Steps to Effective Bullying Prevention/Intervention Practice:

Readiness, Preparation, Implementation, Sustainability

A Planning Template

Anti-HIB Work Group
The Curriculum & Best Practice Subgroup

INTRODUCTION:

This document was developed as part of the efforts of the Washington State Anti-Bullying Work group. It is a tool to help districts and schools maintain focus an attention on anti-bullying and anti-harassment. In particular, this document responds to the mandate to:

(c) Identify curriculum and best practices for school districts to improve school climate, create respectful learning environments, and train staff and students in de-escalation and intervention techniques;

(d) Identify curriculum and best practices for incorporating instruction about mental health, youth suicide prevention, and the prevention of bullying and harassment.

It is a planning template to help place bullying prevention and intervention
- within a district's or school's larger MTSS framework,
- district and school safety planning efforts,
- to implement effective anti-HIB efforts, and
- to increase students' knowledge and understanding of two key correlates of bullying and harassment, depression and youth suicide.

Included within this template, there is also "*Self-Check Rubric*" section to help with your preparations.

CONTENTS:

Stage I - p. 3 - Readiness	Prior to beginning anti-HIB efforts, the district or school examines its readiness to benefit. Sample resources and tools are provided for each Stage.
Stage II - p. 4 - Preparation	In preparation, the district or school considers its existing resources and its needs.
Stage III - p. 6 -Implementation	Training needs and program implementation are considered.
Stage IV – p. 8 - Sustainability	Ongoing training, implementation, funding and other long-term considerations are examined.
Preparedness Self-Check - p. 10	A rubric to help determine current district/school preparedness
Definitions – p. 12	Critical terms in HIB and types of resource are provided.
Resource Links – p. 14	A list of the URLs for resources hyperlinked within the document. Several additional bullying prevention resources are also included. Sample resources are linked within the document. However, the URLs are spelled out.

Steps to Effective Bullying Prevention/Intervention Practice

STAGE I – READINESS		
Component/Activity	**Sample Resources & Tools**	**Who is Involved?**
Identify legislated/mandated, policy & procedural requirements	1. RCW 28A.320.185 – Requires a Safety Plan 2. RCW 28A.300.285 – Defines HIB; requires HIB Policy, training 3. School Safety Center Bullying & Harassment Web Page	District Level: HIB Compliance Officer; School Administration; Safety Team

Assess school readiness and commitment to implement a systemic approach	1. Rubric, checklist, and/or surveys, such as:
	  a. Olweus Readiness Assessment
	  b. CASEL Practice Rubric
	  c. Olweus Bullying Questionnaire
	  d. Delaware School Climate Survey
	  e. CA School Climate Survey
	2. Data collection – surveys, discipline/HIB data (e. State, OCR reporting) to determine extent of problem and perception of problem
		Principal/Administration Team taking the lead (school leadership team or coordinating committee may also support these efforts); ultimately all faculty and staff participate in readiness assessment

Develop faculty, staff, parent buy-in and support	1. Data collection – Continue to assess extent of problem 2. Disseminate data and gather additional input	Faculty, staff, students, parents, district administration
Research and select resources/program that reflect best practice and right "fit"	DEFINE: (See attached) 1. **Framework/Approach:** 2. **Program:** 3. **Curriculum:** 4. **Resource/Tool:** SEE: http://www.k12.wa.us/SafetyCenter/BullyingHarassment/pubdocs/RESOURCES-HIB-WAState-DigitalSafety.pdf Other online resources (stopbullying.gov, etc.)	Determined by school or district
Acquire necessary funds for development, implementation, and sustainability	1. District / school budgets 2. Grants 3. Related district and/or school initiatives	Determined by school or district

