

ADDRESSING ANTI-HARASSMENT, INTIMIDATION, AND BULLYING, SCHOOL ATTENDANCE WITH PARENT INVOLVEMENT IN OHIO SCHOOLS

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**Department of
Education &
Workforce**



Comprehensive Approach to Psychological
Safety

Positive Behavioral Interventions and Supports

Prevention Education and Mental Health
Supports

Anti Harassment Intimidation and Bullying
In Ohio Schools

Parent Involvement

School Attendance

Resources

Vision for School Safety

Each student learns in an environment that is physically, psychologically and emotionally safe for students and adults.

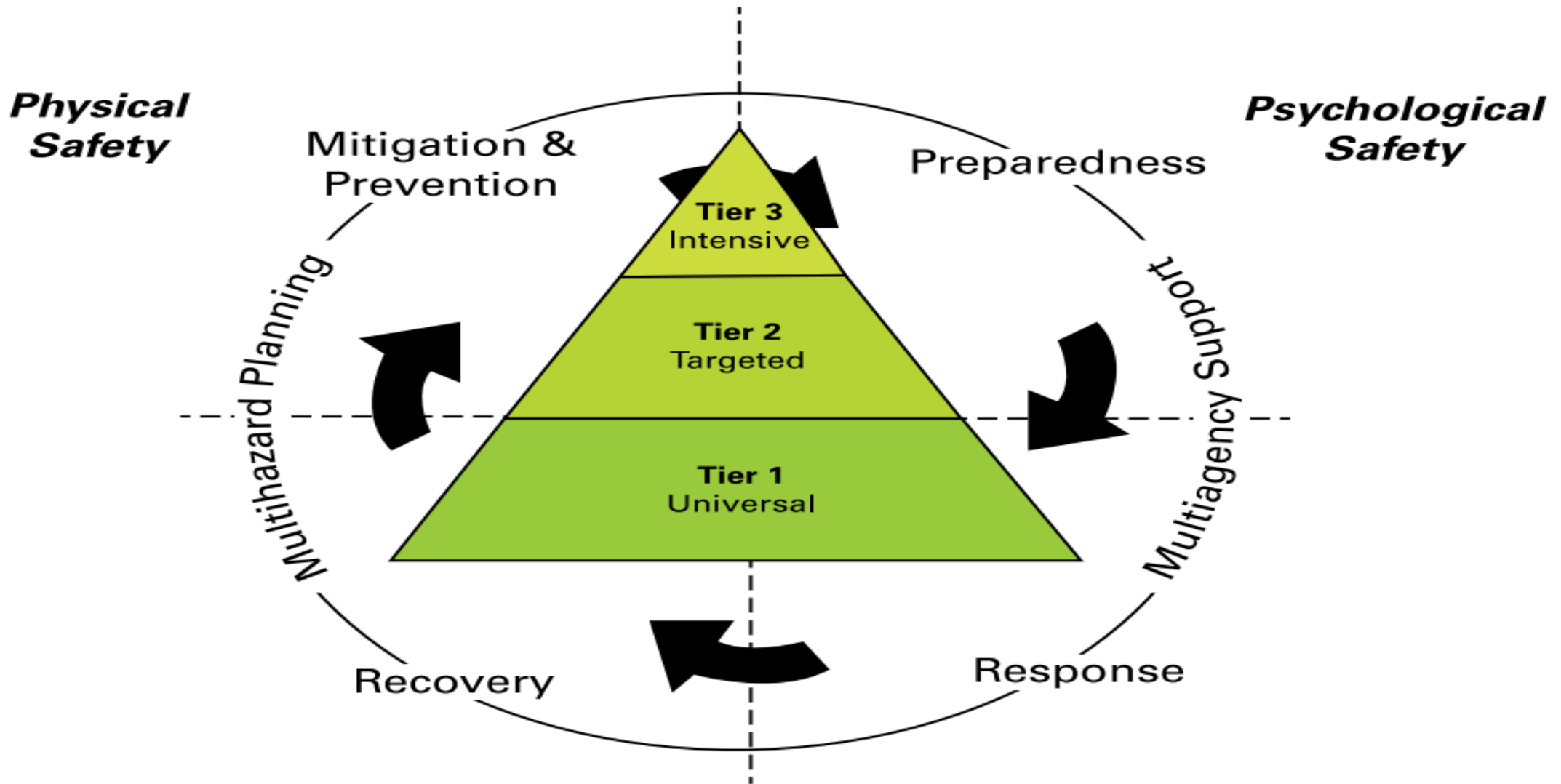
A safe school addresses the emotional and physical safety of students and staff by using a comprehensive approach that engages school staff, students, families, and the community.

Comprehensive School Safety - Best Practices

1. Integrate instruction with school safety.
2. Collaborate with partners that lead and implement physical and psychological safety and academic achievement.
3. Balance physical and psychological safety practices.
4. Consider the context of each school and provide culturally appropriate content and services.
5. Everyone has a role in school safety. ROLES OF KEY PERSONNEL Staffing Ohio's Comprehensive School Safety Framework.
6. **Integrate violence prevention and suicide prevention education, mental health supports, and behavioral threat assessment teams into the PBIS framework.**
7. **Increase access to school based mental health supports.**
8. Provide alternatives to punitive discipline.



