

# IT'S BIGGER THAN BULLYING.

A RESOURCE GUIDE FOR WISCONSIN STUDENTS AND FAMILIES



BROUGHT TO YOU BY THE ACLU OF WISCONSIN

In the state of Wisconsin, all students are guaranteed an adequate education by our state constitution. Unfortunately, we still receive many heartbreaking phone calls and emails at the ACLU of Wisconsin each year. Callers tell us stories of young people whose right to education is being infringed upon by other students or staff bullying them. Therefore, we are creating this guide as a means of helping those individuals by providing them with the clear direction they may need to navigate the many issues that arise through bullying. We hope readers will better understand their civil liberties and civil rights, find solutions, and ensure children have access to an adequate education and a safe learning environment.

The ACLU of Wisconsin is the state affiliate of the national ACLU and is a non-profit, non-partisan, private organization. The ACLU of Wisconsin has 7,000 members and is dedicated to defending the civil liberties and civil rights of all Wisconsin residents.

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# WHAT IS BULLYING?



## What's in a name?

There are a lot of different definitions, but most people agree that there are three main things that define bullying:

1. Imbalance of power. Bullies use power to control or harm people who struggle to defend themselves.
2. Intent to cause harm. Bullying isn't an accident: bullies want to hurt the people they target.
3. Repetition. The harassment happens again and again to the same person, and comes from the same bully or group of bullies.

Under Wisconsin state law, bullying is known as harassment: behavior that is purposefully intimidating or demeaning, and interferes with your school performance and/or physical or psychological well-being. It's true that everyone has the right to free speech under the U.S. Constitution but schools have a responsibility to step in if that speech is hurtful or slanderous, creates an immediate danger or disruption, or encourages students to do something that's illegal or against school rules.

Bullying can come from a classmate, teacher or other administration. The reason doesn't matter: whether it's because of your sex, race, ethnicity, sexual orientation, gender identity or expression, disability, religion, or something entirely different, it's illegal under state law.

There are many different kinds of bullying. Here are just some examples of many:

- Verbal: Name calling, taunting, sexual comments.
- Social: Spreading rumors, embarrassing people publicly, breaking up friendships.
- Physical: Hitting, punching, shoving, inappropriate touching.
- Cyberbullying: Sending hurtful texts and voicemails to others; spreading rumors or lies via email, text, or social media; creating and sharing hurtful personal memes and fake photos (including fake porn); creating slanderous websites, videos or fake social media profiles that embarrass, humiliate and/or make fun of others; pretending to be someone or hacking into social media profiles, posting humiliating information (this can be considered identity theft), and all other internet use for slanderous purposes.

But not everything counts as bullying. Bullying isn't...

- A single act of social rejection or dislike.
- An isolated incident of name calling.
- Random acts of intimidation or aggression.
- Mutual arguments, disagreements, or fights.
- Defending yourself against attack.
- Speaking up when you or someone you know needs help.
- Reporting another student for bullying.

If you're not sure if what's happening to you is bullying, talk to a trusted friend or adult.

# YOUR RIGHTS



There are three key things to know about bullying:  
You're not at fault, you're not alone, and even more  
importantly... **you have rights.**

As a student, you have a right to an "adequate education." We say it like that because it's guaranteed to you by the Wisconsin State Constitution. If bullying is making you feel unsafe or affecting your performance at school, your constitutional rights are being violated.

### **Wisconsin State Law**

Under state law (Wisconsin State Statute 118.46), you have the right to report bullying to a teacher or administrator. The person who receives your report must take it seriously, meaning they must actually investigate it, and both support and protect you against any backlash for making the report. While you're talking with your school, you do not have to sign or write anything against your will or talk to police without a parent or guardian present. Ask your parent or guardian to be there as often as you have to, regardless of perceived or threatened consequences. You shouldn't sign anything without your parent or guardian present.

### **Civil Rights:**

Bullying can be a violation of your civil rights. Your school is required to respond to bullying based on the following federal laws:

- Title VI of the Civil Rights Act of 1964: no discrimination on the basis of race, color, or national origin.
- Title IX of the Education Amendments of 1972: no discrimination on the basis of sex.
- Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990: no discrimination on the basis of disability.

### **The First Amendment:**

Sometimes, bullies will try to dodge blame by claiming that you're violating their First Amendment rights. They're wrong. It's true that everyone has the right to free speech under the U.S. Constitution but schools have an obligation to intervene if that speech is legally "obscene" or slanderous (a lie; knowingly untrue in order to harm someone else's reputation), creates an immediate disruption or danger; or causes students to do something that is illegal or against school rules. Don't take our word for it. In his decision for *Saxe v. State College Area School District*, now Supreme Court Justice Samuel Alito wrote:

"Speech that would 'substantially interfere' with a student's educational performance is prohibited. The primary function of a public school is to educate its students; conduct that substantially interferes with the mission is, almost by definition, disruptive to the school environment."

Simply stated, your right to be educated outweighs the bully's need to try and torment you. **DO NOT** let someone else's twisting and misinterpretation of the law get in the way of your education!

# 3 WHAT CAN I DO IF I'M BEING BULLIED?

**We have all heard the phrase “it gets better.”**

It's true, and you should try to remember that your current problems are only temporary. Even so, when being bullied, this may seem like just so many empty words. You really want to know how you can fix this now!





## **Here are some tips that you can use to take a stand here and now:**

1. Know that this is not your fault. No matter what you think you have done to cause it, no one deserves to be bullied. Not ever. Don't let anyone tell you differently.

2. Resist the urge to "get even" and become a bully yourself. Don't let the bully win by changing who you are. Be the one to break the cycle.

3. Confide in a friend, relative or mentor. Reach out to someone you trust. Bullies pick on those they think are alone or unsupported. Don't be afraid to talk to a counselor or school psychologist, visit a safe space in your community (Chapter 6) or call an anonymous crisis hotline (Chapter 12).

4. Speak up! Tell your favorite teacher, counselor, or anyone you trust who will listen about what's going on. If you don't feel comfortable talking to someone at your school, go to [cyberbullyingreport.com](http://cyberbullyingreport.com), a free service available to anyone with an email address. Your education and future are on the line.

You've got everything to gain by reaching out for help.

5. If you're being cyberbullied,

- Watch what you post and send- if it's posted or texted, it's no longer yours. Any cyberbully can screenshot and share it. As a general rule, if you're not comfortable with everyone seeing it, don't send it. This applies to Snapchat, Instagram and probably things that aren't invented yet.
- Don't feed the trolls! Never respond to negative or threatening messages about you. Adjust your privacy settings to block those users from seeing your profile or account.
- Many online forums and comments sections, such as newspapers or user groups, have community rules. Check if the bully is in violation of these federal rules due to racist, sexist, or other hurtful language, and then report them.
- Screenshot, save, and print out anything negative said about you or a friend in social media posts, emails, text messages, or web pages. Show the print-outs to your parents and your local police station. Ask for the computer crimes unit; if they don't have one, go to the nearest district that does.
- Once you've printed up the negative comments, delete them and block the phone number or user. If you're on Facebook, report the user to Facebook.
- Wisconsin statutes don't specifically address cyberbullying. However, electronic harassment, abuse and intimidation are illegal under State Statute 947.0125. Depending on the bully's intentions, that can mean a Class B Misdemeanor (up to \$1,000 fine and/or 90 days in prison) or Forfeiture (up to \$1,000 fine).

# 4 MY CHILD IS BEING BULLIED

## **Two-thirds of students who are being bullied never approach an adult for help.**

That doesn't mean your child doesn't trust you: they may be too afraid, confused, or embarrassed to come to you on their own. Being bullied can be traumatizing in ways we may not understand. It's important that you, as their parent, guardian, or family member, are always looking out for warning signs.

### **Take a look through this list and check the boxes that apply to your child:**

- Their clothes and belongings are often lost or damaged
- They are coming home with unexplained injuries
- They are suddenly not interested in schoolwork and are getting unusually bad grades
- They are complaining that they "feel sick" and asking to stay home from school
- They are losing interest in friends and activities
- They are binge eating or skipping meals, leading to sudden weight change
- They seem helpless, anxious and moody, and/or have low self esteem
- They have recently started having a hard time sleeping or having nightmares
- They have recently run away from home
- They are harming themselves (like cutting), or talking about suicide
- They are starting to use drugs, smoke cigarettes, or drink

If you checked more than one of these boxes, chances are that something is going on. The first step is noticing. The second is dialogue. Be careful though, because it is natural for teenagers to go through many of these experiences anyway. Human growth and development, peer pressure and a need to find a group of friends with whom they fit in can lead to difficult times for any young person.



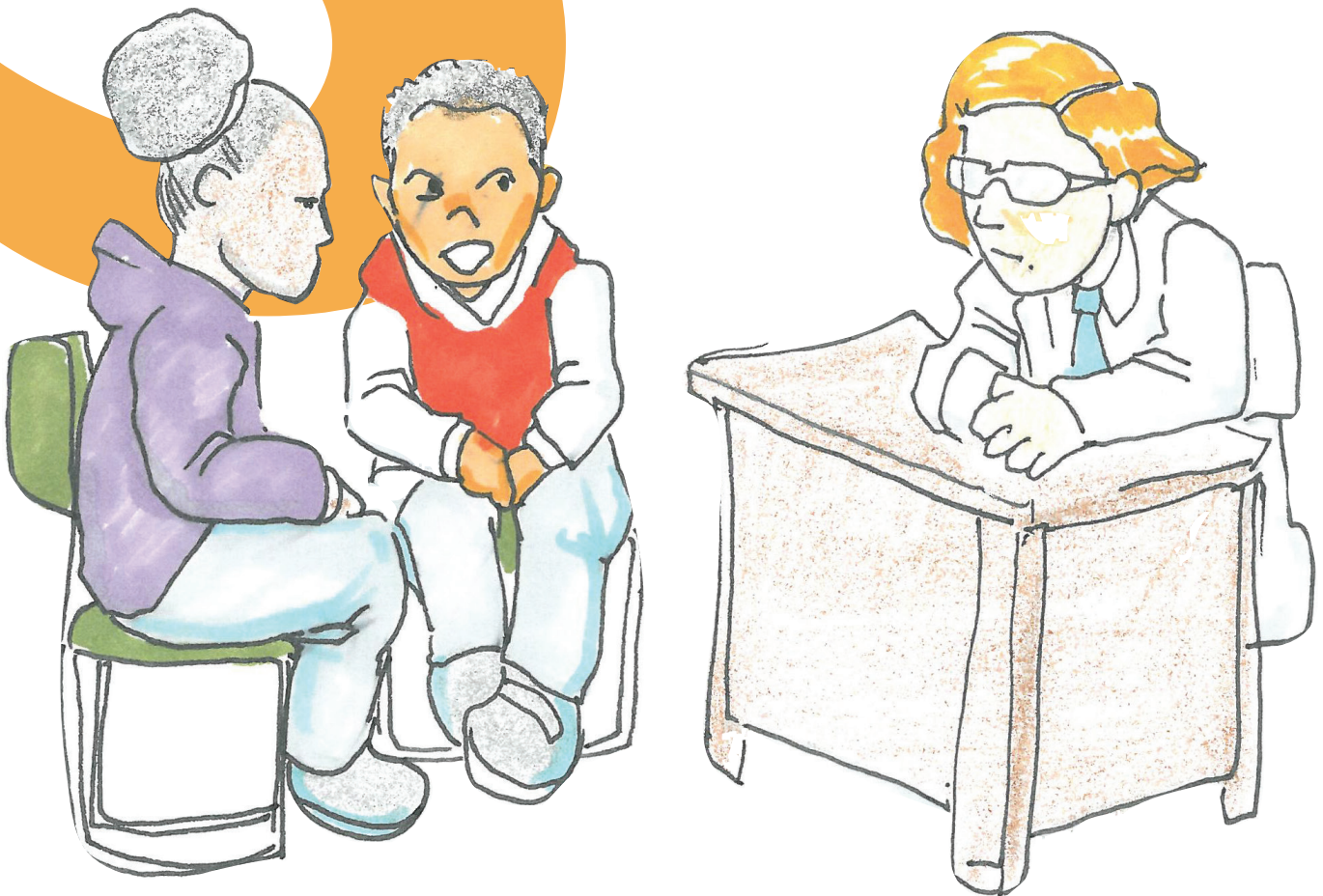
How you speak to your child is up to you: what works is different for every family. But we can offer some pointers to make the conversation smoother and more productive. When talking with your child, be sure to:

- Listen and do not interrupt. Let them know it's not their fault, and they don't have to go through this alone. Encourage them to share without judging them or their actions.
- Talk to your school and keep records of all correspondence. Research and print copies of your district's anti-bullying policies and procedures before you meet with administrators.
- Find allies in your community by utilizing the local and national resources listed in chapters 6 and 12. If you have trouble communicating with your child, work with a friend or professional who can assist you.