STAGE II – PREPARATION

Component/Activity	Sample Resources &Tools	Who is Involved?
Create Coordinating Committee of key stakeholders to drive efforts ❑ **Current site-based committee** ❑ **New Committee**	1. Consider if this work could fall within the scope of a current school committee. 2. Consider utilizing building site-based decision-making model.	Membership includes at a minimum: principal, counselor, teacher from each grade level, paraprofessional, two parents; participation from a community member is preferred.
Determine what data to collect; **Track and evaluate data to inform implementation**	1. See "**Assess School Readiness**", above: a. Surveys or questionnaires b. HYS-Healthy Youth Survey c. YRBS-Youth Risk Behavior Surveillance d. Olweus Bullying Questionnaire e. Discipline records f. Student Behavior Data (HIB, required State and OCR reports) 2. Online reporting systems 3. Your district SIS 4. Other Examples: Online Reporting Tools: a. CyberBullyHotline: http://www.cyberbullyhotline.com/ b. School Messenger: http://talk.schoolmessenger.com/ c. Sprigeo: http://www.sprigeo.com/	Assess students, faculty and staff, parents. Consider partnering agencies and organizations.
Assess and acquire resources: **curriculum/frameworks and/or program resources that support systems approach.** **Consider:** ❑ **Tested Effective/Best-Promising**	See the Planning & Implementation Best Practices Checklist to help in selecting effective and appropriate materials. SAMPLES: a. PBIS **Framework**	Determined and supported by school and district.

Practice
❑ **Age/cultural appropriateness**
❑ **Cost: initial & ongoing**
❑ **Training components (see Stage III – Implementation)**
Consider staff time and materials
❑ **Impact of selected Program/curriculum/framework in all phases: implementation, maintenance, and sustainability**
	b. OJJDP Model **Program** Guide
	c. Olweus Bullying Prev. **Program**
	d. Steps to Respect (**Curriculum**)
	e. Community Matters/SSA
	f. The Pacer Institute
	g. Safe & Civil Schools
	h. Rachel's Challenge
	i. Tribes
	j. Restorative Practices
	k. Cyberbullying
	l. Common Sense Media;
	CSM-Stand Up, Not Standing By: Cyberbullying Toolkit
	m. Suicide Prevention (YSPP)
	n. Supplemental Reading Lists:
	   1. Recommended Children's Books, Ludwig
	   2. Olweus Companion Bibliography, K-12, OBBP
	   3. The Revealers, Doug Wilhelm	

STAGE III – IMPLEMENTATION

Component/Activity	Sample Resources & Tools	Who is Involved?
Provide training to increase knowledge of definitions, rules, expectations, state and district policies and procedures	As determined in Preparation Stage SAMPLES: 1. School Safety Center Training PPTs 2. Olweus BBP 3. Canfield SafeSchools Training 4. District online resources (Skyward, etc.)	Faculty, staff – other adults such as volunteers, parents will receive some of this content as deemed appropriate; District HIB Compliance Officer; Trainer(s)
Provide training to increase knowledge of: ❑ **Definition and psychology of bullying** ❑ **Definition and recognition of HIB** ❑ **Prevention/Intervention strategies** ❑ **Reporting, documenting and tracking** ❑ **Working with targets, those who bully, bystanders** ❑ **Cyberbullying/digital safety** ❑ **Program specific implementation**		
Provide on-going training to develop and sustain skills in on-the-spot intervention, follow-up intervention, facilitating class meetings, executing an annual "kick"-off events.		Faculty, staff (includes campus security, SRO, bus drivers, kitchen staff, etc.) – other adults such as volunteers, parents may receive some of this training, as deemed appropriate (for example, follow-up intervention training would not be appropriate for a volunteer)
Provide training to increase knowledge and skills that support components that are not *solely* HIB related: ❑ **Classroom management** ❑ **Student conduct & discipline (e.g. Discipline with Dignity, Love and Logic, PBIS, Positive Discipline, etc.)**	SAMPLES: a. PBIS Framework b. OJJDP Model Program Guide c. Olweus BBP d. Steps to Respect e. The Pacer Institute f. Safe & Civil Schools g. Rachel's Challenge	Faculty, staff (includes campus security, SRO, bus drivers, kitchen staff, custodians, Paras, coaches, etc.); other adults such as volunteers, parents may also receive some of this training, as deemed appropriate.

