

**expect
RESPECT**



Where Do You Draw Your Digital Line?

Your mobile, online, and IM accounts are all a part of you. When someone you're dating is controlling, disrespecting, or pressuring you in those spaces...

That's Not Cool.



Five lessons for middle & high school advisory teachers

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Introduction

A recent study by the Kaiser Family Foundation reported that youth ages 8-18 spend an average of almost 7½ hours a day (over 53 hrs per week!) with a smart phone, computer, television, or other electronic device. They spend an additional 1½ hours each day texting, and ½ hour each day talking on cell phones. Considering the ways teens can multitask, this means that they can pack almost 11 hours of media content into 7½ hours each day.

[Source: Kaiser Family Foundation: Generation M2: Media in the Lives of 8- to 18-Year-Olds]

Technology is an integral part of young people's lives today. Much of their time spent using technology is devoted to communicating with peers – through cell phones, text messaging, instant messaging, email, and social networking sites like Facebook, MySpace, and Twitter. Such technologies have had a profound impact on the ways teen relate to one another – with both positive and negative outcomes.

Digital abuse is a growing form of abuse, particularly among teens, which can include unwanted, repeated calls or text messages, breaking into email or social networking accounts, or being pressured to send private or embarrassing pictures or videos.

According to Technology and Teen Dating Abuse Survey, 2007 (conducted by Teen Research Unlimited for Liz Claiborne), one in three teens say they have been text messaged 10, 20 or 30 times an hour by a partner wanting to know where they are, what they're doing, or who they're with. One in four teens in a relationship have been called names, harassed or put down by a partner through cell phones and texting. More than half of teen girls (51 percent) say pressure from a guy is a reason girls send sexy messages or images, and 18 percent of teen boys say pressure from a girl is a reason (Sex and Tech Survey, conducted by the National Campaign to Prevent Teen and Unplanned Pregnancy, 2008).

The lessons in this unit, which support the advisory goals of character development, healthy adolescent development, and positive peer culture, are designed to help teens think critically about the ways they use technology in their relationships and to prevent abuse. Topics include cyber-bullying, "sexting", over-texting, harassment, controlling behaviors, and privacy protection.

There are five sequential activities. Depending on the length of advisory on your campus, you may wish to combine activities into one lesson, or expand them to take up more time.

It is recommended that before implementation you do the following:

1. Familiarize yourself with district policies about bullying, sexual harassment and dating violence, and mandatory reporting requirements, as well as acceptable use of technology. (See the AISD Student Code of Conduct and Handbook, pg. 25, 27-29; these sections are also included in the appendix of this packet.): http://www.austinisd.org/academics/docs/Student_Conduct_Code_2010_2011_En.pdf. Austin ISD has recently passed a new policy on cyber-bullying.
2. Alert counseling team, school nurses, parent support specialists, and CIS as there could be students making disclosures about harassment or abuse.
3. Be prepared to refer students who disclose abuse to support services on campus or in the community.
4. Connect with SafePlace staff working on your campus (Expect Respect Support Group Facilitator, or Prevention Educator) or call SafePlace for assistance or to invite a guest speaker (Barri Rosenbluth, Director Expect Respect Program, (512) 356 1628 or brosenbluth@SafePlace.org).

Note: Teachers will need internet access to download the videos referenced in this toolkit. All videos are available at www.startstrongaustin.org and at www.thatsnotcool.com. ***That's Not Cool Campaign Tools, including That's Not Cool videos and print materials are available for free download at www.thatsnotcool.com/tools.*** Student worksheets and handouts are provided with each lesson plan.

That's Not Cool
Where Do You Draw Your Digital Line?

Overview of Lesson Objectives

Lesson 1: Technology & Teen Relationships

In this lesson, students will:

- Recognize the many ways they use technology.
- Identify both positive and negative uses of technology.

Lesson 2: What's in YOUR Digital Diet?

In this lesson, students will:

- Increase awareness about the role of technology in their relationships.
- Think critically about how and when they use technology.
- Be challenged to limit their use of technology for 24 hours.

Lesson 3: What is Digital Abuse?

In this lesson, students will:

- Define “Digital Abuse.”
- Recognize the ways that technology can be used to bully, harass or abuse someone.
- Assess their own behaviors.

Lesson 4: Digital Abuse: What can we DO about it?

In this lesson, students will:

- Increase awareness and understanding of sexting and cyber-bullying – including their consequences.
- Increase knowledge of how to prevent digital abuse.
- Recognize that everyone in the school community can play an important role in preventing digital abuse.

Lesson 5: Drawing your Digital Line

In this lesson, students will:

- Explore ways to establish clear boundaries in relationships with regard to technology.
- Identify effective strategies for handling various forms of digital abuse.
- Increase knowledge of how to take control of their “Digital Domains.”

NOTE TO FACILITATORS:

For the purpose of these sessions, the term “technology” will refer primarily to those communication tools widely used by teens: cell phones, internet, text messaging, instant messaging, Facebook, MySpace, Twitter, etc.

Facilitation Guidelines

Work with the students on establishing an **Advisory Group Agreement** that creates an emotionally safe space.

This **Advisory Group Agreement** may include:

- ❖ Confidentiality: Everything said in here stays in here
- ❖ Remember that everybody is entitled to an individual viewpoint and experience.
- ❖ Appreciate differences.
- ❖ Practice listening without interruption.
- ❖ Talk about your own experience.
- ❖ Share experiences, not advice.
- ❖ Support each other.
- ❖ Expect each member to contribute.
- ❖ Know that you can pass or share.
- ❖ Be honest and be real.
- ❖ It is OK to make mistakes and take risks.

