



# ADULT RESOURCE PACKET

David's Legacy Foundation is a non-profit organization dedicated to eliminating cyber and other bullying, of children and teens, through education, legislation, and legal action. In this packet, you will find resources to help you understand David's Law, a bullying checklist, and many resources to help you keep your child safe online.

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## SB 179 - David's Law 85th Texas Legislative Session

Relating to harassment, bullying, and cyberbullying of a public school student or minor and encouraging certain mental health programs for public school students; increasing a criminal penalty, providing a civil remedy.

### EDUCATION CODE

Law amends the Education Code provisions regarding bullying to better define and encompass cyberbullying. It encourages school districts to establish a district-wide policy related to bullying prevention and mediation. It provides for anonymous reporting for students, includes cyberbullying off campus and after school hours, and modifies the parental/guardian notification procedure. It provides flexibility in the disciplinary placement or the expulsion of students engaged in certain types of very serious bullying. It authorizes school principals to report certain incidents of bullying to local law enforcement, and provides protection from liability for doing so. It expands the scope of instruction that can satisfy continuing education requirements for classroom teachers and principals to include instruction related to grief-informed and trauma-informed strategies. It requires the Texas Education Agency (TEA) to maintain a website with resources related to student mental health needs.

#### WHO IS COVERED BY THIS LAW

Public schools, as well as open-enrollment charter schools, are subject to this law. Private schools are not included.

### DEFINING CYBERBULLYING

"Cyberbullying" as defined in David's Law means bullying arising from a pattern of acts or one significant act that is done through the use of any electronic communication device, including a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

#### WHERE THIS LAW APPLIES

Because of David's Law, "cyberbullying" is now more specifically included in the definition of "bullying" in the Education Code.

The bullying provisions in the Education Code (including pre-existing law and changes made by David's Law) apply to:

- Bullying that occurs on or is delivered to a school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity;
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

(This expansion of a school district's authority to include off-campus incidents is one of the most significant aspects of David's Law.)

### NOTICE OF CYBERBULLYING

David's Law requires the board of trustees of each school district to have the notice procedures under its bullying policy provide for notice of an incident of bullying:

- To a parent or guardian of the alleged victim on or before the third business day after the date the incident is reported (the specification of three business days being new); and
- A parent or guardian of the alleged bully within a reasonable amount of time after the incident (as under pre-existing law).

#### WHO CAN REPORT

David's Law makes it possible for students to anonymously report an incident of any type of bullying, including cyberbullying. (Parents and teachers can still report bullying, but a procedure for anonymous reporting is only required for reporting by students.)

The principal or a person designated by the principal (other than a school counselor) is authorized under David's Law to make a report of certain bullying that rises to the level of being a crime to any school district police department or the police department of the municipality in which the school is located. If the school is not in a municipality, the person reporting the bullying can contact the sheriff of the county in which the school is located.

Additionally, a person who is not a school employee but is employed by an entity that contracts with a district or school to use school property is not required to make a report and may not be designated by the principal to make a report.

Furthermore, strong protections from civil or criminal liabilities, and from disciplinary action, are given to schools and school personnel who report criminal bullying to law enforcement officials under this law.

### ENGAGING IN CERTAIN BULLYING

This law authorizes a school to remove a student who is engaging in bullying activity from class and place them in a disciplinary alternative education program or expel them if they encourage a student to die by suicide, attempt suicide, incite violence against a student through group bullying; or release or threaten to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.

## COUNSELOR'S ROLE

David's Law provides that in addition to a school counselor's responsibilities, the counselor will serve as an impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying. This role will not exempt a school counselor from any mandatory reporting requirements imposed by other provisions of law.

## PREVENTION

The new law adds the following to the areas that are to be covered by the list prepared and maintained by the Department of State Health Services of recommended best practice-based programs for implementation in public schools (from which school districts may select for implementation in the district):

- Early mental health intervention;
- Mental health promotion;
- Substance abuse prevention;
- Substance abuse intervention;
- Suicide prevention;
- Grief-informed and trauma-informed practices;
- Skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
- Positive behavior interventions and supports and positive youth development; and
- Safe and supportive school climate.

## RESOURCES

The Texas Education Agency, in coordination with the Health and Human Services Commission, will create and maintain a website to provide resources for school employees regarding working with students with mental health conditions. The website information must include:

- Grief-informed and trauma-informed practices;
- Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
- Positive behavior interventions and support; and
- A safe and supportive school climate.

## CIVIL RELIEF FOR CYBERBULLYING OF MINOR

David's Law creates a new avenue of civil relief for cyberbullying victims who are minors by allowing a cyberbullying victim younger than 18 years of age at the time the cyberbullying occurs (or a parent of or person standing in parental relation to that victim) to seek injunctive relief, such as a temporary restraining order and/or an injunction, against the cyberbully, with some of the requirements normally applicable to injunctive relief being significantly relaxed.

Also, these victims will be able to have the court issue an injunction against not only the cyberbully, but also **against the cyberbully's parents**, requiring those parents to take action to stop their child from cyberbullying.

This law requires the Texas Supreme Court to make available to the general public easy-to-understand forms and instructions (both in English and in Spanish) that can be used to apply for initial injunctive relief in suits involving cyberbullying under David's Law.

## CRIMINAL HARASSMENT STATUTE

**David's Law changes Section 42.07 of the Penal Code, better known as the Harassment Statute, to more fully and clearly include the modern Internet-based communication tools and methods perpetrators use to cyberbully their victims.**

Also, under the changes made by David's Law, if a person commits an offense under the cyberbullying provision of the Harassment Statute, it is a Class A misdemeanor (rather than merely a Class B misdemeanor) if:

- The person has previously been convicted under this section; or
- The offense was committed against a child under 18 years of age with the intent that the child die by suicide or engage in conduct causing serious bodily injury to the child; or
- The person has previously violated a temporary restraining order or injunction issued under the new civil provisions in David's Law (discussed above).



## SB 179 - La Ley de David Sesión Legislativa 85° de Texas

En relación con el hostigamiento, la intimidación y el acoso cibernético a estudiantes o menores de edad en escuelas públicas y el fomento de ciertos programas de salud mental para estudiantes de escuelas públicas; aumentando la pena criminal, proporcionando un remedio civil.

### CÓDIGO DE EDUCACIÓN

La ley enmienda las disposiciones del Código de Educación con respecto a la intimidación, para definirlo mejor y abarcar el acoso cibernético. Alienta a los distritos escolares a establecer una política al nivel de distrito, relacionada con la prevención y la mediación del acoso escolar. Permite informes anónimos por parte de los estudiantes, incluyendo el acoso cibernético fuera de la escuela y después del horario escolar, y modifica el procedimiento de notificación de los padres o guardianes. Brinda flexibilidad en las acciones disciplinarias o la expulsión de estudiantes que participen en actos graves de intimidación. Autoriza a los directores de escuelas a denunciar ciertos incidentes de acoso a la policía local y brinda protección legal para hacerlo. Amplía el alcance educativo que satisfaga los requisitos de educación continua para maestros y directores, para incluir entrenamiento relacionado con estrategias para lidiar con dolor y trauma. Requiere que la Agencia de Educación de Texas (TEA) mantenga un sitio web con recursos para ayudar con la salud mental de los estudiantes.

