

Creating Safe and Supportive Schools – Bullying Prevention Policy and Practices



Office of Integrated Student Supports
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Overview of Today's Talk

- Understand bullying and its impact on school safety and school climate.
- Ohio Revised Code (ORC) requirements for school district anti-bullying policies.
- State Board Model Policy suggestions for implementing ORC requirements.
- Resources to address bullying.

#EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.



Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships



Quality Schools

10 Priority Strategies

1

Highly effective teachers & leaders

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

10

Expand literacy skills
Transform high school/provide more paths to graduation

Ohio

Department
of Education



Strategy 7: Work together with parents, caregivers and community partners to **help schools meet the needs of the whole child.**

Integrated Student Supports

The Office of Integrated Student Supports contributes to Ohio's efforts to support the whole child.

- Nutrition
- Safe and Supportive Schools
- Positive Behavioral Interventions and Supports (PBIS)
- Trauma Informed Schools
- School Based Health Care
- Attendance
- Vulnerable Youth
- Family and Community Engagement
- Creating Caring Communities
- Social and Emotional Learning

Safe and Supportive Learning Environments

Student Supports and Academic Enrichment

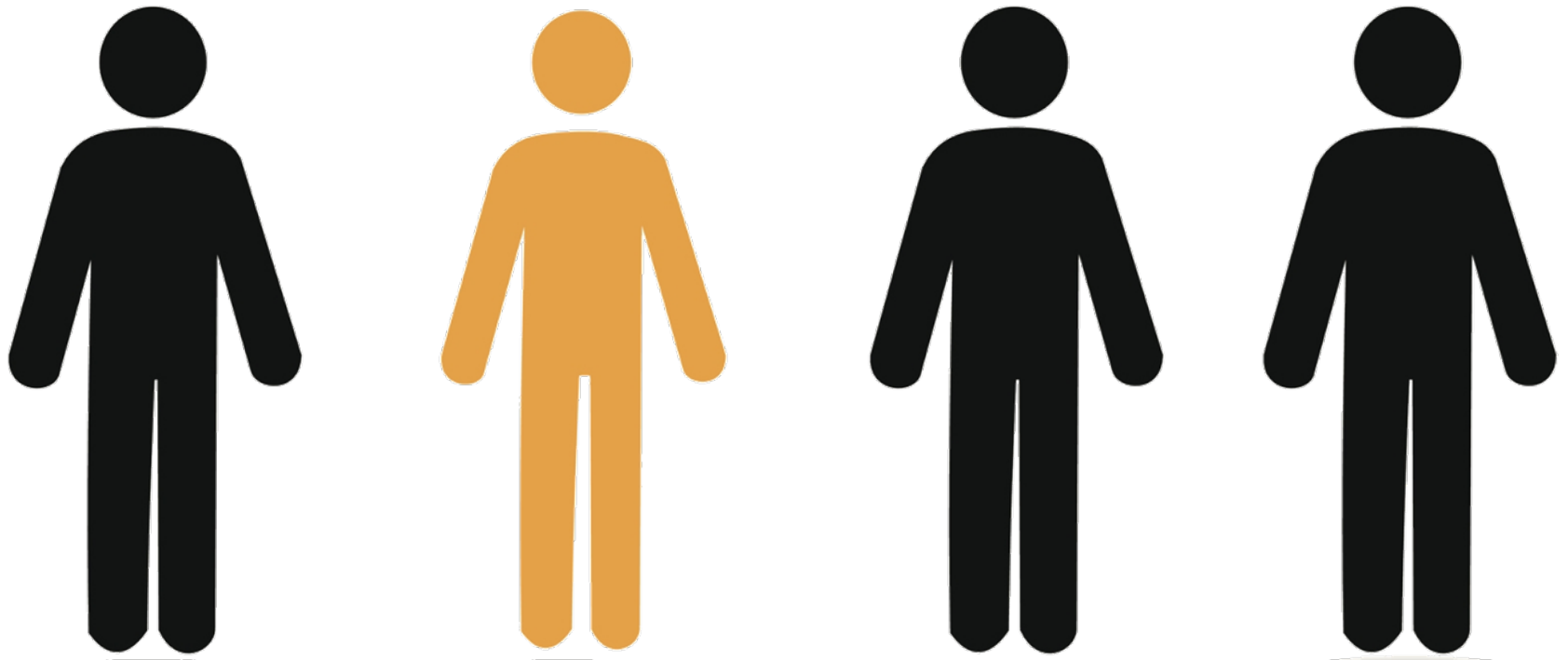
- Promote supportive school climates and positive behavioral interventions and supports.
- Implement systems and practices to prevent violence and risky behavior.
- Establish community partnerships and involvement in schools to provide school-based prevention education and intervention programs.
- Develop protective factors, social emotional and relationship building skills to help improve school safety and the meet the needs of the whole child.