Guide the group's discussion by:

- ❖ acknowledging bullying, harassment and dating violence as complex issues.
- ❖ presenting information (research-based facts, anecdotes, and “what-if” scenarios, for example) to encourage discussion and challenge myths and misinformation.
- ❖ commenting on school or community events to make the topic relevant.
- ❖ using real examples from the students' lives.
- ❖ encouraging open, honest, and thoughtful reflection about various perspectives on relationship abuse and possible interventions.
- ❖ allowing students to clarify their values and expectations for healthy relationships.
- ❖ modeling respect for diverse viewpoints (rather than labeling people).
- ❖ encouraging students to problem solve together.
- ❖ taking a clear stand against disrespect, abuse of power, and all forms of violence.
- ❖ making the most of teachable moments.

NOTE TO FACILITATORS:

In each lesson, a suggested “script” has been provided in boldface. While this text may be read verbatim, facilitators should feel free to paraphrase it and make it their own. It is intended to provide guidance only.

LESSON 1: “TECHNOLOGY & TEEN RELATIONSHIPS” (Session 1 of 5)

| | |
|---|------------|
| Introduction: “Teen Technology Use Survey” | Minutes 10 |
| Activity/Topic: “Four Corners Group Brainstorm”: <i>Technology & Our Relationships</i> | Minutes 15 |
| Closing: “Home Work”: <i>Paying Attention to How We Use Technology</i> | Minutes 5 |
| Supplies: Dry erase board/chalkboard or flip chart Markers or chalk Post-its Copies of “Teen Media Use Survey” | |
| Grouping: Whole class, small groups | |

Objectives:

In this lesson, students will:

- Recognize the many ways they use technology.
- Identify both positive and negative uses of technology.

Introduction: “Teen Technology Use Survey”

- 1) Distribute surveys to students and give them 5 minutes to complete them.
- 2) Take a few moments to discuss responses -- particularly to questions # 4 & 5. How much do they use technology? How would their lives be different without cell phones or internet? Invite students to share their ideas. As a class, identify the top 3 ways students use technology most.
- 3) Share the following statistics: **“According to a recent study by the Kaiser Family Foundation, Youth ages 8-18 spend 7.5 hours a day with a smart phone, computer, television, or other electronic device. They spend an additional 1.5 hours each day texting, and ½ hour each day talking on cell phones. Considering the ways teens can multitask, this can mean up to 11 hours of media content packed into that 7.5 hours per day!”**
- 4) Explain: **“With so much technology in our lives today, it is important to think about how it can affect our relationships with one another. The next activity will help us to explore that topic.”**

Activity: “Four Corners”: Group Brainstorm: *Technology & Our Relationships*

(Note: This activity will get students up on their feet. Be sure there is ample space in the room for students to move about.)

- 1) Divide the class into 4 groups, sending each group to a different corner of the room.

GROUPING SUGGESTION:

You can simply number off 1-4 or, if time permits, it can be fun to let students divide themselves according to fun sets of criteria, designating a different corner of the room for each one. Consider:

- *Oldest child in family, youngest child in family, middle child, only child*
- *Mountains, Beach, City, Country*
- *Breakfast, Lunch, Dinner, Snack*
- *Sneakers, Sandals, Running Shoes, Barefoot*
- *Dog, Cat, Neither, Both*
- *Other categories of your choosing – be creative!*

- 2) Once students are in their corners, give each group a stack of Post-It notes and a marker.
- 3) Write the following question at the top of your flip-chart. Give groups 3 minutes to reach consensus.

What are three ways that cell phones and the internet are used in negative ways in people’s relationships?

Have groups write down three different ideas on three separate post-it notes.

- 4) Have groups share their responses and stick their post-it notes on the flip chart. *(Possible responses might include: as tools for bullying, threats, rumors, harassment, controlling, abuse, identity theft, etc.)*
- 5) If you are short on time, keep the groups as they are, but if time permits, divide the class up again into four different groups, sending each to a different corner. (This allows students the chance to work with different peers. Consider using another set of criteria from the list in the box above.)
- 6) Write the following question at the top of your flip-chart. Give groups 3 minutes to reach consensus.

What are three ways that cells phones and the internet are used in positive ways in people’s relationships?

Have groups write down three different ideas on three separate post-it notes.

- 7) Have groups share their responses and stick their Post-it notes on the flip chart. (*Possible responses might include: keeping in closer contact with friends, convenience, time efficiency, connect with people around the world, allows teens to check in with parents easier, share information quickly, etc.*)
- 8) Keep the groups as they are or divide the class again into four different groups once more, sending each to a different corner
- 9) Write the following question at the top of your flip-chart. Give groups 3 minutes to reach consensus.

What are three ways that cell phones and the internet have made your life different from your parents' lives?

Have groups write down three different ideas on three separate Post-it notes.

- 10) Have groups share their responses and stick their Post-it notes on the flip chart. (*Possible responses might include: less face to face contact, more frequent communication, but not as deep, easier to get away with negative behaviors, greater exposure to a range of ideas and actions, etc.*)

Closing: “Home Work” – Paying Attention to How We Use Technology

- 1) Explain: **“We have seen today that technology is an important part of teenagers’ lives. Our use of technological tools like cell phones and the internet has impacted the way we relate to one another. Technology can be used for positive ends as well as negative ones.”**
- 2) **“In our next lesson, we will take a closer look at how each of us uses technology in our own lives. To prepare for that, your “homework” is to pay close attention to when and how you use technology to relate to others in your life. Keep a log for one day and make note of every time you use your cell phone, a computer, or the internet to communicate with others in the next 24 hours. You may surprise yourself!”**

Follow-up: “What’s in YOUR Digital Diet?” (Session 2 of 5)

Teen Technology Use Survey

1) Do you own a cell phone? Yes No
If yes, at what age did you get your cell phone? _____

2) Does your cell phone have access to the internet? Yes No

3) Does your cell phone have a camera? Yes No

4) On average, how much time do you spend per day...

Talking on your cell phone? _____

Texting? _____

On MySpace and/or Facebook? _____

Watching TV? _____

Listening to your iPod? _____

Surfing the net for fun? _____

Doing on-line research for school? _____

Playing video games? _____

5) How do you think your life would be different ...

