

# 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:

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

<b>STAGE I – READINESS</b>		
Component/Activity	Sample Resources & Tools	Who is Involved?
<b>Identify legislated/mandated, policy &amp; procedural requirements</b>	<ol style="list-style-type: none"> <li>1. <a href="#">RCW 28A.320.185</a> – Requires a Safety Plan</li> <li>2. <a href="#">RCW 28A.300.285</a> – Defines HIB; requires HIB Policy, training</li> <li>3. <a href="#">School Safety Center Bullying &amp; Harassment</a> Web Page</li> </ol>	District Level: HIB Compliance Officer; School Administration; Safety Team
<b>Assess school readiness and commitment to implement a systemic approach</b>	<ol style="list-style-type: none"> <li>1. Rubric, checklist, and/or surveys, such as:               <ol style="list-style-type: none"> <li>a. <a href="#">Olweus Readiness Assessment</a></li> <li>b. <a href="#">CASEL Practice Rubric</a></li> <li>c. <a href="#">Olweus Bullying Questionnaire</a></li> <li>d. <a href="#">Delaware School Climate Survey</a></li> <li>e. <a href="#">CA School Climate Survey</a></li> </ol> </li> <li>2. Data collection – surveys, discipline/HIB data (e. State, OCR reporting) to determine extent of problem and perception of problem</li> </ol>	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
<b>Develop faculty, staff, parent buy-in and support</b>	<ol style="list-style-type: none"> <li>1. Data collection – Continue to assess extent of problem</li> <li>2. Disseminate data and gather additional input</li> </ol>	Faculty, staff, students, parents, district administration
<b>Research and select resources/program that reflect best practice and right “fit”</b>	DEFINE: (See attached) <ol style="list-style-type: none"> <li>1. <b>Framework/Approach:</b></li> <li>2. <b>Program:</b></li> <li>3. <b>Curriculum:</b></li> <li>4. <b>Resource/Tool:</b></li> </ol> SEE: <a href="http://www.k12.wa.us/SafetyCenter/BullyingHarassment/pubdocs/RESOURCES-HIB-WAState-DigitalSafety.pdf">http://www.k12.wa.us/SafetyCenter/BullyingHarassment/pubdocs/RESOURCES-HIB-WAState-DigitalSafety.pdf</a> Other online resources (stopbullying.gov, etc.)	Determined by school or district
<b>Acquire necessary funds for development, implementation, and sustainability</b>	<ol style="list-style-type: none"> <li>1. District / school budgets</li> <li>2. Grants</li> <li>3. Related district and/or school initiatives</li> </ol>	Determined by school or district

<b>STAGE II – PREPARATION</b>		
<b>Component/Activity</b>	<b>Sample Resources &amp; Tools</b>	<b>Who is Involved?</b>
<p><b>Create Coordinating Committee of key stakeholders to drive efforts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current site-based committee</li> <li><input type="checkbox"/> New Committee</li> </ul>	<ol style="list-style-type: none"> <li>1. Consider if this work could fall within the scope of a current school committee.</li> <li>2. Consider utilizing building site-based decision-making model.</li> </ol>	<p>Membership includes at a minimum: principal, counselor, teacher from each grade level, paraprofessional, two parents; participation from a community member is preferred.</p>
<p><b>Determine what data to collect; Track and evaluate data to inform implementation</b></p>	<ol style="list-style-type: none"> <li>1. See “<b>Assess School Readiness</b>”, above: <ol style="list-style-type: none"> <li>a. Surveys or questionnaires</li> <li>b. <a href="#">HYS-Healthy Youth Survey</a></li> <li>c. <a href="#">YRBS-Youth Risk Behavior Surveillance</a></li> <li>d. <a href="#">Olweus Bullying Questionnaire</a></li> <li>e. Discipline records</li> <li>f. <a href="#">Student Behavior Data</a> (HIB, required State and OCR reports)</li> </ol> </li> <li>2. Online reporting systems</li> <li>3. Your district SIS</li> <li>4. Other Examples: <p>Online Reporting Tools:</p> <ol style="list-style-type: none"> <li>a. CyberBullyHotline: <a href="http://www.cyberbullyhotline.com/">http://www.cyberbullyhotline.com/</a></li> <li>b. School Messenger: <a href="http://talk.schoolmessenger.com/">http://talk.schoolmessenger.com/</a></li> <li>c. Sprigeo: <a href="http://www.sprigeo.com/">http://www.sprigeo.com/</a></li> </ol> </li> </ol>	<p>Assess students, faculty and staff, parents. Consider partnering agencies and organizations.</p>
<p><b>Assess and acquire resources: curriculum/frameworks and/or program resources that support systems approach. Consider:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tested Effective/Best-Promising</li> </ul>	<p>See the Planning &amp; Implementation <a href="#">Best Practices Checklist</a> to help in selecting effective and appropriate materials.</p> <p>SAMPLES:</p> <ol style="list-style-type: none"> <li>a. <a href="#">PBIS Framework</a></li> </ol>	<p>Determined and supported by school and district.</p>