Ohio Department of Education Policy and Guidance

- *Each Child, Our Future*, Ohio's Strategic Plan for Education
- Ohio School Climate Guidelines
- Anti Harassment, Intimidation and Bullying Policy
- Safety and Violence Prevention Training
- Positive Behavior Interventions and Supports
- Social Emotional Learning Standards

How serious is bullying in American schools?

Almost *one out of every four* students report being bullied during the school year.



A student with a backpack is walking away from the camera on a paved path. In the background, there are trees and a multi-story school building. The scene is captured in a cinematic style with soft lighting.

**71 percent of teachers
or other adults ignored
reported bullying.**

Harassment, Intimidation, and Bullying is a National Issue

- HIB has been identified as a public health issue.
- HIB at school mirrors the greater society.
- Schools can take decisive and definitive action to create respectful and safe environments.

Research Shows

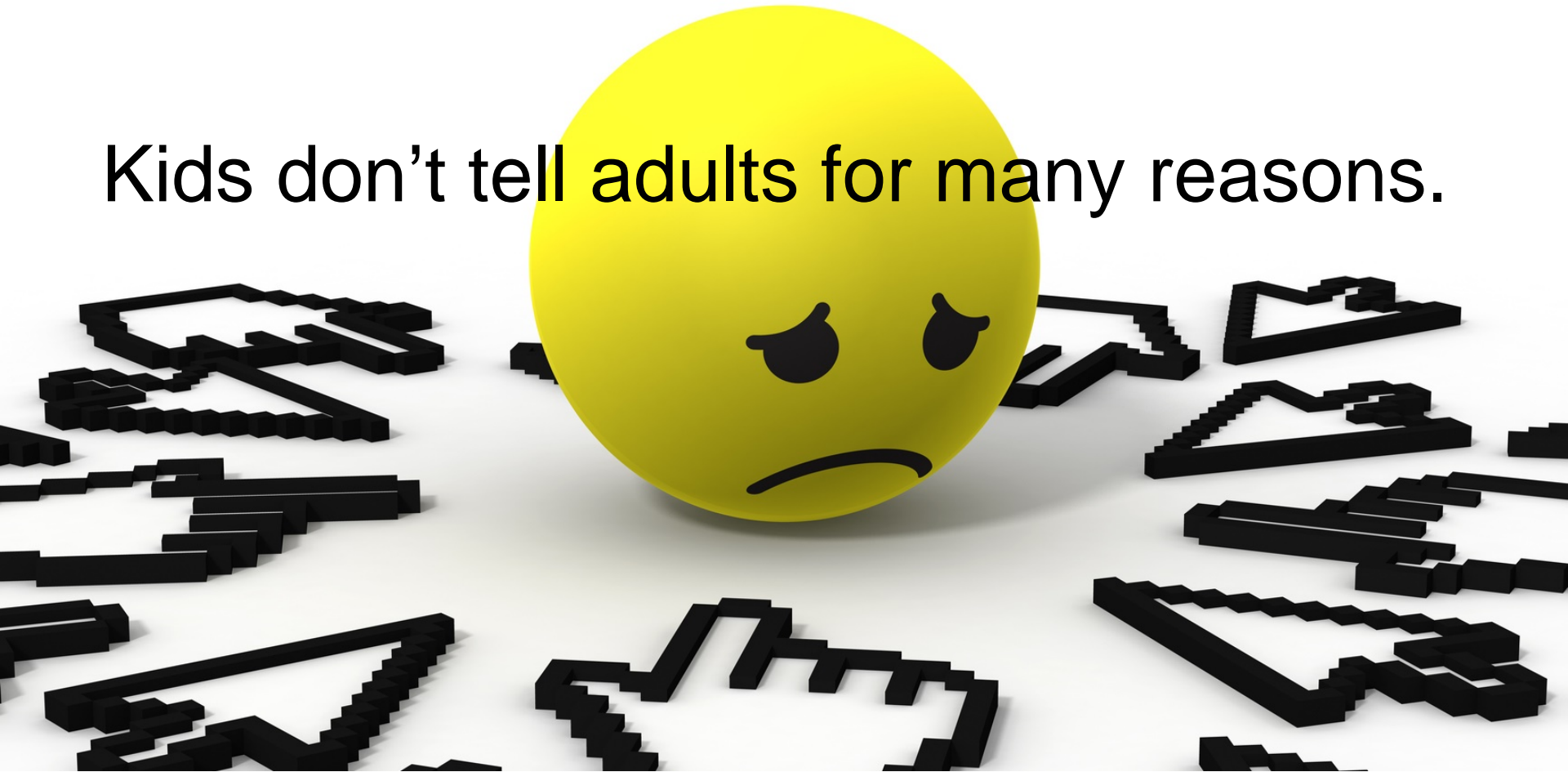
- The 21st Century school bully does not rely on just fist and cruel tongue.
- The internet is now apart of the bully's arsenal.
- Making bullying possible anywhere any time.