Comprehensive Safe Learning Environment: The M-PHAT Approach



Role of Key Personnel

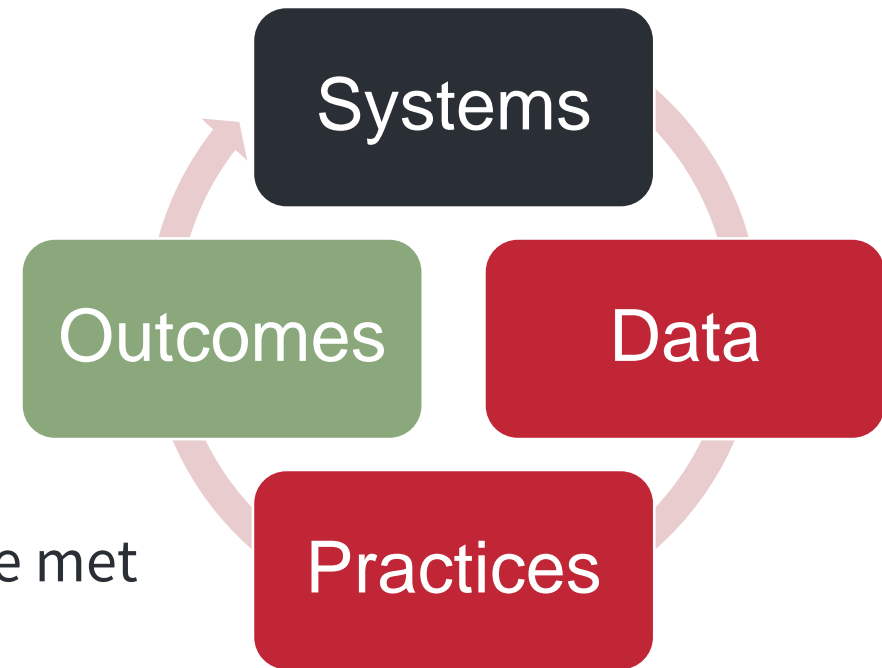
Staffing Ohio's Comprehensive School Safety Framework

- School Boards
- Superintendent and District Administrators
- School Principals
- School-based Behavioral Health and Wellness Professionals
- Counselors
- School Psychologist
- Social Workers
- School-based Security & Law Enforcement
- Emergency Management Team
- All School Staff

Positive Behavioral Interventions and Support

Positive Behavioral Interventions and Supports

- PBIS is a systems change process that provides support to students, families, and educators to improve student outcomes, and reduce exclusionary discipline.
- The PBIS process emphasizes four integrated elements:
 - data for decision making
 - evidence-based interventions and practices
 - systems that efficiently and effectively support implementation
 - continual progress monitoring to ensure outcomes are met



PBIS Foundational Elements

PBIS schoolwide expectations should define how it looks and feels to be respected.

Staff provides and reinforces examples of prosocial, interactions and behaviors.

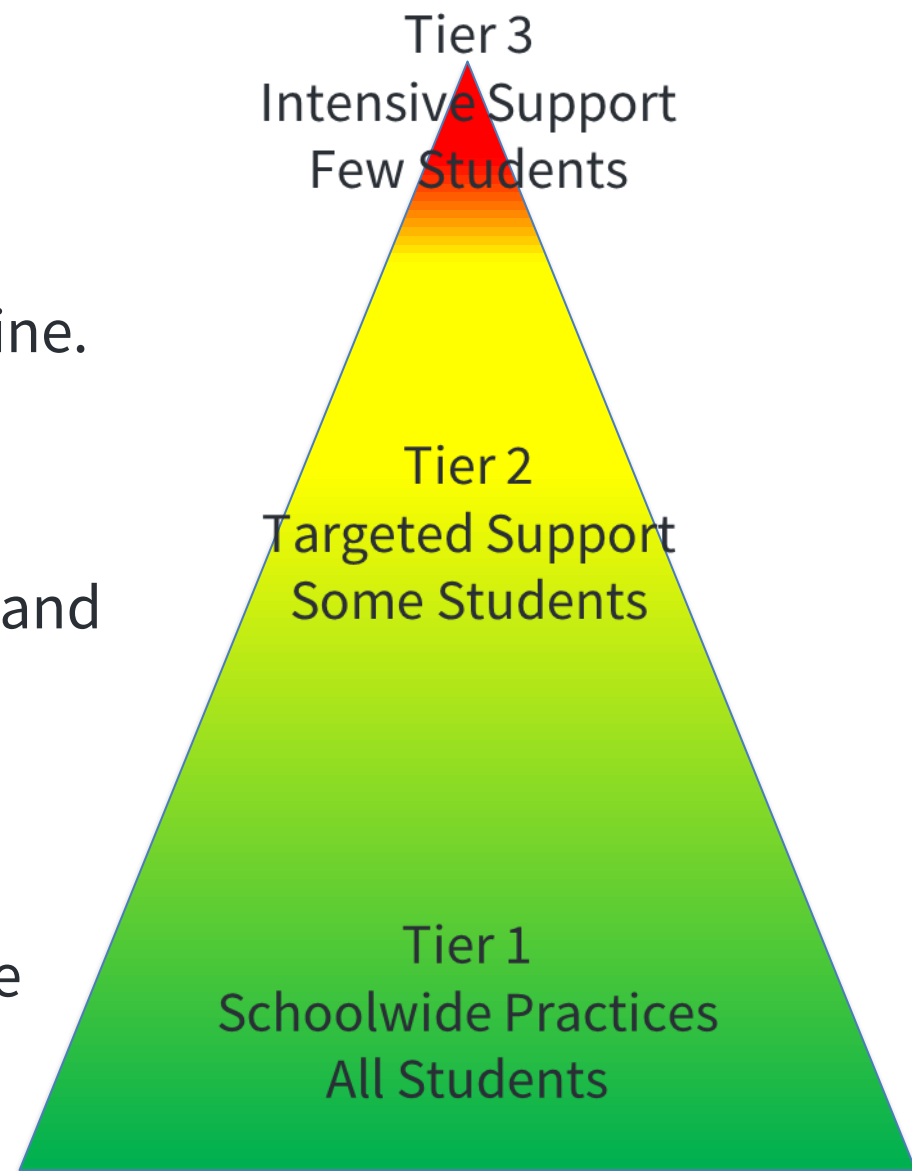
Staff has clear expectations and appropriate responses to support students when unwanted behaviors occur.