❑ Supervision of students ❑ Social-Emotional Learning (SEL) ❑ School climate systemic strategies ❑ Cultural competence	h. Tribes i. Restorative Practices j. Love and Logic k. Discipline with Dignity l. Positive Discipline	
Develop strategies to provide on-going support for: ❑ Faculty and staff ❑ Parents and family members ❑ Students who are targeted, are aggressors and are bystanders	1. Second Step 2. Olweus 3. District and building websites	Coordinating committee, administration; District HIB Compliance Officer; Trainer(s)
Ongoing documentation		

STAGE IV - SUSTAINABILITY

Component/Activity	Sample Resources & Tools	Who is Involved?
Drive year-to-year efforts to ensure new faculty and staff are trained; **school adheres to fidelity of efforts;** **all school personnel are supported;** **consider the option of incorporating sustainability strategies into school improvement plans, school safety plans.**	1. Refer to all sample resources noted in this document 2. Add new, 'fresh' resources	Compliance Officer; Principal, Administration Team; Coordinating Committee; focus on refresher and/or deeper trainings for continuing staff & other stakeholders; new staff, volunteers, parents, partners.

Continue annual data gathering for assessment/evaluation purposes	1. Surveys or questionnaires
	5. HYS-Healthy Youth Survey
	6. YRBS-Youth Risk Behavior Surveillance
	2. Discipline records
	   a. Student Behavior Data (HIB, State and OCR reports)
	3. Online reporting systems
	   a. Your district SIS
	   b. CEDARS
	4. Other Examples:
	Online Reporting Tools:
	   a. CyberBullyHotline: http://www.cyberbullyhotline.com/
	   b. School Messenger: http://talk.schoolmessenger.com/
	   c. Sprigeo: http://www.sprigeo.com/
		Who is collecting and analyzing data determined by school or district; data shared with all stakeholders; may include Compliance Officer.

Revise & adjust annually, as needed **Use data to inform.**		Principal, Administration Team; Coordinating Committee
Continued funding	1. Building/district budget 2. Grants	

PREPARATION SELF-CHECK RUBRIC

Ask yourself, "Where are we along these 4 planning stages?"

STAGE I - Readiness   **1= Not started,   2 = Early stages,   3 = Almost done,   4 = Done!**

Component/Activity	1	2	3	4
Gather legislated/mandated, policy & procedural requirements				
Assess school readiness and commitment to implement a systemic approach				
Develop faculty, staff, parent buy-in and support				
Select resources/program that reflect best practice and right "fit"				
Secure necessary funds for development, implementation, and sustainability				

STAGE II - Preparation

Component/Activity	1	2	3	4
Create or identify a Coordinating Committee of key stakeholders to drive efforts				
Determine the data to collect;				
Track and evaluate data to inform implementation				
Assess and acquire resources:				
Ensure a systems approach with curriculum/frameworks and/or program resource				

STAGE III - Implementation

Component/Activity	1	2	3	4
Provide training to increase knowledge of definitions, rules, expectations, state and district policies and procedures				
Provide training to increase knowledge of: ❑ Definition and psychology of bullying ❑ Definition and recognition of HIB ❑ Prevention/Intervention strategies ❑ Reporting, documenting and tracking ❑ Working with targets, those who bully, bystanders ❑ Cyberbullying/digital safety ❑ Program specific implementation				
Provide on-going training to develop and sustain skills in on-the-spot intervention, follow-up intervention, facilitating class meetings, executing an annual "kick"-off events.				
Provide training to increase knowledge and skills that support components that are not *solely* HIB related: ❑ Classroom management ❑ Student conduct & discipline (e.g. Discipline with Dignity, Love and Logic, PBIS, Positive Discipline, etc.) ❑ Supervision of students ❑ Social-Emotional Learning (SEL) ❑ School climate systemic strategies Cultural competence				
Develop strategies to provide on-going support for: ❑ Faculty and staff ❑ Parents and family members Students who are targeted, are aggressors and are bystanders				
Maintain ongoing documentation				

STAGE IV - Sustainability

Component/Activity	1	2	3	4
Ensure new faculty and staff are trained;				
Ensure school adheres to fidelity of efforts;				
Ensure all school personnel are supported; consider the option of incorporating sustainability strategies into school improvement plans, school safety plans.				
Continue annual data gathering for assessment/evaluation purposes				
Use data to inform & revise & adjust implementation plan annually, as needed				
Secure continued funding				

NOTES

DEFINITIONS:

