



# Policy and Procedures

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## Bullying Prevention and Education

The Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

### Definition of bullying

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, marital status, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived, or a pattern of bullying behavior that is directed toward a student on the basis of the student's weight, height, or body size.

**Commented [A1]:** HB24-1285 amends C.R.S. 22-32-109.1(1)(b) to replace the word "such" with "bullying" for clarity, but I don't believe this change needs to be reflected here.

### Prohibited conduct

Bullying is prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

### Prevention and intervention

The superintendent shall develop a comprehensive program to address bullying at all school levels. The program shall be aimed toward accomplishing the following goals:

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1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking pro-active steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, knowing what bullying and bias-based bullying is, how to recognize and intervene in bullying situations, and positive school climate practices.

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- ~~3.~~ To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

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- ~~5.~~4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
- ~~6.~~5. To foster a productive partnership with parents and community members in order to help maintain a bullying-free environment.
- ~~7.~~6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, by means of individual and peer counseling.
- ~~8.~~7. To help develop peer support networks, social skills and confidence for all students.
- ~~8.~~ To recognize and praise positive, supportive behaviors of students toward one another on a regular basis. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.
9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.
10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.
11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.
13. To regularly review bullying policies to ensure their effectiveness.

## Reporting

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor or teacher.

#### Investigating and Responding

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and local school board policy and procedures, notification to parents/guardians of the results of bullying investigations and their right to appeal investigatory findings to the district.

#### Supports and Referrals

As part of the superintendent's comprehensive program to address bullying, procedures should be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors.
- Support targets of bullying in ways that avoid increasing their likelihood of discipline.
- Support witnesses of bullying.

Adopted: June 25, 2013

Revised: October 20, 2020

Revised: January 25, 2022

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(I)(K) *(policy required as part of safe schools plan)*

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity  
JB, Equal Educational Opportunities  
JBB\*, Sexual Harassment Under Title IX and Other Prohibited Misconduct of a Sexual Nature  
JICDA, Code of Conduct  
JICDD\*, Violent and Aggressive Behavior  
JICJ, Student Use of Electronic Communication Devices  
JK, Student Discipline  
JKD/JKE, Suspension/Expulsion of Students  
JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)

*NOTE: For purposes of this policy, these terms have the following meanings:*

- *“Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race. C.R.S. 22-32-110 (1)(k).*
- *“Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps. Id.*
- *“Sexual Orientation” means an individual’s identity, or another individual’s perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction. C.R.S. 2-4-401 (13.5).*
- *“Gender Expression” means an individual’s way of reflecting and expressing the individual’s gender*

~~to the outside world, typically demonstrated through appearance, dress, and behavior. C.R.S. 2-4-401 (3.4).~~

- ~~“Gender Identity” means an individual’s innate sense of the individual’s own gender, which may or may not correspond with the individual’s sex assigned at birth. C.R.S. 2-4-401 (3.5).~~

Pueblo School District No. 60, Pueblo, Colorado

[4916-2304-1029, v. 24916-2304-1029, v. 14865-3672-3154, v. 1](#)