*On the other hand, don't...*

- tell them to ignore it. If the bullying hasn't stopped yet, it probably won't stop anytime soon unless someone speaks up.
- tell them they brought it on themselves. No one deserves to be bullied. Your child shouldn't have to change who they are to make the bullying stop.
- encourage them to physically fight back or "man up." This could get your child into more trouble. There are times when this has resulted in punishment and lawsuits where the victim winds up paying the price for striking back against the bully and hurting them.
- directly contact the bully, their parents, or legal guardian. Intimidating the parents or relatives of a bully may also lead to unwanted repercussions against YOU- the parents. It's better to use a mediator like a school administrator to resolve the problem more effectively.

# WHAT IS MY SCHOOL SUPPOSED TO DO?



**According to the Wisconsin State Constitution, every student has the right to an “adequate education.”**

So you know your child is being bullied at school. If bullying is standing in the way of your child's education by making your child feel threatened or affecting their performance at school, it is *literally* a violation of their Constitutional rights.

So, what do you do now? Usually, the next step is asking your school to intervene. This can be intimidating if you don't understand what your school is legally required to do. We've highlighted key anti-bullying laws and put them into an understandable language below. This way you can step into your first meeting informed, confident, and ready to fight for your child's right to an adequate education.

### **Wisconsin State Statute 118.46**

- Bullying is not allowed on any property, vehicle, or educational environment owned by your school or district. An educational environment is any space used for an activity "under school supervision." This includes the school, athletic fields, and public transportation students may use to get to or from school (usually a bus).
- Every school district must have a procedure for reporting and investigating bullying. When someone files a report, it's first supposed to go to a staff member in charge of receiving written and oral reports. That person then gives the report to another staff member in charge of investigating all the incidents of bullying. All staff members who see bullying are required to report it. This designated person should explain your school district's procedure to you.
- If a student retaliates against your child, you or anyone involved in the investigation, they are subject to disciplinary action.

### **Wisconsin Pupil Nondiscrimination Law**

- This law states that no person in a public school may be discriminated against based on that person's "sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability."
- Your school board must write up an anti-discrimination policy and procedure for handling reports of discrimination. Every year, they must include a pupil nondiscrimination statement and the complaint procedure in all handbooks and other published materials. This should include the name, address, and telephone number of the person that has been designated to receive reports of discrimination.

### **Civil Rights Act of 1964 (Title VI)**

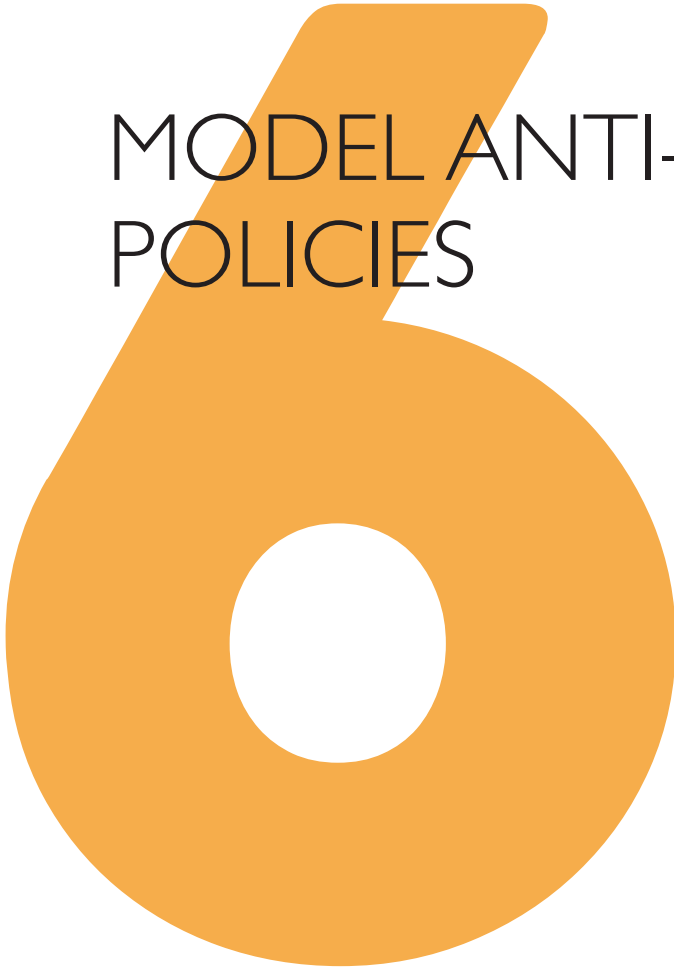
EDUCATION AMENDMENTS OF 1972 (TITLE IX), AND  
AMERICANS WITH DISABILITIES ACT OF 1990 (TITLE II)

- Bullying because of your child's race, color, national origin, disability and/or sex is a violation of their civil rights. Federal law requires your school to address this kind of bullying.

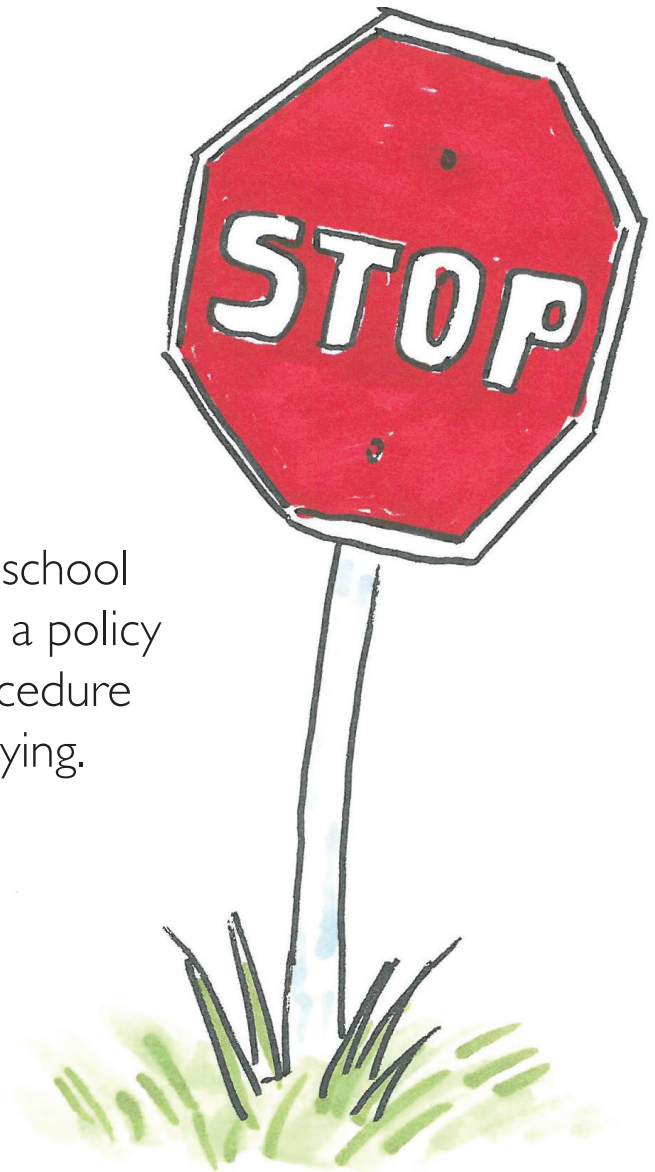
## General Advice

- Schedule a meeting with your school administration as soon as possible. It is best to schedule your meetings and correspond in writing or via email. You want to build a record of the school's responses in case things don't get better or the school doesn't respond effectively.
- Whenever possible, correspond in writing or email with the school. We cannot stress this enough. Make sure to ask the school to send you copies of their school district's bullying policy and procedure for reporting and investigating bullying. Ask for copies of any written records they may have of incidents involving your child.
- Don't threaten or imply threats to the school staff, bully, or bully's family.
- When working with your school's administration, you and your child do not have to sign or write an account of anything if you don't want to. **CLEARLY** tell your child **NOT** to sign **ANYTHING** without you present, in case police or school officials attempt to have them sign an admission of guilt or anything else you don't agree with.
- Your child should not talk to police without a parent or guardian present. In fact, your child should ask for you to be there as often as they have to, regardless of threatened consequences or how weird it seems to them to ask for you over and over. It is better that they say nothing than say the wrong thing.
- Wisconsin statutes do not specifically address cyberbullying. However, electronic harassment, abuse and intimidation are illegal under State Statute 947.0125. To find out more about cyberbullying (this includes text messages, Facebook, email and other social media), see chapter 9 (page 31).

# MODEL ANTI-BULLYING POLICIES



Under state law, all Wisconsin school districts are required to adopt a policy that defines and creates a procedure for responding to cases of bullying.



# ANTI-BULLYING POLICIES

## WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI) AND MADISON METROPOLITAN SCHOOL DISTRICT (MMSD)

### WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI)

#### Introduction:

- The \_\_\_\_\_ School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities.
- Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders.
- The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

#### Definition:

- Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, harm or intimidation.
- Bullying may be repeated behavior and involves an imbalance of power.
- The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; social, economic or family status
- Bullying behavior can be:
  1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
  2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
  3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or internet – also known as cyber bullying)



**Prohibition:**

- Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district.
- This includes public transportation regularly used by students to go to and from school.
- Educational environments include, but are not limited to, every activity under the school's supervision.

**Procedure for Reporting/Retaliation:**

- All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to \_\_\_\_\_ (a school staff member or administrator designated by the Board of Education to be a recipient of such reports.)
- Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to \_\_\_\_\_ (a school staff member or administrator designated by the Board of Education to be a recipient of such reports.)
- Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.
- The school official receiving a report of bullying shall immediately notify the school district employee assigned to investigate the report. The following school district employees have been identified as the investigator: (a list that contains the names of district employees and schools who have the responsibility to receive the information and conduct the investigation)
- There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

**Procedure for investigating reports of bullying:**

- The person assigned by the district to conduct an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.
- Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

**Sanctions and supports:**

- If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including:
  1. suspension
  2. expulsion
  3. referral to law enforcement officials for possible legal action as appropriate.
- Pupil services staff will provide support for the identified victim(s).

**Disclosure and Public Reporting:**

- The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.
- Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.
- An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

What you just read is our state's bare minimum anti-bullying policy. But what policy is the best case scenario? The ACLU of Wisconsin issued open records requests for the bullying policies of 107 school districts in the state, and we selected MMSD's policy as one of the most comprehensive anti-bullying policies in Wisconsin.

The Madison Metropolitan School District strives to provide an environment where every student feels safe, respected and welcomed and where every staff member can serve students in an atmosphere that is free from significant disruptions and obstacles that impede learning and performance. Bullying can have a harmful social, physical, psychological and/or academic impact on students who are victims of bullying behaviors, students who engage in bullying behaviors and bystanders that observe acts of bullying. The School District does not allow bullying behavior toward or by students, school employees or volunteers on school/District grounds, at school/District-sponsored activities or on transportation to and from school or school/District-sponsored activities.

## MADISON METROPOLITAN SCHOOL DISTRICT (MMSD)

### Defining Bullying Behavior:

1. Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power. Bullying behavior creates an objectively hostile or offensive environment. Such an environment may cause, or be likely to cause, negative and harmful conditions such as the examples in the list below:

- Places the individual in reasonable fear of harm to oneself or one's property.
- Has detrimental effects on the individual's personal, physical, emotional or mental health.
- Has a detrimental effect on the individual's academic performance.
- Has the effect of interfering with the individual's ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school.
- Creates an environment that intimidates, annoys or alarms another individual without legitimate purpose.

2. Bullying behavior may be motivated by an actual or perceived distinguishing characteristic such as, but not limited to, an individual's sex, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability.

3. Bullying behavior can be physical, verbal, non-verbal, indirect or direct. For example, bullying can occur in situations involving personal contact, and also electronically, in writing, or by using other persons as intermediaries. Bullying often, but not always, involves repeated behavior:

Examples of bullying behavior include but are not limited to the following:

- Hitting, pushing, kicking and other acts that physically hurt another person
- Spreading negative rumors about or falsely accusing another person
- Excluding someone from a "group"
- Threatening another person
- Manipulating friendships
- Posting or sending mean-spirited messages about someone using phones, electronic mail, websites, blogs, etc. (also known as cyber-bullying)
- Organizing others to threaten, tease, or exclude a targeted individual

- “Electronic” (or “electronically”) is defined as- any communication involving the transmission of information by wire, radio, optical cable, electromagnetic or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones and text messaging.
- “Personal Contact” is defined as an encounter in which two or more people are in visual or physical proximity to each other and is not limited to physical contact.
- “Volunteer” is defined as anyone who has regular, significant contact with students in the school setting or during school related activities.