#### A QUIÉN APLICA ESTA LEY

Las escuelas públicas, así como las escuelas autónomas de inscripción abierta (public charter schools), están sujetas a esta ley. Las escuelas privadas no están incluidas.

### DEFINICIÓN DE CIBERBULLYING

La Ley de David define el “acoso cibernético” como la intimidación derivada de un patrón de actos o un acto significativo realizado mediante el uso de un dispositivo de comunicación electrónica, tales como teléfonos celulares o de otros tipos, computadoras, cámaras, correos electrónicos, mensajería instantánea, mensajes de texto, aplicaciones de redes sociales, sitios web de Internet o cualquier otra herramienta de comunicación basada en el Internet.

#### DONDE SE APLICA ESTA LEY

Debido a la Ley de David, el “acoso cibernético” ahora se incluye más específicamente en la definición de “intimidación” en el Código de Educación.

Las disposiciones de intimidación en el Código de Educación (incluidas las leyes preexistentes y los cambios realizados por la Ley de David) se aplican a:

- Intimidación que ocurre en o se envía a una propiedad de la escuela o al sitio de una actividad patrocinada o relacionada con la escuela dentro o fuera de la propiedad de la escuela;
- Intimidación que ocurre en un autobús o vehículo escolar de propiedad pública o privada que se use para el transporte de estudiantes hacia o desde la escuela o una actividad patrocinada o relacionada con la escuela;
- Hostigamiento cibernético que ocurre afuera de la propiedad escolar o afuera de una actividad patrocinada o relacionada con la escuela si el acoso cibernético interfiere con las oportunidades educativas del estudiante o interrumpe sustancialmente el funcionamiento ordenado del salón escolar, de la escuela o de una actividad patrocinada por la escuela o relacionada con la escuela.

(Esta expansión de la autoridad del distrito escolar para incluir incidentes fuera del campus es uno de los aspectos más importantes de la Ley de David).

### AVISO DE CIBERBULLYING

La Ley de David requiere que la junta directiva de cada distrito escolar tenga procedimientos de notificación ajustada a su política de intimidación que provea la notificación de un incidente de intimidación:

- A un padre o guardián de la presunta víctima en o antes del tercer día hábil después de la fecha en que se informa el incidente (la especificación de tres días hábiles es nueva); y
- Al padre o guardián del presunto acosador dentro de un período de tiempo razonable después del incidente (como indicado en la ley preexistente).

#### QUIEN PUEDE INFORMAR

La Ley de David permite que los estudiantes denuncien anónimamente un incidente de cualquier tipo de intimidación, incluido el ciberacoso. (Los padres y los maestros aún pueden denunciar la intimidación, pero los informes anónimos solo son para los estudiantes.)

El director o una persona designada por el director (que no sea un consejero escolar) está autorizada por la Ley de David para informar a un departamento de policía del distrito escolar o al departamento de policía del municipio donde se encuentra la escuela acerca de ciertos actos de intimidación que llegan a ser un delito. Si la escuela no se encuentra dentro de un municipio, la persona que informa el acoso escolar puede contactar al sheriff del condado en el que se encuentra la escuela.

Además, una persona que no esté empleada en la escuela, sino que sea empleada por una entidad contratada por el distrito o por la escuela para usar la propiedad de la escuela no está obligada a hacer un informe y el director no puede designarla para hacer un informe.

Más aun, se otorgan fuertes protecciones contra responsabilidades civiles o penales, y contra medidas disciplinarias, a las escuelas y al personal de la escuela que denuncien acoso criminal a los funcionarios encargados de hacer cumplir la ley bajo este reglamento.

### PARTICIPANDO EN CIERTOS ACTOS DE INTIMIDACIÓN

Esta ley autoriza a la escuela a expulsar de la clase a un estudiante que realice actividades de intimidación y reubicarlo en un programa disciplinario de educación alternativa o expulsarlo si alienta a otro alumno morir por suicidio; incita a la violencia contra un estudiante a través del acoso grupal; o libera o amenaza con liberar material visual íntimo de un menor de edad o de un estudiante que tenga 18 años o mayor sin el consentimiento del estudiante.

## EL PAPEL DEL CONSEJERO

La Ley de David estipula que, además de las responsabilidades de un consejero escolar, el consejero servirá como un recurso imparcial, no-denunciante de los conflictos interpersonales y la discordia entre dos o más estudiantes, incluidas las acusaciones de intimidación. Esta función no eximirá al consejero escolar de los requisitos obligatorios de información impuestos por otras disposiciones de la ley.

## PREVENCIÓN

La nueva ley agrega lo siguiente a las áreas que serán cubiertas por la lista preparada y mantenida por el Departamento de Servicios de Salud del Estado de los programas recomendados basados en las mejores prácticas para la implementación en las escuelas públicas (a partir de las cuales los distritos escolares pueden seleccionar para su implementación en el distrito):

- Intervención temprana de salud mental;
- Promoción de la salud mental;
- Prevención del abuso de sustancias;
- Intervención en caso de abuso de sustancias;
- Prevención del suicidio;
- Prácticas para ayudar con dolor y trauma;
- Habilidades relacionadas con el manejo de las emociones, el establecimiento y el mantenimiento de relaciones positivas y la toma responsable de decisiones;
- Intervenciones de comportamiento positivo y apoyo y desarrollo positivo de la juventud; y
- Ambiente escolar seguro y agradable.

## RECURSOS

La Agencia de Educación de Texas, en coordinación con la Comisión de Salud y Servicios Humanos, creará y mantendrá un sitio web para proporcionar recursos a los empleados de la escuela con respecto al trabajo con estudiantes con problemas de salud mental. La información del sitio web debe incluir:

- Prácticas para ayudar con dolor y trauma ;
- Desarrollar habilidades relacionadas con el manejo de las emociones, el establecimiento y mantenimiento de relaciones positivas y la toma de decisiones responsables;
- Intervenciones de comportamiento positivo y apoyo; y
- Un clima escolar seguro y de apoyo.

## ALIVIO CIVIL PARA VÍCTIMAS MENORES DE EDAD

La Ley de David crea una nueva vía de alivio civil para las víctimas de intimidación cibernética menores de edad, al permitir que una víctima de acoso cibernético menor de 18 años al momento del ciberacoso (o su padre o una persona en relación parental con esa víctima) busque medidas cautelares de alivio, como una orden de restricción temporal y/o una orden judicial, contra el acosador cibernético, con algunos de los requisitos normalmente aplicables a esta medida cautelar significativamente relajados.

Además, estas víctimas podrán hacer que el tribunal emita una orden judicial no solo contra el acosador cibernético, sino también contra los padres del acosador cibernético, requiriendo que esos padres tomen medidas para evitar que su hijo sea un ciberacosador.

