



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Bullying and Hazing Policy (Student-to-Student)

NUMBER: BUL-5212.3

ISSUER: Pia V. Escudero, Executive Director
Student Health and Human Services

Anthony Aguilar
Chief of Special Education, Equity and Access

DATE: March 11, 2022

POLICY: The L.A. Unified School District is committed to providing safe, healthy, welcoming and affirming learning and working environments. The District takes a strong position against bullying, hazing, or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District’s jurisdiction or interferes with learning or the ability to teach. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

District policy requires all schools and all personnel to promote mutual respect, tolerance, and acceptance among students and staff. “All students and staff of public primary, elementary, junior high and senior high schools” (Article 1, Section 28(c) of the California State Constitution). Schools’ compliance with the Bullying and Hazing Policy and the Discipline Foundation Policy (BUL-6231) is to be referenced in their Safe School Plan.

This policy addresses behaviors or actions that occur between students and is applicable in all areas of the District’s jurisdiction, including school and District-related activities, events, programs, and traveling to and from school.

Incidents of harassment or hazing between employees, elected parent officials, contracted service providers, and associated individuals are governed by BUL-5798 Workplace Violence, Bullying and Threats (Adult to Adult) and in BUL-6492 Visitors to School Campuses and Locked Campuses During Class Hours at All Schools. Behavior that can also be considered unwelcome conduct on the basis of an actual or perceived protected characteristic is addressed in the District’s annually issued MEM-5818 Nondiscrimination Required Notices and Ordering of Student Brochures, BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment), and BUL-2047 Hate-Motivated Incidents and Crimes – Response and Reporting, and would be covered by the Uniform Complaint Procedures and/or employment discrimination complaint procedures. For more information, please refer to Staff Relations for employee issues, Equal Opportunity Section for employee discrimination complaints, or the Educational Equity Compliance Office for student discrimination complaints.

ROUTING

Local District Superintendents
Administrators of Instruction
Administrators of Operations
Instruction Directors
CoS Administrators
Operations Coordinators
Principals/Assistant Principals
Pre K-12 Counseling
Coordinators, Counselors
Teachers, and Dept. Chairs
Title IX Complaint Managers



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MAJOR CHANGES:

This bulletin replaces BUL-5212.2, Bullying and Hazing Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult) dated November 26, 2014, issued by the Senior Deputy Superintendent, School Operations. It reaffirms District policy against bullying, cyber-bullying, and hazing in all areas of the District’s jurisdiction.

Major changes include updated definitions and types of bullying, best practices for bullying and hazing prevention, education and response, clarification of guidelines for investigating and documenting allegations, and updated contact information.

The title was updated to reflect the focus on incidents among students. The California Education Code (EC) definition of bullying focuses exclusively on student-to-student misconduct. If the misconduct is discriminatory in nature, please refer to the Uniform Complaint Procedures. If the misconduct involves employees; please refer to the employment discrimination complaint procedures.

GUIDELINES:

Bullying and hazing are two forms of interpersonal misconduct recognized under the Education Code. Violations such as assault, battery, child abuse, hate-motivated incidents, criminal activity, or sexual harassment should be addressed according to the relevant District policies outlined in the Related Resources section.

For purposes of this policy, “student” is inclusive of any person enrolled in an L.A. Unified school.

I. Bullying Definitions and Impact Criteria

Bullying is both underreported and over-identified. Actual incidents of bullying are likely underreported. On the other hand, the term “bullying” has traditionally been over applied to a wide breadth of interactions that may or may not meet the legal requirements for identification as bullying. Casual use of the word bullying does not require a formal investigation but does require follow-up to ensure facts are gathered to determine whether there is reasonable suspicion that bullying may have occurred. School administrators should use their professional judgement in determining the reasonable suspicion for bullying and when reasonable suspicion exists, conducting an investigation.

Allegations of bullying or hazing are to be investigated by school site personnel who have the authority to determine if behaviors or conduct meet the criteria for bullying or hazing. The investigation must consider the severity, frequency, context, developmental levels, and relationship among the parties involved.

If the school determines from follow-up that the facts do not meet the definition of bullying, the school should respond based on the circumstances of the incident.