Without your cell phone?

Without the internet?

9) Do you have a Myspace or Facebook account? Yes No
If yes, how often do you check it? _____

If yes, how often do you update your status message? _____

10) What sites do you visit /use most often? *(Check or list all that apply.)*

____ MySpace ____ You Tube ____ Facebook ____ Twitter

Others: _____

LESSON 2: “What’s in YOUR Digital Diet?” (Session 2 of 5)

| | |
|---|-------------------------|
| Introduction: PSA Video & Discussion | Minutes 10 |
| Activity/Topic: “Exploding Atom”, “Digital Diet Challenge” Assignment | Minutes 15 Minutes 5 |
| Closing: Homework: “ <i>Digital Diet Challenge</i> ” | |
| Supplies: Internet access to www.startstrongaustin.org/speak-up-speak-out Video: <i>Changing Lives</i> “ <i>Cell Phone Horror</i> ” PSA Copies of “24-hour Digital Diet Plan” worksheets | |
| Grouping: Whole class | |

Objectives:

In this lesson, students will:

- Increase awareness about the role of technology in their relationships.
- Think critically about how and when they use technology.
- Be challenged to limit their use of technology for 24 hours.

Introduction: PSA Video and Discussion

- 1) Explain: “As we saw in Lesson 1, we are surrounded by technology 24 hours a day. Technology has changed the way we work, communicate, and entertain ourselves. But is it possible that we sometimes misuse technology?”
- 2) Explain: “Let’s start things off with a humorous video created by some local teens who wanted to explore these questions.”
- 3) Show the Changing Lives “Cell Phone Horror” video available at www.startstrongaustin.org/get-creative.
- 4) Ask the class some or all of the following questions:
 - *What is the main message of this video?*
 - *Why do you think the teens who created this video chose to represent cell phones as parts of people’s bodies?*
 - *At one point in the video, two teenagers are walking through the woods holding “hands”, which are represented by over-sized cell phones. When they become separated from their cell phones, they are devastated. What do you think the makers of this video were trying to say about cell phones and teen relationships?*
 - *At another point, a girl holds up her cell phone and yells, “This is my life! You’re not taking it away from me!” Are there ways in real life that teens sometimes seem to feel this way about their cell phones? Explain.*
 - *Why do you think the creators of this video named the movie “How Close is Too Close?”*

Activities: “Exploding Atom” + “Digital Diet Challenge”

(Note: This activity will get students up on their feet. Be sure there is ample space in the room for students to move about.)

- 1) Clear a large space in the center of the classroom. Place a stool or other object in the center of the open space.
- 2) Explain: **“In this next activity we are going to look at the ways that we depend on technology in our lives. I am going to read a series of prompts and your job will be to respond to them silently by moving to a particular part of the room. The center of the room will represent “STRONGLY AGREE.” The outer boundary of the room will represent “STRONGLY DISAGREE”. And the space in between will represent various degrees of agreement. As I read each prompt, if you agree with it, you will move toward the center. If you disagree with it, you will move toward the outer walls. If you have mixed feelings, place yourself somewhere in between. Once you have “voted with your feet”, please stand still in your place and look around at how others in the class have voted. Here we go!”**
- 3) Read each of the following prompts, giving students time to “vote” silently on their feet. (If time permits, invite a couple of students to share their reasons for voting as they did after each prompt.)
 - *I text, talk on the phone, or email my friends outside of school more than I talk with them face to face.*
 - *I prefer communicating with others via technology more than face to face.*
 - *My life would be kind of boring without my cell phone or the internet.*
 - *Most of what I do afterschool involves some sort of technology.*
 - *If I didn’t have my cell phone or the internet, I would have a hard time getting things done.*
 - *I have a hard time imagining what life was like before cell phones and the internet.*
 - *Teens should be allowed to use their cell phones during the school day.*
- 4) Ask the class: **“How long do you think you could go without your cell phone or the internet and still be happy?”** Allow students to call out their answers.
- 5) Ask the class: **“Why would it be hard to go without these technologies?”** Allow students to call out their answers
- 6) Ask the class: **“Do you think you could limit how you use technology just for 24 hours? Your assignment is to take the 24-Hour Digital Diet Challenge!”**

- 7) Hand out the “24-hour Digital Diet Plan” worksheets to each student.
- 8) Explain: **“Starting at midnight tonight, your challenge is to limit how much you use your cell phone, computer, iPod, Facebook, MySpace, video games, and TV for 24 hours. I’m not asking you to cut them out altogether – just cut back and see how it makes you feel. Try substituting face-to-face conversation for technology whenever possible. Use this worksheet to record how, when, and for what reasons you use technology – as well as how it feels to limit yourself to our “recommended daily allowances” (RDA). As with any diet, only you can hold yourself to it, but if you “cheat” at least make note of it and ask yourself why.”**
- 9) Explain: **“This digital diet may be difficult, but you might also make some discoveries about yourself through it. As you tackle the diet, ask yourself:**
 - *How does this digital diet make me feel?*
 - *How does it change the way I relate to my friends and family?*
 - *What purpose does technology serve in my relationships?*
 - *When and why do I call, e-mail, text, go online, check Facebook, etc?*
 - *What would happen if I didn’t have instant, constant access to technology?*
 - *What are the daily allowances for using technology that feel good for me? (They may be higher or lower than the “recommended daily allowances.”)*

Closing:

- 1) Tell class: **“Good luck on your diet. Be sure to bring your worksheets back the day after tomorrow!”**

Follow-up: “What is Digital Abuse?” (Session 3 of 5)