Students know appropriate responses if they see unwanted behavior.

Students know how to seek help and report unwanted behavior.

PBIS Implementation, Bullying Prevention, Parent Involvement and Improved Attendance

- Respond to student's persistent and pervasive bullying behavior and absenteeism with action planning, mental health services, wrap around supports and school discipline.
- Provide targeted evidence-based programs for bullying prevention, and interventions with students and families and improve attendance.
- Provide professional development for staff to model and teach positive schoolwide behavioral expectations, create school connectedness and student belonging.



Prevention Education and Mental Health Supports

Ohio Students and Psychological Safety

- School safety is linked to improved student and school outcomes
 - Emotional and physical safety
 - Risky behaviors and student outcomes
- Interconnection of student wellness, learning, and positive outcomes

Prevention Requirements for Ohio Schools

Instructional Requirements

[Ohio law](#) indicates specific topic areas which must be included as part of a school's prescribed curriculum. Topics areas related to prevention education are identified below. Instructional supports for health education topics can be found on the

- [Health Education webpage](#)
- [Opioid Abuse Prevention](#)
- [Suicide Prevention, Violence Prevention and Social Inclusion](#)
- [Harmful Effects of and Legal Restrictions of Electronic Smoking Devices](#)

[Department's Annual Reports webpage](#)

Prevention Strategies and Mental Health Supports

Physical health, mental health, safety issues, and social factors like bullying behavior can impact student attendance.

- Implement multi-tiered systems of support (MTSS) that encompass promotion, prevention, and intervention.
- Create environments and conditions that support positive behavioral health.
- Promote the development of students' sense of self-esteem, well-being, healthy relationship skills and resiliency.

Anti Harassment, Intimidation and Bullying In Ohio Schools

Ohio Students and Psychological Safety

- In the past year, 8.3% of students rarely or never felt safe and secure at school.
- During the past 30 days, 15.6% of students missed at least 1 day of school because they felt unsafe at school or on their way to or from school.
- Of students that had been bullied in the past year, 60.8% were bullied on school property.
- 23.2% of students did not feel like they belonged at their school.



Definition

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 devise or other electronic communication device.



Student to Student Bullying Incidents

1. Identify Bullying Behavior

- Report bullying behavior through a formal, informal or anonymous statement to the school principal or designee including Out of School Time staff.

2. Investigate Bullying Behavior

- For information on conducting investigations, work with local mental/behavioral health agencies, educational service centers, local health departments or local law enforcement. These agencies also provide resources and supports for students and families who are involved in bullying.

3. Intervention for Bullying Behavior

- Contact the parents and schedule a meeting to discuss outcomes of the investigation and develop an action plan.
- Develop an ongoing action plan with each student (bully, bullied and bystander) and his or her parent/guardian and appropriate staff and community partners.

Student to Student Bullying Incidents

- If bullying occurs on the school bus, include a representative from pupil transportation in the action planning and implementation.
- If bullying occurs through the use of technology and impacts the safety of the learning day the principal or designee should:
 - Investigate and provide an action plan for during the school day.
 - Contact local law enforcement to address bullying behaviors occurring before and after school
- If bullying is a part of an act of teen dating violence, contact the Ohio Domestic Violence Network at (800) 934-9840 to include a local professional in the action planning and implementation.
- If bullying is a part of an act of human trafficking, contact local law enforcement or the National Human Trafficking Resource Center at (888) 373-7888 for inclusion in action planning and implementation.

Student to Student Bullying Incidents

- Based on the investigation, provide an intervention to keep the students safe and attending school.
- Schools should develop an action plan with each student (bully, bullied and bystander) and his or her parent/guardian and appropriate staff and community partners.
- Work with teaching staff to implement the action plan along with the student, his or her safe person, parent/guardian, and community-based agency professional as an intervention for bullying behavior and reduce absenteeism .
- Teacher-based teams and building leadership teams are good opportunities to discuss and address student action plans and ways to positively support implementation to improve safety, attendance and learning.
- Determine the frequency of reviewing the action plan. Stay abreast of each student's progress and revise the plan as needed to meet each student's protection needs and improve attendance.

Student to Student Bullying Incidents

13. Contact local law enforcement for assistance if the bullying escalates and requires additional protection.

15. If a bullying situation persists, parents should contact the local school district superintendent. The parent should explain his or her concerns and ask for assistance in working with the principal to create and implement an action plan to eliminate the behavior.

16. If parents have continued concerns, contact a member of their local school board of education and ask to discuss the matter during the public forum time at the board's next meeting.

**Report incidents of teacher-to-student bullying to the Ohio Department of Education, Office for Professional Conduct.

Family Engagement

Federal and State Policy on Family Engagement

ESSA Definition

The statute defines parent and family engagement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring that:

- Parents and families play an integral role in assisting their child's learning;
- Parents and families are encouraged to be actively involved in their child's education at school;
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- Other activities are carried out that will build the capacity of all parents and families.

Policy on Parent and Family Involvement

“The Local Board of Education of Ohio recognizes parents and families as children’s first and most important teachers. When parents enroll their children in school, from preschool through high school, the responsibility of education and care is shared with the school and the community. Partnerships among families, schools and communities that are child-centered and family-strengthening can engage, guide and motivate students to be productive citizens in a global society.”