HIB – 28A.300.265	Bullying, Intimidation & Harassment	Resource Type
Harassment, intimidation, or bullying means any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act: • Physically harms a student or damages the student's property or • Has the effect of substantially interfering with a student's education or • Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or • Has the effect of substantially disrupting the orderly operation of the school.	**Bullying** – intentional, repeated, negative, lack of empathy, power imbalance **Intimidation** - implied or overt threats of physical violence WAC 495A-121-011 **Harassment** - any malicious act, which causes harm to any person's physical or mental well being WAC 495A121-011 **Discriminatory harassment** does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. [Prohibiting Discrimination in WA Public Schools, p. 32](#) **Malicious harassment** – threat to harm (often based on protected category; biased-based) **Sexual harassment** - unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct directed at person because of his/her sex where: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing or employment; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions or employment affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment. WAC 495A-121-011	For the purposes of this document, the following definitions are used: **Framework/Approach**: A multi-tiered system; an overarching, district or school-wide SEL, climate or prevention-intervention structure (ex.: PBIS) **Program**: A set of training and/or classroom materials designed to facilitate the implementation of a framework or approach (ex.: Olweus BPP) **Curriculum**: A (sequenced) set of classroom materials, with teacher guidance for implementation (ex.: STR; 2nd Step; SPS MS Cyberbullying); may be part of a "**program**". **Other Resources**: Background, supplemental or other materials to support understanding or implementation of any of the above. **Tools**: Specific, often hands-on, materials, resources, templates, etc., used to facilitate implementation of a framework, program or curriculum.

	Cyberbullying – H, I or B using electronic devices for the negative behaviors; examples may include electronic name-calling, exclusion, shaming, spreading rumors, gossiping and making threats online **Hazing** - any method of initiation into a student organization or living group… that causes, or is likely to cause bodily danger or physical harm, or serious mental or emotional harm…. WAC 56-21-120: http://apps.leg.wa.gov/wac/default.aspx?cite=516-21-120	

Resource Links:

NAME:	URL:
WA SCHOOL SAFETY CENTER	**http://www.k12.wa.us/SafetyCenter**
CA School Climate Survey	http://www.olc.edu/~jolson/socialwork/OnlineLibrary/California%20School%20Climate%20Survey%20-%20Staff.pdf
Canfield Safe Schools Training	http://www.safeschools.com
CASEL Practice Rubric	http://casel.org/wp-content/uploads/2011/04/Rubric.pdf
Common Sense media	http://www.commonsensemedia.org/educators/curriculum
Community Matters/SSA	http://community-matters.org
Cyber Bully Hotline	http://www.cyberbullyhotline.com
Cyberbullying Resources	http://www.k12.wa.us/SafetyCenter/InternetSafety/pubdocs/RESOURCESCyberbullyingDigitalSafety2012.pdf
Delaware School Climate Survey	http://wordpress.oet.udel.edu/pbs/school-climate/administration-of-survey/
Discipline with Dignity	http://www.tlc-sems.com/Discipline-With-Dignity.aspx
Healthy Youth Survey	http://www.askhys.net/layout.asp?page=intro
INTERNATIONAL BULLYING PREVENTION ASSOCIATION (IBPA)	**http://www.ibpaworld.org/**
Love and Logic	http://www.loveandlogic.com/
OJJDP Model Program Guide	http://www.ojjdp.gov/mpg
Olweus Bullying Prevention Program	http://www.violencepreventionworks.org/public/index.page
Olweus Bullying Questionnaire	http://fea.njpsa.org/documents/bullying/Olweus%20Survey.pdf
Olweus Readiness Assessment	http://www.violencepreventionworks.org/public/olweus_preparation.page
Pacer Institute	http://www.pacer.org/bullying/
PBIS	http://www.pbis.org
Positive Discipline	http://www.positivediscipline.com
Rachel's Challenge	http://www.rachelschallenge.org
Restorative Practices	http://www.transformingconflict.org/content/home
Safe & Civil Schools	http://www.safeandcivilschools.com
Safety Center Bullying & Harassment	http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx
School Messenger	http://talk.schoolmessenger.com
Sprigeo	http://www.sprogeo.com
Steps to Respect	http://www.cfchildren.org/steps-to-respect
STOPBULLYING.GOV	**http://www.stopbullying.gov/**
Suicide Prevention (YSPP)	http://www.yspp.org/curriculum/index.htm

Tribes	http://tribes.com/about/research-based-components/?doing_wp_cron=1343243408.0905320644378662109375
YRBS-Youth Risk Behavior Surveillance	http://www.cdc.gov/HealthyYouth/yrbs/index.htm

YOUR PLANNING NOTES