24-HOUR DIGITAL "DIET" PLAN

| | Recommended Daily Allowance (may vary) | Log your actual use here: | Did you cheat? | Did you substitute any other activity or mode of communication? | Comments <i>(Was it hard? Did you discover or realize anything? How did it feel? What do you consider a healthy daily allowance of technology?)</i> |
|---|--|---------------------------|----------------|---|--|
| Talking on the phone | 30 minutes total | | | | |
| True emergency situation | As needed | | | | |
| Making plans to meet up | 15 minutes | | | | |
| Just because you're bored | 0 minutes | | | | |
| Checking in | 15 minutes | | | | |
| Texting | 3 texts total | | | | |
| True emergency situation | As needed | | | | |
| Making plans to meet up | 1 text | | | | |
| Just because you're bored | 0 texts | | | | |
| Checking in | 2 texts | | | | |
| Social networking sites | 10 minutes total | | | | |
| FaceBook | 5 minutes | | | | |
| MySpace | 5 minutes | | | | |
| Twitter | 5 minutes | | | | |
| Internet use | 3.5 hours | | | | |
| Research/information for school/work | 2 hours | | | | |
| Personal E-mail | 10 minutes | | | | |
| Sharing information, links, etc. with friends | 10 minutes | | | | |
| You Tube | 5 minutes | | | | |
| iTunes | 5 minutes | | | | |

That's Not Cool Tools, such as videos and print materials are available for free download at www.thatnotcool.com/tools.



LESSON 3: “What is Digital Abuse?” (Session 3 of 5)

| | |
|---|------------|
| Introduction: That’s Not Cool PSA Video & Discussion | Minutes 10 |
| Activity/Topic: Digital Abuse Statistics & “Cyberbullying Quiz” | Minutes 15 |
| Closing: Discussion/Brainstorm | Minutes 5 |
| Supplies: Internet Access to http://www.thatsnotcool.com/tools/index.asp?L1=2 Video: <i>Textual Harassment PSA</i> Copies of the “Cyberbullying Quiz” | |
| Grouping: Whole class | |

Objectives:

In this lesson, students will:

- Define “Digital Abuse.”
- Recognize the ways that technology can be used to bully, harass or abuse someone.
- Assess their own behaviors.

Introduction: That’s Not Cool PSA Video and Discussion

- 1) Ask class: “**Before we get started today, how is the digital diet going for you all?**” Allow students to reply. “**Remember to bring back you diet plan worksheet for our next lesson!**”
- 2) Explain: “**We have been exploring the many ways -- both positive and negative -- that we can use technology in our relationships. Before we go any further, let’s take a quick look at a short PSA from *That’s Not Cool.***”
- 3) Show TNC video at <http://www.thatsnotcool.com/TVSpot.aspx>
- 5) Ask the class some or all of the following questions:
 - *What is the main message of this video?*
 - *What were some of the things that the boyfriend harassed the girlfriend about?*
 - *The final slide asks, “When does caring become controlling?” At what point do you think the boyfriend’s texts went from caring to controlling?*
 - *Is there a downside to our ability to have immediate and constant contact with one another?*
 - *When it comes to over-texting, what puts it over the edge - the number of texts or what the texts are saying? Or both?*
 - *What do you think the girlfriend in the video should do about this situation?*

Activities: Digital Abuse Statistics

- 1) Explain: **“The video that we just watched demonstrates how cell phones can be used to monitor, control, pressure, and overwhelm another person. Today we are going to examine a topic that has become very serious as technology has become such a major influence in our lives: Digital Abuse. Cell phones, the internet, and on-line sites like FaceBook and MySpace can all be used as tools to bully, threaten, and harass others. For example, they can be used to spread rumors; spy on others; share people’s personal pictures, videos, and information without their consent.**
- 2) Write the following definition on the board and explain: **“Digital Abuse is *the use of cell phones, the internet, social networking sites, or other technologies to hurt, control, threaten, embarrass, harass, or manipulate another person.*”**
- 3) Explain: **“According to MTV’s “A THIN LINE” campaign, as much as 50 percent of 14- to 24-year-olds have experienced some type of digital abuse.”**

SUGGESTION:

“Activate” these statistics by having every other student in the class stand up. Point out that this is a visual representation of 50% of their class.

Activities: Preventing Cyber bullying

- 1) Explain: **“Let us talk about recent news about cyber bullying.**
 - ***What forms can cyber bullying take? (e.g. online fights, harassment, threats; dissing someone online; sending or posting cruel gossip; impersonating someone; outing someone; exclusion)***
 - ***Are there things we do on-line or with our cell phones that we would never do face-to-face? Why? (e.g. “You can’t see me. Role-playing. No tangible feedback.)***
 - ***How does the target feel? Why is cyber bullying so serious? (e.g.nowhere to escape the bullying at school; rumors or threats spread quickly and everywhere; once rumors or pictures are on-line they will always be there.)***
 - ***What can you do if it happens to you? (e.g .talk to a trusted adult ;report to the school; save the evidence; don’t retaliate; file a complaint with the internet service provider or the web site.)***
 - ***Let’s look at the school policy and code of conduct about bullying, cyber bullying and sexual harassment. (see appendix).***

Closing: Discussion/Brainstorm

- 1) Ask the class: **“Why is it important to stop cyber-bullying and digital abuse?”**
“Allow students time to respond, writing their responses on the board or flip-chart.
- 2) Ask the class: **“What can you all do when you see or hear of cyber bullying going on?”**
- 3) Explain: **“In our next lesson we are going to talk more about what we can do about digital abuse when it happens to us or someone we care about.”**

Follow-up: “Digital Abuse: What can we DO about it?” (Session 4 of 5)

LESSON 4: “Digital Abuse: What Can We DO About It?” (Session 4 of 5)

| | |
|--|------------|
| Introduction: Process Digital Diet + “Sexting” Facts | Minutes 10 |
| Activity/Topic: Video & Discussion | Minutes 20 |
| Closing: Vote With Your Feet | Minutes 5 |
| Supplies: Video: <i>Changing Lives: Perhaps Tomorrow</i> accessible at www.startstrongaustin.org/speak-up-speak-out Copies of the “Sexting” handout | |
| Grouping: Whole class | |

Objectives:

In this lesson, students will:

- Increase awareness and understanding of sexting and cyber-bullying – including their consequences.
- Increase knowledge of how to prevent digital abuse.
- Recognize that everyone in the school community can play an important role in preventing digital abuse.