**Prohibiting Bullying Behavior:**

Bullying is prohibited on all school and District grounds and in all school and District buildings; at all school and District-sponsored activities; and on all vehicles used for transportation to and from school and school-sponsored/District-sponsored activities. It is the intent of this Policy that bullying behavior is prohibited in all educational environments, regardless of whether the facility/location is owned, leased, or otherwise used or provided by the School District.

- Educational environments include, but are not limited to, every activity under the school's supervision.
- Students who engage in bullying behavior in violation of this Policy or in retaliation against an individual for reporting bullying behavior shall be subject to school disciplinary measures consistent with MMSD policies and procedures up to and including suspension and/or expulsion.

**Reporting Bullying Behavior**

The prohibition against bullying and the MMSD “Report of Bullying Incident” form shall be included in student handbooks, employee orientation or training materials/handbooks, and District and school websites.

**Reporting by Staff and School Officials**

Staff or other school officials shall submit a report of bullying under this paragraph any time

1. a student or parent/legal guardian presents the staff member/official with a report clearly identified as a report of bullying under this Policy;
2. the staff member/official has knowledge of repeated behavior or any pattern of behavior by an individual (or group of persons) that is prohibited by this Policy (i.e., premised on an imbalance of real or perceived power and intended to inflict physical, emotional or mental harm or suffering (including fear or intimidation) on another person).
3. the staff member concludes that a student is being subjected to behavior that is physically, emotionally or mentally harming the student and is prohibited by this Policy.

Unless impractical, reports made under this paragraph shall be in writing and should generally be provided on the same day the bullying behavior was observed or that the staff member/official becomes aware of the bullying behavior:

- For all school-based personnel, the report required by this paragraph should be provided directly to the school's Principal or an Assistant Principal assigned to the school unless the Principal has expressly identified another staff member to also be a recipient of such reports.
- For staff and officials not based in a school, such reports should be provided to a building Principal when the incident is tied to a particular school or to the head administrator in the staff member's/official's Department.
- Written reports are preferred, but if it is necessary to make a verbal report, the individual making the report should be clear that he/she is reporting bullying behavior under this Policy.

It is understood that the reporting required by this paragraph requires a degree of judgment, and that there will be instances where a reasonable person holding a given position may, or may not, recognize a specific situation as involving behaviors prohibited by this Policy. However, it is the intent of this paragraph that no staff member official may, by failing to submit a report, exhibit deliberate indifference to harm created by bullying behaviors of which they have knowledge.

#### **Reporting by Students, Parents/Guardians, and Other Persons**

- Students, parents or guardians, and other persons are encouraged to make a verbal or written report regarding conduct they consider to be bullying.
- Written reports may be made on the form entitled "Report of Bullying Incident" and turned into any teacher, Student Services staff, or administrator.
- Verbal reports of bullying under this Policy should be clearly identified as reports of bullying under this Policy and presented to a school-based administrator (such as a Principal or Assistant Principal), an Assistant Superintendent, or the head of any MMSD Department.
- The individual receiving a verbal report shall promptly document the complaint on the "Report of Bullying Incident" form. The written report shall be forwarded to the designated school administrator for investigation of the complaint.

#### **Confidentiality of Reports of Bullying**

A person making a report of bullying behavior may request that his/her/their identity remain confidential. While the District cannot guarantee absolute confidentiality in all circumstances, such as in a case where disclosure is necessary to alleviate a health or safety emergency, it is the District's policy to adhere to such a request to the extent possible.

The District will notify the individual if the District determines that it is not possible to proceed on a confidential basis. In addition, the District will maintain the confidentiality of the report and any related pupil records in a manner consistent with applicable law.

If a victim or target of bullying behavior requests that his/her/their identity not be disclosed in connection with any investigation of the alleged bullying behavior, the Principal and/or other assigned administrator or investigator shall discuss with the student and his/her/their parent/guardian how such a request may affect the District's ability to investigate and/or resolve a given situation.

### **Anonymous Reports**

Anonymous reports of bullying will be reviewed and reasonable action shall be taken to address such reports, consistent with the reliability of available information and taking into account the due process rights of the individual alleged to have committed the acts of bullying.

### **Investigating Bullying Behavior**

Under the direction of a school administrator, all reports of bullying under this Policy shall be investigated and a written report of the investigation shall be prepared. Investigations shall begin promptly and should generally begin by contacting the identified victim(s) or target(s) of the bullying. The report of the investigation shall...

- identify key facts about the incident
- state a determination as to whether acts of bullying were verified
- identify recommendations for intervention, including disciplinary action if appropriate
- identify steps taken to assist the target/s of the bullying
- parents and/or guardians of each student involved in the bullying incident shall be notified prior to the conclusion of the investigation.
- when acts of bullying are verified, the administrator investigating the incident shall then implement the appropriate interventions as outlined in the MMSD Student Code of Conduct and document them in Infinite Campus.

### **Intervening with Students Who Engage in Bullying Behavior**

Schools must create a culture in which bullying is not tolerated. Students must be supported and encouraged to report harassment and bullying and to assist peers who are bullied. Victims of bullying must be provided with tools to empower them to overcome the negative effects of bullying. Students who engage in bullying behavior must be held accountable for their actions and steps to achieve this include:

1. teaching new skills for communication and empathy
2. communicating with parents/families
3. providing appropriate, incremental consequences and interventions.

The following steps provide a process that shall be used by the Principal or designee to intervene with the student who engages in bullying behavior as well as the student who is the target of bullying behavior:

Step 1

- Meet with student who engaged in bullying behavior
- Determine the underlying cause of behavior, if possible
- Warn the student of the consequences if bullying behavior continues
- Notify the student who engaged in bullying behavior that retaliation is prohibited and will lead to further consequences/interventions
- Outline plan for teaching positive communication and empathy-building skills
- Notify parent/family and teachers of student who engaged in bullying

Step 2

- Support student who was target of bullying by explaining reporting practices, creating a safety plan as appropriate and identifying staff who can provide assistance as needed
- Notify parent/family and teachers of student who was target of bullying behavior and discuss interventions to protect targeted student

Step 3

- Document the incident and appropriate Code of Conduct violation as well as the resolution in Infinite Campus

Step 4

- Follow up in a timely manner with student who engaged in bullying behavior to assess progress
- Follow up in a timely manner with student who was target of bullying behavior to ensure no new incidents of bullying have occurred

Step 5

- Implement school disciplinary measures that are consistent with the MMSD policies and procedures up to and including suspension and/or expulsion when incidents of bullying are repeated and student does not respond to interventions.

# MY SCHOOL ISN'T HELPING ME TO MY SATISFACTION



**Approaching the school about bullying is the first step in advocating for your child's rights and safety.**



## ALTHOUGH IT CAN BE NERVE-WRACKING, YOU'RE DOING EXACTLY WHAT YOU SHOULD BE.

There may be times when school administrators just don't seem to understand or want to help. Your school has a legal obligation to address bullying. If your school isn't helping you to your satisfaction, remember that there are many channels of help. You should also contact law enforcement if a crime has been committed. Contact your local police or sheriff's office in addition to following up with your school. Get counseling or other help for your child in the meantime. While it may feel like this process takes forever, it is important to carry through.

### **...The teacher isn't helping:**

Contact your local school administrator (principal or superintendent). Start with the principal and move to the superintendent if the principal won't help. If that doesn't begin to get the results you want, read on. Make sure you get a written copy of your school district's Bullying Policy, and find out who in your school or district is responsible for working on issues of bullying.

### **...The school isn't helping:**

File a complaint with the district. The school district must let you know within 45 days that they have received your complaint. They have at most 90 days from the date you filed your complaint to make a decision. It may even be less depending on their policy. Check their

written policy. Have the school district's designated staff person explain the policy to you, too. If you've utilized all of these steps and you are still not pleased with the decision, then you should file a complaint here:

### **State Superintendent's Office**

Department of Public Instruction  
Pupil Nondiscrimination Program  
P.O. Box 7841

Madison, WI 53707-7841

608-267-9157 or 608-266-8960

(Student Services/Prevention and Wellness with a focus on discrimination based on a protected class)

800-441-4563 (main switchboard for DPI, you must press menu option 6, and then tell the operator that you want to talk to someone regarding pupil discrimination or a harassment appeal).

The people in these positions change and their answering machine messages aren't always very specific. You may also be put on hold, have to leave a message or be directed to several different people. Please have patience. What you're doing is very important. They should provide you with a "school advocate:" a person who will fight for your child's interests and guide you through the process of working with your school, administrators and the Department of Public Instruction.

### **...How do I file a bullying complaint with the Superintendent at DPI?**

If your school district doesn't have a pupil non-discrimination complaint procedure, or hasn't responded to your complaint within 90 days, you can file a complaint with the State Superintendent. The complaint should be written, signed, and sent to the address above. It must include the following:

- the reason you're asking for an appeal
- examples of discrimination against your child
- what outcome you're requesting
- a copy of the school district's final decision on your complaint

If the State Superintendent accepts your complaint, they can then order your district to comply with the law, and create an action plan in order to prevent future discrimination. However, they can't pay you to compensate for pain and suffering, or discipline teachers or school staff.

For more information, visit <http://sped.dpi.wi.gov/files/sped/pdf/pndbrochure.pdf>.

### **...My child is being bullied because of their race, ethnicity, sex or disability, and my school isn't working to solve the problem:**

Contact the US Department of Education

at [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or (800) 421-3481. You can also contact the ACLU of Wisconsin at [aclu-wi.org/story](http://aclu-wi.org/story) and (414) 272-4032

At this point, you may also be interested in retaining the services of a lawyer. Here are some reliable, helpful resources to help you find legal representation:

- American Bar Association's Find Legal Help App: [apps.americanbar.org/legalservices/findlegalhelp/main.cfm?id=W1](http://apps.americanbar.org/legalservices/findlegalhelp/main.cfm?id=W1)
- ACLU of Wisconsin: [aclu-wi.org/get-legal-help](http://aclu-wi.org/get-legal-help), (414) 272-4032
- Community Justice, Inc.: [communityjusticeinc.org/](http://communityjusticeinc.org/), (608) 204-9642
- Lambda Legal (LGBTQ): [lambdalegal.org/help](http://lambdalegal.org/help), (312) 663-4413
- Legal Action of Wisconsin: [legalaction.org](http://legalaction.org), see webpage for local phone number
- Northern Wisconsin Legal Advice Project: [nwlap.org/client.php](http://nwlap.org/client.php)
- State Bar of Wisconsin Modest Means Program: [wisbar.org/forPublic/INeedaLawyer/Pages/Modest-Means.aspx](http://wisbar.org/forPublic/INeedaLawyer/Pages/Modest-Means.aspx)
- Ask your local Bar Association for their pro bono directory

**The federal government on [www.stopbullying.gov](http://www.stopbullying.gov) says that your school must do the following:**

Allow anyone to report harassing conduct to a school. When a school receives a complaint it must take specific steps to investigate and resolve the situation:

- Take immediate and appropriate action to investigate and determine what happened.
- Make a prompt, thorough, and impartial inquiry.
- Interview targeted students, offending students, and witnesses. Maintain written documentation of investigation.
- Communicate with targeted students regarding steps taken to end harassment.
- Check in with targeted students to ensure that harassment has ceased.
- When an investigation reveals that harassment has indeed occurred, a school should take steps reasonably calculated to:
  - End the harassment,
  - Eliminate any hostile environment,
  - Prevent harassment from recurring, and
  - Prevent retaliation against the targeted student(s) or complainant(s).

**When a school addresses a harassment complaint:**

- Appropriate responses will depend on the facts of each case.
- The school must actively respond to harassment and should take reasonable steps when crafting remedies to minimize burdens on the targeted students.
- Possible responses include:
  - Develop (or revise, if procedures and policies exist) and publicize:
    - Policy prohibiting harassment and discrimination
    - Grievance procedures for students to file harassment complaints
    - Contact information for Title IX/ Section 504/Title VI coordinators
  - Implement certain training for staff and other administration on identifying and addressing harassment.
  - Provide monitors or additional adult supervision in areas where harassment occurs.
  - Determine consequences and services for harassers, including whether discipline is appropriate.
  - Limit interactions between harassers and targets.
  - Provide harassed student an additional opportunity to obtain a benefit that was denied (e.g., retaking a test/class).
  - Provide services to a student who was denied a benefit (e.g., academic support services).