64%

Percent of children
who were bullied did
not report it.


An adult was notified in less than half (40 percent) of bullying incidents.

Kids don't tell adults for many reasons.



Children and teens who are bullied are more likely than other children to:

- Dislike school, miss school days
- Experience lower school performance
- Distrust peers, have problems making friends
- Have declined mental and emotional health
- Participate in substance use
- Act out with violence, causing injuries or death

Two hands are shown from the wrist up, with fingers interlaced to form a heart shape. The hands are light-skinned and the background is white.

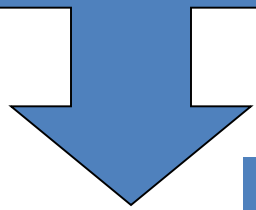
**More than half of
bullying situations
stop when a peer
or adult intervene.**

Research Shows

- Bullying behavior is an integral part of a larger continuum of violence.
- From research studies in ten countries, it is determined that bullying will only be stopped by the intervention of adults in authority (Olewus, Johnson Institute).

WE CAN MAKE A DIFFERENCE!

***To Reduce &
Prevent Violence
BEGIN HERE***



PUT DOWNS

INSULTS

BULLYING

TRASH TALK

THREATS

PUSHING

FIGHTING

SEXUAL HARASSMENT

STEALING

DRINKING & DRUGS

WEAPONS

VANDALISM

HATE CRIMES

GANGS

HOSTAGES

RAPE

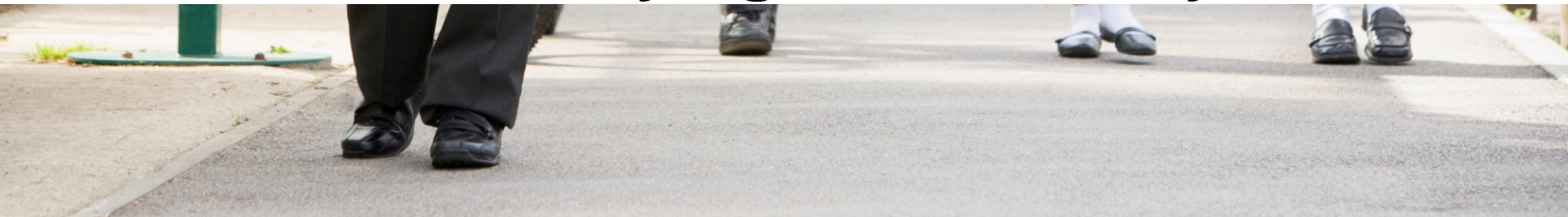
MURDER

SUICIDE

**VIOLENCE
CONTINUUM**



Based on the State Board of Education's Anti-Harassment, Anti-Intimidation and Anti-Bullying Model Policy



Anti-Harassment, Intimidation and Bullying Policy

- HB 276 was passed during the 2006 legislative session.
- This legislation requires school districts to adopt or amend a current policy to prevent HIB prior to December 31, 2007.
- A local school district is in compliance with the State requirement if they have an Anti-Harassment, Intimidation and Bullying policy.
- Local Control determines how the district Anti-Harassment, Intimidation and Bullying policy is implemented.