Introduction: Process Digital Diet + “Sexting” Facts

- 1) Ask class: **“Before we get started today, let’s talk about how the digital diet went. How did you all do?”** Allow students to reply. You might prompt them with questions like:
 - *What was the hardest part about it?*
 - *Did you cheat at all? If so, why?*
 - *How did going with limited technology make you feel?*
 - *Since you weren’t using technology so much, what did you do to communicate with others or entertain yourself?*
 - *Did you learn or discover anything through this experiment?*
 - *How would you define the healthy amount of technology use for yourself?*
 - *In what ways can healthy use of technology be positive for you and your relationships?*

Collect digital diet worksheets.

Activity: Changing Lives Perhaps Tomorrow Video & Discussion

- 1) Explain: **“We’re now going to watch a short film made by local teens who wanted to address the issue of digital abuse. It’s the story of a teenager, Alyssa, who becomes the victim of cyber-bullying. Watch carefully how the situation develops and escalates and we’ll discuss it afterwards.”**
- 2) Show the Changing Lives *Perhaps Tomorrow* video. Access the video at www.startstrongaustin.org/get-creative.
- 3) Ask the class some or all of the following questions:
 - a. *Why do you think Alyssa agreed to send her on-line boyfriend “sexy” pictures of herself? How do you think Alyssa felt?*
 - b. *How did Alyssa’s pictures go public?*
 - c. *Why is sending personal pictures over the internet risky?*
 - d. *What are some specific ways that Alyssa’s friend was supportive of her?*
 - e. *At the end of the film, Alyssa is seen telling her story to a group of peers at an assembly. Why do you think she decided to speak out?*
- 4) Tell the class: **“Let’s talk about who was responsible for what happened in this film. You’ll vote by standing up. You can vote as many times as you feel appropriate.**
 - *“Stand up if you think Alyssa was responsible.” Let students vote.*
 - *“Stand up if you think the on-line boyfriend was responsible.” Let students vote.*
 - *“Stand up if you think the two girls who forwarded the pictures were responsible.” Let students vote.*
 - *“Stand up if you think the other students at school who passed the pictures along were responsible.” Let students vote.*
 - *“Stand up if you think all of the above shared responsibility.” Let students vote.*
- 5) Explain: **“This film shows how digital abuse can spiral out of control quickly, so it’s very important to think about the consequences of taking, sending, or forwarding personal pictures of yourself or someone else. Remember that once a photo, video, or message has been sent, you have no control over where it may travel or who may see it. The photos can be sent without consent to show off to others, or to hurt or humiliate someone.**

Unfortunately, sometimes people use threats or pressure to get nude or private photos (ie, “if you don’t, I’ll break up with you” or “I’d really like you if you sent me a picture”). It is NEVER okay to use pressure or threats in a relationship. Everyone has a right to decide what they’re comfortable with.

The video also shows how everybody has a role in preventing or ending digital abuse.

Beyond causing emotional pain, sexting is against the law. Teens who send or forward sexual pictures of someone underage can face child pornography charges, go to jail, and have to register as a sex offender.

If you ever feel pressured to send a nude or private photo, remember that you have the right to say NO. Talk to someone you trust for support, or visit www.ThatsNotCool.com. If you receive an explicit photo, video, or message do not send it to anyone else and do not delete it. Report it to an adult you trust.”

6) Share the following statistics:

“A 2008 survey of teens ages 13-19 found that:

- **20% of teens overall have sent/posted nude or semi-nude pictures or video of themselves.**
- **In 15% of these instances, the pictures or videos were sent by teens to someone they had only met and knew online.**
- **39% of teens overall reported sending sexually explicit messages to someone.**
- **48% of teens report they have received sexually explicit messages. *The teens often report pictures meant to be sent as private frequently get shared with people other than the intended recipient.***
- **More than half of teen girls (51 percent) say pressure from a guy is a reason girls send sexy messages or images, while 18 percent of teen boys say pressure from a girl is a reason. (Source: www.thenationalcampaign.org/sextech)**

SUGGESTION:

“Activate” these statistics as in the lesson 3 by having every fifth, seventh, third, and second student in the class stand up, respectively. Point out that this is an approximate visual representation of each of the percentages above in their class.

Follow-up: “Drawing YOUR Digital Line?” (Session 5 of 5)

SEXTING

What is “sexting?”

Sexting is the act of sending sexually explicit messages or photos (i.e.: nude, semi-nude, or otherwise sexual in nature) electronically, primarily between cell phones.

Some things to keep in mind about “sexting” ...

- A person can feel coerced, pressured or threatened into sending a sexually explicit image (ie, “if you don’t, I’ll break up with you” or “I’d really like you if you sent me a picture”). These images can also be taken or distributed without a person’s consent or knowledge.
- Images sent by mobile phone can easily fall into the wrong hands, and once they are in cyberspace it is impossible to control what others may do with them, like copying and posting them in other places online where potential employers, college recruiters, friends, parents, teachers and enemies could see them.
- Sexting can lead to public humiliation, cyberbullying, or even sexual assault.
- It is illegal to take sexual photos of children and young people and it is also a crime to pass them on.
- The easy availability of new technologies and social networking sites can turn what can seem an innocent joke or flirtatious fun into a potentially devastating experience.

What are the consequences of getting caught “sexting?”

- Teens involved in “sexting” could be prosecuted and convicted of crimes such as manufacturing, distribution, and possession of child pornography. If convicted of such crimes they could also become registered sex offenders.
- On top of being criminally prosecuted, once these pictures are posted online they may never really go away even after the teen tries to delete them.