Esta ley requiere que la Corte Suprema de Texas ponga a disposición del público general formularios e instrucciones fáciles de entender (tanto en inglés como en español) que puedan utilizarse para solicitar una medida cautelar inicial en demandas relacionadas con el acoso cibernético según la Ley de David.

## ESTATUTO DEL ACOSO CRIMINAL

**La Ley de David cambia la Sección 42.07 del Código Penal, mejor conocida como el Estatuto de acoso, para incluir de manera más completa y clara, las herramientas modernas de comunicación basadas en Internet y los métodos utilizados por los acosadores para hostigar cibernéticamente a sus víctimas.**

Además, según los cambios realizados por la Ley de David, si una persona comete una ofensa bajo la disposición de hostigamiento cibernético del Estatuto de Acoso, es un delito menor de Clase A (en lugar de simplemente un delito menor de clase B) si:

- La ofensa se cometió contra un niño menor de 18 años con la intención de que el niño se suicide o participe en una conducta que le cause lesiones corporales graves; o
- La persona ha violado previamente una orden de restricción temporal o una medida cautelar emitida conforme a las nuevas disposiciones civiles en la Ley de David (discutida anteriormente).

# BULLYING CHECKLIST

FOR SCHOOLS

## PLEASE READ BEFORE USING CHECKLIST

To determine whether an act is bullying or cyberbullying by law, proceed down the checklist and provide a checkmark for each true statement. If any identified section does not receive at least one checkmark, then the act is not considered bullying by state law.

SB 179, "David's Law" expanded authority to school districts, allowing public and charter schools to address cyberbullying off-campus and outside of school-related or school-sponsored activities based on specific criteria. In order to address this legislative change, this checklist may help parents, educators, and administrators determine if a student at their school has been bullied according to the legislative definition. Please follow the conditional 'yes/no' logic for the questions regarding the use of electronic communication devices in possible bullying scenarios.

Did the act occur outside of a school-sponsored or school-related activity?

*(This is an important distinction, as David's Law expands a school district's authority to include cyberbullying incidents that occur off campus and outside a school-sponsored or school-related activity, as long as it meets one of the below criteria.)*

Yes

Did the act interfere with a student's educational opportunities; or substantially disrupt the orderly operation of a classroom, school, or school-sponsored/related activity?

No

According to law, if the act **DID NOT** meet the criteria above, it is not under the school district's authority.

## IS IT BULLYING?

Was it a single significant act? ☐

Was it a pattern of acts? ☐

By one or more students directed at another student that **exploits an imbalance of power** ☐

Through physical contact ☐

Using verbal expression ☐

Using written expression ☐

Using electronic means ☐

Physically harms a student or damages their property ☐

Creates reasonable fear of harm to student or damage to their property ☐

***Is sufficiently severe, persistent, or pervasive enough that the action or threat creates:***

Intimidating educational environment ☐

Threatening educational environment ☐

Abusive educational environment ☐

Materially and substantially disrupts the educational process or operation of school ☐

Infringes on rights of victim at school ☐

Was the act committed by using any type of electronic communication device?

Yes

*(i.e. Cellular or other phone, computer, camera, e-mail, text or instant messaging, social media app, Internet website, Internet communication tool)*

No

On school property ☐

At a school-sponsored or school-related activity (on or off campus) ☐

On school bus or vehicle used to transport students ☐

## YES, IT'S BULLYING

*(Cyberbullying is bullying)*

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# LISTA DE ACOSO

(BULLYING)

PARA ESCUELAS

## FAVOR DE LEER ANTES DE USAR LISTA DE CONTROL

Para determinar si el acto es acoso o ciberacoso por ley, se usa esta lista de control para proporcionar una marca de verificación para cada declaración correcta. Si alguna sección identificada no recibe por lo menos una marca de verificación, el acto no es considerado como acoso por ley del estado.

La ley de "David SB179" expandió autoridad hacia otros distritos escolares, permitiendo a las escuelas publicas y charters dirigir ciberacoso fuera de las escuelas y actividades escolares patrocinadas o no patrocinadas, basadas en criterios específicos. Este cambio legislativo usara esta lista para ayudar a padres, educadores, y administradores a determinar si un estudiante en su escuela a sido acosado conforme a la definición legislada. Lógicamente siga la condicion de Sí/No para las preguntas respecto al uso de comunicación electrónica en posibles escenarios de acoso.

¿El acto ocurrió durante una actividad relacionada o patrocinada con la escuela?

*(Esta es una distinción importante por la razón que "David's Law" expande la autoridad de los distritos escolares para incluir incidentes como ciberacoso que ocurren fuera de la escuela y fuera de un evento patrocinado o relacionado como una actividad por la escuela, debe estar dentro de la lista.)*

Si

¿El acto interfirió con las oportunidades educacionales de el estudiante; o substancialmente interrumpió la orden de operación de la clase, escuela, o una actividad relacionada o patrocinada por la escuela?

No

Conforme con la ley, si el acto **NO CUMPLE** con la criteria, no esta bajo la autoridad del distrito escolar.

## ES ACOSO? (BULLYING?)

¿Fue solo un acto? ☐

¿Fueron varios actos o eventos sucedidos? ☐

¿Por un o más estudiantes dirigidos hacia otro estudiante que **toma un desequilibrio de poder**? ☐

Por contacto físico ☐

Usando expression verbal ☐

Usando expression escrita ☐

Usando medios electrónicos ☐

Físicamente hizo daño al estudiante o propiedad del estudiante ☐

Creó miedo razonable hacia el estudiante o miedo de daño a su(s) propiedades ☐

**Es suficiente severo, persistente, o bastante penetrante que la acción o amenaza crea:**

Un ambiente escolar amenazante ☐

Un ambiente escolar intimidado ☐

Un ambiente escolar abusivo ☐

Materialmente y substancialmente interrumpe el proceso educativo y la operación de la escuela ☐

Infrinje los derechos de la víctima en la escuela ☐

¿El acto fue cometido usando cualquier tipo de comunicación electrónica?

*(Teléfono celular o cualquier otro teléfono, computadora, cámara, correo electrónico, texto o mensaje instantáneo, aplicación de redes sociales, pagina del internet, o cualquier aplicación o comunicación del internet)*

No

En propiedad de la escuela ☐

En una actividad patrocinada o relacionada con la escuela (dentro o fuera de escuela) ☐

En camión de la escuela o cualquier vehículo de transporte para estudiantes ☐

## SI, ES ACOSO

*(Ciberacoso es acoso)*

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TEXAS SCHOOL SAFETY CENTER

[www.txssc.txstate.edu](http://www.txssc.txstate.edu)

Translated in spanish by Administrative Services at SISD

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# APPLYING THE TXSSC'S BULLYING CHECKLIST FOR SCHOOLS

**Instructions:** *The following hypothetical scenarios are meant to provide further guidance, and act as an example, when using the **TxSSC's Bullying Checklist for Schools**. Each of the examples below provide a hypothetical scenario and then apply each component of the checklist to the situation, ultimately determining if the action or actions meets the legal definition of bullying according to the Texas Education Code.*

## SCENARIO #1

Lee waits for Jessie to leave their first period class at the middle school every day. Lee is much larger stature, an athlete, and does not like Jessie. Almost every day, Lee confronts Jessie following their first period class by knocking Jessie's books from his hands. Jessie does nothing to retaliate.