***If you believe your school hasn't followed these guidelines in responding to a complaint about bullying or harassment, then you may wish to contact the federal government:***

**U.S. Department of Education's Office for Civil Rights:**

You can call the Civil Rights Hotline of the U.S. Department of Education's Office for Civil Rights (OCR) at **1-800-421-3481** to report any educational discrimination on the basis of race, sex, disability, etc., request information on civil rights compliance programs, procedures for filing discrimination complaints, or access civil rights regulatory and policy documents.

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Bldg  
400 Maryland Avenue, SW  
Washington, DC 20202-1100

Telephone: 800-421-3481  
FAX: 202-453-6012; TDD: 800-877-8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

Wisconsin's "local" office is actually in Chicago:

Chicago Office  
Office for Civil Rights  
U.S. Department of Education  
Citigroup Center  
500 W. Madison Street, Suite 1475  
Chicago, IL 60661-4544

Telephone: 312-730-1560  
FAX: 312-730-1576; TDD: 800-877-8339  
Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

**U.S. Department of Justice Civil Rights Division:**

The Educational Opportunities Section enforces federal laws that protect students from harassment or discrimination. The Section is responsible for enforcing Title IV of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, national origin, sex, and religion in public schools and institutions of higher learning; the Equal Educational Opportunities Act of 1974 which, among other things, requires states and school districts to provide English Language Learner (ELL) students with appropriate services to overcome language barriers; and the Americans with Disabilities Act, which prohibits disability discrimination. The Section also plays a significant role in enforcing Title VI of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race, color, and national origin by recipients of federal funds); Title IX of the Educational Amendments of 1972 (prohibiting discrimination on the basis of sex by recipients of federal funds); and Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (both of which address disability discrimination and appropriate disability-related services).

The Educational Opportunities Section accepts complaints of potential violations. The Section's complaint form and instructions on how to fill it out are here:

<http://www.justice.gov/crt/about/edu/documents/filecomp.pdf>

<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

<http://www2.ed.gov/about/offices/list/ocr/complaintform.pdf>

And here is contact information for the Educational Opportunities Section:

Email [education@usdoj.gov](mailto:education@usdoj.gov)  
(202) 514-4092 or 1-877-292-3804 (toll-free)  
Fax: (202) 514-8337

U.S. Department of Justice Civil Rights Division  
950 Pennsylvania Avenue, N.W.  
Educational Opportunities Section, PHB  
Washington, D.C. 20530

# I'M WORRIED MY CHILD OR FRIEND IS A BULLY



**What do you do if you're  
on the other side of the  
conflict — if your child or  
friend is the bully?**



What do you do if you're on the other side of the conflict; if your child or friend is the bully?  
Usually bullying is defined as:

1. Imbalance of power. Bullies use power to control or harm people who have a hard time defending themselves.
2. Intent to cause harm. Bullying isn't an accident: bullies want to hurt the people they target.
3. Repetition. The harassment happens again and again to the same person, and comes from the same bully or group of bullies. Repetition is important to point out, because a single instance of name calling, verbal or physical abuse - as hurtful as it may be - isn't bullying.

There isn't always a clear distinction between "bullied" and "bully." Children and teens often become bullies because they have been targeted in the past, and often want to take out their anger on others, or prevent themselves from being bullied again by creating a tough or dangerous image. By accepting the bully's actions, by laughing or encouraging them, or even by not saying anything, we are making it easier for them to bully someone again.

It's hard to accept that your child or friend is a bully, without talking to them or seeing it for yourself. But there are some signs you can watch for. Take a look through this list and check the boxes that apply:

- They come home with extra cash, clothes, electronics, or other things that may have been stolen
- They get into verbal or physical fights with other students.
- They are often sent to detention or the principal's office.
- They have been bullied, or have friends or significant others who are bullies.
- They have low self-esteem. They refer to themselves as a loser.
- They are highly competitive, aggressive, or self-centered.
- They constantly worry about being popular and having a good reputation.
- They usually blame others for their problems and refuse to take responsibility for their actions.
- There are rumors about their mean or violent encounters with others.
- They don't seem to have any other friends; other kids don't want to spend time with them.
- They don't seem to show empathy or care how other people feel.

If you checked a few of the boxes above, it's possible that your child or friend is or could become a bully. Just because the young person may show some of these behaviors DOES NOT mean they are a bully-it's normal for people to feel or do some of these things from time to time. But it's important to recognize when there's a trend of behavior so that you can address it now!

### **Children who bully may be:**

- Suspended or expelled from school
- Kicked off their sports teams or club activities
- Banned from social media like Facebook, Twitter, Instagram, or email service, etc.
- Faced with action from their Internet Service Provider (ISP). Even if a bully or service abuser deletes hurtful statements on their end, the email service, website, phone provider or ISP usually still keeps records that can be turned over with a court order. The victim of bullying must file complaints with the ISP, who will usually comply with court orders to turn over records and information, but not terminate the bully's internet service.
- Prosecuted under State Statutes, which means fines, jail time and a criminal record
- Wisconsin State Statute 947.013 (Harassment)
  - Definition: Physical harm or repeated harassment/intimidation
  - Penalty: Class B Forfeiture, up to \$1,000 fine
- Wisconsin State Statute 940.32 (Stalking)
  - Definition: Repeated and intentional actions that cause the victim serious emotional distress
  - Penalty: Class H Felony, up to \$10,000 fine and 6 years in prison

*These are serious penalties.* If you want the bullying to stop, open communication and an honest relationship are key. Many bullies feel that they can't bring problems to their parents, or that their parents ignore, or verbally or physically abuse them. If guardians don't create a relationship where their child can speak to them, the child often reacts in negative ways, such as bullying, drug or alcohol abuse, acting out sexually, etc. No situation is the same, but here are some basic strategies to get you started.

Start talking: Try to figure out why your child is bullying. Ask them if they've been bullied, and how they feel about bullying. Keep track of their friends and significant others to see if they also bully. Make sure your child knows that you're always willing to listen without judging them. Talk in a space or way that feels natural for both of you. Many people find it easier to talk about serious topics in a familiar and unthreatening place like a car, stoop or bench. You don't have to look at one another and you can also focus on lighter things while talking about these important topics.

- Set expectations and follow through: Make it clear that bullying is never okay and you won't accept it. Show you're serious by outlining and sticking to straightforward, consistent and meaningful consequences.
- Be an example: Remember that bullying is often a learned behavior. Make sure you and other important people in your child's life lead by example and deal with disagreements, anger, and frustration in a way that's respectful and non-violent.
- Be caring and questioning: Catch them doing the "right thing." Recognize your child when they show empathy for other people or resolve conflicts and emotions in a way that isn't hurtful to others or themselves. Encourage these skills through role-play, or participating in a cooperative activity, club or sport. Ask them realistic scenario questions using lead-ins like, "what would you do if..." "how would you feel if..." and "what are you going to do when...?" This will help your child or friend begin to imagine and discuss alternatives.



- Ask for help: You don't have to deal with this alone. Seek help early. Talk to your child's teacher, counselor, coach, parent, school social worker/psychologist, or doctor for more help. There are also organizations dedicated to addressing bullying behaviors. Check Chapter 16 of this guide for more information.
- Understand the legal ramifications: If the bullying doesn't stop, your child can face a bad reputation, suspension, expulsion, or even jail time, fines, and a criminal record.

### **...What if my friend is a bully?**

There are different types of people who witness bullying: bystanders and passersby, who pretend not to notice the bullying for fear of getting involved.

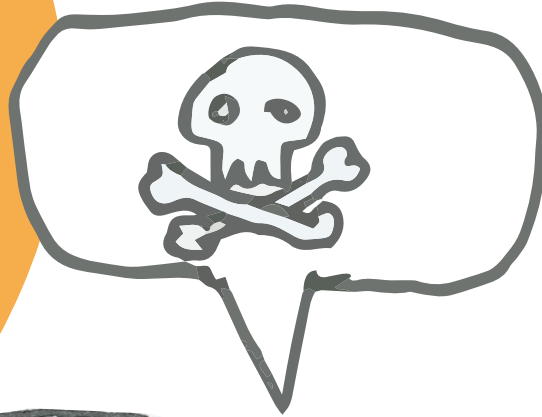
There are the people who encourage, join, or allow bullying. Whether directly or indirectly, they are a part of the problem. These folks are referred to as negative bystanders.

And then there are the active bystanders. These are the people that directly or indirectly intervene: whether that means discouraging the bully, defending the victim, redirecting the situation, rallying support from classmates, or filing a report with a trusted adult.

Hopefully, you're an active bystander, and by refusing to allow your friend to continue to act like a bully, you begin to help solve the problem.

- Don't encourage, accept or laugh at bullying behavior: Clearly let your friend know that you don't like or accept bullying. Tell them that it is not cool.
- Help them understand the possible consequences: The bully can get a bad reputation, school suspension or expulsion, or even jail time, fines, and a criminal record.
- Ask for help: You don't have to deal with this alone. Look for help early. Tell your friend's parents, a teacher, counselor, coach, principal, or another trusted adult for more help.

# CYBERBULLYING



Online communication and harassment are at all-time highs. With more and more of our daily lives and conversations taking place via text messages, social media, and other smartphone apps, cyberbullying has become a hot topic across the country. This can be even more dangerous than other forms of bullying because it allows bullies to target their victims 24/7 with almost no accountability. It's also easier to embarrass someone to a larger audience.

**Cyberbullying is just like other kinds of bullying because it involves:**

- Imbalance of power: Bullies use power to control or harm people who struggle to defend themselves.
- Intent to cause harm. Bullying is not some accident: bullies want to hurt the people they target.
- Repetition. The harassment happens again and again to the same person, and comes from the same bully or group of bullies.

**What does this look like? You may be being cyberbullied if someone is:**

- Regularly sending you rude or threatening texts or voicemails.
- Spreading rumors or lies about you via email, text or social media.
- Creating and sharing vicious personal memes and fake photos (including fake pornography), slanderous websites, videos or fake social media profiles that embarrass, humiliate or make fun of you.
- Pretending to be you while posting false or embarrassing information to a fake social media profile or blog. This can also be considered identity theft.
- Hacking into your accounts and posting while pretending to be you. This is also identity theft.

Cyberbullying can overlap with other kinds of bullying. Telling the whole school to un-friend someone on Facebook and to socially exclude them can be a type of social bullying. Using text messages to call someone hurtful names is also verbal bullying. Hitting someone, and sharing the video with others is also a common type of cyber and physical bullying.

**Not everything digital counts as cyberbullying though. Cyberbullying isn't:**

- A single episode of social rejection or dislike.
- Random acts of intimidation or aggression.
- Mutual arguments, disagreements, or fights.
- Filing a complaint against another person through legitimate channels (for example, reporting a person on Snapchat or Instagram).
- Expressing dislike about a person's actions or decisions online (gaming, facebook, chat, etc.).

**If you believe you're being cyberbullied, act right away!**

Watch what you post and send - once you do, it's no longer yours. Any cyberbully can screenshot and share it. As a general rule, if you're not comfortable with everyone seeing it, don't send it. Just because you have strong privacy settings, doesn't mean a friend can't copy or share your information.

- Don't feed the trolls! Never respond to negative or threatening messages about you.
- Many online forums and comments sections, such as newspapers or user groups, have community rules. Check if the bully is in violation of these rules, due to racist, sexist, or other hurtful language, and then report them.
- Screenshot, save and print anything negative said about you on social media posts, emails, text messages, or web pages. Show the print-outs to your parents and your local police. Ask for the computer crimes unit; if they don't have one, go to the nearest police station that does.
- Once you've printed up the negative comments, delete them and block the phone number or user. If you're on Facebook, Twitter, Instagram, Snapchat, Kik, or in a game's chat, etc. you should also report the user.
- Wisconsin statutes don't specifically address cyberbullying - however, electronic harassment, abuse and intimidation are illegal under State Statute 947.0125. Depending on the bully's intentions, that can mean a Class B Misdemeanor (up to \$1,000 fine and/or 90 days in prison) or Forfeiture (up to \$1,000 fine).

