Mayor Vincent C. Gray's Youth Bullying Prevention Task Force

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GOVERNMENT OF THE DISTRICT OF COLUMBIA

District-wide Model Bullying Prevention Policy

Office of Human Rights

DISTRICT OF COLUMBIA

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EXECUTIVE SUMMARY

On June 22, 2012, the District of Columbia City Council passed the *Youth Bullying Prevention Act of 2012* (hereafter referred to as 'the Act') to address bullying on a comprehensive, citywide level. The policy requires that all District agencies, grantees, and educational institutions that provide services to youth adopt a bullying prevention policy. The law includes any entity who provides services to youth on behalf of, or with funding from, the District of Columbia. The law also creates the Mayor's Task Force on Bullying Prevention (the 'Task Force'), whose role is to assist District agencies in their bullying prevention efforts and the creation of their prevention policies. As part of this charge, the Task Force has compiled a model policy designed around evidence-based best-practices in bullying prevention.

The District's model policy on bullying adopts a public health framework with three levels of prevention practices and strategies: **primary** prevention applied to *all* youth and staff in a given setting, **secondary** prevention targeting *youth atrisk* of being a bully or a victim as well as *places* where bullying is most likely to occur, and **tertiary** prevention which includes responses to a particular bullying incident. This three-tiered public health model has been successfully used in clinical and community psychology to promote mental health and reduce social-emotional problems. The policy differentiates between legally-required responses and prevention activities intended to prevent future incidents.

To develop the model policy, the Task Force reviewed best-practices in bullying prevention (see Appendix E) and conducted focus groups with District principals and youth. From this review and feedback, the Task Force identified strategies that have been consistently shown to be most effective at reducing bullying. These strategies are included in the model policy. Together these recommendations form a comprehensive framework that creates a positive climate for all youth who come into contact with an agency.

ROADMAP TO THE POLICY

This model policy is divided into two sections: <u>sample language for each youth serving agency's model policy and Task Force recommendations for best practice in prevention</u>. The Act requires that all youth-serving agencies create a bullying prevention policy with nine elements: (1) the legal definition of bullying; (2) a statement prohibiting bullying; (3) a statement that the policy applies to participation in functions sponsored by the agency, educational institution, or grantee; (4) the expected code of conduct; (5) a list of consequences that can result from an identified incident of bullying; (6) a procedure for reporting bullying; (7) an investigation procedure that include the name and contact for people charged with investigating bullying; (8) an appeal process; (9) a statement that prohibits retaliation for reporting incidents of bullying. The law also requires that agencies develop a plan for discussing its policy with youth and publicizing that this policy applies to participation in functions sponsored by an agency. Educational institutions are also required to report the aggregate incidents of bullying and any other information the Mayor determines is necessary or appropriate.

In developing their policy, agencies can adopt the format and sample language here or develop one suited to their own needs, resources, and capabilities. This model policy also provides guidelines on what pitfalls to avoid when designing interventions. Recommendations from the Task Force are italicized and sample language is in normal font. Topics that are agency specific are in **bold** and brackets. A list of bullying prevention resources is included in Appendix A.

The Act does **<u>not</u>** provide any specific language agencies must adopt as part of their policy. Throughout this model policy, sample language is presented that will allow agencies to comply with the Act. Task Force suggestions for compliance with The Act are **<u>bold and underlined</u>** and reference the appropriate section of the law. Sections that directly address legal requirements of the Act are also indicated in the table of contents and reference the relevant section of the Official DC Code. Because youth serving agencies vary in their interactions with youth, the model policy includes recommendations on how and when to adapt the sample language to each agency's specific youth serving context. Additionally, before adopting the sample language, agencies should consult with their stakeholders to determine if the sample language reflects the needs and circumstances of the agency and its community.

CITYWIDE ANTI-BULLYING COORDINATION

As part of the District's citywide commitment to bullying prevention, the Task Force recommends the creation of a program situated in an impartial District government agency to coordinate bullying prevention initiatives throughout the District. The program coordinator will:

- Prevent duplicative or conflicting policy implementation by reviewing each agency's model policy and practices;
- Coordinate and provide training and curriculum support (more information about coordinated implementation can be found on page 11 of the policy); and
- Review and support agencies' data collection and analysis efforts.

Training and curriculum support will be provided through direct training support and resource development. The Task Force recommends that, upon agency request, the coordinator provides training to agency personnel charged with responding to incidents of bullying. Additionally, the coordinator will provide indirect support to agencies by compiling and making available various bullying prevention support resources including training programs for agency staff and curricula that agencies can provide to their youth. Upon the request of an agency, the coordinator will also assist in investigating incidents of bullying. The role of the coordinator in training and curriculum development is described on pages 13 to 15; the role of the citywide coordinator in investigations is detailed on page 23.

The Task Force recommends that the data collection support and analysis be a collaborative process between District agencies and the coordinator. The coordinator will aid in the integration of bullying prevention data into youth serving agencies existing management and information systems and analyze data to identify both barriers to and successful implementation of bullying prevention. The citywide coordinator will also compile for the Mayor an annual report based on data drawn from these efforts that assess the current prevalence and dynamics of bullying in agencies, educational institutions, and grantees. As part of this responsibility, the citywide coordinator will advise the Mayor on the data measures that best reflect the dynamics of bullying at educational institutions, agencies, and grantees and the effectiveness of these organizations' prevention efforts. The collaboration process between the coordinator and an agency is detailed on pages 15 to 17.

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OBJECTIVES AND PURPOSE

Each agency should develop a statement of purpose. Statements of purpose codify an agency's objectives in the prevention policy and make it easier to communicate them to the public. The statement should set a clear scope of the policy: agencies must decide whether to extend their policy to volunteers, visitors, staff, or others and whether it also applies to adult level bullying. In creating these statements agencies should seek feedback from stakeholders, including staff, youth and the broader community to ensure effective implementation. ***The sample language below is not required by law****.*

A key responsibility of **[this agency]** is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core **[agency]** values. Thus, to facilitate our mission, **[the agency]**, in consultation with youth, families and staff, has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the **[agency]** community and describes **[agency's]** prevention strategies to identify and prevent incidents by connecting youth to necessary services. **[This agency]** will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident.

This policy serves as **[agency's]** bullying prevention plan.

DEFINITIONS (DC CODE § 2-1535.03(B)(1))

A clear definition of bullying is essential to a successful bullying prevention policy. ***DC Code § 2-1535.03(b)(1) requires every District agency adopting a model bullying policy include the definition of bullying in the law (Appendix B). Agencies should also note that for the purposes of the law, "youth" means either: (1) an individual of 21 years of age or less who is enrolled in an educational institution or who accesses the services or programs provided by an agency or grantee, or an individual of 22 years of age or less who is receiving special education services from an educational institution; or (2) individuals as described in the first subsection of the official definition of bullying considered as a group.***

However, agencies may wish to clarify the language in the definition to make it more accessible to staff or youth. Examples of clarifying language could include bullying incidents particularly relevant to a specific agency setting or guidance to staff on identifying bullying and differentiating bullying from conflict. Agencies may wish to expand the definition to include bullying of youth by adults on agency premises, staff or otherwise. They may also wish to include incidents of adult bullying in their definition. ***The sample language below can be used to comply with the law.***

SUGGESTED POLICY LANGUAGE

[Agency] defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
    a. Place the youth in reasonable fear of physical harm to their person or property;
    b. Cause a substantial detrimental effect on the youth's physical or mental health;
    c. Substantially interfere with the youth's academic performance or attendance; or
    d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

PROHIBITION AGAINST BULLYING (DC CODE § 2-1535.03(B)(2-3;9))

Per DC Code § 2-1535.03(b)(2;9) all agency policies must prohibit two forms of bullying: acts of bullying and acts of retaliation for reporting bullying.

The Task Force recommends that the prohibitions include where and under what circumstances the policy is in effect. For example, in articulating where the policy applies, agencies should be clear whether travel to and from their agency is governed by the bullying policy. Agencies may also wish to extend the prohibitions in their policy to staff-on-staff bullying behaviors to encourage positive role modeling for youth.

When considering the circumstances under which the policy applies, many agencies with bullying prevention policies have used the phrase "materially and substantively disrupts the orderly operation of the agency" to include off-site instances of bullying, reported to the agency, to which the policy applies. Since acts of retaliation can contribute to a negative environment at the agency and hamper the efficient adoption of the bullying prevention plan agencies should govern acts of retribution for reporting bullying in a similar manner. At minimum, ***per DC Code § 2-1535.03(b)(3)of the Youth Bullying Prevention Act of 2012, the policy must extend to events sponsored by the agency***. ***The sample language below can be used to comply with the law***.

SUGGESTED POLICY LANGUAGE

Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited:

1. On **[agency]** grounds and immediately adjacent property, at **[agency]** -sponsored or related events on and off **[agency]** grounds, on any vehicle used for **[agency]** business, at any transit stop at which youth wait to be transported to **[agency]** business, or through the use of any electronic devices owned by the **[agency]**, leased by the **[agency]** or used for **[agency]** business; and
2. At a location or function unrelated to the **[agency]**, through the use of any electronic devices, including those not owned or leased by the **[agency]**, if the acts of bullying or cyberbullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the **[agency]**, or materially and substantially disrupt the orderly operation of the **[agency]**.

Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

POLICY DEVELOPMENT AND RESOURCE MAPPING

Engaging the Community

Policy Writing

In developing and updating their policy, agencies should actively seek feedback from stakeholders in the community. This includes staff, youth and members of the broader community in which the agency operates. Agency policies should describe how community involvement will be solicited and what form future community involvement will take.

Examples of community involvement in model policy development include: holding public meetings to solicit feedback, opening policy writing working groups and task forces to community representatives, and soliciting feedback as part of an agency's resource mapping and needs assessment process. Where possible, agencies should make use of existing community boards to simplify the process of obtaining community feedback. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

[This agency] will create and update its policy with feedback from the community, as follows:

1. Prior to adopting, or making any changes to the policy, **[agency]** will make a draft copy of the proposed changes available to the public at least two weeks before the policy is adopted or changes to the policy are finalized and shall, in that time period, provide the public with the ability to submit feedback on the changes in the form of questions, comments and recommendations which **[the agency]** must be taken into consideration.
2. **[Agency]** will convene an advisory panel composed of community stakeholders in regular contact with **[the agency]**. This panel will be chaired by **[agency designee]** and is charged with providing advice and feedback on the implementation of the prevention policy. This panel may be made permanent to serve as an ongoing resource for **[agency's]** bullying prevention efforts.

Youth Advisory Panel

Obtaining youth feedback, particularly through the creation of youth advisory panels, is critical in the policy writing process to secure youth buy-in for the prevention plan. Where possible, agencies should make use of existing youth boards to simplify the process of obtaining their feedback. ***The sample language below is not required by law****.*

As part of the process of soliciting stakeholder feedback, **[agency]** will convene a Youth Advisory Panel composed of youth in regular contact with **[the agency]**. This panel will advise the drafting and implementation of this policy and assist in its implementation through peer outreach and education. This panel will be consulted prior to the approval of the policy or any changes to the policy. The Youth Advisory Panel will be consulted annually as part of **[agency's]** policy evaluation and updating process.