<p><b>Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Age/cultural appropriateness</b></li> <li><input type="checkbox"/> <b>Cost: initial &amp; ongoing</b></li> <li><input type="checkbox"/> <b>Training components (see Stage III – Implementation)</b></li> </ul> <p><b>Consider staff time and materials</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Impact of selected Program/curriculum/framework in all phases: implementation, maintenance, and sustainability</b></li> </ul>	<ul style="list-style-type: none"> <li>b. <a href="#">OJJDP Model Program Guide</a></li> <li>c. <a href="#">Olweus Bullying Prev. Program</a></li> <li>d. <a href="#">Steps to Respect (Curriculum)</a></li> <li>e. <a href="#">Community Matters/SSA</a></li> <li>f. <a href="#">The Pacer Institute</a></li> <li>g. <a href="#">Safe &amp; Civil Schools</a></li> <li>h. <a href="#">Rachel’s Challenge</a></li> <li>i. <a href="#">Tribes</a></li> <li>j. <a href="#">Restorative Practices</a></li> <li>k. <a href="#">Cyberbullying</a></li> <li>l. <a href="#">Common Sense Media; CSM-Stand Up, Not Standing By: Cyberbullying Toolkit</a></li> <li>m. <a href="#">Suicide Prevention (YSPP)</a></li> <li>n. Supplemental Reading Lists: <ul style="list-style-type: none"> <li>1. <a href="#">Recommended Children’s Books</a>, Ludwig</li> <li>2. <a href="#">Olweus Companion Bibliography, K-12</a>, OBBP</li> <li>3. <a href="#">The Revealers</a>, Doug Wilhelm</li> </ul> </li> </ul>	
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<b>STAGE III – IMPLEMENTATION</b>		
<b>Component/Activity</b>	<b>Sample Resources &amp; Tools</b>	<b>Who is Involved?</b>
<p><b>Provide training to increase knowledge of definitions, rules, expectations, state and district policies and procedures</b></p>	<p>As determined in Preparation Stage</p> <p>SAMPLES:</p> <ol style="list-style-type: none"> <li>1. <a href="#">School Safety Center Training PPTs</a></li> <li>2. <a href="#">Olweus BBP</a></li> <li>3. <a href="#">Canfield SafeSchools Training</a></li> <li>4. District online resources (Skyward, etc.)</li> </ol>	<p>Faculty, staff – other adults such as volunteers, parents will receive some of this content as deemed appropriate; District HIB Compliance Officer; Trainer(s)</p>
<p><b>Provide training to increase knowledge of:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition and psychology of bullying</li> <li><input type="checkbox"/> Definition and recognition of HIB</li> <li><input type="checkbox"/> Prevention/Intervention strategies</li> <li><input type="checkbox"/> Reporting, documenting and tracking</li> <li><input type="checkbox"/> Working with targets, those who bully, bystanders</li> <li><input type="checkbox"/> Cyberbullying/digital safety</li> <li><input type="checkbox"/> Program specific implementation</li> </ul>		
<p><b>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.</b></p>		
<p><b>Provide training to increase knowledge and skills that support components that are not <i>solely</i> HIB related:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom management</li> <li><input type="checkbox"/> Student conduct &amp; discipline (e.g. Discipline with Dignity, Love and Logic, PBIS, Positive Discipline, etc.)</li> </ul>	<p>SAMPLES:</p> <ol style="list-style-type: none"> <li>a. <a href="#">PBIS Framework</a></li> <li>b. <a href="#">OJJDP Model Program Guide</a></li> <li>c. <a href="#">Olweus BBP</a></li> <li>d. <a href="#">Steps to Respect</a></li> <li>e. <a href="#">The Pacer Institute</a></li> <li>f. <a href="#">Safe &amp; Civil Schools</a></li> <li>g. <a href="#">Rachel’s Challenge</a></li> </ol>	<p>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.</p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Supervision of students</li> <li><input type="checkbox"/> Social-Emotional Learning (SEL)</li> <li><input type="checkbox"/> School climate systemic strategies</li> <li><input type="checkbox"/> Cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>h. <a href="#">Tribes</a></li> <li>i. <a href="#">Restorative Practices</a></li> <li>j. <a href="#">Love and Logic</a></li> <li>k. <a href="#">Discipline with Dignity</a></li> <li>l. <a href="#">Positive Discipline</a></li> </ul>	
<p><b>Develop strategies to provide on-going support for:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty and staff</li> <li><input type="checkbox"/> Parents and family members</li> <li><input type="checkbox"/> Students who are targeted, are aggressors and are bystanders</li> </ul>	<ol style="list-style-type: none"> <li>1. Second Step</li> <li>2. Olweus</li> <li>3. District and building websites</li> </ol>	<p>Coordinating committee, administration; District HIB Compliance Officer; Trainer(s)</p>
<p><b>Ongoing documentation</b></p>		