Education Code section 48900(r) provides the following definitions regarding and related to bullying:



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- A. **Bullying** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable pupil or pupils in fear of or harm to that pupil's/those pupils' person or property.
 2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 4. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- B. **Electronic act** means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social network internet website, including, but not limited to:
 - a. Posting to or creating a burn page. **Burn page** means an internet website created for the purpose of having one or more of the effects listed in paragraph (A).
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (A). **Credible impersonation** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (A). **False profile** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- C. **Cyber sexual bullying** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (A). A photograph or other visual recording, as described in this subclause, shall include the depiction of



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a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding paragraph (A) and subparagraph (1), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

- D. **Reasonable pupil** means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
- E. **Hazing** is the initiation or pre-initiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil (CA Ed. Code § 48900(q, r), CA Penal Code § 245.6), regardless of the person's willingness to participate.

No student or district employee, contractor or volunteer shall plan, direct, encourage, condone, aid or engage in hazing. Parent permission or consent by a person being hazed does not lessen the prohibitions. This policy applies to hazing behavior that occurs on or off school property and during and after school hours with school-affiliated groups, such as sports teams and band. The school will investigate allegations of hazing. Violators may be subject to disciplinary action.

Appropriate team building activities and tests of strength or endurance that simulate typical activities that the team, club or group would engage in do not constitute hazing.

- F. A differentiating variable between teasing, conflict, and bullying is the relationship among the parties. Good-natured teasing among friends is a form of bonding to *build closeness*. Conflict is a natural aspect of human interaction and an effort to resolve differences and *restore alliance*. Bullying, by contrast, *builds distance* by invoking harm, fear or humiliation. Playful teasing and conflict may have the outcome of evoking embarrassment, while in the case of bullying, embarrassment is more likely the objective or goal. The investigator should be cognizant that some incidents can begin as teasing but



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evolve into bullying. Investigators should look at the impact of the behavior or conduct on the target consistent with the reasonable pupil standard.

- G. An incident must meet the impact criteria of bullying as determined by the school investigator. The offending behavior must be judged on its own merit unrelated to the subjective or past unrelated experiences of the parties involved.
- H. Although formal discipline for bullying may not apply, other means of correction may be used to address misconduct. Schools should contact the Office of Student Discipline and Expulsion Support. (See Sections 48900 and 48900.4, “a pupil enrolled in any grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.”)

II. Discrimination and Harassment

- A. All pupils have the right to participate in the educational process free from discrimination and harassment. Targeting someone on the basis of their actual or perceived protected characteristics, such as racial, cultural, ethnic or religious identity, or sex, gender, gender identity or gender expression could be categorized as harassment or discrimination.

Discrimination is different treatment on the basis of an actual or perceived membership in, or association with, a protected category in the context of an educational program or activity, without a legitimate nondiscriminatory reason, that interferes with or limits the ability of the student to participate in or benefit from the services, activities or privileges provided by the District. Protected categories include an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, breastfeeding, pregnancy related medical conditions, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, as well as a person's association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation. An incident is deemed to be bias-motivated based on the nature of epithets used, regardless of the actual identity of the target. Schools should investigate and respond to such incidents under the guidelines of the Nondiscrimination Policy.



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B. **Sexual harassment** is any unwelcome conduct based on sex, including sexual advances, requests for sexual favors, and any other verbal, visual, or physical conduct of a sexual nature or based on sex made by someone from or in the work or educational setting. Schools should investigate and respond to such incidents under the guidelines of the relevant policy (see BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment), BUL-2047 Hate-Motivated Incidents and Crimes – Response and Reporting, and BUL-6224 Gender Identity and Students – Ensuring Equity and Nondiscrimination).

III. Best Practices in Bullying Prevention

A fundamental tenet of education is to promote social emotional development and cultivate pro-social behaviors. Effective bullying prevention employs a multi-tiered systems of support approach, which begins with a positive school community culture. Schools must employ community building strategies, as well as teach and reinforce clear, positively stated expectations for conduct in alignment with the District’s commitment to implementing Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP).

- Support students in practicing kindness, caring and respect.
 - Teach students the strategies to safely interrupt bullying.
 - Promote a school climate that is both safe and affirming for persons of all identities.
 - Inform students of the procedures by which they can seek support from a trusted adult and report allegations of bullying, discrimination, cyberbullying, or hazing.
- A. Students are significant contributors toward creating a safe school environment. Student-led kindness campaigns and clubs can extoll the virtues of safety, civility, respect, and celebration of diverse identities, help create an affirming school culture, and reduce the prevalence of bullying. (See We Are Safe, Respectful and Responsible, Attachments E and F).
- B. Support students in learning healthy relationship skills and strategies to interrupt bullying. Bullying is most likely to occur within social circles as a way to achieve status, secure relationships or enforce group norms of behavior.
- C. Teach safe and respectful behavior while using electronic devices. Electronic behavior that causes a substantial disruption to school, even if it occurred during non-school hours, may be subject to disciplinary action, including suspension and expulsion as described in CA Ed. Code § 48900(r).
- D. There are many common but ineffective practices in bullying education that may have the unintended outcome of increasing distrust and divisiveness and



