



# 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 what their responsibilities are 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 in which 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 are essential components in achieving social justice for all of 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.



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## 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 the 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 their own 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>



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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

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

[U.S. Education Secretary Highlights Best Practices of Bullying Policies](#)

[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 \(PDF\)](#)

[USDE guidance for school bus drivers](#)

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

[Safe environments for Muslim youth:](#)

[Federal Laws](#)

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

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

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

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

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



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## 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

*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 things such as student population, number of schools, any 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 provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

### Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **two** artifacts as evidence of your learning.

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



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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 school district’s policy regarding bullying prevention/intervention. 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?
- In your opinion, are the consequences, procedures, and strategies for addressing bullying behavior 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) as well as landmark federal cases (i.e., Davis v. Monroe County Board of Education), do laws and policy 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 in a clear and cohesive way.	Addresses some prompts in a clear and cohesive way.	Some responses to prompts are missing or are not clear and cohesive.
<b>Artifact 2: Presentation</b>	Policy change proposal is clearly written in a format ready for presentation to the Board of Education	Policy change proposal includes recommendations for improving current practice but is not in a format	Policy change proposal does not include well-developed recommendations nor rationale.



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	and includes a recommendation for a specific change to improve existing policy.	that would be presentable to the Board of Education.	
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### 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 as a professional while working through this micro-credential.
3. What steps will you take going forward based on what you learned by completing this micro-credential?

**Passing:** Reflection provides evidence that this activity has had a positive impact on both 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.



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