# WHAT IF THE BULLY IS AN ADULT?



One of the biggest misconceptions about bullying is that it has to come from another student. In reality, bullying can come from ANYONE - even a parent, school staff member, administrator, coach, teacher or security guard can be a bully. But adults aren't allowed to call you hurtful or harassing names just because they are your teacher or coach.

## **Bullying is defined as:**

1. An imbalance of power. Bullies use power to control or harm people who have a hard time defending themselves.
2. An intent to cause harm. Bullying isn't an accident: bullies want to hurt the people they target.
3. Repetition. The harassment happens again and again to the same person, and comes from the same bully or group of bullies.

Bullying usually comes in four main forms... But how might this look if an adult is the bully?

- Verbal: Name calling, taunting, sexual comments. Making rude and insulting comments about your sex, race, ethnicity, sexual orientation, gender identity, disability, religion, etc.
- Social: Spreading rumors, publicly embarrassing you; purposefully breaking up friendships.
- Physical: Inappropriate touching or roughness, hitting, shoving.
- Cyberbullying: Sending you hurtful texts and voicemails; spreading rumors or lies via email, text or social media; creating and sharing hurtful personal memes and fake photos (this includes fake porn); creating slanderous websites, videos or fake social media profiles that embarrass, humiliate and/or make fun of students; pretending to be you or hacking into your social media profiles and posting false, humiliating information (this can be considered identity theft).

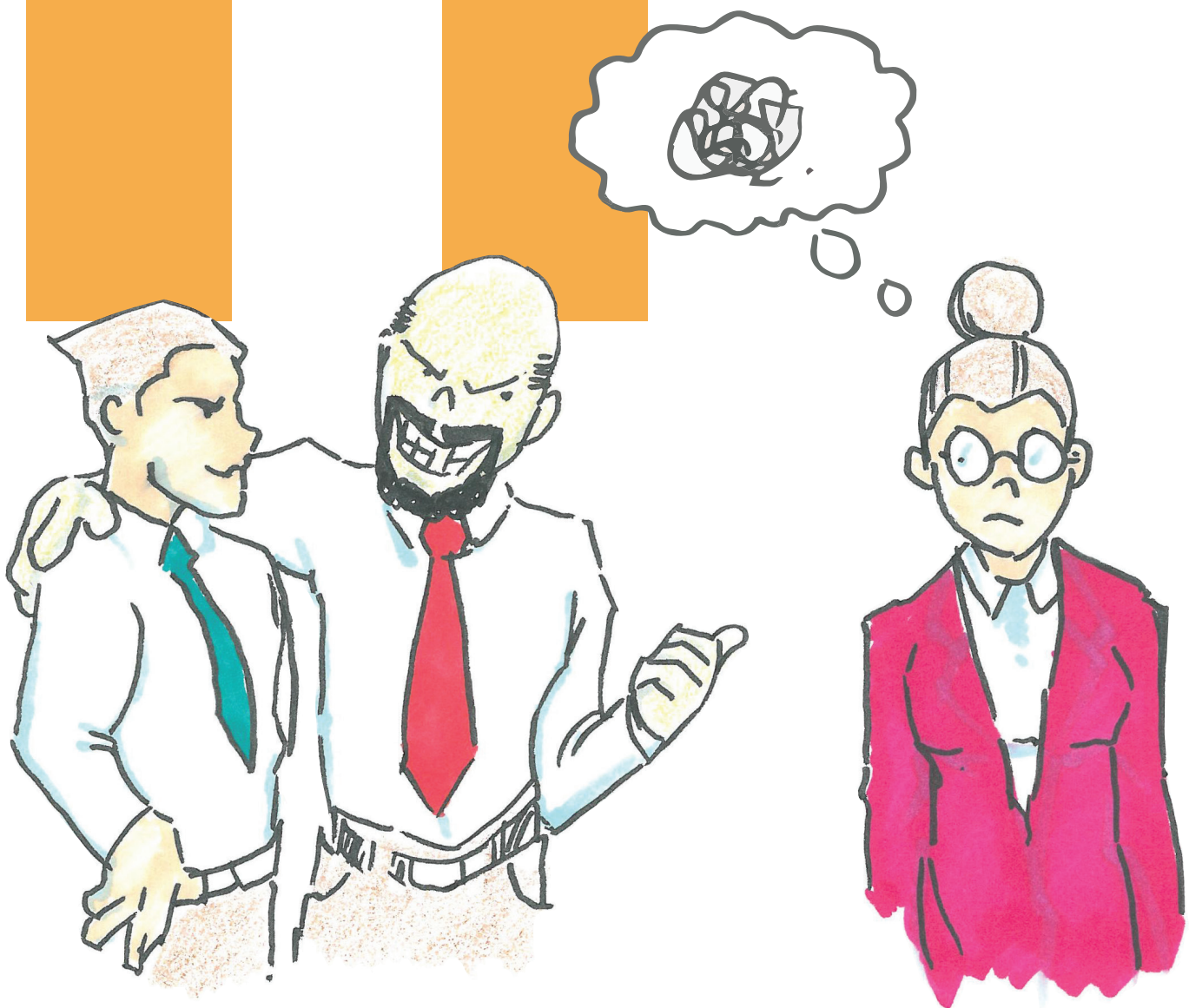
Because teachers and other authority figures have the opportunity to speak to your peer groups more often, they have the power to inflict more harm. By repeatedly singling you or your child or friend out verbally, they are abusing their power as an instructor and telling the other people in the environment that it is okay to treat you in the same manner. Below are two examples:

- Scenario #1: Tony's teacher often says things like "Okay... the class has two minutes to finish. Except for Tony... we'll give him an extra ten minutes because we know that he's so slow. Hopefully, he'll make it to his little yellow bus in time." She often calls Tony out of name and uses euphemisms like LD, window licker, and other phrases to imply that he has a learning or emotional disability, and that it is okay to poke fun at him because of it.
- Scenario #2: Your gym teacher is known for singling out students by calling them racially charged words like "thug," hurtful names like "sissy" or "faggot," both publicly and in private conversations. There's also rumors that he's made sexual comments towards people in your class. This has created an environment where some students feel they have a free pass to bully the people that the teacher singled out.

This type of bullying and exclusion is really tricky, since it's indirect and can be set up over a long time. It's important to remember that teachers may also be having a difficult time with a student who isn't doing their work, but they are NOT bullying them. They may call a student out of name once. They may lose their patience once. Parents need to be involved to figure out the truth as best they can, in order to work with their child to determine an appropriate solution.

When circumstances like this pop up in school, students and parents alike need to speak up immediately. Talk to the teacher or to a school administrator. Remember, everyone has a supervisor. If you don't get the solution you want from the teacher or staff person (including counselors, club staff, Boy or Girl Scouts leaders, 4H, etc), contact supervisors higher up and keep copies and records of everything that you do. Remember that organizations that are operating in Public Schools are also accountable to that school or school district; See Chapters 5 and 7 for more information on filing complaints if a simple conversation doesn't remedy the situation.

# SEXUAL HARASSMENT, PREDATORS, AND SEXUAL CONTACT





When people think about bullying, sexual harassment isn't usually the first thing that comes to mind. But really, they're very similar. Sexual harassment usually involves a 'bully' or 'predator' targeting a person they consider less powerful than themselves, over and over again, because they want to humiliate or hurt them.

Specifically, sexual harassment can be...

- Verbal: unwelcome sexual comments, asking for sexual favors, catcalling, degrading statements involving a person's gender ("make me a sandwich, bitch," "nice ass," "thot").
- Physical: unwelcome sexual advances, such as inappropriate touching, exposing oneself, or even sexual assault.
- Cyber: sending or taking unwelcome sexual messages, photos, or videos.

Sexual harassment in schools happens more than you'd think: as many as 48% of middle and high schoolers have been sexually harassed at least once. It can happen to boys or girls, and come from anyone — even a parent, school staff member, administrator, coach, teacher, or security guard.

It's important to remember that if you are sexually harassed, it is NEVER your fault. It is against school policies, state statutes, and national law. And you have the right to do something about it. Being accused or convicted of sexual harassment can carry steep social and even criminal consequences.

What can you do if you suspect you or your

child is a target of sexual harassment or unwanted sexual advances? If the harasser is another student or a school staff member, report it to a teacher or administrator (principal or superintendent) immediately. Like with other cases of harassment, your school should start an investigation. See Chapters 5 and 7 for more info on filing complaints if a simple conversation doesn't remedy the situation. You may even want to contact law enforcement immediately, depending on the severity of the situation.

- Before you meet with school or district staff, look up and print out a copy of your district's sexual harassment policy. Depending on the policy, you may be able to remain anonymous throughout the investigation.
- During the investigation, correspond with administrators in writing whenever possible. Document what happened during every meeting, and keep copies of everything. We cannot stress this enough.
- Don't be afraid to seek help. Sexual harassment has the potential to turn into stalking or even rape. Don't hesitate to seek counseling services and involve the police if things get worse and school intervention isn't helping. The Wisconsin Coalition Against Sexual Assault has a great listing of support resources by county at [wcasa.org/pages/SASPs.php](http://wcasa.org/pages/SASPs.php).

Rape is NOT bullying. If you, or someone that you know has been raped, you need to immediately contact law enforcement and seek out help and/or counseling services

## Are you or someone you know being sexually abused?

- If you suspect a student is being sexually abused at home, see this link on child abuse and mandated reporting from Wisconsin DPI: [sspw.dpi.wi.gov/sspw\\_can](http://sspw.dpi.wi.gov/sspw_can)

Although not technically bullying, parents who allow their children to bully or abuse their siblings may be violating state statutes, especially if the bullying is causing physical injuries. The Wisconsin Department of Children and Families has more information on child abuse and neglect, as well as reporting forms for Child Protective Services:

[dcf.wi.gov/children/CPS/index.htm](http://dcf.wi.gov/children/CPS/index.htm)

608-267-3905

- There are complex laws covering consensual sexual contact and intercourse between minors. There are different laws pertaining to students aged 16 and 17, and children who are under 16.
- Sexual contact or sexual intercourse with a child under 16 is a felony. Even if the child, who is under 16, insists that the sexual contact was consensual, it **MUST** be reported to Child Protective Services or to the local law enforcement. Remember, online or text coercion, threats, or sending of photos can be evidence. Kids could be charged with a crime for sending or receiving nude or sexually explicit photos with one another.
- Read this important memo about sexually active adolescents that was drafted by the Wisconsin Departments of Public Instruction (DPI), Health and Family Services (DHFS) and the Department of Justice (DOJ)

Reporting Requirement for Sexually Active Adolescents: <http://sspw.dpi.wi.gov/files/sspw/pdf/rrfsaa.pdf>

NY City Civil Liberties Union - Child Abuse, Sexual Harassment, and Mandatory Reporting: [nyclu.org/publications/child-abuse-reporting-and-teen-sexual-activity-clarifying-some-common-misunderstandings](http://nyclu.org/publications/child-abuse-reporting-and-teen-sexual-activity-clarifying-some-common-misunderstandings)

Either way, the ACLU of Wisconsin believes that schools and students need robust and science-based human growth and development instruction. This gives Wisconsin teens the tools they need to make healthy and responsible life decisions by providing comprehensive sexuality education that is age-appropriate and medically-accurate.

# RACE-BASED BULLYING AND MASCOTS



**Indian mascots are considered a form of race-based bullying because they portray stereotypes of Native American people**

### **What is race-based bullying?**

Bullying that is perpetrated upon a person based upon their race, ethnicity, culture, or the color of one's skin.

Indian mascots are considered a form of race-based bullying because they portray stereotypes of Native American people given by a dominant race and can cause psychological harm.

A stereotype is a thought or a belief that can be adopted about specific types of individuals or certain ways of doing things. These beliefs may or may not accurately reflect reality.

### **The biggest myth supporting the use of Indian mascots:**

Using Indian mascots honors Indian people.