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reducing a sense of safety. Avoid using scare tactics or dramatizing acts of bullying with the hope that students will be inspired to do the opposite. Allegations of bullying can be complex. Avoid issuing consequences until the facts have been identified. Never suggest that suicide is a common response to bullying (see BUL-2637 [Suicide Prevention, Intervention and Postvention \(Students\)](#)).

- E. School and District leaders, in partnership with school-community stakeholders, should remain attuned to current events and narratives on campus and in broader society that may impact the sense of safety and/or well-being of any member of our school communities. All stakeholders must work proactively to prevent and mitigate divisiveness, anxiety, reduced sense of safety, and identity-based discrimination and harassment in our schools. Our students benefit from learning about current events, engaging in community building dialogues, and fostering greater understanding of the experiences and perspectives of those impacted by discriminatory, hurtful/hostile, and/or derogatory narratives. Please see Board Resolutions noted in the References section as well as resources on the [Human Relations, Diversity and Equity](#) and the [Educational Equity Compliance Office](#) websites.

IV. School Principal, Site Administrator(s) or Designee Responsibilities

Safe campuses require multi-faceted tiered systems of support, including strategies to prevent, respond to, and recover from incidents of bullying and hazing. The school principal and site administrators must support an environment where the school community upholds the standards of inclusion, respect and civility and understands that bullying, hazing, harassment and discrimination are unacceptable, inappropriate, and harmful.

The school principal is responsible for:

- A. Overseeing the delivery of bullying prevention and response training to school staff and documenting compliance in the Administrators Certification Form. The training should cover critical elements of bullying prevention and response, including:
- best practices for enhancing a positive school climate that would prevent bullying or hazing,
 - differentiating teasing, conflict, and bullying, and
 - individual responsibilities for responding to, intervening with, and reporting suspected bullying or hazing.
- B. Communicating the processes by which students and parents/caregivers can seek assistance and report allegations of bullying or hazing.



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- C. Teaching expectations for positive, socially appropriate behavior both in person and on electronic platforms (see BUL-999 Responsible Use Policy (RUP) for District Computer and Network Systems, BUL-3226 Social Media Policy for Employees and Associated Persons, and BUL-6399 Social Media Policy for Students).
- D. Investigating, resolving and documenting allegations of bullying should be conducted promptly, typically within 60 calendar days of notification (see Section VIII). The response timeline is suspended over school breaks of five days or more.
- E. Incidents that substantially disrupt school operations or require additional resources or sustained monitoring should also be documented in iSTAR (see BUL-5269 Incident System Tracking Accountability Report). iSTAR allows for dual coding of incidents. For example, ridiculing someone for their perceived religion may be dual-coded as bullying and religion-based discrimination. Ensuing disciplinary actions or interventions taken with individual students may be documented in the MiSiS Student Support Module (see BUL-5808 My Integrated Student Information System).
- F. Ensure that disciplinary actions follow District guidelines. Behavior that warrants suspension or expulsion must be reviewed by the standards set forth in BUL-5655 Guidelines for Student Suspension and BUL-6050 Expulsion of Students - Policy and Procedures.
- G. Display the English and Spanish Title IX/Bullying Complaint Manager posters (Attachments G and H) in prominent locations where notices regarding rules, regulations, procedures, or standards of conduct are regularly posted.

V. Bullying Complaint Manager Responsibilities

The Bullying Complaint Manager (often also the Title IX Complaint Manager) is responsible for overseeing the documentation of bullying or hazing complaints and their resolution (see sample Bullying Complaint Log, Attachment I).

VI. Staff Responsibilities

- A. Staff who supervise students should intervene promptly with suspected acts of discrimination, harassment, intimidation, hazing, or bullying. Staff should communicate, model, and reinforce positive behavior expectations and norms for classrooms, restrooms, yards, eating areas, and all other school locations/activities, and foster an environment where mutual respect, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are not acceptable (see BUL- 095902 Multi-Tiered System of Support (MTSS): Identification and Educational Supports for



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Students with Attentional Challenges and BUL-6231 Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support).