Model Policy Overview

The framework from state law:

- States definitions
- Includes public school district responsibilities to establish procedures for:
 - Documenting, investigating and reporting complaints;
 - Intervention strategies; disciplinary procedures;
 - Notification to parents, school board, community.

Model Policy Overview

Further guidance from model policy:

- Adds cyber bullying definition;
- Suggests procedures for documenting, investigating and reporting incidents;
- Describes types of conduct;
- Suggests intervention strategies and community resources;
- Highlights training and resources.

Responsibilities of all Public School Districts (ORC 3313.666(B))

Legal Requirements for District Policies

- **2.2: Create** in consultation with parents, school employees, school volunteers, students and community members.
- **2.2.1: Prohibit** harassment, intimidation or bullying of any student on school property or school sponsored events.
- **2.2.2: Include** definition (*ORC Section 3313.666(B)(2)*); Section 3.1 of model policy

Anti-Harassment, Intimidation and Bullying Policy

**Define and Describe
Harassment, Intimidation and
Bullying Behaviors**

Amended House Bill 276 Definition

(3.0) Harassment, intimidation or bullying” means any:

- Intentional written, verbal, graphic or physical act that a student or group of students exhibited toward other particular student more than once; **and** the behavior both:
- Causes ***mental or physical harm*** to the other student; and
- Is ***sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment*** for the other student.
- Includes violence within a dating relationship
- By Electronic means “Electronic act” committed through the use of a cellular telephone, computer, pager, personal communication device or other electronic communication device. State Board Model Policy Definition *Adds cyber bullying, harassment, intimidation or bullying.*

Anti-Harassment, Intimidation and Bullying Policy

**Report Incidents, Investigate
and Provide Interventions
for HIB Behavior**

2.0 Responsibilities of all Public School Districts (ORC Section 3313.666):

Reporting and Documenting Incidents

2.2.3 Procedure to Report Incidents (ORC 3313.666 (B)(3))

Students, parents or guardians are to report prohibited incidents to teachers and school administrators.

2.2.4 Report of Incidents by School Personnel (ORC 3313.666 (B)(4))

Report prohibited incidents they witness and/or receive reports on from students to the school principal or other administrator designated by the principal.

2.2.5 Procedure for Documenting Incidents (ORC 3313.666 (B)(6))

Document any prohibited incident that is reported.

2.0 Responsibilities of all Public School Districts (ORC Section 3313.666):

Responding and Intervening

2.2.6 Responding and Investigating (ORC 3313.666 (B)(7) and (B)8))

- To any reported incident including providing intervention strategies for **protecting a victim** from additional harassment or retaliation

AND

2.0 Responsibilities of all Public School Districts (ORC Section 3313.666):

Responding and Intervening

2.2.6 Responding and Investigating (ORC 3313.666 (B)(7) and (B)8))

- To any reported incident including providing intervention strategies for **protecting a victim** from additional harassment or retaliation

AND

2.2.7 Disciplinary Procedure (ORC 3313.666 (B)(9))

- Disciplinary procedures for any guilty students.
- No infringement on student's 1st Amendment Rights.
- District commitment to addressing prohibited behaviors (education and promotion of a non-tolerant stance on bullying).