Publication and Contact Information (DC Code § 2-1535.03(f))

DC Code § 2-1535.03(f) requires that all youth serving agencies develop a plan for publicizing the policy, including discussing the policy with youth and publicizing that the policy applies to participation in functions sponsored by the agency. *Every policy should include a section on how the policy will be publicized to the community as well as how youth and the community can contact agency bullying prevention specialists to learn more about the policy.* ***The sample language below can be used to comply with the law.***

This policy will be made available on **[the agency's]** website. The policy, and age appropriate versions thereof, will be distributed to youth and parents of youth in contact with **[agency]** annually, and **[agency]** will emphasize that the policy applies to participation in functions sponsored by **[agency]**. Additionally, this policy will be included in all publications of agency rules, regulations, and solicitations and agreements for contracts and grants.

[Name or position of agency designee charged with responding to incidents of bullying] is responsible for coordinating **[agency's]** bullying prevention efforts. All questions, comments and concerns about the bullying policy and **[agency]** prevention efforts should be able to be directed to **[agency designee]** at **[agency designee contact information.]**

Prevention Leadership

Agencies should clearly designate who is responsible for implementing each part of this policy. If the policy is to be administered by a designated bullying prevention specialist, or by a core team of specialists or committee members, the procedures for designating, appointing, or selecting this staff should be clearly articulated, and their commitments under the policy should be clearly defined. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

Responsibility for the implementation and execution of this policy is vested with **[name or position of agency designee charged with responding to incidents of bullying]**[1] who shall have responsibility for:

1. Planning and organizing the prevention plan's professional development activities and coordinating these activities with the Department of Human Resources;
2. Designing or choosing and implementing the programming and curricula the agency uses to address bullying;
3. Receiving and recording incidents of bullying;
4. Responding to incidents of bullying and addressing the needs of victims and bullies;
5. Managing the data collaboration and collection process in cooperation with the District citywide prevention coordinator;
6. Coordinating community engagement efforts and;
7. Regularly reviewing and updating the policy and any procedures developed as part of it.

If **[agency designee]** chooses to delegate responsibility for any of these areas, it must be done in consultation with **[appropriate agency oversight authority]**. All such decisions will be recorded to ensure that there are clear lines of responsibility for each prevention activity.

Resources Mapping

Prior to determining how the policy will prevent bullying, the agency should conduct a resource mapping process to determine its existing resources and identify what service gaps need to be addressed during the prevention plan development process. If conducting this process annually is not feasible, agencies should attempt to build a review of their prevention resources into an existing agency process to ensure that the agency's knowledge about its prevention capabilities and resources remains current. To assist agencies in identifying prevention resources, a list of programs is included in Appendix A. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

In order to obtain an accurate picture of the resources available as part of the prevention plan, **[the agency]**, in consultation with stakeholders, will conduct an annual resource mapping process. The process will identify:

1. What resources **[the agency]** has in place to support their primary, secondary and tertiary prevention strategies,
2. What gaps exist in **[the agency's]** bullying prevention services,
3. What steps must be taken, or services developed, to remedy these gaps,
4. What types of bullying risk factors each of **[the agency's]** resources addresses,
5. What types of bully or victim behavior each available agency resource will be most effective in addressing.

Policy Evaluation

To ensure that prevention policies remain relevant and address current issues in bullying, the Task Force recommends agencies conduct a yearly evaluation of their policy. If this is not feasible, the agency should have a mechanism by which the policy is evaluated and updated regularly, potentially during the course of normal agency policy review. ***The sample language below is not required by law****.*

[Agency] will annually review and update this policy with new prevention strategies developed after consultation with community stakeholders, continuing research on best practices in bullying prevention, and the agency's data collabora-

[1] If a committee is tasked with bullying prevention leadership, then the agency policy should include all the members or agency positions composing that committee, as well as designating a committee chair.

tion with the citywide coordinator. Policy changes will be made to rectify gaps identified in the current prevention effort and to build on successful strategies. They will be further informed by whether or not **[agency]** successfully met or is on track to meet performance goals described in its "prevention goals" section.

PRIMARY PREVENTION STRATEGIES

Primary prevention strategies apply to all youth and staff in contact with an agency regardless of personal risk factors or attributes. ***The sample language below is not required by law unless otherwise specified.***

Create Positive Agency Atmosphere

Best practice prevention literature indicates that the most important way to address bullying is to improve the climate of the agency, creating a place where youth feel comfortable and safe. To this end, the Task Force recommends including positive climate creation efforts in an agency policy. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

[Agency] will establish a culture of respect and safety. As part of this commitment, **[agency]** will incorporate bullying prevention messages and efforts into all aspects of its operations that serve youth or that support youth serving operations.

Staff must be committed to creating a positive and respectful environment. Accordingly, **[agency]** will include, in all employment application interviews, questions about how prospective employees would support bullying prevention and the creation of a positive **[agency]** environment at their job.

Community Education

Agencies deeply engaged with their communities may find it helpful to increase the impact of their policy by providing educational services to community representatives, thereby increasing the number of adults with prevention skills. At minimum, an agency should ensure that parents or guardians of youth in contact with the agency are familiar with the responses of the agency to incidents of bullying and have basic skills that will allow them to reinforce an agency's prevention efforts at home. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

Safe, positive environments are best supported by an active partnership between **[agency]** and the community. This begins with parents and guardians. Accordingly, **[agency]** will provide the parents and guardians of young people regular bulletins, presentations and/or workshops to educate them on:

1. How parents and guardians can use activities at home to build on the bullying prevention lessons taught at **[agency]**;
2. The dynamics of bullying and its impact on youth;
3. Information about internet safety and cyberbullying;
4. **[Agency's]** legal and administrative responses to bullying;
5. Information on parent and guardian relevant sections of **[agency's]** prevention policy.

Such information will also be made available by **[agency]** to the community, and in particular to **[agency]** youth and community advisory panels. These educational opportunities will be made available at six month intervals.

Where possible **[agency]** will coordinate education efforts with other District agencies to effect citywide community education and awareness.

Code of Conduct DC Code (§ 2-1535.03(4))

§4.b.4 ***of the Youth Bullying Prevention Act of 2012 requires that all youth serving agencies adopt a code of conduct.*** *Agencies have discretion in developing the content and scope of their code of conduct to address specific needs and circumstances of each agency. If an agency has an existing code of conduct that governs youth behavior on agency premises, and that ensures that youth in contact with that agency will be held to appropriate standards of social interaction, that code can be used and referred to in an agency's prevention policy.* ***The sample language below can be used to comply with the law.***

SUGGESTED POLICY LANGUAGE

[This agency] expects youth to behave in a way that supports **[agency's]** objective to provide a safe and welcoming environment for other youth, **[agency]** staff, and community members. Youth who are part of the **[agency]** community are expected to:

1. Treat all members of the **[agency]** community with respect;
2. Respect the property of **[agency]**, its staff, and other youth connected to **[agency]**;
3. Respond appropriately to instructions from **[agency]** staff.

Training and Professional Development (DC Code § 2-1535.06(3))

Per DC Code § 2-1535.06(3) agencies may provide training on bullying prevention to all employees and volunteers who have significant contact with youth. *Training and professional development activities are designed to provide agency staff in regular contact with youth with the knowledge, skills and resources they need to prevent acts of bullying before they occur, to support youth at risk of bullying or being bullied, to identify bullying incidents when they occur, and to respond productively to active incidents of bullying by turning them into teachable moments for the bullies while protecting victims from further harm and remedying any damages. When staff demonstrates that they respond effectively to incidents of bullying, and in a way that protects youth, they can be the catalyst that changes the culture of an agency, encouraging witnesses to come forward and report other incidents. To assist agencies in carrying out these activities, the Task Force has assembled a list of resources and programs, including free and low cost programs, in Appendix A. Agencies should coordinate with the District Department of Human Resources to coordinate training and professional development.* ***The sample language below is not required by law***.

Training

SUGGESTED POLICY LANGUAGE

[Agency] will provide to all personnel whose duties consistently bring them into contact with youth by design or incident, training on **[agency's]** prevention curriculum, as well as the procedures for responding to and reporting an incident of bullying. Staff will also learn to engage with each other and youth reflectively to build an agency-wide atmosphere of respect. These training efforts will be assisted, at **[Agency]** request, by the citywide coordinator. This training will be provided regularly to **[agency]** staff by the opening of the District academic school year immediately following the publication of this policy.

Staff assigned to **[the agency's]** bullying prevention team will receive additional training on how to provide immediate support for victims and witnesses during or after an incident and may obtain District citywide coordinator support to provide this training. This additional training will be provided regularly to **[agency]** staff by the opening of the District academic school year immediately following the publication of this policy.

Staff tasked with carrying out investigations into an incident of bullying as described in "Investigating Incidents of Bullying" will receive additional training on how to carry out these investigations.

[Agency prevention designee] will have the appropriate background checks needed to ensure they are allowed to work with children.

Ongoing Professional Development

SUGGESTED POLICY LANGUAGE

[Agency] recognizes that in addition to training, staff members require ongoing professional development to build the tools and knowledge needed to prevent, identify, and respond to incidents of bullying. Therefore, **[agency]** will ensure that staff has ongoing access to professional development opportunities that include information on:

1. The specific locations and dynamics of youth and bullying interactions at **[agency]**;
2. Age and developmentally appropriate strategies for identifying, preventing, and responding constructively to incidents of bullying;
3. Specific populations that may be particularly at-risk in the **[agency]** environment;
4. Internet safety and cyberbullying issues;
5. The components and delivery of the agency's prevention curriculum.

Curriculum (DC Code § 2-1535.06(1-2))

Per DC Code § 2-1535.06(1-2) agencies may establish an annual prevention program for youth aligned with established health education standards and inform youth about their right to be free from discrimination in public accommodations and education, and of the redress available for a violation of their rights. *The curriculum section of the policy provides guidelines for determining what programs will be provided to youth in contact with the agency. These guidelines are designed to ensure that programs provided to youth create a supportive and nurturing agency environment and respond positively and constructively to the incidents of bullying they witness. In selecting a curriculum, agencies should ensure that it aligns with the OSSE Health Education Standards. These standards are included as a knowledge resource in Appendix A.* ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

[Agency] will implement a comprehensive bullying prevention curriculum, the components of which will be integrated into all youth related **[agency]** activities. This curriculum will teach youth[2]:

1. Self-regulation (controlling impulses; focusing, sustaining and shifting attention; listening to and remembering information; empathy training);
2. Perspective-taking (appreciating similarities and differences; recognizing and identifying feelings of others; understanding that feelings can change and are complex);
3. Emotion management (recognizing and identifying one's own feelings; learning strategies for calming down strong emotions; managing stress/anxiety);
4. Problem-solving (learning a process for solving problems; goal setting);
5. Communication skills (being assertive; being respectful; negotiating and compromising);
6. Friendship skills (cooperation, including others, joining in with others).

The District citywide coordinator may be utilized to support the development of this curriculum. This curriculum will align with the OSSE Health Education Standards.