- B. Volunteers and staff who do not supervise students as part of their primary duties (e.g., food services or maintenance and operations) should notify their supervisor or a school site administrator when they observe concerning behaviors among students.

VII. Responding to Allegations of Bullying and Hazing

The determination of bullying or hazing is made by the school based on the outcome of an investigation that considers impact on the target(s), severity, frequency, context, developmental level, and relationship of the parties involved. The offending behavior must be judged on its own merit unrelated to the subjective and past unrelated experiences of the parties involved. The casual use of the word bullying does not call for a formal investigation but does require follow-up to ensure facts are gathered to determine whether the allegation meets the definition of bullying.

The following procedures should be followed in addressing allegations:

- A. Secure student safety.
- B. Assure involved parties that allegations are taken seriously.
- C. Obtain or assist involved parties with providing factual written statements and if appropriate, witnesses. District personnel should assist anyone in transcribing a statement when because of disability, literacy, language or other reasons, they are unable to do so for themselves.
- D. Provide the Bullying Complaint Manager with copies of the complaint and supporting documentation.
- E. Investigate and respond to allegations of bullying promptly. Document the allegation, the determination of whether the incident met the definition of bullying, and the school site response and intervention. Allegations should be documented in a timely manner. Allegations that do not meet the impact criteria of bullying may be coded as “unfounded.” There may be instances where the school cannot respond, such as when the other party is unidentified or not enrolled in that school. Nevertheless, the school can provide support to the affected student(s).
- F. Schools have limited ability to issue consequences for behavior/incidents that occur outside the school’s jurisdiction but do retain the ability to educate about safe and respectful behavior. Schools do have authority to intervene on incidents that occur outside of school *if* the incident meets the impact criteria of bullying *and* adversely affects the school community (California Education Code Section 48900).



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G. Monitoring the efficacy of interventions is a critical component of bullying resolution. The Individual Student Success Plan (Attachment C) is sample resource to assist in documenting agreements and interventions for the parties involved. Monitoring may take the form of observations and check-ins with the involved parties. “Resolved” means that an incident has been investigated, ensuing interventions were monitored for efficacy, and the parties involved assert that the incident has been settled. The determination of findings and resolution must be documented and communicated to the complainant (see Sample Letter of Findings Attachment D).

A new allegation between the same parties should be regarded as a new report and investigated accordingly. If it is determined to be a continuation of the initial complaint, the initial complaint could be reopened.

H. Incidents that substantially disrupt school operations or require additional resources or sustained monitoring, should be documented in iSTAR (see BUL-5269 Incident System Tracking Accountability Report). Disciplinary actions or interventions taken with individual students should also be documented in the MiSiS Student Support Module (see BUL-5808 My Integrated Student Information System).

I. Bullying between same-age peers typically does not constitute suspected child abuse. However, if child abuse is reasonably suspected, it must be reported to the appropriate child protective agency (see BUL-1347 Child Abuse and Neglect Reporting Requirements). Behavior that violates other codes of conduct, such as harassment and discrimination, assault or criminal conduct should be handled according to the relevant protocols (see Related Resources section).

J. Confidentiality laws prohibit the sharing of information about a child to persons other than the custodial parents/caregivers and authorized staff. Communicate general findings and ensuing interventions to the parents/caregivers of the involved parties in a timely manner. Supportive documentation such as a Letter of Findings (Attachment D), minutes from a meeting, or an Individual Student Success Plan should be maintained in the student’s file and may be uploaded in iSTAR, when appropriate.

K. Targets and instigators of bullying and hazing may benefit from restorative practices and other supports to re-engage with the school community (see BUL-6231 Discipline Foundation Policy: School Wide Positive Behavior Intervention and Support). Follow-up interventions should be positive, reasonable, fair, age and developmentally appropriate, progressive, match the severity and nature of the behavior, and be paired with meaningful instruction and guidance.



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- L. Identity-based bullying, which targets someone on the basis of their actual or perceived characteristics or association with any protected classes, may also constitute harassment, discrimination or a hate-motivated incident and must be investigated, addressed and resolved (see BUL-2047 Hate-Motivated Incidents and Crimes – Response and Reporting). The school will follow its standard procedures of documenting its investigation, intervention and monitoring. Educational Equity Compliance Office can provide technical assistance as needed.
- M. Complainants who disagree with the outcome of a bullying or hazing determination may appeal the decision with the local district Administrator of Operations. Complainants who are still dissatisfied with the response may appeal at the central office level through the Office of Human Relations, Diversity and Equity. Bias-motivated incidents and bullying or harassment on the basis of a protected class can be brought to the attention of Educational Equity Compliance or through the District’s Uniform Complaint Procedures.