7 Tips to Prevent "sexting"

1. **PRESSURE IS NEVER OKAY** in your relationship. If you ever feel pressured, coerced, or threatened to send a nude picture, or to do anything you're not comfortable with in your relationship, remember that you have the right to decide what's okay, or not okay. Talk to people you trust and seek out resources to help with relationship pressure.
2. **THINK ABOUT THE CONSEQUENCES** of taking, sending, or forwarding a sexual picture of someone underage, even if it's of you. You could get kicked off of sports teams, face humiliation, lose educational opportunities, and even get in trouble with the law.
3. **NEVER TAKE** images of yourself that you wouldn't want everyone including your classmates, your teachers, your family, or your employers to see.
4. **BEFORE HITTING SEND**, remember that you can't control where this image may travel. What you send to a boyfriend or girlfriend could easily end up with their friends, and their friends, and their friends...
5. **IF A SEXTING PHOTO ARRIVES ON YOUR PHONE**, do not send it to anyone else! If you forward a sexual picture of someone underage, you are as responsible for this image as the original sender. You could face child pornography charges, go to jail, and have to register as a sex offender.
6. **REPORT** any sexting you receive on your cell phone to an adult you trust. Do not delete the message. Instead, get your parents or guardians, teachers, and school counselors involved immediately. Tell them the full story so they know how to support you. And don't freak out if that adult decides to talk with the parents of others involved - that could be the best way to keep all of you from getting into serious trouble.
7. **TALK TO YOUR FRIENDS** so that they know sexting is against the law and that it's never okay for anyone to pressure someone for a nude picture. You're actually doing them a big favor because of the serious trouble that can happen if the police get involved.

LESSON 5: “Drawing YOUR Digital Line” (Session 5 of 5)

| | |
|---|------------|
| Introduction: What is YOUR “Digital Domain”? | Minutes 5 |
| Activity/Topic: ThatsNotCool.com – 2-Sided Stories | Minutes 20 |
| Closing: Taking Control of Your Digital Domain | Minutes 5 |
| Supplies: Internet access to www.thatsnotcool.com Dry-erase board or flip chart, markers Copies of “Take Control of Your Digital Domain” handouts. Internet access to www.athinline.com | |
| Grouping: Whole class | |

Objectives:

In this lesson, students will:

- Explore ways to establish clear boundaries in relationships with regard to technology.
- Identify effective strategies for handling various forms of Digital Abuse.
- Increase knowledge of how to take control of their “Digital Domains.”

Introduction: What is YOUR “Digital Domain?”

- 1) Write the following quote on the board: *“Your mobile, online, and IM accounts are all a part of you. When someone you’re dating is controlling, disrespecting, or pressuring you in those spaces. That’s Not Cool.” -- Tagline for www.thatsnotcool.com*
- 2) Explain: **“In our first lesson of this unit, you took a survey which identified all the different ways that you use technology in your lives. Raise your hand if you have a MySpace, FaceBook or some other kind of social networking account.”** Have students raise hands. **“Now raise your hand if you have an email account.”** Have students raise hands. **“Are there any other ways that you use technology that require you to establish an account with a password?”** Let students respond.
- 3) Explain: **“As we’ve seen, technology has become an essential part of how we relate to one another in today’s world. A big part of who we are is linked to who we in our ‘Digital Domain’.”** Draw students’ attention to the quote and read it aloud.
- 4) Explain: **“ThatsNotCool.com is a website designed for teens that addresses the kinds of digital abuse we’ve been talking about -- constant messaging, pressure to send personal pictures, privacy problems, rumors, and more. Let’s take a look.”**

- 5) Bring up www.thatsnotcool.com. Play the introductory video on the website.
- 6) Explain: **“We’re going to spend some time today on the website exploring ways to deal with digital abuse if it should happens to us.”**

Activity: ThatsNotCool.com – 2-Sided Stories

- 1) On the That’s Not Cool homepage, click on “2 Sided Stories.”
- 2) Explain: **“We’re now going to watch a couple of short videos that examine a situation of digital abuse in which one person’s private space becomes not so private. We’ll get to look at the situation from 2 sides – the boyfriend’s and the girlfriend’s. Listen carefully to what each person in the relationship says. You’ll be asked to choose a solution at the end.”**
- 4) Click on “The Break-In” and show “The Boyfriend’s Story” first.
- 5) After the video is finished, but before students vote, ask the following:
 - *When the boyfriend gets jealous, what does he assume might be going on with his girlfriend and the other guy who posted on her Facebook page?*
 - *Why does the boyfriend feel like he “has to do something”?*
- 6) Tell the class, **“Now we’re going to vote. By a show of hands, who thinks the boyfriend should do [A, B, C]?”** Click on the answer voted on by the majority. Allow the class to watch the other options as well until the best option is seen.
- 7) Explain: **“Now let’s look at this situation from the girlfriend’s point of view. We’ll have a chance to vote on what she should do afterwards.”**
- 8) Show “The Girlfriend’s Story”.
- 9) After the video is finished, but before students vote, ask the following:
 - *What new information did you get about the boyfriend from this video?*
 - *How does the boyfriend’s constant monitoring of her make her feel?*
 - *Why does the boyfriend feel like he “has to do something”?*
 - *Is the boyfriend being more caring or controlling?*
- 10) Tell the class, **“Now we’re going to vote. By a show of hands, who thinks the girlfriend should do [A, B, C]?”** Click on the answer voted on by the majority. Allow the class to watch the other options as well until the best option is seen.
- 11) If time permits, explore the “Text Monster” and “Pressure Pic Problem” 2-Sided stories on the website in the same way.

- 12) Encourage students to visit www.thatsnotcool.com on their own time to explore these issues in more detail.