### IS THIS BULLYING?

**YES** | According to the bullying checklist, it meets the necessary criterion to be considered bullying.

#### ***Application of the TxSSC's bullying checklist for schools:***

- This happening multiple times after 1st period makes this a pattern of acts.
- The acts are between Lee and Jessie, making it from one student directed at another. Since Lee is larger, it also exploits an imbalance of power. There also could be other imbalances of power that are not immediately apparent.
- The knocking of the books from the hands is physical expression.
- Lee knocking books from Jessie's hands damages Jessie's property and creates reasonable fear of harm to Jessie and damage to his property. Since the acts happen almost every day, the acts are persistent. The continuous knocking of books from Jessie's hands creates at least an intimidating and threatening educational environment.
- The incidents happen on school property.



# APPLYING THE TXSSC'S BULLYING CHECKLIST FOR SCHOOLS

## SCENARIO #2

Taylor and Devin communicate through text and social media every day. Taylor and Devin are both interested in dating a student named Ryan. At some point, Devin starts telling false rumors to Ryan about Taylor, in order to get Ryan to dislike Taylor. After leaving school, Devin starts texting unflattering photos of Taylor to Ryan and making social media posts “bashing” Taylor. These texts and photos, as well as social media posts, are NOT done while at school, only while at home or at other friends’ houses. Devin is from a wealthy family and their parents hold high positions in the community, while Taylor is from a moderate income, single-parent family. Other students are beginning to shun Taylor at school, resulting in Taylor socially withdrawing at school and no longer wanting to attend that school. When Taylor and Devin are in class together, they have had to be separated, as they obviously do not get along together in school.

### IS THIS BULLYING?

**YES** | According to the bullying checklist, it meets the necessary criterion to be considered bullying (cyberbullying is bullying).

#### *Application of the TxSSC's bullying checklist for schools:*

- Multiple incidents of texting and social media posts make this a pattern of acts.
- The acts are between Taylor and Devin, making it from one student directed at another. The actions turn into more than one individuals directed at another when Taylor is shunned by other students at school. Since Devin comes from a wealthy family who hold high positions in the community, and Taylor does not, there is a difference in socioeconomic status. This exploits an imbalance of power. There also could be other imbalances of power that are not immediately apparent.
- Social media and texting are considered electronic means.
- These acts are creating an intimidating and abusive environment. Since other students are starting to shun Taylor at schools, it is disrupting the educational process and school operations.
- Social media and texting were used as electronic communication devices.
- These incidents are happening off of school property and outside of a school-sponsored event or school-related activity.
- Since Taylor no longer wants to attend school, and both Taylor and Devin have to be separated at school, it is both interfering with Taylor's educational opportunities and disrupting orderly operations.

# APPLYING THE TXSSC'S BULLYING CHECKLIST FOR SCHOOLS

## SCENARIO #3

Jordan and Dakota are longtime friends and their families are friends as well. They are the same age and live a few blocks from each in the same neighborhood. They are both on the baseball team and both are well connected socially at school. Lately, they have been more competitive in their sports activities and have grown further apart. At times, they have been observed at school trading verbal taunts about each other and making fun of each other's family members. No physical altercations have occurred, but they are both aligning with other friends to go "against" each other.

### IS THIS BULLYING?

**NO**

According to the bullying checklist, it does not meet all the necessary criterion to be considered bullying. Specifically, it lacks exploiting an imbalance of power.

#### *Application of the TxSSC's bullying checklist for schools:*

- The trading of verbal taunts is a pattern of acts.
- Since both are exchanging verbal taunts, both are directing behavior toward each other.
- Jordan and Dakota are the same age, from the same neighborhood, and are both members of the baseball team. From this description, there does not appear to be an exploitation of an imbalance of power (even though there may be other imbalances of power unknown). Based on this information, the actions do not meet the legal definition of bullying.

Although these actions do not amount to bullying based on the legal definition in the education code, this **DOES NOT** mean that some intervention would not help to reduce conflict. It is also possible that other school policies in the code of conduct might be more applicable.

# APPLYING THE TXSSC'S BULLYING CHECKLIST FOR SCHOOLS

## SCENARIO #4

Logan and Cameron attend the same school and live in the same neighborhood. They ride the bus to school together every morning and afternoon. Logan is well-known around the school and has lots of friends, while Cameron is shy and does not have many. Recently, Logan has started to “pick on” Cameron on the bus. He throws paper planes at him and rounds up other students on the bus to make fun of him. This has occurred for the last several weeks. Logan does not talk to Cameron while at school. Cameron has started to miss several days of school, because he is afraid that Logan’s taunts will start happening while at school.

### IS THIS BULLYING?

**YES**

According to the bullying checklist, it meets the necessary criterion to be considered bullying.

#### ***Application of the TxSSC’s bullying checklist for schools:***

- The behavior on the bus by Logan has occurred for several weeks, making it a pattern of acts.
- The behavior on the bus from Logan and the other students is directed at Cameron, making it from one or more students directed at another student. The fact that Cameron is shy and does not have many friends, and Logan is well-known and has many friends creates an imbalance of power.
- The actions occurring on the bus, including throwing paper airplanes and making fun of Cameron represents both physical contact and verbal expression.
- These actions are physically harming Cameron and have created fear of harm at school. The actions are also persistent, which has created an intimidating, threatening, and abusive educational environment that disrupts the educational process (by missing several days at school).
- The actions occur on a bus used to transport students.

# APPLYING THE TXSSC'S BULLYING CHECKLIST FOR SCHOOLS

## SCENARIO #5

Parker and Morgan go to the same school and walk home every day. One day, after leaving the school campus, Parker decides to tease Morgan on their walk home. Parker pushes Morgan to the ground and dumps out her backpack. Parker is much bigger than Morgan, so it was easy for her to push her down. Morgan runs home crying. Morgan's mom has called up to the school to report that Morgan is the victim of bullying.

### IS THIS BULLYING?

**NO**

While it does meet most of the criteria for being bullying, the action appeared to happen only once. Further, it did not happen on school grounds or at a school-sponsored activity. For actions to be considered bullying and under the school district's authority, cyberbullying is the only type of bullying that can happen off-campus where the school is required to intervene.

#### *Application of the TxSSC's bullying checklist for schools:*

- The action happened one time. As far as we know, this was an isolated incident and was not a pattern of acts.
- The action happened from Parker to Morgan, making it from one student directed at another. Parker is bigger than Morgan, which creates and imbalance of power.
- Parker pushed and dumped out Morgan's bag, making it a physical expression. Parker also teased Morgan, which could be considered verbal expression.
- The action of pushing Morgan down physically harmed her and could have reasonably put her in fear.
- It occurred off of school property and outside of a school sponsored event or related activity.

