



# Federal, State, and Local Policy Related to Bullying

## Competency

Educator demonstrates an understanding of federal, state, and local law and policy regarding student bullying and their responsibilities regarding reporting and intervention.

## Key Method

The educator completes research into state law and local policies that address student bullying in various settings, including cyberspace. The educator then analyzes these laws and policies to determine whether they address the core elements of a model policy.

## Method Components

### Introduction

Social justice includes a vision of a society where the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Pursuing a goal of preventing bullying behaviors and addressing them when they occur is essential to achieving social justice for all our students.

Although existing federal laws do not directly address student bullying, federal legislation, and court rulings regarding various forms of harassment have been interpreted to apply in bullying situations. Furthermore, all 50 states and the District of Columbia have legislated bullying prevention/intervention requirements for schools and educators, and school districts throughout the country have implemented policies that meet or exceed such requirements.

### Core Elements of Anti-Bullying Policy

Policy addressing student bullying should include:

- Statement of purpose for the district's position against bullying

- Clear definition of bullying
- Responsibilities of stakeholders and instructions for reporting bullying incidents
- Description of the support(s) for targeted students
- Procedures and strategies for behavior reform, including consequences for bullying behavior
- Training procedures to address bullying prevention/intervention

### Examples of Protected Groups Include:

- Race
- National origin
- Marital status
- Sex
- Sexual orientation
- Gender identity
- Religion
- Ancestry
- Physical attribute
- Socioeconomic status
- Familial status
- Physical or mental ability or disability

### Model Policy

Model policies provide state guidance, direction, and recommended standards to help local school systems create district and school policies or administrative regulations. Model policies may be developed based on requirements of state or federal laws. (See Resources section for examples of model policies.)

## Supporting Rationale and Research

Cornell, Dewey & Limber, Susan P. (2015). Law and policy on the concept of bullying at school. *American Psychologist*, 70(4), 333–43. Web  
<https://www.apa.org/pubs/journals/releases/amp-a0038558.pdf>

Rigby, K. & Slee, P. T. (2008). Interventions to reduce bullying. *International Journal of Adolescent Medicine and Health*, 20, 165–83.  
[http://www.bullyingawarenessweek.org/pdf/Bullying\\_Prevention\\_Strategies\\_in\\_Schools\\_Ken\\_Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf)

U.S. Department of Education. (2012). U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying [Press Release]. Retrieved from <https://www.ed.gov/news/press-releases/us-department-education-provides-guidance-help-classroom-teachers-combat-bullying>

## Resources

[DAVIS, as next friend of LaSHONDA D. v. MONROE COUNTY BOARD OF EDUCATION et al.](#)

[Davis v. Monroe County Board of Education](#)

[Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying](#)

[USDE Office of Civil Rights “Dear Colleague” letter \(2010\)](#)

[USDE Analysis of State Bullying Laws & Policy](#)

[Safe Supportive Learning Environment in the Classroom Toolkit](#)

[Dear Colleague Letter from The Assistant Secretary Catherine E. Lhamon \(PDF\)](#)

[Federal Laws](#)

[Jury Verdicts in Bullying Cases by State](#)

[Key Components in State Anti-Bullying Laws, Policies and Regulations](#)

[NJ Supreme Court Issues Decision in Landmark Bullying Case](#)

[Safe environments for Muslim youth](#)

[The Top Six Unforgettable CyberBullying Cases Ever](#)

[USDE guidance for school bus drivers](#)

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.*

### Part 1. Overview Questions (Provides Context)

150 - 250 words

Bully Free

Revised on: Mar 17, 2022

*Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.*

*Please do not include any information that will make you identifiable to your reviewers.*

- What background information is important to know to understand the context of your district?
  - Consider student population, number of schools, relevant cultural information, and special considerations regarding student characteristics.
  - For example, consider student differences such as gender, sexuality, gender identity and expression, race, ethnicity, language, religion, and economic status.
  - Be mindful not to reveal anything confidential.

**Passing:** Response addresses all required components as outlined in the overview section. Supporting evidence includes specific examples from the classroom. Writing is organized and easy to understand.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **two** artifacts to prove your learning.

*\*Please do not include any information that will make you or your students identifiable to your reviewers.*

Please Note: For artifacts, the preferred file format is PDF  
To earn this micro-credential, please submit the following:

**Artifact 1 - Analysis:** Analyze federal court cases, your state's law(s), and the school district's bullying prevention/intervention policy. Respond to each of the following:

- What terms to describe student behavior (i.e., bullying, harassment, intimidation) are used in your state's anti-bullying laws and regulations?
- Does your district policy address cyberbullying? What protected groups are listed under your state's anti-bullying laws and regulations?
- Do/Does your state's law(s) address cyberbullying?
- Are the consequences, procedures, and strategies for addressing bullying in your district's policy adequate for creating a safer environment for all students? If not, what would you recommend?
- Does your district policy explicitly include educational support professionals (ESP) in the prevention/intervention process?
- After reviewing jury verdicts in your state involving bullying (see Resources)

and landmark federal cases (i.e., Davis v. Monroe County Board of Education), do laws and policies in your state and district go far enough to deter bullying behavior?

- Does your state have a model policy?
- Does your school district’s policy include the six core elements of model policy (found in the Method Components section)?

This artifact could be a text, video, or audio reflection.

**Artifact 2 - Presentation:** After identifying a gap in your state or local laws/policy, create a formal presentation that requests additions or revisions to the law or policy. The intended audience may be state legislator(s) or a local school board.

### Part 2. Rubric

|                                 | <b>Proficient</b>  | <b>Basic</b>   | <b>Developing</b>   |
|---------------------------------|--|--|---|
| <b>Artifact 1: Analysis</b>     | Addresses all prompts clearly and cohesively.  | Addresses some prompts clearly and cohesively.   | Some responses to prompts are missing or are not clear and cohesive.                  |
| <b>Artifact 2: Presentation</b> | Policy change proposal is written in a format ready for presentation to the Board of Education and includes a recommendation for a specific change to improve existing policy. | Policy change proposal includes recommendations for improving current practice but is not in a format that would be presentable to the Board of Education. | Policy change proposal does not include well-developed recommendations nor rationale. |

### Part 3 Reflection

200 - 300 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

1. How has the work on this micro-credential affected your practice surrounding bullying?
2. Describe how you've grown professionally while working through this micro-credential.
3. What steps will you take based on what you learned by completing this micro-credential?

**Passing:** Reflection proves that this activity has positively impacted educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific, actionable steps that demonstrate how new learning will be integrated into future practices.