VIII. Confidentiality and Non-retaliation

Confidentiality and non-retaliation requirements extend to all parties involved. Schools must limit the sharing of information on a need-to-know basis. The District will not tolerate retaliation against anyone who reports suspected bullying or hazing or participates in the investigation process, or the intentional falsification of an allegation.

IX. Best Practices in Bullying Reporting and Response

- A. Communicate the processes by which students and/or parents/caregivers can report allegations of bullying and hazing.
- B. Anonymous reporting is not recommended; however, anonymous complaints should be investigated if sufficient information exists. Being unable to identify the complainant limits the ability of the school to secure additional information that may be needed to respond appropriately. The anonymous reporter, seeing the lack of action, may assume that the school did not take the matter seriously.
- C. Support targets of bullying, by first and foremost, ensuring their safety. Assure them that they have the right to be treated respectfully. Build empowerment by helping them gain skills to respond to unwelcome peer-to-peer behavior. Assure them that you are responding to the incident and want to be informed if there are other incidents. Do check in with the student to ascertain how they are coping and whether the bullying has ceased. Assist students in building resiliency and communication skills to navigate developmentally normative interpersonal conflicts.
- D. Work with the initiators of bullying behaviors to build empathy and insight. Help them reflect on the effects their behavior had on others. Help them make



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amends or repair the situation. Students who engage in bullying to gain or protect social status could be guided in channeling their leadership skills into a positive outlet.

E. Conflict resolution and peer mediation are contra-indicated for bullying response. Bullying is a conflict between parties of unequal power who do not share equal blame. Facing the instigator of bullying could be traumatizing for the target.

F. Bystanders can effectively diffuse a situation by interrupting, distracting and seeking help.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal authorities are applied in this policy:

California Constitution, Article I § 28(c)
California Education Code §§ 200, 220, 233, 234.1
California Education Code §§ 32228 *et seq.*
California Education Code §§ 32260 *et seq.*
California Education Code §§ 35160 *et seq.*
California Education Code §§ 35294.1 *et seq.*
California Education Code §§ 48900 (q - r)
California Penal Code § 245.6
California Penal Code §§ 422.55-422.57
California Penal Code §§ 528.5 – 529

[AB-256 Pupils: Grounds for suspension and expulsion: Bullying](#)

**RELATED
RESOURCES:**

Board Resolution, To Enforce the Respectful Treatment of All Persons, passed October 10, 1988.

Board Resolution, Development of Bullying Policy, passed November 27, 2001.

Board Resolution, Lesbian, Gay, Bisexual, and Transgender and Sexual Orientation Anti-Bullying, passed September 13, 2011.

Board Resolution, Increasing Equity for All of Our AANHPI AMEMSA Students and Employees, passed May 28, 2019.

Board Resolution, Affirming the Value of Jewish Students, Staff, and Families in the Los Angeles Unified School District and Addressing Anti-Semitism, passed July 13, 2021.

Administrator Certification, MEM-6128 issued annually by the Office of the Superintendent.

Child Abuse and Neglect Reporting Requirements, BUL-1347, issued by Office of the General Counsel, September 28, 2018.



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Code of Conduct with Students – Distribution and Dissemination Requirement, BUL-5167, issued by Chief of Staff, Office of the Superintendent, July 1, 2010.

Discipline Foundation Policy: School-Wide Positive Behavior Support, BUL-6231, issued by the Senior Deputy Superintendent School Operations, February 14, 2014.

Expulsion of Students - Policy and Procedures, BUL-6050, issued by the Division of District Operations, October 10, 2016.

Gender Identity and Students - Ensuring Equity and Nondiscrimination, BUL-6224, issued by the Office of the General Counsel, May 17, 2019.

Guidelines And Procedures Relating to Student Behavior on School Bus, BUL-6385, issued by the Chief Operating Officer, September 29, 2014.

Guidelines for Student Suspension, BUL-5655, issued by the Division of District Operations, October 10, 2016.

Hate-Motivated Incidents and Crimes – Response and Reporting, BUL-2047, issued by the Office of the General Counsel, September 4, 2018.

Incident System Tracking Accountability Report, BUL-5269, issued by Office of School Operations, July 10, 2013.

Multi-Tiered System of Support (MTSS): Identification and Educational Supports for Students with Attentional Challenges, BUL-095902, issued by Division of Special Education, August 6, 2020.