Although these actions do not amount to bullying based on the legal definition in the education code, this **DOES NOT** mean that some intervention would not help to reduce conflict. It is also possible that other school policies in the code of conduct might be more applicable.

# APPLYING THE TXSSC'S BULLYING CHECKLIST FOR SCHOOLS

## SCENARIO #6

Jayden and Avery go to high school together. Jayden is a junior and Avery is a freshman. They play basketball together every Saturday. One Saturday at the basketball court, Jayden stole Avery's basketball. When Avery confronts Jayden, Jayden denies doing it. That evening, Avery gets on Twitter and notices that Jayden posted a short video of Avery missing a basketball shot with the caption "This is what sucking at bball looks like". Avery notices that the video has been shared over 50 times by classmates and others. On Monday morning, students in school were laughing at Avery while walking through the halls. Avery has been unable to focus in class because of the laughing.

### IS THIS BULLYING?

**YES** | According to the bullying checklist, it meets the necessary criterion to be considered bullying.

#### *Application of the TxSSC's bullying checklist for schools:*

- Stealing the basketball, and then posting on social media is a pattern of acts. The fact that it was shared over 50 times could also be considered when determining this as a pattern of acts.
- Incidents are between Jayden and Avery (one student directed at another). The action also turns into multiple students directed at one student following the sharing of the video by other classmates. Differences in classification and age between Jayden and Avery leads to exploiting an imbalance of power.
- Using Twitter to post the video is considered electronic means.
- These acts are creating an intimidating, threatening, and abusive environment. It is infringing on Avery's rights as a student. Since other students are starting to laugh at Avery in the halls, it is disrupting the educational process and school operations.
- Social media was used as an electronic communication device.
- These incidents are happening off of school property and outside of a school-sponsored event or school-related activity.
- Since Avery has not been able to focus in class because of the laughing, it is both interfering with Avery's educational opportunities and disrupting orderly operations.

# ***Parents Need to Know: Social Apps and Sites Tweens and Teens Are Using***

Gone are the days of Facebook as a one-stop shop for all **social-networking needs**. While it may seem more complicated to post photos on Instagram, share casual moments on Snapchat, text on WhatsApp, and check your Twitter feed throughout the day, **tweens and teens love the variety**.

You don't need to know the ins and outs of all the apps, sites, and **terms** that are "hot" right now (and frankly, if you did, they wouldn't be trendy anymore). But knowing the basics — what they are, why they're popular, and **what problems can crop up when they're not used responsibly** — can make the difference between a positive and a negative experience for your kid.

Below, we've laid out some of the most popular types of apps and websites for teens: texting, microblogging, live-streaming, self-destructing/secret, and chatting/meeting/dating. The more you know about each, the better you'll be able to communicate with your teen about safe choices.

The bottom line for most of these tools? If teens are using them respectfully, appropriately, and with a little parental guidance, they should be fine. So take inventory of your kids' apps and review the best practices.



## Texting Apps



**GroupMe** is an app that doesn't charge fees or have limits for direct and group messages. Users also can send photos, videos, and calendar links.

### WHAT PARENTS NEED TO KNOW

- **It's for older teens.** The embedded GIFs and emojis have some adult themes, such as drinking and sex.
- **Teens are always connected.** Without fees or limits, teens can share and text to their heart's content, which may mean they rarely put the phone down.



**Kik Messenger** is an app that lets kids text for free. It's fast and has no message limits, character limits, or fees if you only use the basic features. Because it's an app, the texts won't show up on your kid's phone's messaging service, and you're not charged for them (beyond standard data rates).

### WHAT PARENTS NEED TO KNOW

- **Stranger danger is an issue.** Kik allows communication with strangers who share their Kik usernames to find people to chat with. The app allegedly has been used in high-profile crimes, including **the murder of a 13-year-old girl** and **a child-pornography case**. There's also a Kik community blog where users can submit photos of themselves and screenshots of messages (sometimes displaying users' full names) to contests.
- **It's loaded with ads and in-app purchases.** Kik specializes in "promoted chats" — basically, conversations between brands and users. It also offers specially designed apps (accessible only through the main app), many of which offer products for sale.



**WhatsApp** lets users send text messages, audio messages, videos, and photos to one or many people with no message limits or fees.

### WHAT PARENTS NEED TO KNOW

- **It's for users 16 and over.** Lots of younger teens seem to be using the app, but this age minimum has been set by WhatsApp.
- **It can be pushy.** After you sign up, it automatically connects you to all the people in your address book who also are using WhatsApp. It also encourages you to add friends who haven't signed up yet.

## Microblogging and Performance Apps and Sites



**Instagram** lets users snap, edit, and share photos and 15-second videos, either publicly or within a private network of followers. It unites the most popular features of social media sites: sharing, seeing, and commenting on photos. It also lets you apply fun filters and effects to your photos, making them look high-quality and artistic.

### WHAT PARENTS NEED TO KNOW

- **Teens are on the lookout for “likes.”** Similar to the way they use Facebook, teens may measure the “success” of their photos — even their self-worth — by the number of likes or comments they receive. **Posting a photo or video can be problematic if teens are posting to validate their popularity.**
- **Public photos are the default.** Photos and videos shared on Instagram are public unless privacy settings are adjusted. Hashtags and location information can make photos even more visible to communities beyond a teen’s followers if his or her account is public.
- **Private messaging is now an option.** Instagram Direct allows users to send “private messages” to up to 15 mutual friends. These pictures don’t show up on their public feeds. Although there’s nothing wrong with group chats, kids may be more likely to share inappropriate stuff with their inner circles.



**Musical.ly – Your Video Social Network** is a performance- and video-sharing social network that mostly features teens lip-synching to famous songs but also includes some original songwriting and singing. Musers, as devoted users are called, can build up a following among friends or share posts publicly.

### WHAT PARENTS NEED TO KNOW

- **Songs and videos contain lots of iffy content.** Because the platform features popular music and a mix of teen and adult users, swearing and sexual content are commonplace.
- **Gaining followers and fans feels important.** Teens want a public profile to get exposure and approval, and many are highly motivated to get more followers and likes for their videos.

## Microblogging and Performance Apps and Sites



**Tumblr** is like a cross between a blog and Twitter: It's a streaming scrapbook of text, photos, and/or video and audio clips. Users create and follow short blogs, or "tumblogs," that can be seen by anyone online (if they're made public). Many teens have tumblogs for personal use: sharing photos, videos, musings, and things they find funny with their friends.

### WHAT PARENTS NEED TO KNOW

- **Porn is easy to find.** This online hangout is hip and creative but sometimes raunchy. Pornographic images and videos and depictions of violence, self-harm, drug use, and offensive language are easily searchable.
- **Privacy can be guarded but only through an awkward workaround.** The first profile a member creates is public and viewable by anyone on the internet. Members who desire full privacy have to create a *second* profile, which they're able to password-protect.
- **Posts are often copied and shared.** Reblogging on Tumblr is similar to re-tweeting: A post is reblogged from one tumblog to another. Many teens like — and, in fact, want — their posts to be reblogged. But do you really want your kids' words and photos on someone else's page?



