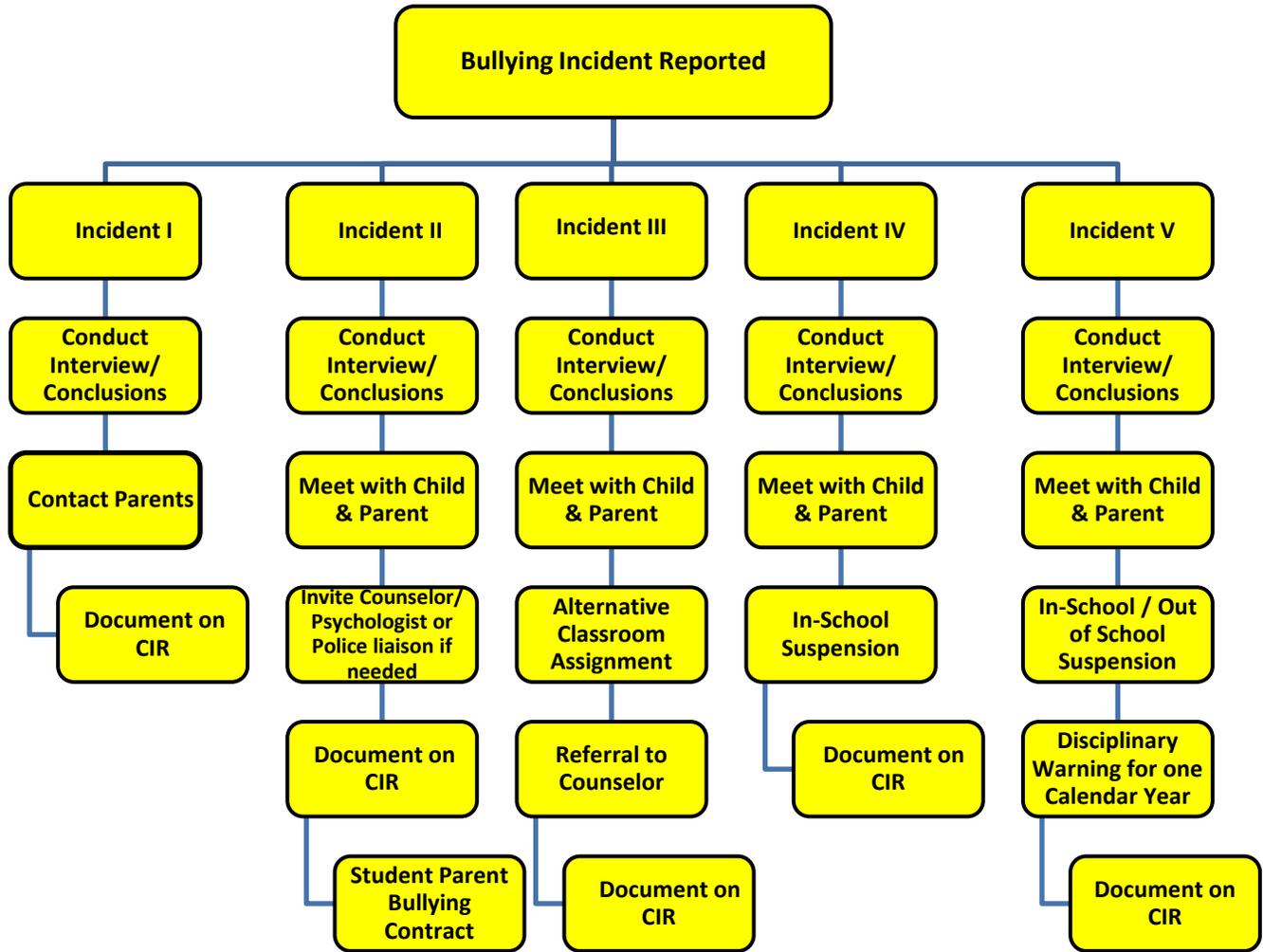
\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

# Incident Flowchart

For more severe cases, administration reserves the right to go to step 2-5.



# Resources

Stop Bullying Now at <http://www.stopbullying.com>

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

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

Bullying at <http://www.stopbullying.gov>

Tech Safe School Bullying Prevention at <http://www.teachsafeschools.org/bullying-prevention>

National Bullying Prevention Center at <http://www.pacer.org/bullying>