### **The truth about the use of Indian mascots:**

Native American images portrayed by Indian mascots misrepresent American Indian culture because they depict Native American people as being war-like violent savages. Mascots that portray cartoon-like imagery can both dehumanize and trivialize the history of Indian people. Indian mascots of school or professional sports teams symbolize the historical sadness of war, death, and forced removal of Native Americans. In addition, Indian mascots that depict the Indian as being "brave," demonstrate cultural ignorance as there is no comparison between an athlete competing to win a sports match with the bravery Indian men experienced through fighting and dying during the American Indian wars. The use of mascots and exposure of mascot images can psychologically harm Native American children by:

1. Damaging their sense of identity
2. Harmfully impacting their self-esteem
3. Eroding their self-confidence

### **What schools can do about race-based bullying:**

- Schools have the authority and responsibility to influence students in their development of lifelong attitudes. Schools have the legal obligation to keep their students safe from harm including psychological harm or damage. The following are best practices your school should use to eliminate race-based bullying:
- Understand the acceptance and use of Indian mascots may insult and offend Indigenous peoples including causing psychological harm to their students and their student's families
- Influence school boards to change the names of Indian mascots by taking a zero tolerance position on race-based bullying
- Include race-based bullying in school-based bullying curriculums
- Include race-based bullying educational activities embedded in Positive Behavior Intervention and Support (PBIS) models
- Acknowledge Native people's contributions by displaying pictures of contemporary Indian life and achievements on the walls within their school buildings

### **What Non-Indian students can do about race-based bullying and Indian mascots:**

- Learn about Wisconsin's Tribal Communities through Act 31 to understand the rich cultural histories and why the use of Indian mascots can be hurtful and considered race-based bullying
- Create genuine friendships with Native students
- Support your Native peers and learn more about your friends by attending public Pow Wows or other Native-sponsored events

- Stand together with your Native peers by peacefully protesting against Indian mascots
- Become an ally to Native peers who are targets of racial bullying to help eliminate hostile environments at school

**What Native children can do if they experience race-based bullying at their schools:**

- Ask your school principal to help address direct and indirect forms of race-based bullying
- Know and understand your educational rights to attend and learn in a non-hostile school environment
- Get involved in youth leadership opportunities and share your culture to teach others
- Involve your parents and community leaders in a campaign addressing race-based bullying

**Other forms of race-based bullying punishable by the law include:**

- Racial harassment
- Hate crimes

**Resources:**

- <http://indianmascots.com/>
- <http://www.aics.org/mascot/wisconsin.html>

# BULLYING AND LGBTQ STUDENTS



**Students who are, or are perceived to be LGBTQ (lesbian, gay, bisexual, transgender/trans\*, questioning) often face more harassment than other students**

Students who are, or are perceived to be LGBTQ (lesbian, gay, bisexual, transgender/trans\*, questioning) often face more harassment than other students - whether they are beat up, receive threatening texts, are socially left out, or called “sissy,” “queer,” or other derogatory words. Often, homophobic attitudes among teachers and other adults creates an environment where students feel it’s okay to bully others, and where LGBTQ students don’t feel as though they can go to adults for help.

**If you’re being bullied because of your sexual orientation or gender identity, there are a few key things you need to know:**

1. It’s not your fault. You did not bring this on yourself. No one deserves to be bullied, not ever. You shouldn’t have to change who you are to make it stop.
2. You don’t have to be silent. Report what is happening to a teacher or principal immediately. Look at chapters 2, 3, 5 and 7 for information on how to stand up against bullying.
3. You’re not alone. There are dozens of organizations and groups out there to support you. Talk to a trusted friend or teacher. Join your school’s Gay Straight Alliance, and see if a university near you has an LGBTQ Resource Center. Look at the resources provided by the Wisconsin Department of Public Instruction ([http://sspw.dpi.wi.gov/sspw\\_lgbt](http://sspw.dpi.wi.gov/sspw_lgbt)). Check out chapters 16 and 17 for our list of state and national resources, many of which are for LGBTQ youth. Another great resource for LGBTQ youth is GSAFE, at <http://www.gsafewi.org> or 608-661-4141. No matter how alone you feel right now, you have more allies than you think.

**Be an ally:**

All students have a right to feel safe at school. Allies are some of the most effective and powerful voices of the LGBTQ movement. Not only do allies help people in the coming-out process, they also help others understand the importance of equality, fairness, acceptance and mutual respect.

### **Here are 10 ways to be an ally:**

1. Be open-minded.
2. Be an active listener.
3. Be willing to talk.
4. Don't assume that all of your friends and co-workers identify as straight. Someone close to you could be looking for support in their coming-out process. Not making assumptions will give them the space they need.
5. Believe that all people, regardless of gender identity and sexual orientation, should be treated with dignity and respect.
6. Homophobic jokes and comments are harmful. Let your friends, family, and co-workers know that you find them offensive.
7. Defend your LGBTQ friends, family members, co-workers, students, etc. against discrimination.
8. Confront your own prejudices, homophobia, and transphobia even if it's uncomfortable to do so.
9. Recognize that people identify in many different ways. Each identity is important, especially to the life of the individual.
10. Report anti-LGBTQ bullying to a trusted teacher, colleague, friend, and/or mentor.
11. It's not up to you, as an ally, to "out" your friend, let the person who actually identifies as LGBTQ speak (or not speak) for themselves. In other words, don't out people. It's not cool.



## **Protections and Responsibilities**

*The following is an excerpt taken from the [stopbullying.gov](http://stopbullying.gov) website:*

Although no federal law directly addresses bullying, in some cases, bullying overlaps with discriminatory harassment when it is based on race, national origin, color, sex, age, disability, or religion. When bullying and harassment overlap, federally-funded schools (including colleges and universities) have an obligation to resolve the harassment. When the situation is not adequately resolved, the U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division may be able to help.

### **What are a school's obligations regarding harassment based on protected classes?**

- Anyone can report harassing conduct to a school. When a school receives a complaint they must take certain steps to investigate and resolve the situation.
- Immediate and appropriate action to investigate or otherwise determine what happened.
- Inquiry must be prompt, thorough, and impartial.
- Interview targeted students, offending students, and witnesses, and maintain written documentation of investigation
- Communicate with targeted students regarding steps taken to end harassment
- Check in with targeted students to ensure that harassment has ceased
- When an investigation reveals that harassment has occurred, a school should take steps reasonably calculated to:
  - End the harassment,
  - Eliminate any hostile environment,
  - Prevent harassment from recurring, and
  - Prevent retaliation against the targeted student(s) or complainant(s).

Find out more about Federal policies and protections by visiting: [www.stopbullying.gov/laws/federal](http://www.stopbullying.gov/laws/federal)

## **ADDITIONAL RESOURCES FOR LGBTQ YOUTH**

Refer your students to these organizations if they are in need of support or counseling. Familiarize yourself with local resources for LGBTQ students.

### **CenterLink**

The Community of LGBT Centers exists to support the development of strong sustainable LGBT community centers and to build a unified center movement. CenterLink's directory of the LGBT community centers in the US and internationally is online in a new and improved format.  
[www.lgbtcenters.org](http://www.lgbtcenters.org)

### **GLBT National Help Center**

Provides free and confidential telephone and e-mail peer-counseling, information and local resources for gay, lesbian, bisexual, transgender and questioning youth.  
[www.glnh.org](http://www.glnh.org)  
Hotline: 800-246-PRIDE

### **GSAFE**

GSAFE increases the capacity of LGBTQ youth, educators and families to create school communities across Wisconsin where all LGBTQ can thrive.  
[www.gsafewi.org](http://www.gsafewi.org)  
(608)-661-4141

### **TransProud**

TransProud is a website made for transgender youth offering a wide range of resources available for youth and educators.  
[www.transproud.com](http://www.transproud.com)

### **The Trevor Project**

The Trevor Project is a national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth.  
[www.thetrevorproject.org](http://www.thetrevorproject.org)  
Hotline: 866-4Utreavor/866-488-7386

### **TransProud**

TransProud is a website made for transgender youth offering a wide range of resources available for youth and educators.  
[www.transproud.com](http://www.transproud.com)

## **LEGAL ASSISTANCE**

Refer to these organizations if you or someone you know is in need of legal assistance.

### **American Civil Liberties Union of Wisconsin (ACLU of WI)**

The ACLU works to extend rights to segments of our population that have traditionally been denied their rights, including people of color; women; lesbians, gay men, bisexuals and transgender people; prisoners; and people with disabilities.  
[www.aclu-wi.org](http://www.aclu-wi.org)

### **Lambda Legal**

Lambda Legal is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and those with HIV through impact litigation, education and public policy work.  
[www.lambdalegal.org](http://www.lambdalegal.org)

### **The National Center for Lesbian Rights**

A non-profit, public interest law firm that advocates for equitable public policies affecting the LGBT community, provides free legal assistance to LGBT clients and their legal advocates, and conducts community education on LGBT legal issues.  
[www.nclrights.org](http://www.nclrights.org)<sup>40</sup>

# BULLYING BASED ON RELIGION OR RELIGIOUS EXPRESSION



The **First Amendment** to the U.S. Constitution says that everyone in the United States has the right to practice his or her own religion, or no religion at all.

The **First Amendment** to the U.S. Constitution says that everyone in the United States has the right to practice his or her own religion, or no religion at all. Additionally, the **Establishment Clause of the First Amendment** prohibits the government from promoting and/or encouraging religions. The Wisconsin Constitution's "free conscience" clause, in Article I, section 18, similarly says: "The right of every person to worship Almighty God according to the dictates of conscience shall never be infringed; nor shall any person be compelled to attend, erect or support any place of worship, or to maintain any ministry, without consent; nor shall any control of, or interference with, the rights of conscience be permitted, or any preference be given by law to any religious establishments or modes of worship." **The First Amendment** and Art. I, sec. 18 give you the right to worship or not, as you choose. The government, in this case, public schools, can't penalize or punish you because of your religious beliefs, nor can the school or school staff impose religious or sectarian beliefs upon you.

This means that schools and school personnel may not punish or mock you for adhering to your beliefs if they include, for example, not saluting the flag during the pledge of allegiance; not taking oaths or swearing allegiance; celebrating or not celebrating different holidays; fasting; following religious dietary restrictions; wearing clothing or items particular to your religious faith such as crosses, hijabs (head scarves worn by Muslim girls), patkas or dastaars (turbans worn by Sikh boys) or yarmulkes (head coverings worn by Jewish boys), bindi (a drop or dot frequently worn by Hindu girls).

The school also needs to ensure that their students are not bullied or victimized because of their faith or expressions of belief. This would include repeated name calling (e.g., heathen, godless, terrorist, jihadist, non-believer, etc.), taunting, removing or denigration of the religious items by students or staff (e.g., playing "keep away" with a yarmulke).

Regardless of how media, the internet, or other people may portray your faith, you have the right to be free from bullying and unfair treatment at school.

When bullying based on religion is severe, pervasive, or persistent, the **Department of Justice's Civil Rights Division** may be able to intervene under Title IV of the Civil Rights Act of 1964.

If the harassment is based on shared ethnic characteristics and not the religion itself, the **Department of Education's Office for Civil Rights (OCR)** may be able to intervene under Title VI of the Civil Rights Act of 1964.

# HOW CAN I BE AN ADVOCATE?



## WHAT CAN YOU DO IF YOU SEE BULLYING IN YOUR SCHOOL, OR WANT TO STAND UP AGAINST BULLYING IN YOUR COMMUNITY?

### **There are two kinds of people who witness bullying:**

There are **negative bystanders** who encourage, join, or ignore bullying. Whether directly or indirectly, they are a part of the problem. Ignoring bullying doesn't make it go away.

And there are **active bystanders**. These are the people that directly or indirectly intervene: that might mean discouraging the bully, defending the victim, redirecting the situation, rallying support from classmates, or filing a report with a trusted adult. Maybe this means recording the bully in action and sharing it with your parents, school admin or police. **DO NOT SHARE** this with peers. This can be hurtful to the victim. Active bystanders are not bystanders for long.

If you refuse to back down to bullying, you're a part of the solution. It can be scary to stand up - you may worry that you'll become a target yourself. But it's this kind of fear that gives bullies their power. In the fight against bullying, the solution starts with you.

Be a supportive friend: If your friend is being bullied, make sure they know they're not alone. Help them find the courage to seek help if things get bad. Listen and don't judge them.

### **Spread the word:**

Get involved with or start your own student organization that addresses bullying. Or get the word out to the larger community by organizing an assembly, performance, event, or workshop.

- Gay Straight Alliance: [gsafewi.org](http://gsafewi.org)
- Words Hurt Week: [gsafewi.org/wp-content/uploads/Words-Hurt-Organizing-Manual-Appleton-East.pdf](http://gsafewi.org/wp-content/uploads/Words-Hurt-Organizing-Manual-Appleton-East.pdf)
- I Am Somebody: [awalkintheirshoes.net/p/collaborative-projects.html](http://awalkintheirshoes.net/p/collaborative-projects.html)
- Day of Silence and Gay Prom: [journaltimes.com/news/local/first-gay-prom-to-be-held-in-racine-tonight/article\\_3c855526-8adc-11e1-b2dd-001a4bcf887a.html](http://journaltimes.com/news/local/first-gay-prom-to-be-held-in-racine-tonight/article_3c855526-8adc-11e1-b2dd-001a4bcf887a.html)
- Wausau Anti-Bullying Rally: [wsaw.com/home/headlines/Anti-Bullying-Rally-to-be-Held-in-Wausau-201603381.html](http://wsaw.com/home/headlines/Anti-Bullying-Rally-to-be-Held-in-Wausau-201603381.html)

# I WANT TO ADDRESS BULLYING WITH MY STUDENTS



**You play a key role in  
making the classroom  
a safe space.**

With so much media attention on extreme cases of bullying in classrooms, or the sometimes fatal reactions that victims author in retaliation, the role that educators play in preventing bullying has become more important than ever.