2.0 Responsibilities of all Public School Districts (ORC Section 3313.666):

Notification to Parents and the Community

2.2.8 Parent or Guardian Notification (ORC 3313.666 (B)(5))

- Notify parents or guardians of any student involved in a prohibited incident; and
- Have access to any written reports pertaining to the prohibited incident. **

2.0 Responsibilities of all Public School Districts (ORC Section 3313.666):

Notification to Parents and the Community

**2.2.9 Semiannual Written Summary of Incidents
(ORC 3313.666 (B)(10))**

- Submit semiannual written summary of all reported incidents to district Board president and post the summary on the district Web site (if district has Web site)**

**** *To the extent permitted by Section 3319.321 of the Ohio Revised Code and the “Family Education Rights and Privacy Act of 1974” 88 Stat. 571.20 U.S.C. 1232g, as amended.***

2.0 Responsibilities of all Public School Districts (ORC Section 3313.666):

Notification to Students, School Personnel

2.2.10 Policy Publication (ORC 3313.666 (C))

- Include the policy in student publications and employee training materials.

2.2.11 Immune from Liability (ORC 3313.666 (D))

- Communicate that school district employees, students or volunteers:
- Shall be **individually immune from liability in a civil action** for damages arising from reporting an incident in accordance with the policy

3.0 Amended House Bill 276 Definition (provided in section 2 where referenced)

4.0 Types of Conduct

Examples of Prohibited Behaviors

- Physical violence and/or attacks
- Threats, taunts and intimidation through words and/or gestures
- Extortion, damage or stealing of money and/or possessions
- Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies (cyber bullying)

4.0 Types of Conduct

Examples of Prohibited Behaviors

Cyber Bullying:

- Posting slurs on websites or on personal blogs
- Sending abusive or threatening instant messages
- Using camera phones to take embarrassing photographs of students and posting them online
- Using websites to circulate gossip and rumors to other students
- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers

5.0 Suggested Complaint Process

Publication of the policy and procedures in:

- Student handbooks
- Any comprehensive publication of the district that sets forth procedures and standards for schools and students in the district
- Employee handbook
- See Model Policy, 5.1.1 through 5.1.2.2 for suggested language

6.0 Handling Complaints: Formal or Informal

- Students and/or their parents or guardians may file reports formally (in writing) or verbally (informal).
- Reports should include names of persons involved, number of times and places of alleged conduct, names of potential witnesses.
- Reports may be given to any school staff member.

6.0 Complaints

Anonymous Complaints

- Students making informal complaints may request confidentiality.
- Building staff will review anonymous complaints and take reasonable action, to the extent that such action:
 - Does not disclose the source of the complaint; and
 - Is consistent with due process rights of alleged perpetrator.

7.0 School Personnel Responsibilities and Intervention Strategies

Role of Teachers and School Staff Members

Teachers and other school staff who witness – or receive student or parent reports – of bullying, harassment or intimidation **are to:**

- Promptly notify the building principal or designee (hereafter known as the principal).
- Give principal any formal reports submitted by parent or student by the next day.
- For informal complaints, file a **written incident report by the next day**, including witness statements when appropriate.

Remedial Actions for Verified Incidents

Non-disciplinary Interventions:

School administrators or teachers can:

- Counsel students about the definition of harassment, intimidation and bullying;
- Discuss potential consequences of such behavior.

Remedial Actions for Verified Incidents

Disciplinary Interventions:

- Anonymous complaints that are not verified by another source shall not result in disciplinary action for the perpetrator.
- In- and out-of-school suspension may be imposed after informing the accused of the allegation and allowing him/her to explain.
- For serious incidents and/or when past interventions have been unsuccessful, expulsion may be imposed only after a hearing before the district board of education.

7.0 School Personnel Responsibilities and Intervention Strategies

Interventions: General Approaches

- Schedule training programs.
- Collect and analyze data; determine nature of any problems.
- Enlist peers to help victims and include them in activities.
- Avoid sex role stereotyping.
- Encourage communication, friendship, assertiveness skills and character education.
- Model positive, respectful and supportive behavior.

Intervention Strategies: Protecting Victims

- Supervise and discipline offending students fairly and consistently.
- Provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition.
- Maintain contact with parents and guardians of all involved parties.

Intervention Strategies: Protecting Victims

- Provide counseling for the victim if needed.
- Instruct school personnel to monitor parties involved in previous bullying incidents and instruct them to intervene if problem recurs.
- Check with victim daily to ensure that there is no further bullying or retaliation.