Development and integration of this curriculum into **[agency's]** youth serving activities will be completed by the opening of the District academic school year after the adoption of this policy.

Data Collection (DC Code § 2-1535.07(a))

Data collection is the foundation of effective bullying prevention and serves multiple purposes. First, and most importantly, it provides agencies with the knowledge they need to develop and refine their prevention and intervention efforts. Second, it provides agencies with documentation of each incident of bullying, allowing them to tailor an individualized response to prevent future incidents and protect victims. Third, it allows agencies to track performance trends to prevent

[2] From "Jones, Lisa, Mia Doces, Susan Swearer, and Anne Collier. *Implementing Bullying Prevention Programs in Schools: A How-To Guide*. Born This Way Foundation & the Berkman Center for Internet & Society, 2012."

the repetition of ineffective responses and encourage the replication of effective responses. Fourth, it allows for evaluation of citywide trends. Effective analysis requires data collection of both bullying incidents and service delivery. Incident data captures acts of bullying, allowing analysis of the degree to which the District's youth are being protected by the current policies. Service measurements track how effective agencies are in providing appropriate prevention knowledge and tools for staff. Both inform attainment of internally set-goals and other performance metrics. ***The sample language below is not required by law; however, per DC Code § 2-1535.07(a)) each educational institution must, by a date determined by the mayor, provide an annual report regarding the aggregate incidents of bullying, and any other information that the Mayor determines is necessary or appropriate****.*

Data Collaboration

The Task Force recommends a collaborative process where the citywide coordinator and the agency discuss their information needs and the data that would best guide agency prevention efforts. As part of this collaboration, the citywide coordinator may be able to assist an agency's prevention effort with minimal additional data collection by using existing or previously collected data to describe current bullying dynamics. ***The sample language below is not required by law****.*

SUGGESTED POLICY LANGUAGE

Prior to each academic year, **[agency]**, in collaboration with citywide coordinator will determine what data will most productively assist **[agency]** in supporting an effective **[agency]**-wide bullying prevention policy. Based on this feedback, **[agency]** and the citywide coordinator will determine a set of service and incident metrics to be collected by **[agency]**. Efforts will be made to ensure consistent metrics and research products across years and to the extent possible, across agencies.

Incident Database

To ensure that the citywide coordinator can generate accurate information about bullying to assist an agency in developing its prevention response, the Task Force recommends that policies ensure there is a procedure for maintaining data to the citywide coordinator. This sample language is ***not required*** *by law.*

SUGGESTED POLICY LANGUAGE

[The agency] will submit to the citywide coordinator a dataset of all incident and service measures designated in this policy. This data will not include any identifying information about the bully, victim, or witnesses. **[Agency designee]** will be responsible for ensuring the citywide coordinator has accurate information on incident and service measures. Given the sensitive nature of information contained in this database, only **[agency designees]** will have access to individualizing information in the database.

Incident Measures

The Task Force recommends that agencies collect both administrative information about an incident of bullying to inform a response to an incident, and contextual information that will guide their prevention efforts and inform their prevention planning, such as what kinds of bullying are more and less prevalent at an agency. ***The sample language below is not required by law****.*

SUGGESTED POLICY LANGUAGE

[Agency] will collect the following pieces of information about reported incidents of bullying:

1. Name(s) of the victim, bully, and any witnesses
    a. Reliable contact information for the victim, bully and any witnesses
2. Relevant attributes about the victim, bully and any witnesses including:
    a. Any prior incidents involving either the victim or bully
    b. Connection of the victim, bully, and any witnesses to the incident (i.e. are they students, staff, volunteers, etc.)
3. The nature of the bullying incident
    a. Where the incident took place
    b. What time the incident took place
    c. What type(s) of bullying it was (physical, verbal, cyber, relational, etc.?)
    d. What factors drove the incident of bullying (social status, personal appearance, race, sexual orientation, etc.)
    e. What adult supervision was in place
    f. Context of the incident

[Agency] will only attempt to collect this information insofar as it does not jeopardize the safety of the victim and witness(es) and allows non-staff reports of bullying to be made anonymously.

Service and Climate Measures

Service and climate measures help an agency determine the degree to which prevention services and knowledge are reaching youth and staff, which will allow them to address service challenges and build on existing prevention strengths in an agency. Given that training activities will depend heavily on the nature of the agency and the staff training and service to youth activities that support their prevention efforts, this list will need to be modified significantly on an agency by agency basis to best reflect agency prevention practices. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

[Agency designee] will collect the following measures of prevention service provision:

1. Training Measures
    a. Number of staff who have attended prevention training sessions;
    b. Staff knowledge about bullying prevention dynamics and strategies.
2. Curriculum Measures
    a. Number of prevention curricula sessions provided to youth
    b. Number of at-risk youth referred to treatment and services
        i. Number of treatment sessions provided to at-risk youth
3. **[Agency]** Climate- surveys administered to youth and staff desired to measure perceptions of:
    a. **[agency]** climate
    b. Safety at **[agency]**
    c. Youth self-reports of bullying

Reporting to the Citywide Coordinator

The Task Force recommends that agencies submit information to the citywide coordinator who will assist them with data analysis and reporting in order to help agencies refine their prevention plans. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

[Agency] will provide a report of bullying prevention and incident metrics to the citywide coordinator every six months. The **[agency]** report will include all service and incident measures included in this policy.

[Agency] will make a copy of the report prepared for the Mayor by the citywide coordinator available online at the agency's website and will include copies of the report in mailings to families of youth served by the agency as appropriate. Copies of the report will also be made available to the community at **[appropriate location in agency facility.]**

[Agency] will take every possible measure to ensure the privacy and confidentiality of all parties in an incident. To ensure confidentiality, reports provided to outside agencies will not include identifying information about the parties involved in an incident, and will report data only in the aggregate.

Prevention Goals

To guide agency prevention efforts, the Task Force recommends that an agency establish and regularly update performance goals for their prevention efforts. ***This sample language is not required by law.***

SUGGESTED POLICY LANGUAGE

At the beginning of the District public school academic year, **[the agency's bullying prevention team or designee]** will update goals for **[agency's]** prevention efforts. **[The agency]** will set out clear, reasonable goals to be achieved in incident reduction, training and curriculum development and **[agency]** climate improvement at the 6 month, one year, and three year marks. Each goal created should have clear data measures being collected to track **[the agency]** progress toward these goals. These goals will be published as part of **[agency]** reports to the citywide coordinator and the community.

Strategies to Avoid in Primary Prevention

Primary prevention strategies should avoid overly punitive policies that are often adopted as part of creating a "zero-tolerance" environment. While sanctions are an important part of a bullying prevention plan, certainty of detection has been shown to be a much more important component of a successful prevention policy than severity of response; harsh sanctions make certainty of detection more unlikely because they deter victims and witnesses from reporting bullying. Effective prevention policies include graduated sanctions as a component of a comprehensive plan and avoid stigmatizing youth who bully. The policy should avoid punishing non-reporting youth witnesses. While these sanctions are intended to increase the frequency of witness reporting, research suggests that these policies have precisely the opposite effect–discouraging the reporting of incidents by students who fear potential sanctions.

Primary prevention strategies should avoid relying on "one-off" preventions. One time assemblies, staff trainings, lessons or community meetings alone are not effective at preventing bullying. Effective policies integrate bullying prevention efforts into every facet of agency activity in order to create a positive agency environment. Finally, agencies should train staff to identify and prevent all types of bullying. Research suggests cyberbullying is as or more common than physical violence.

SECONDARY PREVENTION STRATEGIES

Secondary prevention strategies target 1) youth who are at risk of being a bully or a bullying victim and 2) physical spaces that are at risk of being the site of bullying incidents. Key to providing secondary services is avoiding stereotypes or profiling while still helping at-risk youth before they are either bullied or bully. Youth are identified by research-based risk factors. Addressing these risks compassionately and confidentially can improve the safety of youth and confidence of youth while avoiding alienating youth. ***The sample language below is not required by law unless otherwise specified.***

Identifying At-Risk Groups

Identifying at-risk groups is central to secondary prevention strategies. Agencies should consider what youth will be at special risk of being bullied and of bullying, and should ensure that their policy identifies and serves these populations to prevent bullying incidents. Once at-risk groups are identified, the policy should have clear plans in place to ensure that at-risk youth receive necessary services. The list of risk factors below is drawn from the University of Colorado's Safe Communities-Safe Schools Fact Sheet[3]. Agencies may also have to adjust their policies based on the nature of their contact with youth; agencies who encounter youth in a more unstructured setting will need to construct their policy with the knowledge that their staff may be less able to make identifications of at-risk youth. ***The sample language below is not required by law****.*

SUGGESTED POLICY LANGUAGE

All staff at **[agency]** will actively seek out youth who are at risk of being victims or bullies to proactively remedy incidents of bullying before they occur. In determining whether a youth is at risk of being a **victim** of aggression, staff will consider the following risk factors:

1. Individual factors
    a. Cautious, sensitive, insecure personality
    b. Difficulty asserting themselves among peers
    c. Physical weakness, particularly in boys
2. Parental factors
    a. Possible over-protective parents
3. Peer risk factors
    a. Lack of close friends

Risk factors for being a **bully** in an incident include:

4. Individual factors
    a. Impulsive, hot-headed, dominant personality lacking empathy
    b. Difficulty conforming to rules and low frustration tolerance
    c. Positive attitudes toward violence
    d. Gradually decreasing interest in school or academic achievement
5. Parental factors
    a. Lack of parental warmth and involvement
    b. Overly-permissive or excessively harsh discipline/physical punishment by parents
    c. Lack of parental supervision
6. Peer risk factors
    a. Friends/peers with positive attitudes towards violence
    b. Exposure to models of bullying

Referral to Secondary Service for At-Risk Youth

To ensure that at-risk youth receive appropriate services the Task Force recommends that a referral procedure be put in place to direct youth to the appropriate services. However, the referral process should maintain the privacy and confidentiality of youth and should ensure that the trust or confidence of youth who report incidents to agency staff is not breached, absent a legal imperative. ***The sample language below is not required by law.***

[3] Center for the Study and Prevention of Violence. *An Overview of Bullying*. Boulder, CO: University of Colorado at Boulder, 2001.

SUGGESTED POLICY LANGUAGE

[Agency] staff who believe that a youth is at risk of being a victim or bully will send the youth to the **[agency prevention designee]** who will refer them to the appropriate services based on the agency's resource mapping effort. Resources will be given directly to the youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent must first be obtained.

Referral to service as part of a secondary prevention measure is not a disciplinary action and will never be noted on a youth's record as such. At the time of a referral **[the agency designee]** with assent from the youth will inform the youth's parents or guardian about referring youth to services, reasons they are referring youth, the type of service they are referring the youth.