<b>STAGE IV - SUSTAINABILITY</b>		
<b>Component/Activity</b>	<b>Sample Resources &amp; Tools</b>	<b>Who is Involved?</b>
<p><b>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.</b></p>	<ol style="list-style-type: none"> <li>1. Refer to all sample resources noted in this document</li> <li>2. Add new, 'fresh' resources</li> </ol>	<p>Compliance Officer; Principal, Administration Team; Coordinating Committee; focus on refresher and/or deeper trainings for continuing staff &amp; other stakeholders; new staff, volunteers, parents, partners.</p>
<p><b>Continue annual data gathering for assessment/evaluation purposes</b></p>	<ol style="list-style-type: none"> <li>1. Surveys or questionnaires</li> <li>5. <a href="#">HYS-Healthy Youth Survey</a></li> <li>6. <a href="#">YRBS-Youth Risk Behavior Surveillance</a></li> <li>2. Discipline records               <ol style="list-style-type: none"> <li>a. <a href="#">Student Behavior Data</a> (HIB, State and OCR reports)</li> </ol> </li> <li>3. Online reporting systems               <ol style="list-style-type: none"> <li>a. Your district SIS</li> <li>b. CEDARS</li> </ol> </li> <li>4. Other Examples: Online Reporting Tools:               <ol style="list-style-type: none"> <li>a. CyberBullyHotline: <a href="http://www.cyberbullyhotline.com/">http://www.cyberbullyhotline.com/</a></li> <li>b. School Messenger: <a href="http://talk.schoolmessenger.com/">http://talk.schoolmessenger.com/</a></li> <li>c. Sprigeo: <a href="http://www.sprigeo.com/">http://www.sprigeo.com/</a></li> </ol> </li> </ol>	<p>Who is collecting and analyzing data determined by school or district; data shared with all stakeholders; may include Compliance Officer.</p>
<p><b>Revise &amp; adjust annually, as needed Use data to inform.</b></p>		<p>Principal, Administration Team; Coordinating Committee</p>
<p><b>Continued funding</b></p>	<ol style="list-style-type: none"> <li>1. Building/district budget</li> <li>2. Grants</li> </ol>	