This is easier said than done. While the education system excels in providing teachers with standards and resources for academic subjects, resources for basic empathy and conflict resolution can be harder to find.

Here are tips.

**Tip #1: Establish your classroom as a “safe space.”**

A “safe space” is a place where students feel they can be themselves without being emotionally or physically harmed for it. The first ground rule for every safe space is respect; respect toward you, each other, and the classroom community. Beyond this, treat ground rules as a blank slate, involving students in the conversation about what respect means and appropriate ways to address a breach of ground rules. Students want to be treated as young adults, and are more likely to follow rules if they have a say in what those rules are. Set an example by sticking to the rules, cooperatively resolving disputes, and being prompt and consistent in talking to students who break those rules.

**Tip #2: Words matter**

Encourage students to be mindful of the words they use. Here are some examples of some common or current words, phrases and images that are...

- Race-Based: Native-American mascots, n-word, illegals, terrorist, thug, chinky-eyed, ghetto
- Gender-Based: “hit like a girl,” bitch, hoe, slut, jump down, thot
- Sexual Orientation based: “that’s so gay,” pussy, fag, “no homo,” queer
- Ability-Based: retarded, LD, cripple, gimp

If disrespectful language and imagery goes unchecked, it can reinforce and encourage bullying behaviors. Set an example by integrating respectful language into your ground rules, and following through yourself. Remember, slang and memes change, so keep current. Some people may use words for people that are a part of their community that are inappropriate for people who are *not* a part of that community to use. This may include: queer, res, the n-word, etc.



Depending on the intention, any word can hurt. But many of these words are rooted in a historical context of exclusion and forced otherness, which explains why people outside of the community are not supposed to use them. There may be certain contexts in which these words can be used, but know that all of them are infused with alternate meanings that can potentially cause pain and refer to the social and cultural exclusion of these groups

**Tip #3: Use Circle Process to address behaviors, attitudes and class climate.**

One of the best ways to address bullying with your students is called Circle Process. Circle Process is derived from native (first nation) peacemaking practices in North America, with the goals of repairing harm and restoring peace.

- **Ground Rules:** Select a minimum of 4 student participants. Gather in a circle, and designate a talking piece, like a stone or stick. Students should speak respectfully and from the heart, but only when it is their turn. You, as the mediator, should be calm and not contribute to hostilities or interrupt. Your role is to guide the conversation and make sure everyone is heard, but not to decide the outcome or pass judgment.
- **Getting started:** Start by outlining the ground rules and goals of your Circle. Select an opening verse to read aloud: a brief, meaningful poem or statement that connects everyone and sets the tone for discussion. It's really important to create a relaxed and calm atmosphere.
- **Ice breaker:** Choose an ice breaker that is appropriate for the participants and somehow relates to the topic of the Circle.
- **Discussion:** Be prepared with at least three open-ended discussion questions that invite bullies, victims, and bystanders to share their stories. Remember to acknowledge the harm that bullying causes, while being respectful towards bullies, victims, and bystanders alike. After you've discussed bullying offenses, invite students to share ideas on how your classroom community can move forward.
- **Closing:** Select a closing exercise or activity. For example, each participant writes a goal on a notecard to be placed on the wall. Read a closing verse aloud to set the tone as you leave the circle. The more you hold circles, the more the students want to employ them to create a productive atmosphere.

**Tip #4: Engage your students.**

Structure your curriculum to make students active partners in creating and accepting a safe school environment. Standing up against bullying isn't something that can be taught with a textbook: most successes involve engaging, project-based learning and role play. Students can create public service announcements (PSAs), videos, spoken word, comics, short stories, skits... the possibilities are endless. You can easily tie these projects to state teaching standards, as they require students to research, write, edit, and build teamwork and leadership skills, etc.

*Want more?* Check out these great examples from actual schools in Wisconsin.

- **Role Playing, Adams Elementary:**  
[csmonitor.com/The-Culture/Family/2013/04/04/How-to-end-bullying-Talk-about-it.-A-lot](http://csmonitor.com/The-Culture/Family/2013/04/04/How-to-end-bullying-Talk-about-it.-A-lot)

- **Gallery Exhibit, MPS in partnership with Arts@Large:**  
[milwaukeeenns.org/2013/01/28/art-exhibit-on-bullying-starts-where-the-students-are](http://milwaukeeenns.org/2013/01/28/art-exhibit-on-bullying-starts-where-the-students-are)

### **Tip #5: Stay Informed**

Even teachers need to do their homework. Create a response plan so you can refer students to the correct individuals and resources if a problem does arise. Check out chapters 6 and 12 as a starting point. You can also scan the list below for other helpful resources:

- **Teaching Tolerance:** [tolerance.org/supplement/bullying-guidelines-teachers](http://tolerance.org/supplement/bullying-guidelines-teachers)
- **Wisconsin Department of Public Instruction:** [sppw.dpi.wi.gov/sppw\\_safeschool](http://sppw.dpi.wi.gov/sppw_safeschool)
- **University of Nebraska Lincoln** (lesson plan):  
[extension.unl.edu/c/document\\_library/get\\_file?folderId=221677&name=DLFE-3202.pdf](http://extension.unl.edu/c/document_library/get_file?folderId=221677&name=DLFE-3202.pdf)
- **StopBullying.gov:** [stopbullying.gov/prevention/at-school/](http://stopbullying.gov/prevention/at-school/)
- **YMCA Wausau (curriculum):** [bit.ly/1iPcGHR](http://bit.ly/1iPcGHR)

WHAT SUPPORT IS IN  
MY AREA?



## IF YOU'RE BEING BULLIED OR HARASSED, IT'S EASY TO FEEL LIKE YOU'RE ALONE.

In reality, bullying and harassment are huge problems across the country. According to DoSomething.org, over 3.2 million students are bullied in the US every year. That means that in Wisconsin, there are thousands of kids and teens who are experiencing similar problems. Many of them are probably in your own community!

There are many state and local support organizations out there. We have compiled a list of resources for seventeen counties in Wisconsin: from advocacy and anti-bullying groups to counseling services and helplines. We've also included several "safe spaces" and supportive places to hang out, connect with friends, and be yourself without fear of being bullied. There are many groups within the state that aren't listed here, a little internet research can help you find assistance near you. Groups and services change.

### **Brown County:**

- Safe Spaces:
  - Boys & Girls Club of Green Bay: [bgcgb.org/](http://bgcgb.org/), (920) 494-7090
  - Green Bay Parks & Rec: [greenbaywi.gov/parks/](http://greenbaywi.gov/parks/), (920) 448-3365
  - Harmony Cafe (coffee shop): [harmonycafe.org](http://harmonycafe.org), (920) 569-1593
  - Positive Voice (LGBT resource center): [pvinc.org](http://pvinc.org), [info@pvinc.org](mailto:info@pvinc.org)
- Advocacy:
  - Brown County Coalition for Suicide Prevention: Tana Koss at (920) 436-4360 ext. 1252 or [tkoss@familyservicesnew.org](mailto:tkoss@familyservicesnew.org)
- Counseling:
  - Family Services Crisis Center: [familyservicesnew.org/crisis-center/bccsp/](http://familyservicesnew.org/crisis-center/bccsp/), (920) 436-8888

### **Dane County:**

- Safe Spaces:
  - Boys & Girls Club of Dane County: [bgcdc.org/](http://bgcdc.org/), (608) 257-2606
  - Proud Theatre (LGBT youth theater troupe): [proudtheater.org](http://proudtheater.org), (608) 222-9086, [info@proudtheater.org](mailto:info@proudtheater.org)
  - OutReach (LGBT community center): [lgbtoutreach.org/](http://lgbtoutreach.org/), (608) 255-8582
- Advocacy:
  - Disability Rights Wisconsin: [disabilityrightswi.org/](http://disabilityrightswi.org/), (608) 267-0214
  - PFLAG of Madison (LGBT): [pflag-madison.org](http://pflag-madison.org), (608) 848-2333
  - Gsafe (LGBT): [gsafe.org](http://gsafe.org), (608) 661-4141
- Counseling:
  - Journey Mental Health Center: [journeymhc.org/](http://journeymhc.org/), (608) 280-2720
  - HOPES – Helping Others Prevent and Educate about Suicide: [hopes-wi.org](http://hopes-wi.org) (608) 274-9686
  - NAMI Dane County, National Alliance on Mental Illness, [www.namidanecounty.org/](http://www.namidanecounty.org/) (608) 249-7188

### **Eau Claire County:**

- Safe Spaces:
  - Boys & Girls Club of the Greater Chippewa Valley: [cvclubs.org/](http://cvclubs.org/), (715) 855-0081
  - Eau Claire Parks & Recreation: [eauclairewi.gov/departments/recreation-services](http://eauclairewi.gov/departments/recreation-services), (715) 839-5032
  - LGBT Community Center of Chippewa Valley: [facebook.com/pages/LGBT-Community-Center-of-the-Chippewa-Valley/161602887235289](https://www.facebook.com/pages/LGBT-Community-Center-of-the-Chippewa-Valley/161602887235289), (715) 552-5428

### **Fond du Lac County:**

- Safe Spaces:
  - Boys and Girls Club of Fond du Lac: [kidsclubfdl.org/](http://kidsclubfdl.org/), (920) 924-0530
  - Fond du Lac School District Rec Department: [fdlrecdept.com](http://fdlrecdept.com), (920) 929-2885

### **Kenosha County:**

- Safe Spaces:
  - Boys & Girls Club of Kenosha: [bgckenosha.org](http://bgckenosha.org), (262) 654-6200
  - Kenosha Unified School District Rec Department: [kUSD.edu/departments/recreation-0](http://kUSD.edu/departments/recreation-0), (262) 359-6225
  - Oasis Youth Center (religious): [oyckenosha.org](http://oyckenosha.org), (262) 652-1774
  - Urban Outreach Center (religious): [urbanoutreachkenosha.org/Services/youthprograms.php](http://urbanoutreachkenosha.org/Services/youthprograms.php), (262) 652-5545
  - UW-Parkside LGBTQ Resource Center: [uwp.edu/live/services/lgbtqresourcecenter/](http://uwp.edu/live/services/lgbtqresourcecenter/), (262) 595-2456

- Counseling:
  - Kenosha Community Health Center: [kenoshachc.org](http://kenoshachc.org), (262) 656-0044

### **La Crosse County:**

- Safe Spaces:
  - Boys & Girls Club of La Crosse: [bgcgl.org/](http://bgcgl.org/), (608) 782-3926
  - La Crosse Parks & Rec: [cityoflacrosse.org/index.aspx?nid=1566](http://cityoflacrosse.org/index.aspx?nid=1566), (608) 789-8640
  - 7 Rivers LGBT Resource Center: [7riverslgbt.org/index.html](http://7riverslgbt.org/index.html), (608) 784-0452
- Advocacy:
  - Together Against Bullying: [togetheragainstbullying.org](http://togetheragainstbullying.org)
  - NAACP La Crosse Branch: (608) 781-3587

### **Marathon County:**

- Safe Spaces:
  - Boys & Girls Club of Wausau: [bgclub.com](http://bgclub.com), (715) 845-2582
  - Wausau Parks & Rec: [co.marathon.wi.us/Departments/ParksRecreationForestry.aspx](http://co.marathon.wi.us/Departments/ParksRecreationForestry.aspx), (715) 261-1550
  - Proud Theatre (LGBT youth theater troupe): [proudtheater.org](http://proudtheater.org), (608)222-9086, [info@proudtheater.org](mailto:info@proudtheater.org)
- Advocacy:
  - YWCA Wausau "Bullying is Never Cool": [Bit.ly/1iPcGHR](https://bit.ly/1iPcGHR)
  - A Walk in Their Shoes: [awalkintheirshoes.net/](http://awalkintheirshoes.net/)