**Twitter** is a microblogging tool that allows users to post brief, 140-character messages — called "tweets" — and follow other users' activities. It's not only for adults; teens like using it to share tidbits and keep up with news and celebrities.

### WHAT PARENTS NEED TO KNOW

- **Public tweets are the norm for teens.** Though you can choose to keep your tweets private, **most teens report having public accounts.** Talk to your kids about **what they post and how a post can spread far and fast.**
- **Updates appear immediately.** Even though you can remove tweets, your followers can still read what you wrote until it's gone. This can get kids in trouble if they say something in the heat of the moment.

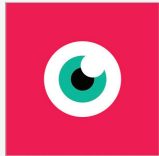
## Live-Streaming Video Apps



**Houseparty - Group Video Chat** is a way for groups of teens to connect via live video. Two to eight people can be in a chat together at the same time. If someone who's not a direct friend joins a chat, teens get an alert in case they want to leave the chat. You can also "lock" a chat so no one else can join.

### WHAT PARENTS NEED TO KNOW

- **Users can take screenshots during a chat.** Teens like to think that what happens in a chat stays in a chat, but that's not necessarily the case. It's easy for someone to take a screenshot while in a chat and share it with whomever they want.
- **There's no moderator.** Part of the fun of live video is that anything can happen, but that can also be a problem. Unlike static posts that developers may review, live video chats are spontaneous, so it's impossible to predict what kids will see, especially if they're in chats with people they don't know well.



**Live.ly - Live Video Streaming** poses all the same risks that all live-streaming services do, so poor choices, oversharing, and chatting with strangers are a part of the package.

### WHAT PARENTS NEED TO KNOW

- **It's associated with Musical.ly.** Because of the parent app's popularity, this streamer is all the rage, and "musers" (devoted Musical.ly listeners) have built-in accounts.
- **Privacy, safety, and creepiness are concerns.** Because teens are often broadcasting from their bedrooms to people they don't know, sometimes sharing phone numbers, and often performing for approval, there's the potential for trouble.

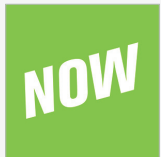
## Live-Streaming Video Apps



**Live.me – Live Video Streaming** allows kids to watch others and broadcast themselves live, earn currency from fans, and interact live with users without any control over who views their streams.

### WHAT PARENTS NEED TO KNOW

- **Kids can easily see inappropriate content.** During our review, we saw broadcasters cursing and using racial slurs, scantily clad broadcasters, young teens answering sexually charged questions, and more.
- **Predatory comments are a concern.** Because anyone can communicate with broadcasters, there is the potential for viewers to request sexual pictures or performances or to contact them through other social means and send private images or messages.

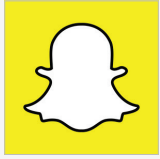


**YouNow: Broadcast, Chat, and Watch Live Video** is an app that lets kids stream and watch live broadcasts. As they watch, they can comment or buy gold bars to give to other users. Ultimately, the goal is to get lots of viewers, start trending, and grow your fan base.

### WHAT PARENTS NEED TO KNOW

- **Kids might make poor decisions to gain popularity.** Because it's live video, kids can do or say anything and can respond to requests from viewers — in real time. Though there seems to be moderation around iffy content (kids complain about having accounts suspended “for nothing”), there's plenty of swearing and occasional sharing of personal information with anonymous viewers. In general, it mimics the real-life potential for kids to do things they normally wouldn't do in pursuit of approval but in a much more public way.
- **Teens can share personal information, sometimes by accident.** Teens often broadcast from their bedrooms, which often have personal information visible, and they sometimes will share a phone number or an email address with viewers, not knowing who's really watching.
- **It's creepy.** Teens even broadcast themselves sleeping, which illustrates the urge to share all aspects of life, even intimate moments, publicly — and potentially with strangers.

## Self-Destructing/Secret Apps



**Snapchat** is a messaging app that lets users put a time limit on the pictures and videos they send before they disappear. Most teens use the app to share goofy or embarrassing photos without the risk of them going public. However, there are lots of opportunities to use it in other ways.

### WHAT PARENTS NEED TO KNOW

- **It's a myth that Snapchats go away forever.** Data is data: Whenever an image is sent, it never truly goes away. (For example, the person on the receiving end can take a screenshot of the image before it disappears.) Snapchats can even be recovered. After a major hack in December 2013 and a settlement with the FTC, Snapchat has clarified its privacy policy, but teens should stay wary.
- **It can make sexting seem OK.** The seemingly risk-free messaging might encourage users to share pictures containing sexy images.



**Whisper** is a social “confessional” app that allows users to post whatever’s on their minds, paired with an image. With all the emotions running through teens, anonymous outlets give them the freedom to share their feelings without fear of judgment.

### WHAT PARENTS NEED TO KNOW

- **Whispers are often sexual in nature.** Some users use the app to try to hook up with people nearby, while others post “confessions” of desire. Lots of eye-catching, nearly nude pics accompany these shared secrets.
- **Content can be dark.** People normally don’t confess sunshine and rainbows; common Whisper topics include insecurity, depression, substance abuse, and various lies told to employers and teachers.
- **Although it’s anonymous to start, it may not stay that way.** The app encourages users to exchange personal information in the “Meet Up” section.



## Chatting, Meeting, and Dating Apps and Sites



**Monkey – Have Fun Chats.** If you remember Chatroulette, where users could be randomly matched with strangers for a video chat, this is the modern version. Using Snapchat to connect, users have 10 seconds to live video-chat with strangers.

### WHAT PARENTS NEED TO KNOW

- **Lots of teens are using it.** Because of the connection with Snapchat, plenty of teens are always available for a quick chat — which often leads to connecting via Snapchat and continuing the conversation through that platform.
- **Teens can accept or reject a chat.** Before beginning a chat, users receive the stranger's age, gender, and location and can choose whether to be matched or not.



**MeetMe: Chat and Meet New People.** The name says it all. Although not marketed as a dating app, MeetMe does have a “Match” feature whereby users can “secretly admire” others, and its large user base means fast-paced communication and guaranteed attention.

### WHAT PARENTS NEED TO KNOW

- **It's an open network.** Users can chat with whomever's online, as well as search locally, opening the door to potential trouble.
- **Lots of details are required.** First and last name, age, and ZIP code are requested at registration, or you can log in using a Facebook account. The app also asks permission to use location services on your teens' mobile devices, meaning they can find the closest matches wherever they go.

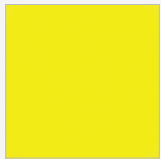
## Chatting, Meeting, and Dating Apps and Sites



**Omegle** is a chat site that puts two strangers together in their choice of a text chat or a video chat. Being anonymous can be very attractive to teens, and Omegle provides a no-fuss opportunity to make connections. Its “interest boxes” also let users filter potential chat partners by shared interests.