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

### STAGE II - Preparation

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

**STAGE III - Implementation**

Component/Activity	1	2	3	4
<p><b>Provide training</b> to increase knowledge of definitions, rules, expectations, state and district policies and procedures</p>				
<p><b>Provide training</b> to increase knowledge of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition and psychology of bullying</li> <li><input type="checkbox"/> Definition and recognition of HIB</li> <li><input type="checkbox"/> Prevention/Intervention strategies</li> <li><input type="checkbox"/> Reporting, documenting and tracking</li> <li><input type="checkbox"/> Working with targets, those who bully, bystanders</li> <li><input type="checkbox"/> Cyberbullying/digital safety</li> <li><input type="checkbox"/> Program specific implementation</li> </ul>				
<p><b>Provide on-going training</b> to develop and sustain skills in on-the-spot intervention, follow-up intervention, facilitating class meetings, executing an annual “kick”-off events.</p>				
<p><b>Provide training</b> to increase knowledge and skills that support components that are not <i>solely</i> HIB related:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom management</li> <li><input type="checkbox"/> Student conduct &amp; discipline (e.g. Discipline with Dignity, Love and Logic, PBIS, Positive Discipline, etc.)</li> <li><input type="checkbox"/> Supervision of students</li> <li><input type="checkbox"/> Social-Emotional Learning (SEL)</li> <li><input type="checkbox"/> School climate systemic strategies</li> </ul> <p>Cultural competence</p>				
<p><b>Develop</b> strategies to provide on-going support for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty and staff</li> <li><input type="checkbox"/> Parents and family members</li> </ul> <p>Students who are targeted, are aggressors and are bystanders</p>				
<p><b>Maintain</b> ongoing documentation</p>				

**STAGE IV - Sustainability**

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

**NOTES**

**DEFINITIONS:**

HIB – 28A.300.265	Bullying, Intimidation & Harassment	Resource Type
<p>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:</p> <ul style="list-style-type: none"> <li>• Physically harms a student or damages the student’s property or</li> <li>• Has the effect of substantially interfering with a student’s education or</li> <li>• Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or</li> <li>• Has the effect of substantially disrupting the orderly operation of the school.</li> </ul>	<p><b>Bullying</b> – intentional, repeated, negative, lack of empathy, power imbalance</p> <p><b>Intimidation</b> - implied or overt threats of physical violence WAC 495A-121-011</p> <p><b>Harassment</b> - any malicious act, which causes harm to any person's physical or mental well being WAC 495A121-011</p> <p><b>Discriminatory harassment</b> does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. <a href="#">Prohibiting Discrimination in WA Public Schools, p. 32</a></p> <p><b>Malicious harassment</b> – threat to harm (often based on protected category; biased-based)</p> <p><b>Sexual harassment</b> - unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct directed at person because of his/her sex where:</p> <ol style="list-style-type: none"> <li>(a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing or employment; or</li> <li>(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</li> <li>(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.</li> </ol> <p style="text-align: right;">WAC 495A-121-011</p>	<p>For the purposes of this document, the following definitions are used:</p> <p><b>Framework/Approach:</b> A multi-tiered system; an overarching, district or school-wide SEL, climate or prevention-intervention structure (ex.: PBIS)</p> <p><b>Program:</b> A set of training and/or classroom materials designed to facilitate the implementation of a framework or approach (ex.: Olweus BPP)</p> <p><b>Curriculum:</b> A (sequenced) set of classroom materials, with teacher guidance for implementation (ex.: STR; 2nd Step; SPS MS Cyberbullying); may be part of a “<b>program</b>”.</p> <p><b>Other Resources:</b> Background, supplemental or other materials to support understanding or implementation of any of the above.</p> <p><b>Tools:</b> Specific, often hands-on, materials, resources, templates, etc., used to facilitate implementation of a framework, program or curriculum.</p>

	<p><b>Cyberbullying</b> – 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</p> <p><b>Hazing</b> - 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....</p> <p>WAC 56-21-120:  <a href="http://apps.leg.wa.gov/wac/default.aspx?cite=516-21-120">http://apps.leg.wa.gov/wac/default.aspx?cite=516-21-120</a></p>	