Principals and Teachers Support Parent Involvement

- Making parent involvement a priority
- Recognizing and removing barriers
- Sharing decision-making power with parents and community members (Family Engagement)
- Working to understand class and cultural differences



Action Planning

After a HIB incident has been reported and investigated by the principal or designee, develop a Student Action Plan to safeguard all students from further incidents of harassment, intimidation and bullying including teen dating violence, cyberbullying on the school bus and human trafficking.

Separate action plans should be prepared for each student involved.

This includes:

- Each student directly harmed
- Each student involved in causing harm
- Each bystander. (Note: bystanders may have participated in causing harm through encouragement or support of harmful actions or may have experienced harm as witnesses.)

Action Planning

Student Action Planning is a process between the student, their parent, or guardian, school staff and peers to effectively respond to the following student needs.

Action planning with a student who was harmed:

- Listen to the student's concerns, identify needs the student has; determine risk factors that can be lessened or protective factors that can be strengthened for this student.
- Identify when and where they feel most at risk and what will increase their safety in those situations
- Help them make a plan to address these situations
- Document who will participate in implementation of the action plan, including check in points. Peers can promote prosocial behavior but adults are responsible to enforce student safety.
- Monitor the plan regularly for progress and make changes as needed.

Action Planning

Action planning with a student who caused harm:

1. Listen to the student's perspective
2. Identify needs to student has; determine risk factors that can be lessened or protective factors that can be strengthened for this student.
3. Develop a plan of action to reduce risk factors and provide discipline as appropriate. Discipline should not be the only action step; consider what else can be done to prevent future harm to others.
4. Document who will participate in implementation of the action plan, including check in points. Peers can promote prosocial behavior but adults are responsible to enforce student safety.
5. Monitor the plan regularly for progress and make changes as needed.

Communicating in Difficult Situations

Affirm Strengths

- Parents like to hear their children praised
- Inform parents without burdening them with finding solutions
- Affirm strength of family as well as student

Treat Students and Families with Dignity

- Avoid condescension
- Consider cultural differences
- Do not label as "minority", non-English speaking, etc



School Attendance

What is Chronic Absence?

Chronic absence is defined as missing 10 percent or more of school for **any** reason.



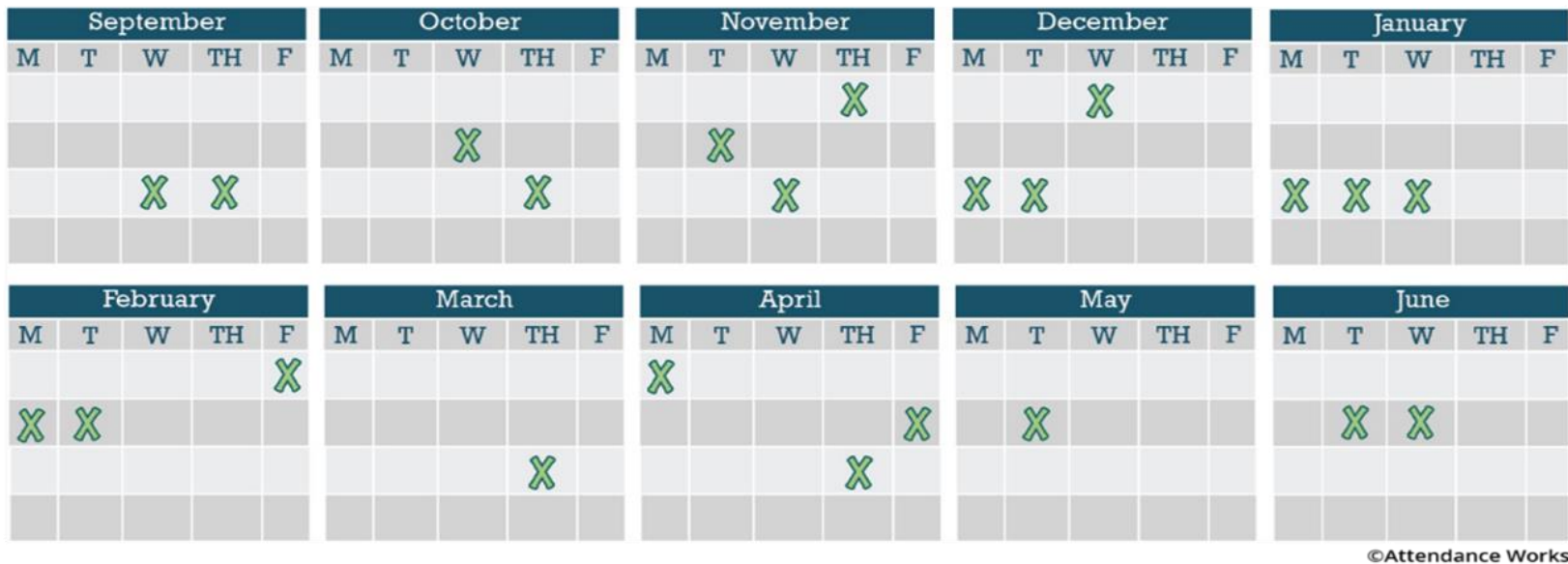
Chronic absence is **different** from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

Why Focus on Attendance Data?

Students who were never chronically absent were 3x more likely to be proficient in ELA.

Students who were never chronically absent were 3.9x more likely to be proficient in Math.

Absences Add Up!



Missing just 2 or 3 days a month can lead to chronic absence.