## **Milwaukee County:**

- Safe Spaces:
  - Boys & Girls Club of Greater Milwaukee: [boysandgirlsclub.org](http://boysandgirlsclub.org), (414) 267-8100
  - Milwaukee Recreation: [milwaukeeerecreation.net](http://milwaukeeerecreation.net), (414) 475-8180
  - Journey House (English and Spanish): [journeyhouse.org/](http://journeyhouse.org/), (414) 647-0548
  - Milwaukee Public Theatre: [milwaukeepublictheatre.org/](http://milwaukeepublictheatre.org/), (414) 347-1685
  - True Skool (hip hop): [trueskool.org/](http://trueskool.org/), (414) 445-9079
  - Milwaukee LGBT Community Center: [mkelgbt.org](http://mkelgbt.org), (414) 271-2656
  - Project Q (LGBT): (414) 292-3068
  - UWM LGBT Resource Center: [sa.uwm.edu/lgbtrc/](http://sa.uwm.edu/lgbtrc/), (414) 229-4116
  - Proud Theatre (LGBT youth theater troupe): [proudtheater.org](http://proudtheater.org), (608) 222-9086, [info@proudtheater.org](mailto:info@proudtheater.org)
- Advocacy:
  - Urban Underground: [facebook.com/UUnderground](https://facebook.com/UUnderground), (414) 444-8726
  - Youth Empowered in the Struggle!: [facebook.com/YESstudents](https://facebook.com/YESstudents), (414) 469-9206
  - NAACP Milwaukee Branch: [milwaukeenaacp.org/](http://milwaukeenaacp.org/), (414) 562-1000
  - PFLAG of Milwaukee: [milwaukee-pflag.org](http://milwaukee-pflag.org), (414) 299-9198
  - Disability Rights Wisconsin: [disabilityrightswi.org/](http://disabilityrightswi.org/), (414) 773-4646
  - Milwaukee Muslim Women's Coalition: [www.mmwconline.org](http://www.mmwconline.org), (414) 727-4900

- Counseling:
  - Pathfinders: [pathfindersmke.org/](http://pathfindersmke.org/), (414) 964-2565

## **Portage County:**

- Safe Spaces:
  - Boys & Girls Club of Portage County: [bgclubpc.org](http://bgclubpc.org), (715) 204-1175
  - Stevens Point Parks & Rec: [stevenspoint.com/index.aspx?NID=151](http://stevenspoint.com/index.aspx?NID=151), (715) 346-1531
  - P.E.A.K. for Kids: [peakforkids.org/about-us/](http://peakforkids.org/about-us/), (630) 935-7834
- Advocacy:
  - PFLAG Steven's Point (LGBT): [facebook.com/pages/Pflag-Stevens-Point/266265616741085](https://facebook.com/pages/Pflag-Stevens-Point/266265616741085), (715) 572-6922
  - Safety Officer School Programs (anti-bullying resources): [co.portage.wi.us/sheriff/operations/Safety%20Officer.html](http://co.portage.wi.us/sheriff/operations/Safety%20Officer.html)

## **Racine County:**

- Safe Spaces:
  - LGBT Center of SE Wisconsin: [lgbtsewisc.org/](http://lgbtsewisc.org/), (262) 664-4100
  - Racine Family YMCA: [ymcaracine.org](http://ymcaracine.org), (262) 636-9131
  - Racine Parks & Rec: [cityofracine.org/parks.aspx](http://cityofracine.org/parks.aspx), (262) 636-9131
- Advocacy:
  - NAACP Racine Branch: (262) 632-1151
- Counseling:
  - Family Resource Directory (listing of support resources): [racine.uwex.edu/files/2010/12/2010FamilyResourceDirectory11-13-10.pdf](http://racine.uwex.edu/files/2010/12/2010FamilyResourceDirectory11-13-10.pdf)

**Rock County:**

- Safe Spaces:
  - Boys & Girls Club of Janesville:  
bcgjanestown.org, (608) 755-0575
- Advocacy:
  - Parker High School Anti Bullying Club (student group):  
facebook.com/pages/Anti-Bullying-ClubPHS/259104427476038
  - NAACP Beloit Branch:  
1872 Porter, Beloit
- Counseling:
  - St. Mary's Janesville Hospital:  
stayhealthyjanesville.com/index-archive14.php
  - Fierce Youth Outreach (help-line):  
(608) 299-8299

**Sheboygan County:**

- Safe Spaces:
  - Boys & Girls Club of Sheboygan:  
thepositiveplace.com,  
(920) 457-8200
  - Sheboygan Community Rec Department: sheboygan.k12.wi.us/recreation/  
(920) 459-3773
  - The Family Resource Center:  
familyresourcesheboygan.org,  
(920) 892-6706
- Advocacy:
  - Urban Middle School Anti Bullying Page (student group): sheboygan.k12.wi.us/urban/antibullying/start.html
  - PFLAG Sheboygan (LGBT): facebook.com/sheboyganpflag, (920) 254-1834

**Washington County:**

- Safe Spaces:
  - Boys & Girls Club of Washington County: wcbgc.org

- Advocacy:
  - Choose Civility (community building resources): choosecivilitywashingtoncounty.org
- Counseling:
  - COPE Hotline (help-line):  
copeservices.org, (262) 377-2673

**Waukesha County:**

- Safe Spaces:
  - Boys & Girls Club of Greater Milwaukee:  
boysandgirlsclub.org, (262) 538-1190
  - Waukesha Parks & Rec:  
ci.waukesha.wi.us/prerecreation2  
(262) 524-3737
  - UW-Waukesha LGBTQIA Resource Center:  
waukesha.uwc.edu/campus/resources/students/lgbtqia-center
- Advocacy:
  - ARCh - Association for the Rights of Citizens with Handicaps:  
waukeshaarch.org/, (262) 542-9811
  - NAACP Waukesha Branch:  
naacp-waukesha.org/, (262) 786-3851
  - PFLAG of Oconomowoc: pflag.oconomowoc@gmail.com

**Winnebago, Outagamie, and Calumet Counties:**

- Safe Spaces:
  - YouthGo: youthgo.org, (920) 722-1435
  - Boys & Girls Club of the Fox Valley:  
bgclubfoxvalley.org, (920) 731-0555
  - Boys & Girls Club of Oshkosh:  
bgcosh.org, (920) 233-1414
  - Appleton Parks & Rec:  
appletonparksandrec.org, (920) 832-5905

- Oshkosh Area School District Rec Department: recreation.oshkosh.k12.wi.us, (920) 424-0150
  - Harmony Café (coffee shop): harmonycafe.org, (920) 734-2233
  - UW Oshkosh LGBTQ Resource Center: uwosh.edu/lgbtqcenter/meet-the-staff, (920) 424-3465
  - PositiveVoice (LGBT resource center): pvinc.org, info@pvinc.org
  - Valued Families (LGBT community center): valuedfamilies.blogspot.com
  - Advocacy:
    - Appleton Against Bullying: appletonagainstublying.weebly.com/
    - Oshkosh Diversity Council: oshkoshdiversity.org/
    - PFLAG of Appleton (LGBT): pflagappleton.org/home/, (920) 740-8331
    - PFLAG of Oshkosh (LGBT): oshkoshpflag.org/, (920) 426-0991
  - Counseling:
    - St. Elizabeth Hospital Child/Adolescent Behavioral Health Program: affinityhealth.org, (920) 720-1700
- Statewide (several counties):**
- Safe Spaces:
    - Best Buddies (youth with disabilities - see website for chapter listing): bestbuddieswisconsin.org
    - Special Olympics Project Unify (youth with disabilities - see website for chapter listing): specialolympicswisconsin.org/community/
    - Diverse and Resilient (LGBT): diverseandresilient.org, (414) 390-0444
    - FORGE (trans youth): forge-forward.org, (414) 559-2123
  - Advocacy:
    - Gsafe (LGBT): gsafewi.org, (608) 661-4141
    - ACLU of Wisconsin: aclu-wi.org, (414) 272-4032
    - ACLU LGBT Youth in Schools: aclu.org/lgbt-rights/youth-schools
    - FAIR Wisconsin: fairwisconsin.com
  - Counseling:
    - Children's Hospital of Wisconsin (counseling services): chw.org/childrens-and-the-community/
    - Lutheran Social Services (counseling services): lsswis.org/LSS.htm,
- Hotlines:**
- Wisconsin Crisis Hotline: 414-773-0211 (cell) OR 866-211-3380 (landline)
  - County-Specific Hotline Listings: preventsuicidewi.org
- Race-based mascots:**
- <http://indianmascots.com/>
  - <http://www.aics.org/mascot/wisconsin.html>
- Other Important Resources:**
- Wisconsin DPI Pupil Nondiscrimination Law Brochure: [sped.dpi.wi.gov/files/sped/pdf/pnd\\_brochure.pdf](http://sped.dpi.wi.gov/files/sped/pdf/pnd_brochure.pdf)
  - Statute 118.13 Pupil Nondiscrimination: [docs.legis.wisconsin.gov/statutes/statutes/118/13](http://docs.legis.wisconsin.gov/statutes/statutes/118/13)
  - PI 9.02 Pupil Nondiscrimination Definitions: [docs.legis.wisconsin.gov/code/admin\\_code/pi/9/02](http://docs.legis.wisconsin.gov/code/admin_code/pi/9/02)



If none of these resources seem to fit, don't worry! Try asking around and checking out...

- Youth groups at places of worship
- LGBT centers. You don't have to be gay or trans to get involved. Many centers also welcome 'allies', also: people of all sexual orientations and gender identities that support equality and acceptance
- School clubs and student organizations
- Parks and recreation departments
- YMCAs
- Boys and Girls Clubs, 4-H Clubs and Scouting groups
- Musical groups and ensembles
- Sports teams

...And the list goes on. The key is removing yourself from the bullying environment and finding comfort and community in whatever you're passionate about. Do whatever it is that gives you the strength to keep fighting for your right to an adequate education.

# 18 NATIONAL RESOURCES

## **National Resources:**

- STOMP Out Bullying ([stompoutbullying.org](http://stompoutbullying.org)): One of the leading national anti-bullying and cyberbullying organizations for kids and teens. Offers an online HelpChat Line and resource kits for community anti-bullying campaigns.
- [Stopbullying.gov](http://Stopbullying.gov): Information on bullying recognition, prevention and intervention. Provides links to outside resources.
- The Trevor Project ([thetrevorproject.org](http://thetrevorproject.org)): The leading national organization providing free crisis intervention and suicide prevention services to LGBTQ youth ages 13 to 24.
  - The Trevor Lifeline (1-866-488-7386): 24/7 crisis hotline
  - TrevorChat: confidential instant messaging "hotline"
  - TrevorText: confidential texting "hotline"
  - Ask Trevor: Q&A forum
  - TrevorSpace: LGBTQ social networking community
- The It Gets Better Project ([itgetsbetter.org](http://itgetsbetter.org)): A collection of over 50,000 user-made multimedia testimonials offering hope for LGBTQ youth around the world.
- Hopeline (1-800-SUICIDE): National 24/7 suicide prevention hotline network.
- Suicide Prevention Lifeline (1-800-273-TALK): National 24/7 suicide prevention hotline network.
- Girls and Boys Town National Hotline (1-800-448-3000): National 24/7 suicide prevention hotline, with Spanish-speaking counselors and translators for over 140 other languages.
- Bully Buster App ([bully-buster.com](http://bully-buster.com)): Uses iPhone Cloud to record videos of bullying incidents, and sends them to you, your school, or anyone else you choose.

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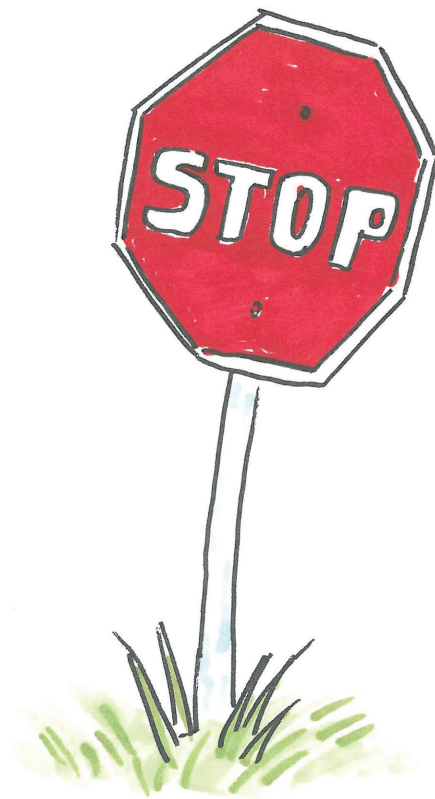
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