## Resource Links:

NAME:	URL:
<b>WA SCHOOL SAFETY CENTER</b>	<a href="http://www.k12.wa.us/SafetyCenter">http://www.k12.wa.us/SafetyCenter</a>
CA School Climate Survey	<a href="http://www.olc.edu/~jolson/socialwork/OnlineLibrary/California%20School%20Climate%20Survey%20-%20Staff.pdf">http://www.olc.edu/~jolson/socialwork/OnlineLibrary/California%20School%20Climate%20Survey%20-%20Staff.pdf</a>
Canfield Safe Schools Training	<a href="http://www.safeschools.com">http://www.safeschools.com</a>
CASEL Practice Rubric	<a href="http://casel.org/wp-content/uploads/2011/04/Rubric.pdf">http://casel.org/wp-content/uploads/2011/04/Rubric.pdf</a>
Common Sense media	<a href="http://www.commonsensemedia.org/educators/curriculum">http://www.commonsensemedia.org/educators/curriculum</a>
Community Matters/SSA	<a href="http://community-matters.org">http://community-matters.org</a>
Cyber Bully Hotline	<a href="http://www.cyberbullyhotline.com">http://www.cyberbullyhotline.com</a>
Cyberbullying Resources	<a href="http://www.k12.wa.us/SafetyCenter/InternetSafety/pubdocs/RESOURCECyberbullyingDigitalSafety2012.pdf">http://www.k12.wa.us/SafetyCenter/InternetSafety/pubdocs/RESOURCECyberbullyingDigitalSafety2012.pdf</a>
Delaware School Climate Survey	<a href="http://wordpress.oet.udel.edu/pbs/school-climate/administration-of-survey/">http://wordpress.oet.udel.edu/pbs/school-climate/administration-of-survey/</a>
Discipline with Dignity	<a href="http://www.tlc-sems.com/Discipline-With-Dignity.aspx">http://www.tlc-sems.com/Discipline-With-Dignity.aspx</a>
Healthy Youth Survey	<a href="http://www.askhys.net/layout.asp?page=intro">http://www.askhys.net/layout.asp?page=intro</a>
<b>INTERNATIONAL BULLYING PREVENTION ASSOCIATION (IBPA)</b>	<a href="http://www.ibpaworld.org/">http://www.ibpaworld.org/</a>
Love and Logic	<a href="http://www.loveandlogic.com/">http://www.loveandlogic.com/</a>
OJJDP Model Program Guide	<a href="http://www.ojjdp.gov/mpg">http://www.ojjdp.gov/mpg</a>
Olweus Bullying Prevention Program	<a href="http://www.violencepreventionworks.org/public/index.page">http://www.violencepreventionworks.org/public/index.page</a>
Olweus Bullying Questionnaire	<a href="http://fea.njpsa.org/documents/bullying/Olweus%20Survey.pdf">http://fea.njpsa.org/documents/bullying/Olweus%20Survey.pdf</a>
Olweus Readiness Assessment	<a href="http://www.violencepreventionworks.org/public/olweus_preparation.page">http://www.violencepreventionworks.org/public/olweus_preparation.page</a>
Pacer Institute	<a href="http://www.pacer.org/bullying/">http://www.pacer.org/bullying/</a>
PBIS	<a href="http://www.pbis.org">http://www.pbis.org</a>
Positive Discipline	<a href="http://www.positivediscipline.com">http://www.positivediscipline.com</a>
Rachel's Challenge	<a href="http://www.rachelschallenge.org">http://www.rachelschallenge.org</a>
Restorative Practices	<a href="http://www.transformingconflict.org/content/home">http://www.transformingconflict.org/content/home</a>
Safe & Civil Schools	<a href="http://www.safeandcivilschools.com">http://www.safeandcivilschools.com</a>
Safety Center Bullying & Harassment	<a href="http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx">http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx</a>
School Messenger	<a href="http://talk.schoolmessenger.com">http://talk.schoolmessenger.com</a>
Sprigeo	<a href="http://www.sprogeo.com">http://www.sprogeo.com</a>
Steps to Respect	<a href="http://www.cfchildren.org/steps-to-respect">http://www.cfchildren.org/steps-to-respect</a>
<b>STOPBULLYING.GOV</b>	<a href="http://www.stopbullying.gov/">http://www.stopbullying.gov/</a>
Suicide Prevention (YSPP)	<a href="http://www.yspp.org/curriculum/index.htm">http://www.yspp.org/curriculum/index.htm</a>

Tribes

[http://tribes.com/about/research-based-components/?doing\\_wp\\_cron=1343243408.0905320644378662109375](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**