8.0 Reporting Obligations

District Reports After Investigation:

- Reports shall be given to parent or guardian of the victim, while respecting the statutory privacy rights of the perpetrator. (3313.666(b)(5))
- Presented to president of the district school board; and
- Posted on the district website, semiannually, including:
 - Number of verified acts; and
 - Locations of such incidents (classroom; to or from school; at school-sponsored events).

Anti-Harassment, Intimidation and Bullying Policy

School and Community Supports

9.0 Police and Child Protective Services

- Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to Child Protective Services (CPS), per [designated timelines].
- Concurrent with such investigations above, [district] also will determine whether there has been a violation of district policy or procedure.

9.0 Police and Child Protective Services

- All [district] personnel must cooperate with investigations by outside agencies.
- Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

10.0 Training *ORC 3313.667*

District may:

- Hold training programs when the new policy is completed; and
- Hold training programs during annual orientation sessions.

District may also:

- Provide parents with information about this policy and related procedures, along with other school rules and policies.
- Information about the policy will be included in district employee training materials.

Safety and Violence Prevention Training

Safety and Violence Prevention Training

- All public elementary middle school and high school personnel must take at least four hours training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development .
- New employees must complete the training within two years of commencing employment, School personnel must take the Safety and Violence Prevention training and every five years thereafter.

Modules

MODULE 1: BEHAVIORAL HEALTH NEEDS OF STUDENTS ADDRESSING MENTAL HEALTH AND SUBSTANCE ABUSE

MODULE 2: RECOGNIZING DEPRESSION AND SUICIDE IDEATION IN STUDENTS

MODULE 3: ANTI-HARASSMENT, INTIMIDATION, BULLYING AND TEEN RELATIONSHIP ABUSE IN SCHOOLS AND ON SCHOOL BUSES

MODULE 4: VIOLENCE AGAINST CHILDREN: CHILD ABUSE AND HUMAN TRAFFICKING

What Can Educators And School Staff Do?