Closing: Taking Control of YOUR Digital Domain

- 1) Tell the class: **“So, what are some ways we can protect our own digital domains? Let’s see how many ideas we can come up with in one minute.”** Have students call out different ideas and write them on the board or flip chart.
- 2) Hand out the “Take Control of Your Digital Domain” handouts.
- 3) Explain: **“Those are great ideas. Here are 8 more Tips from another website created by MTV called www.athinline.com – which also aims to prevent digital abuse.”**
- 4) Invite students to read each item on the handout aloud. Be sure to check to see if they have any questions along the way.
- 5) Encourage students to visit www.athinline.com on their own time to explore these issues in more detail.
- 6) Explain: **“Over the past 5 lessons, we’ve explored how technology plays a huge role in teen relationships today. We’ve thought about how much we depend upon technology – and even tried to live without it for a day! We’ve talked about Digital Abuse – like sexting, cyber-bullying, and over-texting. And we’ve identified ways to deal with digital abuse if it happens to us.**

Remember that technologies, like our cell phones and the internet, are tools we control, NOT tools that control us. They can be used for positive ends as well as negative ones and it’s up to each of us to use them responsibly in our relationships. There will always be people who abuse them, however, so it’s important to know how to recognize and deal with digital abuse when it happens. Hopefully you feel more equipped to do that now.”

**MTV's A THIN LINE:
8 TIPS FOR TAKING CONTROL OF YOUR DIGITAL DOMAIN**

(adapted from: www.athinline.org/take-control)

1. Keep your personal information private.

This includes: Names, addresses, account #s, your date of birth, your social security number, etc.

2. Keep your passwords in lockdown.

If you feel the need to share your password with someone, try a parent or a trusted adult.

3. Trust your gut.

If you feel threatened or uncomfortable by something in a text or IM, or anywhere online, tell someone who can help you.

4. Communicate.

If you don't like what's going down online or in IMs or texts, talk to your partner about which behaviors are bugging you.

5. Draw your line.

If your inboxes are overflowing with unwanted messages, take control! Delete, de-friend, and defend your domain

6. Bite your thumb.

Responding to mean or threatening messages inevitably fuels the fire and makes it worse. Resist the urge.

7. Report it.

Tell a trusted adult, site administrators or the police about threats, hate, harassment, etc.

8. Keep tabs.

If things get bad and you choose to contact the police, you'll need a record of what's been posted, texted, etc. So save the mean stuff.

FOR MORE INFORMATION, VISIT: www.athinline.org

References & Resources

Kaiser Family Foundation: Generation M2: Media in the Lives of 8- to 18-Year-Olds. www.kff.org/entmedia/upload/8010.pdf

Austin ISD policy regarding bullying, harassment and dating violence

[www.tasb.org/policy/pol/private/227901/pol.cfm?DisplayPage=FFH\(LOCAL\).pdf&QueryText=HARASSMENT%20DEFINITION](http://www.tasb.org/policy/pol/private/227901/pol.cfm?DisplayPage=FFH(LOCAL).pdf&QueryText=HARASSMENT%20DEFINITION)

[www.tasb.org/policy/pol/private/227901/pol.cfm?DisplayPage=FFH\(REGULATION\).pdf&QueryText=BULLYING,%20HARASSMENT](http://www.tasb.org/policy/pol/private/227901/pol.cfm?DisplayPage=FFH(REGULATION).pdf&QueryText=BULLYING,%20HARASSMENT)

[www.tasb.org/policy/pol/private/227901/pol.cfm?DisplayPage=FFH\(XHIBIT\).pdf&QueryText=BULLYING,%20HARASSMENT](http://www.tasb.org/policy/pol/private/227901/pol.cfm?DisplayPage=FFH(XHIBIT).pdf&QueryText=BULLYING,%20HARASSMENT)

SafePlace's Expect Respect Program: www.safeplace.org/expectrespect

SafePlace exists to end sexual and domestic violence. Nationally recognized for its innovative and effective programs, we have been providing women, children and men a place of safety, compassion and empowerment since 1974. The Expect Respect Program works with youth in school and community settings to build healthy teen relationships and prevent dating and sexual violence. SafePlace is the lead organization in **Start Strong Austin**, part of a national initiative to promote healthy teen relationships. For more information, visit: www.startstrongaustin.org.

Choose Respect www.chooserespect.org

Choose Respect is a national campaign to motivate adolescents to challenge harmful beliefs about dating abuse and to take steps to form respectful relationships. The website has useful information for teens, parents and teachers, including: fact sheets, television and radio spots, videos for teens and parents, a teacher discussion guide, activity ideas, and clickable quizzes that inspire youth to choose respect.

That's Not Cool www.thatsnotcool.com

Thatsnotcool.com is an interactive website for youth that aims to raise awareness about digital dating abuse. It addresses problems like unwanted and disrespectful texting, pressuring for nude pictures, and breaking into someone's e-mail or social networking page. The site includes a discussion board, videos, and callout cards.

A Thin Line: www.athinline.org

Sponsored by MTV, this campaign aims to stop the spread of digital abuse among teenagers by tackling issues like sexting, textual harassment and cyberbullying. A Thin Line is designed to raise awareness and spark conversation so that youth can recognize, respond to, and stop digital abuse on their cell phones and the Web.

The National Teen Dating Abuse Helpline: www.loveisrespect.org

The National Teen Dating Abuse Helpline offers real-time, one-on-one support from peer advocates for youth, parents, teachers, clergy, law enforcement, and service providers. The National Teen Dating Abuse Helpline is a 24-hour resource that can be accessed by phone or the internet, specifically designed for teens and young adults. Call 866.331.9474 ; 866.331.8453 TTY. **Love is Respect**, sponsored by Liz Claiborne, Inc., provides activities and campaigns for youth.

Break the Cycle: www.breakthecycle.org

Break the Cycle engages, educates and empowers youth to build lives and communities free from domestic and dating violence. Break the Cycle programs provide help, tools and information to help young people live violence-free lives. The SafeSpace (a project of Break the Cycle) is a great resource for teens seeking information and support. Visit: www.thesafespace.org to see for yourself.