My Integrated Student Information System (MiSiS) Student Support Module Required Usage, BUL- 5808, issued by the Office of Educational Services, May 30, 2017.

Name and/or Gender of Pupils for Purposes of School Records, BUL-5703, issued by the Office of Data and Accountability, February 15, 2019.

Nondiscrimination Required Notices and Ordering of Student Brochures, MEM-5818 issued annually by the Office of the General Counsel.

Opportunity Transfer (OTs) - Policy and Procedures, BUL-6362, issued by the Senior Deputy Superintendent School Operations.

Policy Regarding Internet Safety for Students, BUL-5181, issued by the Chief Information Officer, June 1, 2013.

Responsible Use Policy (RUP) for District Computer and Network Systems, BUL-999, issued by the Chief Information Officer, March 5, 2019.

Safe School Plan - Volume 1 (CSHS Plan, Prevention Programs), issued annually by Senior Deputy Superintendent, School Operations.



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Non-Discrimination and Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure, BUL-6612, issued by the Office of the General Counsel, January 30, 2019.

Social Media Policy for Employees and Associated Persons, BUL-5688, issued by the Division of Instruction and Curriculum Instruction and School Support, July 31, 2018.

Social Media Policy for Students, BUL-6399, issued by the Office of Curriculum, Instruction & School Support, July 18, 2018.

Suicide Prevention, Intervention and Postvention (Students), BUL-2637, issued by Student Health and Human Services, October 15, 2019.

Threat Assessment and Management, (Student-to-Student, Student-to-Adult), BUL-5799, issued by School Operations and Student Health and Human Services, October 13, 2020.

Title IX Policy/Nondiscrimination Complaint Procedures, BUL-2521, issued by the Office of the General Counsel. August 14, 2020.

Use of Cellular Telephones and Pagers by Students, BUL-5468, issued by the Office of the Superintendent, May 4, 2011.

Workplace Violence, Bullying and Threats (Adult to Adult), BUL-5798, issued by School Operations and Student Health and Human Services, July 16, 2012.

ATTACHMENTS

Attachment A (1, 2, 3, 4), Bullying Complaint form English (Spanish, Armenian, Chinese, Korean)

Attachment B, Bullying Allegations Investigation Worksheet

Attachment C (1,2,3,4), Individual Student Success Plan English (Spanish, Armenian, Chinese, Korean)

Attachment D (1, 2, 3, 4) Sample Letter of Findings English (Spanish, Armenian, Chinese, Korean)

Attachment E (1, 2, 3, 4) We Are Safe, Respectful and Responsible, Secondary English (Spanish, Armenian, Chinese, Korean)

Attachment F (1, 2, 3, 4) We Are Safe, Respectful and Responsible, Elementary, English (Spanish, Armenian, Chinese, Korean)

Attachment G Bullying Complaint Manager Poster, Secondary, Multilingual

Attachment H Bullying Complaint Manager Poster, Elementary, Multilingual

Attachment I Sample Bullying Complaint Log

Attachment J Together We Stand brochure, English/Spanish



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ASSISTANCE: For further information, questions, assistance, or related resources, contact any of the following District offices:

[Crisis Counseling and Intervention Services](#) - (213) 241-3841

[Division of Special Education](#), Behavior Support Office - (213) 241-8051

[Educational Equity Compliance Office](#) - (213) 241-7682

EquityCompliance@lausd.net

Local District Operations Coordinators

[Health Education Programs](#) - (213) 241-3519

[Human Relations, Diversity and Equity](#) - (213) 241-8719

humanrelations@lausd.net

[Interscholastic Athletics Office](#) - (213) 241-5847

Interscholasticathletics@lausd.net

[Los Angeles School Police Department](#) - (213) 625-6631

[Office of the General Counsel](#) - (213) 241-7600

[Office of District Operations](#) – (213) 241-5337

[Positive Behavior Interventions and Supports/Restorative Practices](#) -
(213) 241-0394, pbis-rp@lausd.net

[School Mental Health](#) - (213) 241-3841

[Student Discipline and Expulsion Support](#) - (213) 202-7555

[Student Health and Human Services](#) – (213) 241-3840

ADDITIONAL RESOURCES

[Anti-Defamation League](#)

[Gender Spectrum](#)

[GSA Network](#)

[GLSEN](#)

[Learning for Justice](#), formerly Teaching Tolerance

[Stop Hazing](#)

Stopbullying.gov

[Substance Abuse and Mental Health Services Administration](#)