Respond, Recognize, Reach out and Refer





Key Messages to Use With Students



Before Disclosure

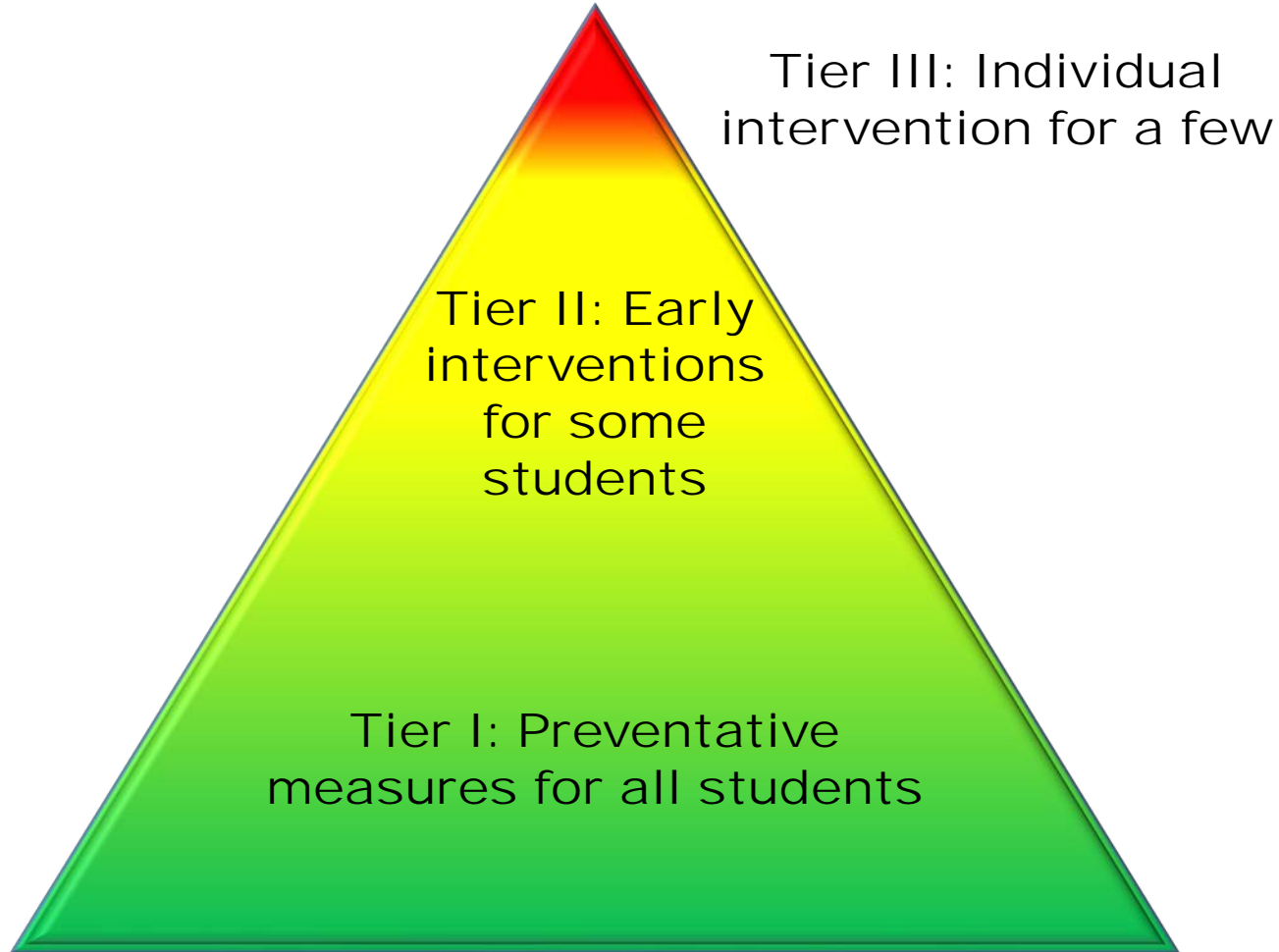
Educators are Mandated Reporters



Reporting and Referral Requirements



Prevention Education and Multi-Tiered System of Supports (MTSS) Addressing Bullying Behavior



Anti HIB Policy Implementation Includes:

1. School and Community Partnerships
2. Positive Behavior Intervention and Supports
3. School Climate Strategies
4. Training for Educators on Evidence Based Strategies and Programs (EBS/P)
5. Implementation of School wide and Targeted Evidence Based Prevention and Intervention Strategies or Programs
6. Parent and Family Involvement

Nutrition Staff can....

- Implement district Anti-Harassment, Intimidation and Bullying policy.
- Collaborate with school personnel, and community partners on school teams. (eg district leadership team, building leadership team, PBIS or Wellness Team).
- Share information and observations and alert the team to signals that may identify students at risk.
- Support evidence-based practices and interventions to prevent and mitigate bullying and to improve student' behavior.
- Serve as positive role models.
- Create a safe space where students can verbalize concerns.
- Identify students who are bullied, bully others, or both.
- Advocate for adult monitoring in the hallways and staff to monitoring of the playground, cafeteria, and school entrances before and after school (i.e., PBIS)
- Promote and enhance student safety, wellness, engagement, and learning

Bullying Prevention Efforts Can:

- Reduce threats to the safety of students and staff;
- Help students learn to respect for others and learn how to behave in nonviolent ways;
- Identify students exhibiting warning signs that may lead to violent behaviors; and
- Provide interventions early on to students who have identified a need.
- Create a Positive School Climate



State Resources

Resources

US Department of Education, Office of Civil Rights

<http://www2.ed.gov/about/offices/list/ocr/index.html>

US Department of Health and Human Services, Office of Civil Rights

<http://www.hhs.gov/ocr/office/index.html>

Ohio Department of Education

<http://www.ode.state.oh.us/> Keyword search Bullying Policy

Ohio Department of Health

<http://www.odh.ohio.gov/>

Ohio Department of Mental Health

<http://www.mh.state.oh.us/> Keyword search Prevention

Resources

Ohio Attorney General

<http://www.ohioattorneygeneral.gov/>

Ohio Mental Health Network for School Success

<http://www.units.muohio.edu/csbmhp/network/index.html>

Ohio Domestic Violence Network

<http://www.bing.com/search?q=ohio+domestic+violence+network&src=IE-SearchBox&FORM=IE8SRC>

