

NOTE: This bill has been prepared for the signature of the appropriate legislative officers and the Governor. To determine whether the Governor has signed the bill or taken other action on it, please consult the legislative status sheet, the legislative history, or the Session Laws.

2001

An Act

SENATE BILL 01-080

BY SENATOR(S) Tate, Fitz-Gerald, Gordon, Hanna, Hernandez, Linkhart, Pascoe, Phillips, Takis, Thiebaut, Tupa, and Windels;
also REPRESENTATIVE(S) Lee, Bacon, Borodkin, Boyd, Chavez, Coleman, Daniel, Fairbank, Garcia, Groff, Grossman, Jahn, Mace, Madden, Marshall, Plant, Ragsdale, Saliman, Sanchez, Tapia, Veiga, Vigil, and Williams S..

CONCERNING THE PREVENTION OF BULLYING.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. The general assembly hereby finds, determines, and declares that bullying disrupts a school's ability to educate students and threatens public safety by creating an atmosphere in which such behavior can escalate into violence. The general assembly therefore finds that a policy to create an environment free of bullying shall be part of each school district's safe school plan.

SECTION 2. The introductory portion to 22-32-109.1 (2) and 22-32-109.1 (2) (a) (VIII) and (2) (a) (IX), Colorado Revised Statutes, are amended, and the said 22-32-109.1 (2) (a) is further amended BY THE ADDITION OF A NEW SUBPARAGRAPH, to read:

Capital letters indicate new material added to existing statute; dashes through the words indicate deletions from existing statutes and such material not part of act.

amended BY THE ADDITION OF A NEW SUBPARAGRAPH to read:

22-32-109.1. Board of education - specific powers and duties - safe schools. (2) **Safe school plan.** In order to provide a learning environment that is safe, conducive to the learning process, and free from unnecessary disruption, following consultation with the school district accountability committee and school advisory councils, or school accountability committee, whichever is applicable, parents, teachers, administrators, students, and, where appropriate, the community at large, each school district board of education shall adopt and implement a safe school plan, or review and revise, if necessary, any existing plans or policies already in effect, which shall include, but not be limited to, the following:

(b) **Safe school reporting requirements.** A policy whereby the principal of each public school in a school district shall submit annually, in a manner and by a date specified by rule of the state board, a written report to the board of education of such school district concerning the learning environment in the school during that school year. The board of education of the school district annually shall compile the reports from every school in the district and shall submit the compiled report to the department of education in a format specified by rule of the state board. The compiled report shall be made available to the general public. Such report shall include, but need not be limited to, the following specific information for the preceding school year:

(VIII) ON AND AFTER THE EFFECTIVE DATE OF THIS SUBPARAGRAPH (VIII), THE SCHOOL'S POLICY CONCERNING BULLYING PREVENTION AND EDUCATION, INCLUDING INFORMATION RELATED TO THE DEVELOPMENT AND IMPLEMENTATION OF ANY BULLYING PREVENTION PROGRAMS.

SECTION 4. Effective date. This act shall take effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly that is allowed for submitting a referendum petition pursuant to article V, section 1 (3) of the state constitution; except that, if a referendum petition is filed against this act or an item, section, or part of this act within such period, then the act, item,



What Parents and Teachers Should Know About Bullying*

What is Bullying?

- Direct behaviors, such as teasing, taunting, threatening, hitting, and stealing
- Indirect behaviors, such as spreading rumors, intentional exclusion
- Boys who bully typically use direct bullying methods
- Girls who bully are more likely to use subtle, indirect methods
- Key component of bullying: physical or psychological intimidation that occurs repeatedly over time to create an ongoing pattern of harassment and abuse

How Extensive Is Bullying?

- 15% of students are either bullied or initiate bullying behavior
- Direct bullying increases through elementary; peaks in middle school and declines in high school
- Although direct bullying decreases with age, verbal abuse remains constant
- School size, racial composition, and school setting (rural, suburban, urban) do not seem to be distinguishing factors in predicting the occurrence of bullying
- Boys are more likely than girls to engage in bullying behavior and to be victims of bullies

What Are Some Characteristics of Bullies?

- A need to feel powerful and in control
- Derive satisfaction from inflicting injury and suffering on others
- Have little empathy for victims
- Defend action by saying victims provoked them in some way
- Often come from homes in which physical punishment is used; children are taught to strike out physically as a way to handle problems
- Parental involvement and warmth are frequently lacking
- Are generally defiant or oppositional toward adults; are antisocial, and are likely to break school rules
- Possess strong self esteem and has little anxiety

What Are the Consequences of Bullying?

- There is a strong correlation between bullying other students during the school years and experiencing legal or criminal troubles as adults
- Victims of bullies fear school as an unsafe and unhappy place
- 7% of eighth graders stay home from school at least once a month because of bullies
- Victims tend to become more isolated by other students for fear of losing social status by associating with the victim or they do not want to increase the risk of being bullied themselves
- Being bullied often leads to depression and low self esteem