Half of Us: www.halfofus.com

Through Half of Us, mtvU and The Jed Foundation want to initiate a public dialogue to raise awareness about the prevalence of mental health issues and connect students to the appropriate resources to get help. In planning for the campaign, mtvU conducted extensive research on how stress and depression are affecting young people nationwide. The website includes videos, suggestions for how to help a friend, and resources for youth, including a link to the National Suicide Prevention Lifeline at 1-800-273-TALK to speak with a trained professional and get connected to a mental health provider.

Appendix

AISD Student Code of Conduct and Handbook www.austinisd.org/academics/docs/Student_Conduct_Code_2010_2011_En.pdf

Telecommunications Devices, Including Mobile Telephones (p. 25)

For safety purposes, the District permits students to possess telecommunications devices, including mobile telephones; however, these devices must remain turned off and out of sight during the instructional day. Additionally, students shall not possess any telecommunications devices during a testing period.

A student who uses a telecommunications device during the school day will have the device confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or student's parents will be disposed of after the notice required by law. [See policy FNCE.] Any disciplinary action will be in accordance with the Student Code of Conduct. The District will not be responsible for damaged, lost, or stolen telecommunications devices.

Cell Phone Sexting Prohibited

Students are prohibited from taking, sending, or forwarding sexual pictures, including pictures of oneself. Students found guilty of sexting may lose privileges to participate in school activities, may receive disciplinary consequences, and may face legal charges. Students are urged to remember that they should never take pictures that they would not want their classmates, teachers, families, or employers to see. Students are reminded that once a picture is sent, it can be forwarded to anyone. To ensure safety, the District urges any student who receives a nude picture on his/her cell phone to take the following steps: (1) Do not delete the picture. (2) Report the picture immediately to an adult they trust.

Other Electronic Devices

The District permits students to possess such items as radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, games, or other electronic devices at school, but those devices must remain turned off and out of sight during the instructional day, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Any disciplinary action will be in accordance with the Student Code of Conduct. The District will not be responsible for any damaged, lost, or stolen electronic device.

Inappropriate Use of Technology

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or

other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, RETALIATION, AND BULLYING (pp. 27-29)

The District believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and District employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance. A copy of the District’s policy is available in the principal’s office and in the Superintendent’s office or online at www.austinisd.org.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment / Sexual Abuse

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, sexual jokes or any other sexual conduct, including requests for sexual favors or threats or intimidation from a dating partner. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

The District will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX Coordinator, Mel Waxler (512-414-6425).

Romantic and other inappropriate social relationships, as well as all sexual relationships, between students and District employees are prohibited, even if consensual. Sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or designee or with Employee Relations (512-414-1431).

The student or parent may appeal the decision regarding the outcome of the investigation in accordance with policy FFH(LOCAL).

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a District investigation, however, may be subject to appropriate discipline. Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified disciplinary action or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, retaliation, or bullying should immediately report the problem to a teacher, counselor, principal, or other District employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate District officials to whom to make a report.

Investigation of Report

To the extent possible, the District will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, retaliation, and bullying will be promptly investigated. The District will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the District.

In the event prohibited conduct involves another student, the District will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

If the District's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The District may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Bullying

Bullying, defined as written or oral expression or physical conduct that a school District's Board of Trustees or the Board's designee determines: 1) To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

The Board has established policies and procedures to prohibit bullying and to respond to reports of bullying.

Transfers for Victims of Bullying

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, the Board of Trustees of a school District or the Board's designee shall transfer the victim to 1) another classroom at the campus to which the 29

victim was assigned at the time the bullying occurred; or 2) a campus in the school District other than the campus to which the victim was assigned at the time the bullying occurred. [See Admissions: Intradistrict Transfers at FDB(LOCAL).]

The Board of Trustees or the Board's designee shall verify that a student has been a victim of bullying under this section. The school District is not required to provide transportation for students who transfer under this option. Please contact your campus administrator for more information.

No Child Left Behind School Safety Choice Option Transfers:

The School Safety Choice Option in the No Child Left Behind Act allows for a student to transfer from his/her campus under two conditions:

If a campus is identified by the state as —persistently dangerous. You will be notified if your student's campus is designated as —persistently dangerous .

If a campus administrator has reason to believe that a student was a victim of one of the following offenses (as defined by the Penal Code) while on the grounds of a District elementary school or secondary school that the student attends or while attending a school-sponsored or school-related activity on or off school property: assault with injury; indecency with a child; aggravated assault; sexual assault; aggravated sexual assault; aggravated kidnapping, or attempted murder. The student and offender must attend the same school for a transfer under this provision to be an option.

Should you wish to pursue a transfer under this option, please contact your campus administrator for the appropriate form and submit it to the Office of Student Services (1111 West 6th Street, phone 414-1726) within 30 calendar days of the date of the incident.

The Office of Student Services will respond to this transfer request within 10 days of the date of the transfer request.

Please see policy FD(LOCAL) for additional information concerning transfers. You may request a copy of this policy from Student Services or find it online.

Transfers for Victims of Sexual Assault:

A parent or other person with authority to act on behalf of a student who has been the victim of a sexual assault by another student assigned to the same campus, regardless of whether the offense occurred on or off school property, and the student assailant has been convicted of or placed on deferred adjudication for that assault, may request a transfer of the parent/guardian's child or the student assailant [See policies FD(LEGAL) and (LOCAL).] The school district is not required to provide transportation for students who transfer under this option. Please contact your campus administrator for more information.

AISD Policy on Student Welfare: Freedom from Discrimination, Harassment, and Retaliation (FFH Local, effective September 27, 2010)

Cyberbullying:

The term "cyberbullying" means using the Internet, interactive and digital technologies, cell phones, and other electronic devices to engage in written or verbal expression or physical conduct that the Board or its designee determines:

1. Will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.