10% of the school year = 18 days of absence

This translates to almost one month of missed learning

Root Causes

Reasons Students Are Absent

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement

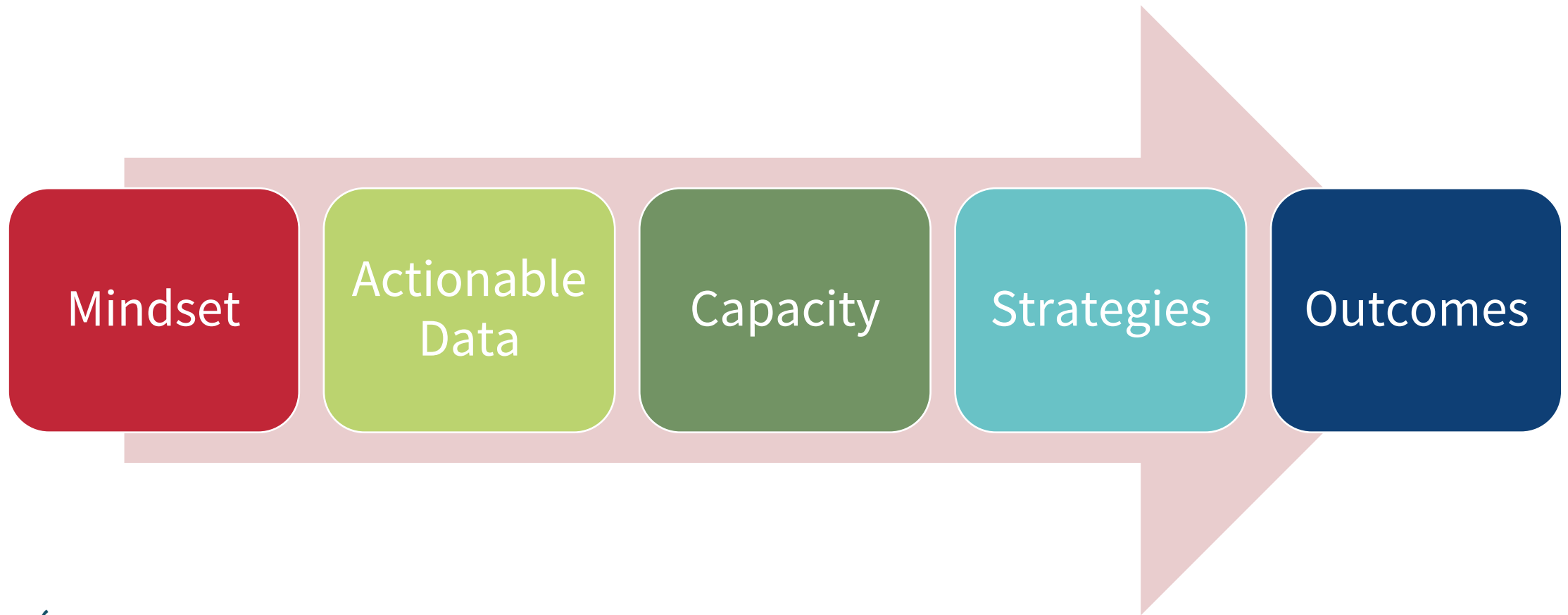
- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

Misconceptions

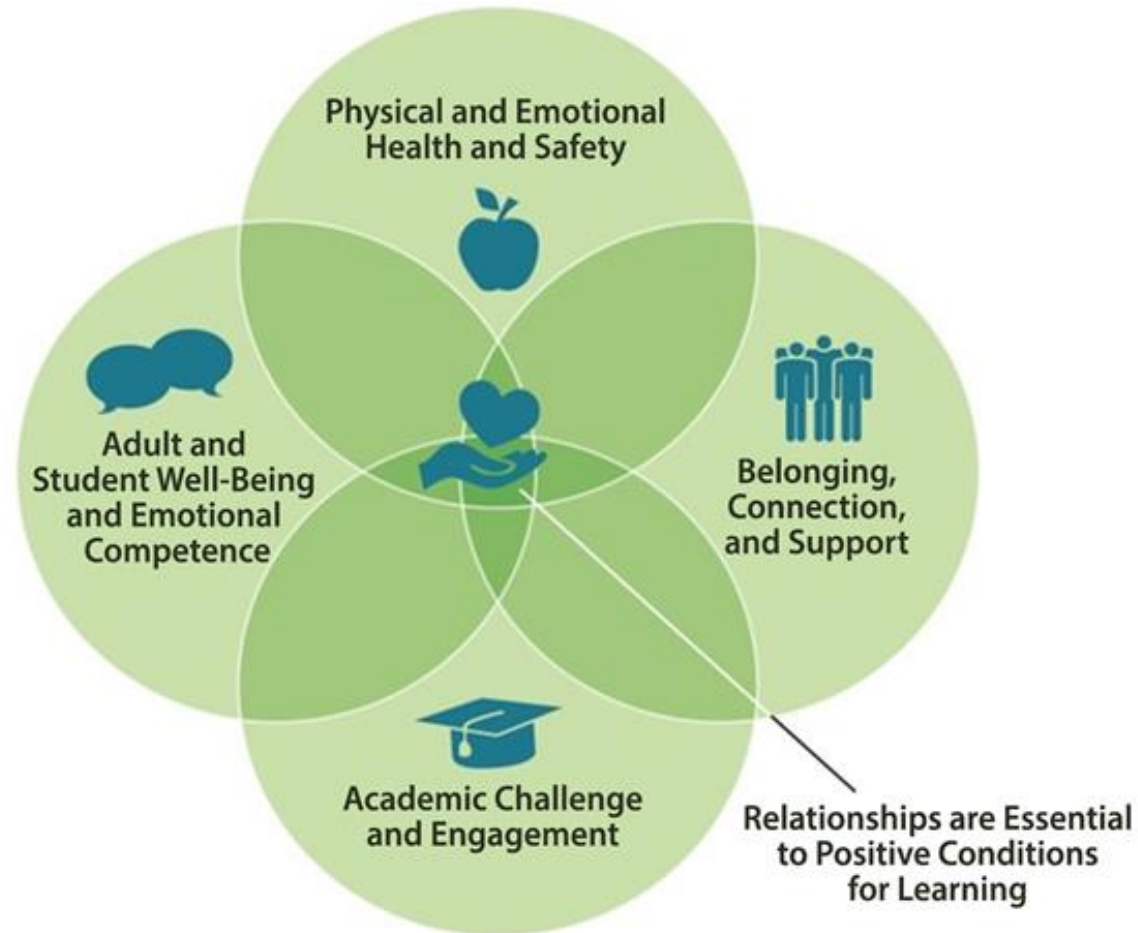
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