Federal Interagency Working Group on Youth Programs

<http://www.findyouthinfo.gov/>

Federal Anti-Bullying website

www.stopbullyingnow.hrsa.gov

Resources

Deanna Wilkinson on youth violence prevention

<http://people.ehe.ohio-state.edu/dwilkinson/>

Internet safety site from National Center for Exploited and Missing Children

<http://www.netsmartz.org>

i-SAFE is a non-profit foundation dedicated to protecting the online experiences of youth everywhere

<http://www.isafe.org>

Kid-Tech News for Parents

<http://www.netfamilynews.org>

National Youth Violence Prevention Resource Center

<http://www.safeyouth.org>

Family online safety institute

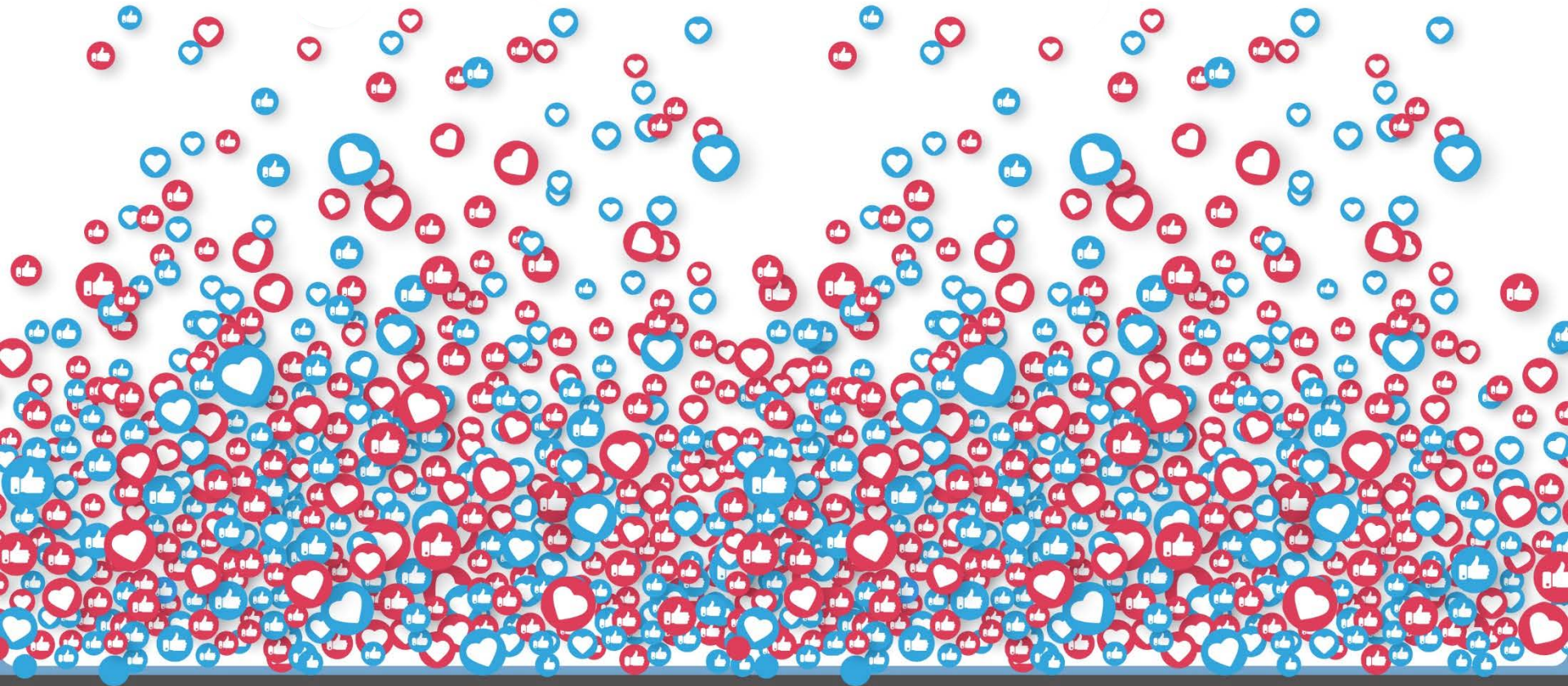
<http://www.fosi.org/cms>

Thank you for your time.

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@OHEducation



**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers