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**September 23, 2015**  
**Advisor Lesson Plan**

**Objectives of Lesson:**

I can reflect on my school's climate in terms of harassment and bullying.

I can discuss survey results of my and my classmates' surveys.

I can understand 4j student rights and responsibilities concerning harassment and bullying.

I can understand strategies for overcome bullying and improving my school's climate.

<b>Time</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>- Class set of <b>school climate questionnaires</b></li><li>- One questionnaire tally sheet</li><li>- Class set of <b>4j student rights and responsibilities / strategies for overcoming bullying</b></li></ul>

**Learning Process Overview**

<b>Step</b>	<b>Time</b>	<b>Most important contents</b>
welcome	3 min.	Attendance and general welcome
Students fill out school climate questionnaire	5 min.	Have students individually and anonymously fill out the <b>school climate questionnaire</b>
Tally questionnaire results	7 min.	Have students turn in questionnaires as they finish and pick up the <b>4j responsibilities / bullying</b> handout.  Teacher: tally survey results on tally sheet  Students: read <b>4j responsibilities / bullying handout</b>
Discuss results	15 min.	Discuss class results of the survey.  When appropriate and relevant, review and discuss the <b>4j student rights and responsibilities page</b> .  When appropriate and relevant, review and discuss the <b>overcoming bullying</b> handout.

# SCHOOL CLIMATE QUESTIONNAIRE

This simple one-page questionnaire can be used to uncover differences in teacher and student perceptions, as an activity to open professional development programs related to school climate and safety, or as part of larger school-climate assessments that also include interviews, focus groups and other tools. It also can be adapted for use with parents.

*Teacher: Make tick marks in boxes (HIT) to tally results for your class.*

Please indicate how strongly you agree or disagree with the following statements.

- Students in our school get along well.
- Students choose to interact primarily with people most like themselves.
- Students in my school know how to report harassment or racial abuse to school officials.
- Students in my school would feel comfortable reporting harassment or racial abuse to school officials.
- Teachers in my school actively work to create a safe and welcoming environment for every student.
- Every student in my school feels like he or she belongs here.
- My school creates opportunities for students to get to know each other.
- At my school, teachers, administrators, staff, students and parents listen to one other.
- I look forward to coming to this school in the morning.

	1	2	3	4	5
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					

In the last three months ...

- I've seen biased vandalism or graffiti at school.
- I've heard a student use a slur, epithet or other derogatory put-down.
- I've heard a student tease or ridicule another student.
- I've heard a teacher or other adult in the school make disparaging remarks about a particular group of students.
- I've seen — and analyzed — our school's safety data and reports.
- I've had a conversation with someone about our school's climate.

	True	False

Adapted from *Responding to Hate at School* (<http://www.tolerance.org/rthas/index.jsp>), *Mix It Up* (<http://www.mixitup.org>) and the U.S. Department of Education's "Creating a Safe and Connected School Climate" ([http://www.scusd.edu/safe\\_schools/Docs\\_PDFs/Creating%20Safe%20Schools.pdf](http://www.scusd.edu/safe_schools/Docs_PDFs/Creating%20Safe%20Schools.pdf))



# SCHOOL CLIMATE QUESTIONNAIRE

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**Please indicate how strongly you agree or disagree with the following statements.**

	AGREE STRONGLY			DISAGREE STRONGLY	
	1	2	3	4	5
a. Students in our school get along well.	1	2	3	4	5
b. Students choose to interact primarily with people most like themselves.	1	2	3	4	5
c. Students in my school know how to report harassment or racial abuse to school officials.	1	2	3	4	5
d. Students in my school would feel comfortable reporting harassment or racial abuse to school officials.	1	2	3	4	5
e. Teachers in my school actively work to create a safe and welcoming environment for every student.	1	2	3	4	5
f. Every student in my school feels like he or she belongs here.	1	2	3	4	5
g. My school creates opportunities for students to get to know each other.	1	2	3	4	5
h. At my school, teachers, administrators, staff, students and parents listen to one other.	1	2	3	4	5
i. I look forward to coming to this school in the morning.	1	2	3	4	5

## In the last three months ...

1. I've seen biased vandalism or graffiti at school.	<b>true</b>	<b>false</b>
2. I've heard a student use a slur, epithet or other derogatory put-down.	<b>true</b>	<b>false</b>
3. I've heard a student tease or ridicule another student.	<b>true</b>	<b>false</b>
4. I've heard a teacher or other adult in the school make disparaging remarks about a particular group of students.	<b>true</b>	<b>false</b>
5. I've seen — and analyzed — our school's safety data and reports.	<b>true</b>	<b>false</b>
6. I've had a conversation with someone about our school's climate.	<b>true</b>	<b>false</b>

Adapted from *Responding to Hate at School* (<http://www.tolerance.org/rthas/index.jsp>), Mix It Up (<http://www.mixitup.org>) and the U.S. Department of Education's "Creating a Safe and Connected School Climate" ([http://www.scusd.edu/safe\\_schools/Docs\\_PDFs/Creating%20Safe%20Schools.pdf](http://www.scusd.edu/safe_schools/Docs_PDFs/Creating%20Safe%20Schools.pdf))

TEACHING  
TOLERANCE



## Bullying, Harassment and Intimidation

*School board policy JB prohibits harassment, intimidation, hazing, bullying, cyberbullying, teen dating violence and retaliation, as defined by school board policy, against students on or immediately adjacent to school grounds, at any school-sponsored activity, including athletic activities, on school-provided transportation or at any official school bus stop. Students may face disciplinary consequences for any off-campus behavior that would disrupt the educational process or the operation of the school or district.*

### Definitions

- a. **Bullying, harassment or intimidation** means any act that substantially interferes with a student's educational benefits, opportunities or performance; that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-sponsored transportation, or at any official school bus stop; and that has the effect of:
  - Physically harming a student or endangering a student's property;
  - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
  - Creating a hostile educational environment.
 It may be based on, but is not limited to, the protected class status of a person.
- b. **Cyberbullying** is the use of any electronic communication device to harass, intimidate or bully.
- c. **Sexual harassment** is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include such actions as sex-oriented verbal kidding, teasing or jokes; subtle pressure for sexual activity; physical contact such as patting, pinching, or brushing against another's body; or demands for sexual favors.
- d. **Hazing** means intentionally taking action or creating a situation that inflicts physical harm, psychological harm or distress on a student regardless of the consent or location of the participants. Hazing occurs when the action or situation has the purpose or effect of demeaning or humiliating a student or group of students. Hazing is typically but not exclusively committed as a form of initiation, discipline or rite of passage for a particular club, team or activity and almost always includes new members showing subservience to existing members. In considering a hazing case, it is not a defense that the student subjected to hazing consented to or acquiesced in the hazing activity.
- e. **Protected class** means a group of persons distinguished or perceived to be distinguished by disability, race, color, national origin, ethnicity, sex, sexual orientation, gender identity or expression, age, religion, marital status, socioeconomic status, source of income, cultural background, familial status, physical characteristic, or linguistic characteristics of a national origin group.
- f. **Teen dating violence** means a pattern of behavior, within a dating relationship, in which a person uses or threatens to use physical, mental or emotional abuse to control another person, or threatens sexual violence against another person, when one or both persons in the dating relationship are 13–19 years of age.
- g. **Retaliation** means acts of reprisal, intimidation, or harassment toward a person in response to previously reported harassment.

### Student Responsibility

Students are expected to refrain from harassment, intimidation, bullying; sexual harassment; cyberbullying; hazing; teen dating violence; or retaliation. Students who violate these rules may be disciplined.

Students are expected to hold their peers to the standards established by policy and this handbook, and are encouraged to bring violations to the attention of a teacher, counselor, administrator or other staff member. These reports may be made anonymously.

### Reports and Complaint Process

The district is committed to preventing and responding to incidents of bullying, harassment, intimidation, cyberbullying, sexual harassment, hazing, teen dating violence or retaliation. Staff and volunteers will follow school board policy requiring that such incidents be reported to the school administrator, or to the superintendent where the administrator is believed to have been involved.

Students and parents who have experienced an incident of bullying, harassment, intimidation, cyberbullying, hazing, teen dating violence or retaliation are strongly encouraged to contact the school principal or other staff member to report it. If the administrator is believed to be involved, the report may instead be made to the superintendent's office.

Administration will respond quickly and appropriately to investigate and resolve such reports, making effort to provide the student with a practical, safe, private and age-appropriate way to discuss the matter. Interim measures necessary to provide a safe educational environment may be considered. When reports are substantiated, administration will take sufficient measures to remediate and prevent recurrences. Examples include: Support from counseling and/or administration to address the needs of the victim; support, interventions or consequences to address the behavior of the perpetrator; and safety plans where appropriate. Parents will be notified in a timely manner, within the constraints of laws governing the confidentiality of student records.

If students and parents cannot resolve the issue working with the school administrator or staff, they may submit a complaint to the superintendent's office. The form, and the district publication *Bullying, harassment & discrimination: Step-by-step complaint process*, is available from school offices or from the superintendent's office at the 4J Education Center, 200 North Monroe Street, Eugene, OR 97402, 541-790-7706.

# Overcoming Bullying

## **If you are being bullied...**

### Reach Out

Tell an adult. Sometimes you may have to tell more than one trusted adult.  
Ask your friends to help you. There is safety in numbers.  
Practice what to say the next time you're bullied with your parents, teachers or friends.

### Be Cool in the Moment

Stay calm and confident. Don't show the bully that you're sad or mad.  
Ignore the bully and walk away.  
Remember: Fighting back can make bullying worse.

### Change the School Community

Work with others to stop bully behavior; your whole school will benefit.  
Remember: A lot of kids have to cope with bullying. You are not alone. No one deserves to be bullied.

## **If you witness bullying...**

### Interrupt It

Stand next to, or speak up for, the person being bullied.  
Ask the bully to stop.  
Comfort the person being bullied and offer friendship.

### Get Help

Walk away and get help.  
Find an adult who can intervene.

## **If you are the bully...**

### Make a Commitment to Change

Talk to an adult, like a teacher or parent, about how to get along with others.  
Ask a friend to help you stop your bully behavior.  
Apologize to the kids you have bullied.

### Focus on Empathy and Responsibility

Think about what it feels like to be bullied -- would you want to be treated that way?  
Before you speak, think about whether your words will help or hurt another student.

### Change Your Behavior

Resist peer pressure to bully.  
If you start to bully, walk away and find something else to do.  
Remember: You don't have to like everyone around you, but you have to treat everyone with respect.