Building Blocks for Mindset

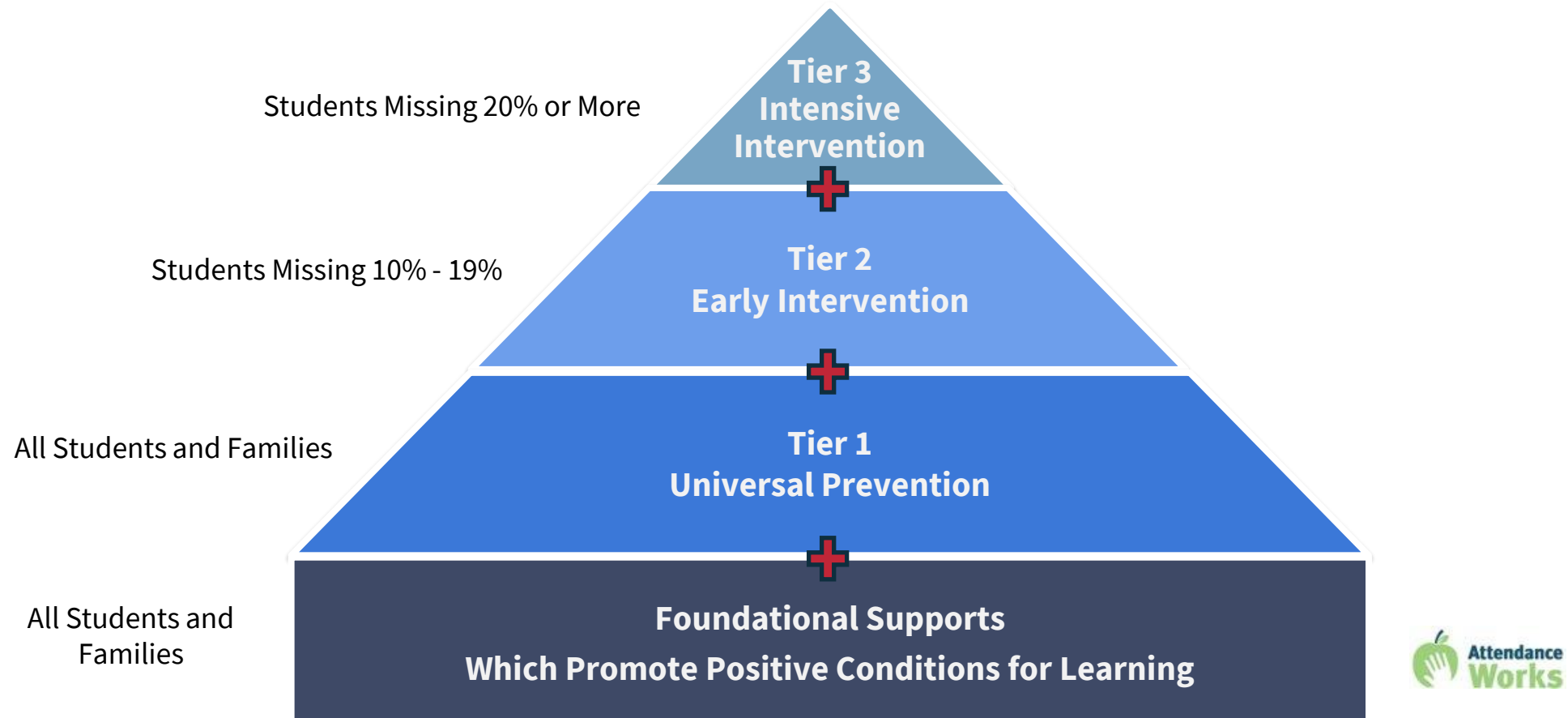
Pathway For Change



Positive Conditions for Learning



Multi-tiered System of Support



Improving School Attendance

The Absence Intervention Plan Template can be used to help schools and districts during Absence Intervention Team Meetings and for identifying root causes for student absences.

• [Absence Intervention Plan Template](#) *Updated for 2024*

- Student Attendance for Current School Year
- Early Intervention Strategies: What Tier 1 and Tier 2 strategies have been implemented to date?
- Understanding the Root Causes of Student Absenteeism
- Strategies to Address the Barriers Identified Through the Root Cause Analysis

Bullying Prevention and School Attendance Checklist

Bullying Prevention and School Attendance Checklist

- Know your school community and attendance needs.
- Implement Positive Behavior Intervention and Supports (PBIS)
- Provide positive school culture and climate strategies
- Include school and community partnerships to provide students' prevention education and mental health supports.
- Conduct training for educators on evidence based strategies and programs (EBS/P)
- Implement school wide and targeted evidence based prevention and intervention strategies and programs to improve student knowledge and behavioral skills.
- Ensure family involvement in prevention practices and action planning to eliminate bullying behavior and absenteeism.
- Have individual and group interventions in place for the school year to prevent and provide students interventions for bullying behavior and improve school attendance.



Resources

OSSC Website



[PRE-K-12 SCHOOLS](#) [COLLEGE & UNIVERSITIES](#) [SCHOOL SAFETY SUMMIT](#) [ABOUT US](#)

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Ohio SCHOOL SAFETY CENTER

SPEAK UP **SAVE LIVES**

By calling or texting the statewide tip line at **844-723-3764** you can anonymously report anything that is suspicious or endangering you, your friends, or your school.

Safer Ohio School Tip Line

Armed School Staff Essential Training Program (ASSET)

OSSC Annual Report

Regional Contacts

School Facility Dogs & Therapy Dogs

Welcome to Ohio School Safety Center

On August 21, 2019, Governor Mike DeWine signed Executive Order 2019-21D creating the Ohio School Safety Center. The Center is responsible for assisting local schools and first responders with preventing, preparing for, and responding to threats and acts of violence, including self-harm, through a holistic, solutions-based approach to improving school safety.



Grant Opportunities

Federal and Ohio based grant opportunities



Office of Whole Child Supports

QUICK LINKS

- » [Anti-Harassment, Intimidation and Bullying Resources](#)
- » [Ohio School Discipline](#)
- » [Ohio Positive Behavioral Interventions & Supports](#)
- » [Comprehensive School Threat Assessment Guidelines Training](#)

Safe and Supportive Schools

Safe and supportive schools create both a physically and emotionally safe learning environment for students and staff. Schools and districts may explore the topics below for more information and resources.



**Anti-Harassment,
Intimidation,
and Bullying**



Discipline



**Positive Behavioral
Interventions and
Supports (PBIS)**



Requirements



**Behavioral Threat
Assessment**



**Human
Trafficking**

[Ohio's Comprehensive School Safety Framework](#), [Mandated Reporting](#), [Social and Emotional Learning Standards](#), and [Ohio School Safety Center](#) provide additional supports schools and districts in creating safe and supportive learning environments.



Ohio's Comprehensive School Safety Framework

Psychological Safety and PBIS Implementation

Provide professional development for school staff with community partners that:

- Target the specific needs of individual schools, staffs, and students.
- Addresses the school climate, psychological safety, positive behavior, and crisis prevention, preparedness, and response needs.

Ohio's Free Online PBIS Professional Development

[Ohiopbis.org](https://ohiopbis.org)

- 6 new Schoolwide Tier 1 online learning modules
- 4 existing fundamentals of PBIS online modules
- June 2025: Classroom and Tier 2 Modules

[The PBIS and Young Learners Series | Education Station](#)

- Series of modules focused on implementing the PBIS framework in early childhood settings through third grade.
- 8 Tier 1 Modules and 6 Tier 2 Modules



PBIS Resources

- [Center on PBIS | Video: An Introduction to The Interconnected Systems Framework](#)
- [Interconnecting School Mental Health and School-Wide PBIS Volume 2](#)
- [Interconnected Systems Framework: Installing and Integrated Approach](#)
- [Center on PBIS | Resource: Enhancing Team Functioning in Schools' Multi-Tiered Systems of Support](#)
- [Center on PBIS | Resource: PBIS Implementation Blueprint](#)
- [Center on PBIS | Supporting Schools During and After Crisis](#)
- [Center on PBIS | Resource: Integrating a Trauma-Informed Approach within a PBIS Framework](#)
- [Federal Formula Grants and PBIS](#)





Bullying Prevention

Bullying is frequently noted as an example of disrespectful and aggressive behavior. The majority of bullying and harmful behavior happens in order to get attention, praise, or social status from by-standers, peers, or even the victim. An effective social culture has a formal process for limiting the social rewards available for bullying, and harmful behavior. We call this bullying prevention.

[Center on PBIS | Bullying Prevention](#)

Anti-Harassment, Intimidation and Bullying Resources

QUICK LINKS

- » [Anti-Bullying: Strategies and Resources for Educators](#)
- » [Anti-Bullying: Resources for Parents](#)

Contact Information

To make an anonymous report you can text or call the Safer Ohio Schools Tipline 844-723-3764.


This tip line allows students and adults to anonymously share information with school officials and law enforcement about threats to student safety.

Anti-Harassment, Intimidation and Bullying Resources

All Ohio public schools work to create safe and supportive learning environments for their students and staff. As part of these efforts, state law says they must have policies prohibiting harassment, intimidation and bullying. Such behaviors can have negative and often long-term consequences for youth. This page presents a few of the many resources available to help address these issues.

What is an effective anti-bullying policy?


Administrators and local board members can use these tools to ensure their district has an effective policy and related practices.

- » [Ohio Schools Anti HIB Policy Implementation \(video\) \(link is external\)](#) – This nine-minute video describes six essential policy components and provides strategies for Ohio’s educators to help keep students safe from bullying’s effects.
- » [Anti-Harassment, Intimidation and Bullying Model Policy](#)  This model policy contains procedures for reporting, documenting and investigating incidents of harassment, intimidation and bullying (including cyber bullying).



Anti-Harassment, Intimidation and Bullying Resources

Steps to take if bullying affects your child

TALK TO YOUR SCHOOL ABOUT A STUDENT ACTION PLAN

Following a bullying incident, districts and parents may use the [Guidance for Student Action Planning](#)  to develop and continually improve plans for keeping the student safe from future bullying incidents.

LEARN ABOUT BULLYING AND TALK TO YOUR CHILD

- » Children who are bullied often blame themselves and are reluctant to discuss these harmful situations. Parents will find tips about talking with their children and their schools below:
 - [Guidance for parents of kindergarten through grade 6 children](#) 
 - [Guidance for parents of teenagers](#) 
- » [StopBullying.gov](#) gives one-stop access to U.S. Government information on bullying topics:
 - Definitions of [what bullying is](#), [what cyberbullying is](#), [who is at risk](#), and how everyone can [prevent](#) and [respond to bullying](#).
 - For young children, see [What Kids Can Do](#).
 - For older children, visit [What Teens Can Do](#).
 - From [this page](#), find special sections for parents, educators and community members.


Anti-Harassment, Intimidation and Bullying Resources

Anti-Bullying: Resources for Parents

Parents can take many important steps to help prevent and address bullying, intimidation or harassment among students at their children's schools.


Learn what everyone should do to prevent and address bullying

See [this information](#) about the obligation of each Ohio school district to have a policy prohibiting harassment, intimidation or bullying. Parents can ask their district or local school board about its local policy.

On [this same webpage](#), also find: a) tools districts can use to ensure their policy is effective; and b) [Guidance for Implementing an Anti-Bullying Policy](#)  that outlines specific steps that staff, teachers and students each should take if bullying occurs.

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STOPBULLYING.GOV

stopbullying.gov

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[Bullying](#) ▾

[Cyberbullying](#) ▾

[Prevention](#) ▾

[Resources](#) ▾

[Kids](#)

[Get Help Now](#)

**Prevention:
Learn how to
identify
bullying and
stand up to it
safely**

Become an upstander



RESOURCES

Prevention

- [Prevention Education](#)
- [Ohio Center of Excellence for Behavioral Health Prevention and Promotion](#)
- [Prevention Technology Transfer Center \(PTTC\): Substance Abuse Prevention Skills Training](#)
- [SAMHSA: Focus On Prevention, Strategies and Programs to Prevention Substance Use](#)

Mental Health

- [School-based Mental Health](#)
- [National Center for School Mental Health](#)
- [School-Based Center of Excellence for Prevention and Early Intervention](#)
- [Mayerson Center for Safe and Healthy Children](#)
- SAMHSA: [Program Finder](#) and [Resource Center](#)
- [National Attachment and Trauma Network](#)

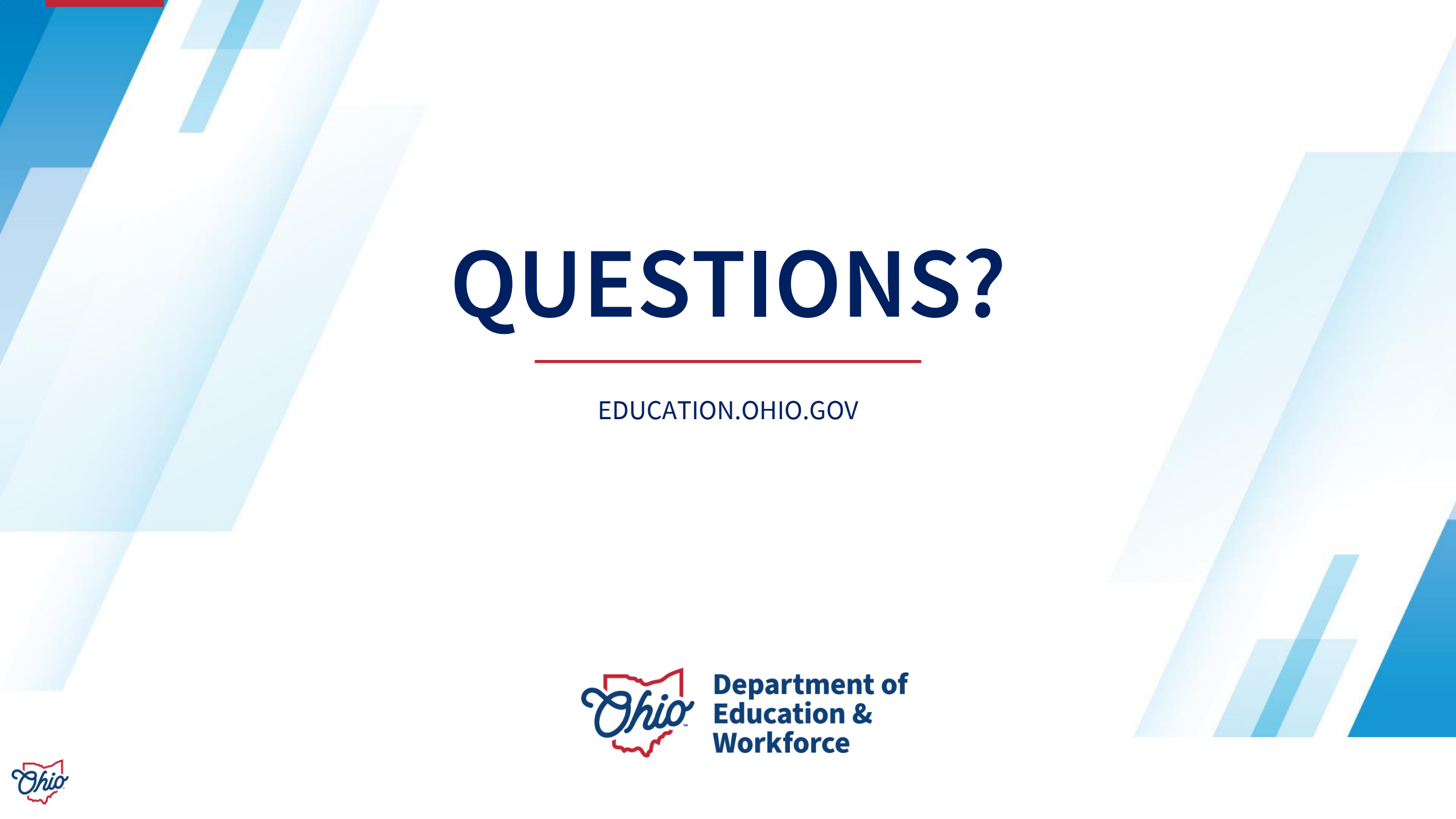


QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**



**Thank you for supporting
school safety, parent
engagement and school
attendance!**



Contact Information

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