### WHAT PARENTS NEED TO KNOW

- **Users get paired up with strangers.** That’s the whole premise of the app. And there’s no registration required.
- **This is *not* an app for kids and teens.** Omegle is filled with people searching for sexual chat. Some prefer to do so live. Others offer links to porn sites.
- **Language is a big issue.** Since the chats are anonymous, they’re often much more explicit than those with identifiable users might be.



**Yellow – Make new friends** is an app that is often called the “Tinder for teens” because users swipe right or left to accept or reject the profiles of other users. If two people swipe right on each other, they can chat and hook up via Snapchat or Instagram.

### WHAT PARENTS NEED TO KNOW

- **It’s easy to lie about your age.** Even if you try to enter a birth date that indicates you’re under 13, the app defaults to an acceptable age so you can create an account anyway.
- **You have to share your location and other personal information.** For the app to work, you need to let it geotag you. Also, there are no private profiles, so the only option is to allow anyone to find you.
- **It encourages contact with strangers.** As with **Tinder**, the whole point is to meet and hook up with people. The difference with Yellow is that sometimes the endgame is just exchanging social media handles to connect elsewhere. Even if there’s no offline contact, however, without age verification, teens are connecting with people they don’t know who may be much older.



## Tips and Tools to Create a School Grounded in Kindness... Because it's Cool to Be Kind!

*The desired school climate should be one of free of bullying and bigotry. The goal is to create school environments where all students feel valued, safe and respected.*

**BE UPSTANDERS, NOT BYSTANDERS** ...equip students with the words and actions to safely stand up for targets of bullying, both online and offline

- Organize a community-wide, district-wide, school-wide **pledge event** where everyone takes the David's Law Anti-Cyberbullying Pledge and places the stickers on their phones. Take pictures of the pledge event and post them on social media using #davidslaw.
- Establish **sustainable clubs** that focus on kindness and bullying prevention:
  - Random Acts of Kindness Club
  - Pay Kindness Forward Club
  - Upstander Club
- Create weekly **kindness challenges** and use social media to spread the word
- Start a **peer mentoring program** where high school students talk to middle school students and middle school students share with elementary school students about the harmful effects of bullying and how they can be part of the solution
- Raise awareness of bullying and cyberbullying prevention in your community through **speakers**, personal testimony, bumper sticker, and/or yard signs
- Organize a **parent partnership program** where parents of elementary aged students are able to partner with middle and high school students to help organize bullying prevention initiatives
- Organize events in your school and community:
  - A bullying awareness walk/run, talent show, and/or KIND day
- Create a **"Wall of Wonderful Words"** in the hallway of the school where students can add words of encouragement, inspirational quotes, or a compliment about a classmate
- Coordinate a **letter writing campaign** to your state legislators and senators
  - Show students that they have the ability to be change agents regarding social issues that affect their lives
- Create bullying and cyberbullying prevention **T-shirts**, videos, posters, and/or social media blasts
- Organize a **concert**, a poetry or art contest where students can express their feelings about kindness and bullying prevention through the arts

## Resources for Parents and Schools

[www.commonsense.org/education/digital-citizenship](http://www.commonsense.org/education/digital-citizenship)

Educational resources to teach students about online ethics, including lesson plans, online games, and classroom posters.

[www.soulbehindthatscreen.org](http://www.soulbehindthatscreen.org)

A powerful video for parents comprised of short clips created by high schools about their own experiences with cyberbullying. For parents who watch the film, Common Sense Media developed useful advice using various situations in the film as a way to talk to explain how to talk with kids about online safety. Sponsored by AT&T, The Tyler Clementi Foundation, and Common Sense Media.

[www.cyberbullying.org](http://www.cyberbullying.org)

Official site of the Cyberbullying Research Center, featuring up-to-date information on research and legislation concerning cyberbullying. The site is run by Dr. Justin W. Patchin and Dr. Sameer Hinduja, who have been researching bullying and its affects since 2002. Their book, A Leader's Guide to "Words Wound", is available for free download through their site.

[www.nexttalk.org](http://www.nexttalk.org)

Nonprofit organization dedicated to providing resources for parenting and teaching in the digital age through open communication with children who ask complicated questions about what they might see online. Their site offers a video series and free curriculum.

**National Suicide Prevention Lifeline:**  
**1-800-273-8255**

24/7, free, confidential hotline for those in crisis. Visit their website at [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org) for more information on their service, suicide risk factors and warning signs, and how to talk about suicide with your student or child.

### Show Your Support for David's Legacy

By joining together in speaking out against cyber bullying through social and legislative action, we can make a difference in the lives of today's youth. Here are four ways to get involved with David's Legacy Foundation:

1. Take the **David's Law Anti-Cyberbullying Pledge** by ordering your free sticker from David's Legacy Foundation on the "Get Involved" tab
2. **Like our Facebook Page** (@DavidsLegacyFoundation.)
3. **Join our Mailing List**  
Stay up-to-date by signing up for emails from David's Legacy Foundation at [www.davidslegacy.org](http://www.davidslegacy.org) on the "Get Involved" tab
4. **Donate at [www.davidslegacy.org](http://www.davidslegacy.org)** or mail your gift to:

David's Legacy Foundation  
PO Box 90732  
San Antonio TX 78209

*David's Legacy Foundation is a non-profit 501(c)3 organization and charitable gifts are tax deductible to the fullest extent of federal tax law*

*Visit our website for more resources and videos related to bullying and mental health.*



## Consejos y herramientas para crear una escuela basada en la bondad... ¡Porque es genial ser amable!

*El clima escolar deseado debería ser uno libre de intimidación y fanatismo. El objetivo es crear entornos escolares en donde todos los estudiantes se sientan valorados, seguros y respetados.*

**SEAN DEFENSORES, NO INDIFERENTES...** prepare a los estudiantes con palabras y acciones para oponerse de manera segura a la intimidación, tanto en línea como fuera de línea.

- Organice un **evento de promesa** a nivel de la comunidad, a nivel de todo el distrito, en el que todos asuman el compromiso contra el Acoso Cibernético de la Ley de David y coloque calcomanías en sus teléfonos. Tome fotos del evento de promesa y publíquelas en las redes sociales usando #davidslaw.
- Establezca **clubes sostenibles** que se centren en la bondad y la prevención del Acoso Escolar:
  - Club de actos aleatorios de bondad
  - Club Pagar Bondad Con Bondad
  - Club de Defensores
- Crear **desafíos de amabilidad** semanales y usar las redes sociales para difundirlos
- Iniciar un **programa de mentoría donde los estudiantes** de preparatoria hablen con estudiantes de secundaria y estudiantes secundaria compartan con estudiantes de escuela primaria los efectos nocivos de la intimidación y cómo pueden ser parte de la solución
- Aumente la conciencia de la intimidación y la prevención del acoso cibernético en su comunidad a través de– , pláticas testimonios personales, y calcomanias para autos, la escuela.y/o letreros para jardines
- Organice un **programa de asociación de padres** en el que los padres de estudiantes de primaria se asocien con los de secundaria y preparatoria para ayudar a organizar iniciativas de prevención del acoso escolar.
- Organiza eventos en tu escuela y comunidad:
  - Una caminata / carrera de concientización sobre la intimidación, un espectáculo de talentos y/o un día BONDAD
- Crea un **“Muro de palabras maravillosas”** en el pasillo de la escuela donde los estudiantes puedan agregar palabras de animó citas inspiradoras o un elogio sobre un compañero de clase
- Coordine una campaña de redacción de **cartas** a legisladores y senadores de su estado
  - Muestre a los estudiantes que ellos tienen la capacidad de ser agentes de cambio con respecto a los problemas sociales que afectan sus vidas
- Crear **camisetas**, videos, posters y explosiones de redes sociales sobre la intimidación y el acoso cibernético.
- Organice un **concierto**, un concurso de poesía o arte en el que los estudiantes puedan expresar sus sentimientos sobre la bondad y la prevención del acoso a través de las artes.

# Recursos para padres y escuelas

[www.commonsense.org/education/digital-citizenship](http://www.commonsense.org/education/digital-citizenship)

Recursos educativos para instruir a los estudiantes sobre la ética en línea, incluyendo planes de estudio, juegos en línea y carteles para el aula.

[www.soulbehindthatscreen.org](http://www.soulbehindthatscreen.org)

Un poderoso video para padres compuesto de segmentos cortos creados por escuelas de preparatoria sobre sus propias experiencias con el acoso cibernético. Para los padres que ven la película, Common Sense Media desarrolló consejos útiles usando varias situaciones en la película como una forma de explicar cómo hablar con los niños sobre la seguridad en línea.

Patrocinado por AT&T, The Tyler Clementi Foundation y Common Sense Media.

[www.cyberbullying.org](http://www.cyberbullying.org)

Sitio oficial del Centro de Investigación del Acoso Cibernético, que ofrece información actualizada sobre investigación y legislación del acoso cibernético. El sitio está dirigido por los doctores Justin W. Patchin y Sameer Hinduja, quienes investigan la intimidación y sus afectos desde el 2002. Su libro, *Guía para Líderes sobre las “Palabras Hirientes”* (*A Leader’s Guide to “Words Wound”*) está disponible para su descarga gratuita a través de este sitio.

[www.nexttalk.org](http://www.nexttalk.org)

Organización sin fines de lucro dedicada a proporcionar recursos para la crianza de los hijos y la enseñanza en la era digital a través de la comunicación abierta con niños que hacen preguntas complicadas sobre lo que podrían ver en línea. Su sitio ofrece una serie de videos y un plan de estudios gratuito.

**Línea Nacional Vital para Prevenir Suicidios (en español):**  
**1-888-628-9454**

24/7, línea gratuita y confidencial para personas en crisis. Visite su sitio web en [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org) para obtener más información sobre sus servicios, factores de riesgo de suicidio y señales de advertencia, y cómo hablar sobre el suicidio con su estudiante o hijo.

**Visite nuestro sitio de internet para más recursos y videos relacionados con el acoso y salud mental.**

## Muestre su apoyo al legado de David

Al unirnos para hablar en contra del acoso cibernético a través de la acción social y legislativa, podremos hacer una diferencia en las vidas de los jóvenes de hoy. Aquí hay cuatro maneras de involucrarse con la Fundación Legado de David:

Tome la **Promesa contra el Acoso Cibernético de la Ley David** pidiendo su calcomanía gratis de la Fundación Legado de David en la pestaña “Involúcrese” (“Get Involved”).

Marque “Me Gusta” la página de Facebook [página de Facebook](#) (@DavidsLegacyFoundation)

## Únete a nuestra lista de correos

Mantente actualizado al suscribirse a los correos electrónicos de la Fundación Legado de David en

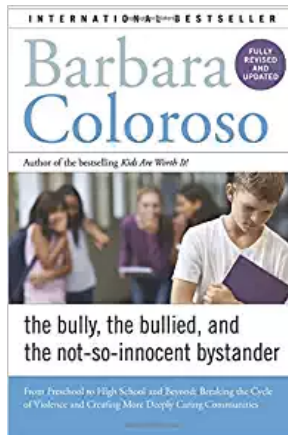
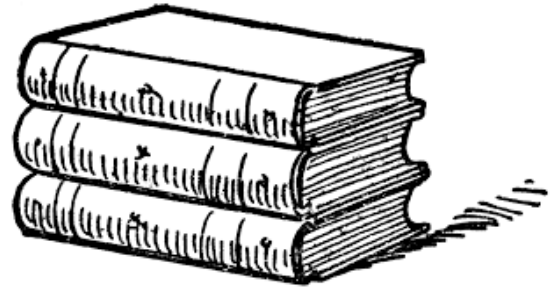
[www.davidslegacy.org](http://www.davidslegacy.org) en la pestaña “Involucrarse” (“Get Involved”).

Done en [www.davidslegacy.org](http://www.davidslegacy.org) envíe su obsequio a: David’s Legacy Foundation  
PO Box 90732, San Antonio TX 78209

*La Fundación Legado de David es una organización sin fines de lucro 501(c)3 y los obsequios caritativos son deducibles de impuestos en la máxima medida de la ley tributaria federal.*



## Recommended Reading from



### **The Bully, the Bullied, and the Not-So-Innocent Bystander** by Barbara Coloroso

In her guide to bullying prevention and intervention for both teachers and parents, Coloroso provides solutions to instances of bullying that occur in person and online.

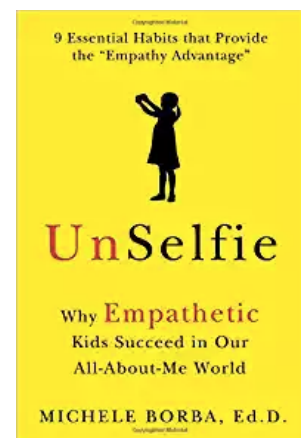
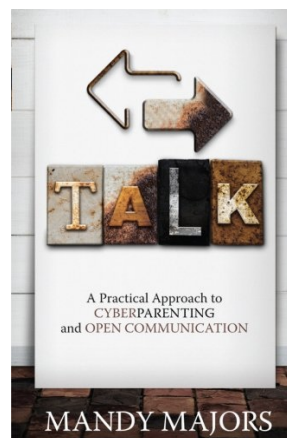
Also from Barbara Coloroso: **Parenting Through Crisis**, advice on guiding and supporting your children through grief and sorrow during times of death, illness, or immense change.

### **Screen-Smart Parenting** by Jodi Gold

Child psychiatrist Dr. Jodi Gold weighs the benefits and negative effects of technology in the lives of children, from infant to teen. She provides practical, research-backed advice on how much screen-time is too much, how to set practical limits on technology use for the whole family, and how to address online privacy concerns and cyberbullying.

### **TALK** by Mandy Majors

Majors shares her personal experiences with raising children in the digital age while providing practical advice and encouraging open communication between parents and children about difficult to discuss issues that they come across online.



### **Unselfie** by Michelle Borba

Borba presents her 9 step program to help parents promote empathy in children to provide them with the skills to thrive and succeed in the future.

*Visit our website for more resources and videos related to bullying and mental health.*