Controlling At-Risk Areas

Research has demonstrated that there are both at-risk groups and at-risk places such as buses, playgrounds, and locker rooms where incidents of bullying are more likely to occur. The Task Force recommends that agencies adopt procedures to identify and address at-risk areas on their premises. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

If a location on **[agency]** premises is identified by **[the agency's]** data collection efforts as being particularly prone to hosting incidents of bullying, the **[agency prevention designee**] will take steps to improve the safety and security of that location for **[agency]** youth. These steps will include:

1. Reducing youth traffic to these areas by altering schedules or activities;
2. Reducing the number of youth of different ages or activity groups in an at-risk area by altering schedules or activities;
3. Increasing supervision in these areas, and training supervising staff in the identification of bullying behaviors particularly common in that place.

[Agency] will take measures to address an at-risk location no more than one month after receiving information on the presence of such an area on **[agency]** premises.

Secondary Services for At-Risk Youth

Once at-risk youth have been identified, it is important that agencies provide services that address youth needs to ensure that they do not become victims or bullies. Many agencies will not have resources to address every potential need, so the policy should include procedures for referring youth to outside agencies. The policy should also state what services the agency may provide internally. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

Secondary services provided to at-risk youth are not designed to punish and will not be reported on **[agency]** records as such. Rather, the objective of secondary services is to support at-risk youth and address risk behaviors before they become serious safety or disciplinary issues. To this end, remedial measures will be tailored to the youth receiving them to build on youth strengths while addressing skills and behavior deficits.

When considering what remedial services should be offered to a youth, **[agency designee]** will take into account: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, and personal traits. Based on these attributes and information from resource mapping, **[agency designee]** will determine the appropriate remedial services. If **[agency]** does not have access to services appropriate to a youth's needs, they will refer the youth to an outside agency who can address these needs rather than substituting other services that **[agency]** can provide.

Resources will be given directly to youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent will first be obtained. In all cases of remedial action, **[agency]** will take all possible steps to actively involve the youth's parents or guardians in the skill-building process, as long as the youth's written assent is obtained.

Examples of remedial services **[agency]** will provide directly or refer a youth to include but are not limited to:**[peer support groups, alternative educational or institutional placement, youth treatment, therapy or counseling, closely monitored behavioral management plans, parent conferences or service learning experiences.]** Services will be provided to an at-risk youth no more than one month after such a determination is made by **[agency designee]**.

Strategies to Avoid in Secondary Prevention

While secondary prevention strategies should address the needs of at-risk students, the measures provided to these students should not stigmatize them. When identifying youth based on risk factors, agencies must be careful to consider only evidence-based risk factors and to avoid referring based on stereotype.

TERTIARY PREVENTION STRATEGIES

Tertiary preventions are applied either during or after a bullying incident. Agencies should have clear policies to reduce damages from incidents, address youth needs, and ensure staff is prepared to prevent future incidents. Tertiary prevention has two components: legally mandated reporting and investigating procedures, and, recommended best practices to respond to an incident to prevent recurrence. Within the best practice component, reporting, investigating, and responding to incidents are the center pieces of tertiary response, but the particular mechanisms of each of these will be agency-specific. ***The sample language below is not required by law unless otherwise specified.***

Reporting Incidents of Bullying or Retaliation (DC Code § 2-1535.03(b)(6))

DC Code § 2-1535.03(1)(6) requires that all agency policies provide a procedure for reporting bullying or retaliation and that the procedure allows for anonymous reporting so long as no action is taken exclusively on the basis of that anonymous report. *The Task Force recommends that the agency policy has multiple options for communicating with parents, guardians, and youth. The Task Force also recommends that stakeholders have the tools to report bullying prevalence. The reporting section should clearly outline how reports will be taken and who will be responsible for handling them. Where possible, agencies should use pre-existing reporting systems to lower barriers to implementing these systems.* ***The sample language below can be used by an agency to comply with the law.***

SUGGESTED POLICY LANGUAGE

[Agency] expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the **[designated member of the agency's bullying prevention team]**, who will create a written report of a bullying incident and include the incident in **[agency]** reports of bullying incidents to the citywide coordinator.

Youth, parents, guardians, and community members are encouraged by **[agency]** to report any incidents of bullying they witness or become aware of. Reports of bullying may be made to **[designated prevention agency email address]**, **[designated prevention agency postal address], [name and contact information of designated agency bullying prevention personnel]** or through an anonymous dropbox at **[location of dropbox]**.

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by **[agency]** solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in **[agency]**'s bullying database.

[Agency] will ensure that there are reporting materials available in a wide variety of languages and that information about reporting is communicated to youth connected to **[the agency]** in an age appropriate manner. Information on how to report incidents of bullying will also be included as appropriate in **[agency]** mailings to youth and their families. **[Designated agency staff member or position]** is available to assist in reporting incidents of bullying and can be reached at **[designated agency staff member or position contact number].**

Reports of bullying not received by **[agency designee charged with responding to acts of bullying]** will be transmitted to them and the **[agency designee responsible for maintaining the prevention database]** within one day of their receipt or creation by the staff member who reported the initial incident.

Investigating Incidents of Bullying (DC Code § 2-1535.03(b)(7))

DC Code § 2-1535.03(1)(7) requires that investigation procedures exist and that the name and contact information of the person responsible for investigating incidents be available. *The Task Force believes investigation procedures must balance the need to obtain a thorough understanding of an incident with the need to protect the safety of the victim and the confidentiality of youth and community members who report incidents. Additionally, agencies will have to balance the desire to provide comprehensive service and protection to youth against the need to respect the privacy of all parties involved, and to comply with any agency privacy or anonymity policies. Agencies that plan to address bullying with comprehensive services may wish to have a more extensive investigation practice than those whose response will be more*

limited. ***This sample language can be used by an agency to comply with the law****.*

SUGGESTED POLICY LANGUAGE

Prior to the investigation of an incident, **[agency designee charged with responding to incidents of bullying]** will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by an agency, the following groups will be notified as needed by **[agency designee responsible for responding to incidents of bullying]**, so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

> Parents and guardians: **[Agency]** will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. **[Agency designee]** will determine if parents or guardians should be informed prior to or after the investigation of an incident.
>
> Schools: **[Agency]** will notify the schools of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.
>
> Law enforcement agencies: If **[agency]** determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination **[the agency designee]** may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

[Agency] will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. **[Agency]** will make every effort to protect the confidentiality of those who report bullying incidents.

[Agency designee charged with responding to incidents of bullying] is responsible for investigating reports of bullying and can be reached at **[contact information of designated agency bullying prevention personnel]**. An investigation of an incident will be initiated no more than one day after **[agency designee]** receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation **[agency designee]** will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

[Agency designee charged with responding to incidents of bullying] will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at **[the agency]**. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, **[agency designee]** will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident **[agency designee]** will attempt to determine, through interviewing the victim, what mech- **(continued on page 22)**

SUGGESTED POLICY LANGUAGE

(continued from page 21) anisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

[Agency designee or designees] is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the **[designee]** determines that an incident of bullying has occurred, they should take the response steps enumerated in **[the agency's]** tertiary prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

If **[agency designee]** determines that additional support is needed to conduct a thorough and equitable investigation they will contact the citywide prevention coordinator.

Sanctions and Remedies for Bullying

Sanctions (DC Code § 2-1535.03(b)(5))

DC Code § 2-1535.03(b)(5) requires that agency policies include a list of post-incident responses that correct the bullying behavior, prevent the occurrence of another incident, and protect the target of bullying. These sanctions must be adaptable to different types of incidents and developmentally appropriate for the youth receiving them. *The Task Force recommends that policies have both graduated sanctions and positive behavioral interventions which reduce student alienation, increase student engagement, and reduce contact with the juvenile justice system.* ***The sample language below can be used by agencies to comply with the law.***

SUGGESTED POLICY LANGUAGE

[Agency] recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, **[agency]** shall ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the youth involved, and the age and developmental status of the youth involved. Responses to incidents of bullying may include, but are not limited to:

- ❑ Reprimand
- ❑ Deprivation of **[agency]** privileges
- ❑ Bans on participating in optional **[agency]** activities
- ❑ Deprivation of **[agency]** services
- ❑ Ban or suspension from **[agency]** facilities

Sanctions will be applied within one day of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, **[agency]** will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

[Agency] does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying.

[Agency] shall communicate to youth in contact with **[agency]**, the consequences that youth can expect for participating in bullying behavior.

Referral to Services

To ensure that youth involved in an incident as bullies or victims receive assistance, the Task Force recommends that a referral procedure be put in place to direct youth to the appropriate services. However, the referral process should maintain the privacy and confidentiality of youth and should ensure that the trust or confidence of youth who confide in agency staff is not breached, absent a legal imperative. The Task Force recommends referring witnesses to services as well. Depending on their role, it may be useful to help them learn to intervene in incidents more effectively, or to rebuild their confidence in agency staff if that confidence has been undermined by witnessing an incident of bullying. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

[Agency] response to an active incident of bullying will always include the referral of both victim(s) and bully/bullies to remedial services. If an investigation determines that a youth was involved in an incident of bullying as a bully, victim, or witness the **[agency prevention designee]** will refer them to the appropriate services based on the **[agency's]** resource mapping effort.

At the time of a referral **[the agency designee]** will inform the youth's parents or guardian about referring the youth to services with the youth's assent if they have not already been informed as part of the investigation and determination process. **[Agency prevention designee]** will also explain the reasons they are referring a youth, the type of service they are referring the youth to and the reason they think that particular service(s) will meet the youth's needs. Resources will be given directly to the youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent must first be obtained. If parents or guardians do not consent to contact outside services than such services will only be applied to bullies in conjunction with any sanctions applied.

Services for Bullies, Victims and Witnesses

It is important that the response to an incident of bullying include a service component that addresses the behaviors and skill deficiencies that led to the incident to prevent youth from repeatedly being victimized by, or participating in, a bullying incident. It is expected that an agency will not have the tools needed to address every potential youth need, so the policy should include procedures for referring youth to outside agencies who can meet specific or specialized need. The policy should also lay out what services the agency will provide in response to an incident. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

Remedial services to which youth are referred are not designed to be punitive and will never be noted on a youth's **[agency]** records as such.

Remedial services provided to the bully are designed to correct the thinking patterns, behaviors, and skill deficiencies that led to the incident, turning a bullying incident into a teachable moment.

Remedial services provided to the victim and witnesses are designed to restore youths' sense of safety and to empower them to address bullying incidents in a constructive and non-violent manner.

Remedial services are designed to help youth build the skills to participate safely and constructively in **[agency]** and will be tailored to youth based on: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, mental and behavioral health concerns, and personal traits. Based on these attributes and information from resource mapping indicating what **[agency]** resources are best suited to address remedy these deficiencies, the **[agency designee]** will determine the appropriate remedial services. Services will be provided to youth no later than one month after an incident of bullying is confirmed by **[agency designee].**

Rewards for Third Party Prevention

The Task Force believes that enlisting the help of the entire community in preventing bullying is an essential part of the prevention process. The Task Force recommends incentivizing constructive third party interventions in bullying incidents. ***The sample language below is not required by law.***

SUGGESTED POLICY LANGUAGE

[This agency] encourages third party reporting of bullying and constructive intervention in incidents, and recognizes that it may take considerable courage for a youth to intervene in an act of bullying in a way that does not exacerbate the situation. Therefore, **[this agency]** will recognize and reward youth who make a positive contribution to **[agency]** climate by intervening in an act of bullying. Examples of such rewards include, but are not limited to praise, granting of special or additional privileges at **[agency]** or rewards. Provided public recognition will not create harms for the youth, rewards may be provided in a public forum to serve as a positive example and encourage to other youth who might be encouraged to intervene in a bullying incident and to further promote a positive agency atmosphere.

Strategies to Avoid in Tertiary Prevention

A common, but ineffective strategy in bullying prevention is conflict resolution and peer mediation, where the bully and victim will be brought together to discuss the incident in an attempt to work out the issues that led to the incident. This seldom works: an incident of bullying implies a power differential between the victim and the bully, making it a form of victimization rather than a form of conflict. Because there is an unequal relationship between the victim and the bully, conflict resolution can exacerbate the situation, leading to a further victimization.

Group treatment for bullies is similarly counterproductive. If students with bully behaviors are placed together for treatment, it is possible that they will collude to reinforce anti-social behaviors, making effective treatment more difficult. One-on-one preventions are more effective, teaching students who display bully behaviors anger management and empathy building. Self-esteem building can also be done more effectively in a one-on-one setting.

When sanctions are deployed as part of a tertiary prevention, it is important that they are consistent and graduated. Relying on ad hoc reasoning in applying sanctions has been found to be ineffective; while it is important to have flexibility, youth should have a clear understanding about the consequences will that result from specific behavior.

Appeals (DC Code § 2-1535.03(b)(8); § 2-1535.04)

DC Code § 2-1535.03(b)(8); § 2-1535.04 agencies must have an appeals process in place that mandates a second investigation within thirty days of the first investigation if a dissatisfied party requests it, conducted by a higher authority in the agency The higher authority may extend the investigation time by 15 days if they enumerate the reasons for doing so. *To orient the process, agencies may wish to ensure that a reasonable explanation is provided for why a second investigation is being performed.* ***The sample language below can be used by agencies to comply with the law.***

SUGGESTED POLICY LANGUAGE

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of **[designee responsible for determinations]** to **[a higher authority in the agency.]** This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, **[the designated higher authority in the agency]** must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended up to an additional 15 days if the **[the designated higher authority in the agency]** sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the **[designated higher authority in the agency]** must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

Appendix

APPENDIX A: RESOURCES

To assist agencies in finding programs and service providers who can carry out prevention activities and curricula, the Task Force has compiled a list of bullying prevention programs and resource databases. Programs on this list include comprehensive full-agency programs, and more limited curricula that can be provided in a few sessions. To assist agencies in managing costs, free programs have been marked with an asterisk.

Whole School Curricula

Olweus Bullying Prevention Program

Program Contact Information

Hazelden
violencepreventionworks.org/public/olweus_bullying_prevention_program.page
PO Box 11
Center City, MN 55012-0011
800-328-9000

Program Description

The Olweus Bullying Prevention Program is a whole school approach to bullying prevention with community, school, classroom, and individual components. Staff are trained in the implementation of the program and methods for responding to incidents and parents and other community members are involved in creating prevention awareness. Regular class meetings focused on prevention efforts are held to consistently reinforce the lessons of the program. A questionnaire is administered to better understand the dynamics of bullying at a school, and program also establishes a coordinating committee to guide the implementation process, with assistance from a trainer certified in the implementation of the Olweus program.

Target Audience

Elementary, middle, and junior high schools; 3rd to 10th grade students; students ages five to fifteen. The program can be used with older students but this requires customized adaption of the standard program.

Cost

Variable, depending on the size of the institution and the extent of implementation. One-time material costs range from $1,500 to $3,000 for the program manuals and $250 or more for the Bullying Questionnaire survey. There are also a range of supplemental program costs for optional materials and lessons, a 2-day training session for school staff on the program, and optional additional student materials and textbooks.

I Am Unafraid

Program Contact Information

Jay Banks Productions
iamunafraid.com/aboutiam.html
PO Box 1011
Spring Hill, TN 37174
615-599-1900

Program Description

I Am Unafraid's central component is the animations contained in a five DVD set, which are designed to encourage interactive participation by the students in bullying prevention lessons. This program uses positive behavior interventions and supports to improve youth behavior. This central component may be supplemented by additional optional modules including a school assembly by program creator Jay Banks, support materials to guide video discussion in class, stickers, wristbands, and posters to communicate the message broadly. Additionally, a staff member associated with the video can assist in the creation of a comprehensive, school-wide anti-bullying program and a parent collaboration program.

Target Audience

Kindergarten to 5th grade.

Cost

Variable, depending on the volume of supplemental materials and courses utilized.

A Classroom of Difference*

Program Contact Information

The Anti-Defamation League
adl.org/education/edu_awod/awod_classroom.asp
1100 Connecticut Avenue NW
Washington, DC 20036
202-452-8310

Program Description

The Anti-Defamation League's A Classroom of Difference program has both classroom education and peer and teacher training components. Programming includes lessons on conflict resolution skills, justice, equality, discrimination, and cross-cultural understanding. Some students will take additional peer education and leadership courses to support these efforts by becoming leaders in school bullying prevention efforts. Teacher training is supplemented by an anti-bias study guide which includes additional materials for high school students. The Classroom of Difference resources also include afterschool and assembly elements to enhance education efforts and the Anti-Defamation League can work with institutions to develop specialized programming.

Target Audience

A Classroom of Difference includes various components that can be mixed to create a program suitable for any age or grade group.

Cost

None.

Bully Proof Your School

Program Contact Information

National Center for School Engagement
schoolengagement.org/index.cfm/Bully%20Proof%20Your%20School
450 Lincoln St., Suite 100
Denver, CO 80203
303-837-8466 x110

Program Description

In the Bully Proof Your School program, a team of two trainers comes to a school or district and instructs a staff team in bullying prevention skills. Depending on what program set is ordered there may be additional follow-up coaching by telephone in the following year. This training focuses on six basic areas: staff training, student instruction, support for the victims, interventions with the bullies, systems interventions, and development of a caring climate within the schools. Additionally, survey and analysis of the school climate are available as part of the process. Training for trainers sessions can also be supplied as part of this model.

Target Audience

Bully Proof Your School has separate curricula available for early childhood, elementary, middle schools and high schools.

Cost

Variable, depending on what services and support is requested from the National Center for School Engagement. Evaluation, consultation, training, technical assistance, and program materials all have separate costs associated with them.

Steps to Respect

Program Contact Information

Committee for Children
cfchildren.org/second-step.aspx
2815 Second Avenue, Suite 400
Seattle, WA 98121-3207
800-634-4449

Program Description

Steps to Respect operates at the school-wide level and begins with administrators using surveys included in the program and existing data to understand the dynamics of bullying at their school. The program also provides materials to train all school staff, including educational support personnel like bus drivers and cafeteria workers,

to recognize and deal with incidents of bullying. This is community support built on with classroom lessons that teach kids how to make friends, recognize feelings, and recognize, refuse, and report bullying. The program includes posters, literature units, skills lessons, and family involvement components.

Target Audience

Elementary school students.

Cost

$859 dollars for the complete set of program instruction and implementation materials.

Al's Pals

Program Contact Information

Wingspan
wingspanworks.com/educational_programs/about_als_pals.php
4323 Cox Rd.
Glen Allen, Virginia 23060
804-967-9002

Program Description

Al's Pals is a 46 lesson curriculum delivered over 23 weeks, with each lesson taking 10-15 minutes. Puppets are used by trained staff members to lead children through a series of interactive activities that teach positive social behavior, healthy decision making, and resilience. The lessons are supplemented by music activities, posters, and photographs that enhance the positive classroom environment and serve as ongoing reminders of the lessons taught. School staff are taught the Al's Pals curriculum either in a two day training session or through seven live online sessions lasting two hours. Parents are also involved in the program through an education component and there are booster lessons for students who complete the core Al's Pals curriculum.

Target Audience

Elementary school students.

Cost

Variable, depending on how large the school is: each class carrying out the curriculum needs its own kit. Costs are also contingent on how training is delivered and how many staff receive this training. Training for one teacher and a curriculum kit costs $985; training for a teacher, an assistant, and a curriculum kit costs $1,285; training for teachers who already have a curriculum kit is $300; training for administrators and support staff without a curriculum kit is $300. Parent educator training and instruction materials are $485 per person.

Bully Free

Program Contact Information

Bully Free Program
bullyfree.com
262 Ironwood Drive
Murray, KY 42071
270-227-0431

Program Description

Bully Free is designed to be implemented at the school, or district-wide level and builds parent and community involvement as part of a system-wide prevention effort. The program avoids peer mediation and conflict resolution in favor of quality adult supervision, school culture change, preventing students from becoming the target of bullying, refusing to minimize specific problems associated with bullying like sexual harassment and racism, and applying consistent consequences. The program avoids labeling students as victims or bullies and emphasizes training students to react responsibly to an incident of bullying rather than being a bystander. Optional components include a bus safety training kit.

Target Audience

Different versions of the Bully Free program exist for the pre-school, elementary, middle, and high school levels.

Cost

Variable, depending on the program components ordered. The pre-school kit costs $745, the elementary and middle school kits costs $899, the high school kit costs $799, the presentation and training kit costs $1,899, and the bus training and prevention strategies kit costs $599. A copy of the program may be needed for each school involved but only one copy of the presentation and training and bus training course is needed per district.

Ready, Set, Respect!*

Program Contact Information

Gay, Lesbian & Straight Education Network (GLSEN)
http://www.glsen.org/cgi-bin/iowa/all/news/record/2833.html
1012 14th Street, NW, Suite 1105
Washington, DC 20005
202-347-7780

Program Description

The Ready, Set, Respect! program includes both specific lesson plans and general strategies for inclusive teaching and playground organization. Lessons provided as part of Ready, Set, Respect! can be used at any time during the year and can be integrated into a language arts curriculum; the toolkit includes advice on what aspects of a English-language curriculum each of the Ready, Set, Respect! lessons best supports to assist in the integration process. General advice provided in the toolkit includes information on how to teach in a way that increases students' knowledge about diversity and different family structures and that breaks down stereotypes about gender, race, and ethnicity. It also provides guidance on how to create respectful recess periods by noting common practices and games and hurt or isolate youth.

Target Audience

Ready, Set, Respect! is designed for elementary school youth in kindergarten to 5th grade.

Cost

None.

Long Term Curricula

No Offense

Program Contact Information

No Offense
nooffense.org
4401-A Connecticut Ave NW, #170
Washington, DC 20008
202-617-5986
NoOffense.lpj@gmail.com

Program Description

No Offense is a psycho-educational program that teaches children bullying prevention and resolving challenges without violence. The program incorporates T'ai Chi and lessons drawn from various world cultures to teach children calming techniques, communication skills, and defense through healthy life choices like good friendship, openness in communication, nutritional diet, and academic achievement. Each No Offense lesson has five components: a healthy snack and introductory lesson, peace transition, hands-on activity, T'ai Chi Instruction, and closing ritual; activities are incentivized with field trips and patches displayed on program specific t-shirts.

Target Audience

Elementary School Students.

Cost

Variable, training sessions in No Offense cost $2,400 with additional costs for program materials.

Playworks Training

Program Contact Information

Playworks
playworks.org/training
600 Pennsylvania Ave. SE, Suite 100
Washington, DC 20003
202-822-0097

Program Description

Playworks supplies training on how to manage youth in a recess setting in a way that creates a positive school

climate. Programming engages youth on the playground to shift youth behavior, resulting in fewer disciplinary incidents, better conflict resolution skills, and improved leadership. Playworks programming also targets bullying behavior at recess. This training can be implemented alongside or integrated into existing recess programming.

Target Audience

Any agency that has a youth-serving recess program can use Playworks training.

Cost

A full-time Playworks staff member on-site costs $25,500 a year, with additional costs for playground equipment averaging about $300. Costs for a training workshop half-day workshop are $1,500.

Creating a Safe and Respectful Environment in Our Nation's Classrooms*

Program Contact Information

National Center on Safe and Supportive Learning Environments
safesupportiveschools.ed.gov/index.php?id=1480
1000 Thomas Jefferson Street Northwest
Washington, DC 20007
800-258-8413

Program Description

The National Center on Safe and Supportive Learning Environments' program consists of two training modules for teachers, designed to be offered together. Module one focuses on understanding and intervening in an incident of bullying behavior and trains teachers to recognize what an incident of bullying looks like, how to identify such incidents, and how teacher should respond to them. Module two focus on the role of student-teacher relationships in creating a positive, supportive classroom environment and how such an environment can prevent incidents of bullying. Each module takes 2.5 hours for training and can be delivered to 12-30 teachers and support personnel.

Target Audience

Creating a Safe and Respectful Environment trains teachers at all levels of programming to intervene effectively in incidents of bullying.

Cost

None.

Don't Laugh at Me*

Program Contact Information

Operation Respect
operationrespect.org/educators/overview.php
2 Penn Plaza, 5th Floor
New York, New York 10121
212-904-5243

Program Description

Don't Laugh at Me, a project of Operation Respect, provides a curriculum designed to transform classrooms and schools into ridicule free zones. Programming focuses on fostering the four attributes of a caring community: the healthy expression of feelings; caring, compassion, and cooperation; creative resolution of conflicts; and appreciation of differences. Youth learn that they can positively shape their school environment by working together. The program was created by Educators for Social Responsibility's Resolving Conflict Creatively Program with additional input from the Southern Poverty Law Center.

Target Audience

Two separate Don't Laugh at Me programs exist, one for 2nd to 5th grade and one for 6th to 8th grade.

Cost

None.

Second Step

Program Contact Information

Committee for Children
cfchildren.org/second-step.aspx
2815 Second Avenue, Suite 400

Seattle, WA 98121-3207
800-634-4449

Program Description

Second Step teaches social skills to youth in a developmentally targeted manner: the program has separate curricula for early learning, kindergarten, and 1st to 8th grade. Each curriculum has academic lesson integration materials, instructions on including the family in the educational process, lesson plans that use a broad array of media, and online training and additional resources. The program teaches core emotional skills like empathy, emotion management, problem solving, self-regulation, and executive functioning. Materials for ongoing staff training are also made available online as part of the purchase of the program.

Target Audience

Early childhood to 8th grade.

Cost

$279 to $339 depending on which grade-level kit is bought.

Short and Medium Term Curricula

Let's Get Real

Program Contact Information

GroundSpark
groundspark.org/our-films-and-campaigns/lets-get-real
901 Mission Street, Suite 205
San Francisco, CA 94103
415-641-4616

Program Description

Let's Get Real is oriented around the 35 minute "Lets Get Real" video, in which youth describe their experiences with bullying. The video comes with a 130 page curriculum guide that includes lesson plans and activities oriented around the video, as well as handouts teachers can use to supplement the film. There is also a parental involvement component and instructions on how to include the curriculum and video as part of staff development training.

Target Audience

6th to 9th grade. The film contains graphic language, including racial slurs and students must be taught how to interact with such language in an appropriate manner.

Cost

$99 for kindergarten to 12th grade schools, community groups, and public libraries.

Let's Be Friends

Program Contact Information

Utterly Global
antibullyingprograms.org/Programs.html
P.O. Box 265
Garwood, NJ 07027
908-272-0631

Program Description

Let's Be Friends is an early childhood prevention program that can be flexibly implemented in different classroom settings. The program includes lessons on friendship, the dynamics of bullying, and celebrating differences. The program also includes a parental education component and interactive class activities.

Target Audience

Pre-Kindergarten to 2nd grade.

Cost

$150 for class materials.

Virgil: The Bully from Cyberspace

Program Contact Information

Utterly Global
antibullyingprograms.org/Programs.html
P.O. Box 265
Garwood, NJ 07027
908-272-0631

Program Description

This program is oriented around the book "Virgil: the Bully from Cyberspace." An included teacher's guide includes lesson plans for each of the book's nine chapters and the rationale, objectives, and concepts to be taught for each chapter. The lesson plan also includes suggested reinforcement and follow-up activities and a parent involvement component consisting of letters to be sent home to parents that build on the lessons learned at school.

Target Audience

1st to 3rd grade.

Cost

$150 for the book and teacher's edition.

There's No Excuse for Peer Abuse

Program Contact Information

Utterly Global
antibullyingprograms.org/Programs.html
P.O. Box 265
Garwood, NJ 07027
908-272-0631

Program Description

There's No Excuse for Peer Abuse is a program that can be used as a subject cycle or as part of an afterschool club project. The package includes a pre- and post- program survey as well as a parental involvement component. The curriculum teaches students about the dynamics of bullying, internet safety, the differences between bullying and conflict, how to avoid being a target for bullying, and how to create a bully-free environment.

Target Audience

3rd to 5th grade.

Cost

$150 for class program materials.

Stand Up-Speak Out

Program Contact Information

Utterly Global
antibullyingprograms.org/Programs.html
P.O. Box 265
Garwood, NJ 07027
908-272-0631

Program Description

Stand Up- Speak Out is designed to be implemented as a subject cycle in a class or as part of an afterschool club project. There are two components to the program: lessons and a prevention project. The lessons teach students about the dynamics of bullying, how to avoid becoming a target, how to empower themselves to intervene in an incident of bullying, and how to make socially responsible decisions. The prevention project has students create a project to increase awareness about bullying.

Target Audience

Middle school students.

Cost

$150 for class program materials.

Bullying. Ignorance is No Defense

Program Contact Information

Utterly Global

antibullyingprograms.org/Programs.html
P.O. Box 265
Garwood, NJ 07027
908-272-0631

Program Description

Drawing from best practices suggested by the U.S. Departments of Education and Health and Human Services, this program trains youth to use methods besides bullying to resolve problems. Topics covered include the intersection of bullying and the law, deciding how to take action in a bully incident, cultural diversity and bullying, and the types and dynamics of bullying.

Target Audience

High school and college students.

Cost

$150 for class program materials.

RAISE Boys: Reduce Aggression Increase Self-Empowerment

Program Contact Information

The Ophelia Project
opheliaproject.org/main/programs_and_services.htm
718 Nevada Drive
Erie, PA 16505
814-456-5437

Program Description

The Ophelia Project's RAISE Boys program covers six topics: the language of peer aggression, the bystander, normative beliefs, friendship, leadership, and cyberbullying. The objective of the program is to help youth engage in positive bullying prevention behaviors online and in the community. The kindergarten and 1st grade RAISE curricula use the book "Just Kidding;" from the 4th grade level on, RAISE uses online activities as an optional component. The high school program also uses short video clips that include first person youth narratives of bullying.

Target Audience

Depending on program components used, RAISE can be used with male students of all grade and age levels.

Cost

$100 for all age curricula, $25 for each individual age range curriculum with additional costs if optional components are purchased.

CyberCool: 15 Positively Powerful Lessons to Teach Digital Citizenship and Stop Cyberbullying

Program Contact Information

The Ophelia Project
opheliaproject.org/main/programs_and_services.htm
718 Nevada Drive
Erie, PA 16505
814-456-5437

Program Description

CyberCool consists of 15 lessons that address six core cyberbullying concepts: peer aggression, empathy, communication, anonymity, empowerment, and privacy. The program has both middle school and high school curricula: the middle school curriculum focuses on how to deal with incidents of cyberbullying that impact real world interaction while the high school program focuses on maintaining personal privacy and a positive online footprint as students enter the college or job search. These programs also focus on empowering bystanders to play a constructive role in incidents of bullying. Both curricula require internet access.

Target Audience

Two separate CyberCool curriculums exist, one for 6th to 9th grade and one for 9th to 12th grade.

Cost

$75 for each curriculum.

It Has a Name: Relational Aggression

Program Contact Information

The Ophelia Project
opheliaproject.org/main/programs_and_services.htm
718 Nevada Drive
Erie, PA 16505
814-456-5437

Program Description

It Has a Name is the Ophelia Project's hallmark program, covering six topics in relational aggression: the language of peer aggression, the bystander, normative believes, friendship, leadership, and cyberbullying. The kindergarten through 3rd grade curricula teach identifying emotions in others; the 4th grade through 12th grade components includes online safety lessons and exercises. Middle and high school components also include lessons on social norms regarding gender roles.

Target Audience

It Has a Name curricula are available for female students from kindergarten to 12th grade.

Cost

$100 for all age curricula, $25 for each individual age range curriculum with additional costs if optional components are purchased.

Courage to Care

Program Contact Information

Browne Center
courage2care.com
215 Pettee Hall, University of New Hampshire
Durham, 03824
603-862-7008

Program Description

Courage to Care (CtoC) was designed by University of New Hampshire (UNH) researchers to improve school climate and culture. The curriculum consists of nine lessons that can be used in a number of different school and community settings. It includes hand-on activities to promote experiential learning, student activity books that build on these lessons, and a video that is used to stimulate class discussion. Training in CtoC is provided over three days at UNH and participants receive program materials as part of the training. Participants in CtoC training also receive post-training support and advice from CtoC trainers.

Target Audience

Middle school students.

Cost

$1,200 for the first registrant from an institution to participate in Courage to Care Training, $800 for each additional registrant from the same institution.

No Name-Calling Week*

Program Contact Information

Gay, Lesbian & Straight Education Network (GLSEN)
glsen.org/cgi-bin/iowa/all/library/record/2461.html?state=tools&type=educator
1012 14th Street, NW, Suite 1105
Washington, DC 20005
202-347-7780

Program Description

No Name-Calling Week curricula are oriented around an annual week of education activities designed to end all types of name-calling. A five lesson plan curriculum exists for elementary school (kindergarten to 4th grade) students and an eleven lesson plan program exists for the middle school or 5th to 8th grade level. Both can be supplemented with a three lesson plan art program designed to help students create art pieces that express their feeling about name-calling, bullying, and harassment. Additional resources on the website allow administrators to survey to students and to involve families and care-givers in the programming. No Name-Calling Week can be implemented as part of national No Name-Calling Week. These lessons are supplemented by optional or extra-curricular activities schools can use to build on the classroom components of No Name-Calling Week.

Target Audience

Kindergarten to 8th grade.

Cost

None.

WagePeace

Program Contact Information

WagePeaceToday.com
wagepeacetoday.com/Home_Page.html
1013 Saranac Park
Peachtree City, GA 30269
770-719-1856

Program Description

Waging Peace is a program created by Dr. Michael Carpenter composed of 45 class lessons: 27 evidence-based bullying prevention classes, 10 civility and character education activities, and 8 connecting activities. These lessons can be delivered through class meetings, advisor meetings, or during the course of subject classes. The program is based on the practices of the Olweus Bullying prevention program and focuses on involving bystanders in the prevention process.

Target Audience

Waging Peace is targeted toward audiences in the 3rd through 10th grade, but can be modified to be suitable for kindergarten to 2nd grade and 11th to 12th grade.

Cost

The 2011 Waging Peace manual costs $35 with a minimum order of $75. Packs of 12 posters supplementing the program cost $20.

Become an Ally

Program Contact Information

The Anti-Defamation League
1100 Connecticut Avenue NW
Washington, DC 20036
202-452-8310

Program Description

Becoming an Ally provides youth and teachers with the skills to become proactive participants or allies in preventing bullying. Students and teachers receive training on the behaviors of a successful ally and participate in activities that reinforce and develop their skills. This program is supported by several components. There are separate full (5-6 hour) or half (2-4 hour) day workshops for administrators, teachers, and educational support personnel and youth workshops for elementary, middle, and high school age youth. These can be supplemented with the Step Up! assembly program for middle students and Names Can Really Hurt Us assembly program for high school students. These interactive programs feature small group discussions and first person stories designed to give voice to victims of bullying.

Target Audience

Become an Ally has versions appropriate for elementary, middle, and high school students.

Cost

Variable, depending on the number of components used.

Single Intervention Curricula

CyberALLY & Youth and Cyberbullying: What Families Don't Know Will Hurt Them

Program Contact Information

The Anti-Defamation League
adl.org/education/cyberbullying/workshops.asp
1100 Connecticut Avenue NW
Washington, DC 20036
202-452-8310

Program Description

CyberAlly and Youth and Cyberbullying provide youth and their families with the knowledge and skills to understand the dynamics of cyberbullying, to allow families to discuss cyberbullying with their children, and to respond effectively to incidents they witness. CyberAlly is a full or half day interactive training program that teaches youth to recognize and respond to cyberbullying effectively, and to connect incidents they see to broader online hate activities. Youth and Cyberbullying is a 1.5-2 hour training that provides parents with the tools to educate their kids on cyberbullying and communicate effectively with them if an incident occurs.

Target Audience

CyberALLY is designed for middle and high school students. Youth and Cyberbullying: What Families Don't Know Will Hurt Them is designed for adult family members.

Cost

Variable, depending on the number of programs signed up for.

Trickery, Trolling and Threats: Understanding and Addressing Cyberbullying & Cyberbullying: Focus on the Legal Issues

Program Contact Information

The Anti-Defamation League
adl.org/education/combatbullying/becoming-an-ally.asp
1100 Connecticut Avenue NW
Washington, DC 20036
202-452-8310

Program Description

These two programs are professional development sessions designed to provide administrators and educators with the knowledge and skills to address cyberbullying. Trickery, Trolling and Threats is a half or full day session that discusses the unique features and dynamics of cyberbullying, teaches strategies for empowering students, and discusses key legal issues associated with cyberbullying. Cyberbullying: Focus on the Legal issues is a 2.5 hour workshop that explores the key legal and constitutional issues surrounding cyber bullying and appropriate school responses to incidents of cyberbullying or cyber threats.

Target Audience

Trickery, Trolling and Threats is designed for administrators, educators, and educational support personnel. Cyberbullying: Focus on the Legal issues is an administrator workshop.

Cost

Variable, depending on the number of programs signed up for.

Not in Our School & Taking a Stand*

Program Contact Information

Facing History and Ourselves
facinghistory.org/resources/collections/bullying
14 E 4th Street, Suite 3003
New York, NY 10003
212-992-7380

Program Description

Facing History and Ourselves is a bullying prevention toolkit with lesson plans, curricula, case studies, and media resources, teachers can use to integrate bullying prevention lessons into social studies, history, and health lessons. The resource database also provides viewing guides explaining the site's media resources and teaching strategies to achieve the best use of the resources and curricula on the site.

Target Audience

Facing History has a diverse set of resources that are suitable for all age ranges.

Cost

None.

ThinkB4YouSpeak*

Program Contact Information

Gay, Lesbian & Straight Education Network
glsen.org/cgi-bin/iowa/all/library/record/2461.html?state=tools&type=educator

1012 14th Street, NW, Suite 1105
Washington, DC 20005
202-347-7780

Program Description

ThinkB4YouSpeak provides a school education guide linked to GLSEN's national public service announcements on homophobic language. The educator guide includes activities on how to discuss the radio, print, and TV ads that are part of the national campaign as well as educational activities that address the meaning of the words targeted in the campaign and ways youth can become active participants in preventing the use of homophobic language.

Target Audience

7th to 12th grade.

Cost

None.

Knowledge Base

Stop Bullying: Speak Up*

Resource Contact Information

The Anti-Defamation League & Cartoon Network
cartoonnetwork.com/educator-guide/index.html
1050 Techwood Dr. NW
Atlanta, GA 30318
404-885-4205

Resource Description

Stop Bullying: Speak Up is a joint venture between the Anti-Defamation League and Cartoon Network. The resource website includes an extensive array of materials for involving students and parents in the prevention process and lesson plans and curriculum resources to assist educators in integrating the media resources on the site into programs in the school. It also provides guides on how to undertake prevention efforts broadly in a school setting. The site includes links to additional resources provided by Stop Bullying: Speak Up's national partner organization network.

Target Audience

Stop Bullying: Speak Up includes resources appropriate for use with elementary, middle, and high school students, but is primarily oriented towards students ages 6 to 14. Additionally, the program has some resources in both Spanish and Farsi.

StopBullying.Gov*

Resource Contact Information

U.S Department of Health and Human Services
stopbullying.gov
200 Independence Avenue, S.W.
Washington, DC 20201
877-696-6775

Resource Description

StopBullying.gov is a resource database for students, parents, guardians, and caregivers that includes a broad array of resources explaining the dynamics of bullying and how to deal with different types of bullying like cyber-bullying. It includes times and suggestions for preventing bullying in the school and in the community as well as offering information on the specific risk factors for bullying or being bullied. It also includes contact information for response services if a youth is in critical danger as a result of bullying incidents.

Target Audience

StopBullying.gov has resources and information pertinent to all age categories.

Pacer's National Bullying Prevention Center*

Resource Contact Information

Pacer Center

pacer.org/bullying/
8161 Normandale Blvd.
Bloomington, MN 55437
888-248-0822

Resource Description

Pacer's National Bullying Prevention Center has resources and toolkits for youth and educators to support bullying prevention efforts at schools and in the community. The site also features written and video stories of bully submitted by youth, specific sites designed for a teenage audience, and ways to connect to national bullying prevention campaigns by starting supporting events in schools and the community. There is also information for parents on talking to their child about bullying and what steps parents can take if their child is targeted.

Target Audience

Pacer's National Bullying Prevention Center has resources and information pertinent to all age categories with separate specific sites for teens and younger children.

Combat Bullying: Tools and Resources*

Resource Contact Information

The Anti-Defamation League
adl.org/combatbullying/
1100 Connecticut Avenue NW
Washington, DC 20036
202-452-8310

Resource Description

Combat Bullying offers a selection of resources to address bullying at for every age group. It includes information for policy makers on model statutes to address cyberbullying, information on the dynamics of bullying, quick tip sheets for parents and educators, guides on how to address and prevent bullying in the school setting and online, and resources and toolkits to allow students to respond to name-calling and cyberbulling. The site also includes personal narratives from youth who responded effectively to incidents of bullying.

Target Audience

Combat Bullying has knowledge resources for policy makers, educators, parents and youth.

Health Education Resources of the Office of the State Superintendent of Education (OSSE)*

Resource Contact Information

Wellness and Nutrition Contact
http://osse.dc.gov/service/health-education-resources
810 1st St NE # 9
Washington, DC 20002
202-727-1839

Resource Description

OSSE's health education resources website includes important information about the health and physical education standards that apply to all students in the DC educational system. It includes information on the health and physical education standards, which set out developmental guidelines on what students should know by the end of each grade level. The site also includes health resources and information for youth and information on various public health initiatives and resources available to students in the DC education system.

Target Audience

The health education resources of OSSE have important information for all students, parents, and educators connected to the DC educational system.

Afterschool: A Strategy for Addressing and Preventing Middle School Bullying*

Program Contact Information

Afterschool Alliance
afterschoolalliance.org/research.cfm
1616 H Street NW, Suite 820
Washington, DC 20006

202-347-2030

Program Description

Afterschool offers educators a knowledge base on the use of school programming to reduce bullying and promote positive youth self-image. Noting that participants in various afterschool programs demonstrated increased safety and better coping skills, the resource site offers recommendations on how to create and support effective afterschool programming.

Target Audience

Middle school youth.

APPENDIX B: YOUTH BULLYING PREVENTION ACT BULLYING DEFINITION

Bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
    a. Place the youth in reasonable fear of physical harm to his person or property;
    b. Cause a substantial detrimental effect on the youth's physical or mental health;
    c. Substantially interfere with the youth's academic performance or attendance; or
    d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by and agency, educational institution, or grantee.

APPENDIX C: COMPLIANCE CHECKLIST

Objectives and Purpose

- ❑ Objective statement lays out the goals for the agency policy
- ❑ Objective statement defines what members of the agency community the policy applies to (i.e. youth, staff, volunteers, etc.)

Definitions (§4.b.1)

- ❑ Definition includes at minimum, the language in Appendix B.

Prohibition against Bullying (§4.b.2; §4.b.3; §4.b.9)

- ❑ Policy includes a statement prohibiting bullying
- ❑ Policy includes a statement prohibiting retaliation for reporting bullying
- ❑ Policy defines where the policy applies including **at minimum**, functions sponsored by the agency

Policy Development and Resource Mapping

Engaging the Community

Policy Writing

- ❑ Policy mandates a two week community comment and feedback period for all changes
- ❑ Policy convenes a community advisory panel and outlines its functions in the policy writing and evaluation process or designates an existing panel to fill similar functions

Youth Advisory Panel

- ❑ Policy convenes a youth advisory panel and outlines its functions in the policy writing and evaluation process or designates an existing panel to fill similar functions

Publication and Contact Information

- ❑ Policy outlines the procedures for policy distribution through the agency website and to the youth and parents in contact with the agency
- ❑ Policy mandates its inclusion as part of the publication of all agency rules, regulations, and agreements for contracts and grants
- ❑ Policy mandates making publically available the contact information for agency bullying prevention personnel

Prevention Leadership

- ❑ Policy designates specific agency prevention leadership for:
  - ❑ Planning and organizing the professional development activities described in the prevention plan and coordinating with the Department of Human Resources
  - ❑ Designing or choosing and implementing the programming and curricula the agency uses to address bullying
  - ❑ Receiving and recording incidents of bullying
  - ❑ Responding to incidents of bullying and addressing the needs of victims and bullies
  - ❑ Managing the data collaboration and collection process in cooperation with the District citywide prevention coordinator
  - ❑ Coordinating community engagement efforts
  - ❑ Regularly reviewing and updating the policy and any procedures developed under it
- ❑ Policy includes procedures for delegating these responsibilities if needed

Resources Mapping

- ❑ Procedures exist in the policy for evaluating:
  - ❑ What resources are in place to support their primary, secondary and tertiary prevention strategies
  - ❑ What gaps exist in the agency's bullying prevention services
  - ❑ What steps must be taken, or services developed, to remedy these gaps
  - ❑ What types of bullying risk factors each of the agency's resources addresses
  - ❑ What types of bully or victim behavior each available agency resource will be most effective in addressing

Policy Evaluation

- ❑ Policy mandates that the policy be updated regularly in consultation with community stakeholders

Primary Prevention Strategies

Create Positive Agency Atmosphere

- ❑ Policy mandates that prevention efforts be broadly incorporated into the agency's youth serving activities
- ❑ Policy mandates that the staff hiring process include an evaluation of a prospective employee's commitment to bullying prevention

Community Education

- ❑ Policy provides for educating the parents and guardians of youth in contact with the agency on prevention strategies and the agency's prevention policy and plans

Code of Conduct (§4.b.4)

- ❑ Policy includes a code of conduct for, **at minimum**, youth in contact with the agency

Training and Professional Development (§7.3)

Training

- ❑ Policy mandates bullying prevention training for all agency staff in contact with youth
- ❑ Policy mandates additional training for agency staff specifically assigned to bullying prevention efforts and investigations
- ❑ Policy mandates regular training

Ongoing Professional Development

- ❑ Policy provides for staff access to professional development opportunities that enhance their knowledge of bullying dynamics and prevention strategies
- ❑ Policy requires that bullying prevention professional development opportunities be made available continuously

Curriculum (§7.1; §7.2)

- ❑ Policy provides guidelines for integrating a bully prevention curriculum into all youth serving agency activities
  - ❑ The policy mandates that the curriculum include:
  - ❑ Self-regulation
  - ❑ Perspective taking
  - ❑ Emotion management
  - ❑ Problem-solving
  - ❑ Communication skills
  - ❑ Friendship skills
- ❑ Ensures that adopted curricula align with the OSSE Health Education Standards.

Data Collection (§8.a)

Data Collaboration

- ❑ Policy includes the process by which the agency will collaborate with the citywide coordinator to determine what data the agency will collect
- ❑ Policy encourages the collection of consistent metrics from year to year

Incident Database

- ❑ Policy includes procedures for submitting reports of incidents to the citywide coordinator
- ❑ Policy has measures to protect the privacy of individuals involved in these incidents and the dissemination of identifiable information collected by the agency

Incident Measures

- ❑ Policy mandates the collection of:
  - ❑ Contact information for victims, bullies, and witnesses of a bullying incident
  - ❑ Relevant attributes about the victims, victims, and witnesses of a bullying incident such as prior disciplinary incidents
  - ❑ Information on the nature of a bullying incident such as where the incident took place and what type of bullying it was
- ❑ Policy mandates that this information will only be collected as long as the safety of the victim can be maintained
- ❑ Policy mandates that this information will only be collected as long as anonymous reporting of

incidents can be maintained

Service Measures

- ❑ Policy mandates the collection of:
  - ❑ Number of staff who have attended prevention training sessions
  - ❑ Staff knowledge about bullying prevention dynamics and strategies
  - ❑ Number of prevention curricula sessions provided to youth
  - ❑ Number of at-risk youth referred to treatment and services
  - ❑ Number of treatment sessions provided to at-risk youth
  - ❑ Agency climate measures
  - ❑ Safety at agency
  - ❑ Youth self-reports of bullying

Reporting to the Citywide Coordinator and the Community

- ❑ Policy mandates that the agency will report collected data to the citywide coordinator at six month intervals
- ❑ Policy explains the process by which the Mayor's bullying report will be published and provided to the community
- ❑ Policy requires that bullying prevention reports be published by an agency yearly

Prevention Goals

- ❑ Policy mandates that the agency create or update bullying prevention goals at the beginning of each DC public school academic year
- ❑ Policy lists data measures that will be collected to track each prevention goal
- ❑ Policy mandates that agency have 6 month, one year, and three year prevention goals

Secondary Prevention Strategies

Identifying At-risk Groups

- ❑ Policy directs agency staff to actively engage with youth who are at-risk of being victims or bullies in a bullying incident

Referral Procedure

- ❑ Policy defines a referral procedure for at-risk youth that matches them to appropriate services and restricts noting youth referrals to service as disciplinary action

Controlling At-risk Areas

- ❑ Policy includes procedures for addressing physical agency locations that have been determined to be high risk areas for bullying incidents
- ❑ Policy mandates that the agency takes steps to secure at-risk areas no more than a month after learning about them

Secondary Services for At-risk Youth

- ❑ Policy prevents noting services provided to youth as disciplinary action
- ❑ Policy lists the attributes of a youth that will be considered when determining the appropriate service
- ❑ Policy mandates that the agency provide services to at-risk youth no more than a month after such an identification is made

Tertiary Prevention Strategies

Reporting Incidents of Bullying (§4.b.6)

- ❑ Policy includes a procedure for staff reporting of bullying incidents
- ❑ Policy includes a procedure for entering reports of bullying incidents into a database
- ❑ Policy includes mechanisms that will allow youth, parents, and other agency community members to report incidents of bullying incidents
- ❑ Policy includes a mechanism for anonymous reporting of bullying incidents
  - ❑ Policy provides that no disciplinary action will be taken solely on the basis of an anonymous report
- ❑ Policy provides mechanisms for communicating how to report incidents of bullying to community members

Investigating Incidents of Bullying (§4.b.7)

- ❑ Policy mandates a procedure for investigating incidents of bullying

- ❑ Policy directs agency staff to provide for the safety of alleged victims of bullying at the inception **and** during the course of an investigation
- ❑ Policy lists who must be notified about an incident of bullying, including **at minimum**:
  - ❑ Parents and guardians of all victims, bullies, and if appropriate, witnesses
  - ❑ Schools and connected agencies if youth from multiple agencies are involved in an incident
  - ❑ Law enforcement if the bullying behavior may involve criminal activity
- ❑ Policy requires that an investigation take place no later than 30 days after the receipt of an incident report

Sanctions and Remedies for Bullying

- ❑ Policy mandates that sanctions be applied consistently, fairly, and equitably
- ❑ Policy provides procedures by which the consequences for bullying will be communicated to youth in contact with an agency
- ❑ Policy includes a list of sanctions that will be applied to an incident of bullying and the circumstances under which they will be applied

Referral to Services

- ❑ Policy provides a process for referring victims, bullies and witnesses to services
- ❑ Policy dictates who will be informed about the referral of a youth to services

Services for Bullies, Victims and Witnesses

- ❑ Policy prevents noting services provided to youth as disciplinary action
- ❑ Policy orients service provided to bullies around turning a bullying incident into a teachable moment to correct the thinking patterns and behaviors that resulted in that incident
- ❑ Policy orients service provided to victims and witnesses around restoring the youths' sense of safety and teaching them to respond to incidents of bullying constructively
- ❑ Policy lists the attributes of a youth that will be considered when determining the appropriate remedial services
- ❑ Policy mandates that the agency provide services to at-risk youth no more than a month after an incident of bullying is confirmed

Rewards for Third Party Preventions

- ❑ Policy includes a procedure for incentivizing third-party incident reporting by youth

Appeals (§4.b.8; §5.a-b)

- ❑ Policy includes an appeals process that allows dissatisfied parties to appeal the outcome of an investigation to a higher agency authority

APPENDIX D: SAMPLE INCIDENT REPORTING FORM

DC Agency Bullying Incident Report

Personal Information

1. [Optional] Name of person filing the report:_____
Please note that a report of bullying may be made anonymously. However, no disciplinary action will be taken solely in response to an anonymous report. The report may be the basis for an investigation that supplies additional information needed to undertake disciplinary action.

2. You are the:
    a. Victim of this behavior: _____
    b. Witness to an incident: _____
3. You are a:
    a. Youth: _____
    b. Parent/Guardian: ____
    c. Staff member (please specify): _____
    d. Other (please specify): _____
4. [Optional] Your contact Information:
    a. Phone: _____
    b. Email:_____

Incident Information

Name(s) of victim: _____ _____
_____

Name(s) of bully: _____
_____

Date and Time of Incident
Date: __/__/__
Time: __:__ AM/PM

Type of Aggression
Please check all that apply to this incident

Verbal ____
Physical ____
Written ____
Cyberbullying ____
Relational ____

Location of Incident[4]
Please check all that apply to this incident

Classroom ____
Hallways ____
Playground ____

[4] Agencies should develop a list of agency-specific locations when adopting this form. This is a school based example. Agencies should use locations relevant to their youth like pools, gyms, community or recreation rooms, sports fields, and fitness rooms.

Bathrooms ____
Locker Room ____
On the Way to School ____
Other Campus Location (specify): _____

Off Campus Location (Cyber Bullying) ____
Off-Campus Location (Verbal/Physical- specify): _____

Witnesses (*Please list people who have information about the incident*)

Name: _____ Student: ____ Staff: ____ Other (specify):____
Name: _____ Student: ____ Staff: ____ Other (specify):____
Name: _____ Student: ____ Staff: ____ Other (specify):____

Context
_____
_____
_____
_____
_____

APPENDIX E: REVIEW OF BEST PRACTICES IN PREVENTING BULLYING

This section describes results from studies on the prevalence of bullying, its causes, correlates, and consequences, and the results from rigorous studies of bullying prevention initiatives. This review describes several approaches to bullying prevention and the relative strengths and weaknesses of each. The findings from the literature review were integrated into the model policy, to inform selection of the approaches with the strongest evidence-base.

Researchers have conceptualized bullying as repeated acts of aggression, intimidation, or coercion perpetrated by someone who has more physical, social, or psychological power than the victim (Ross & Horner, 2009). Although bullying is often thought of as a school-based phenomenon, it can also occur in neighborhoods, at home, and over the internet through cyberbullying (Srabstein, 2011). The consensus within bullying prevention literature is that bullying is best addressed through a comprehensive policy that includes not only the school, but actors in the wider community, other youth serving agencies, public health services, and the criminal and juvenile justice systems.

A literature review finds broad consensus on the components of an effective prevention program. Bullying prevention programs are most effective when they: (1) define bullying broadly to include electronic and other non-physical forms of bullying, (2) include sanctions that are consistent and equitably applied, but not overly punitive (i.e. "zero-tolerance"), (3) ensure that a supportive environment is created for the victims, (4) include a data reporting component to measure the prevalence of bullying and success of prevention measures, (5) emphasize a "whole agency" approach to prevention, targeting bullying at the individual, classroom, school, and community levels rather than relying on individual responses and policies carried out haphazardly by different actors.

Prevalence and Consequences of Bullying

Experiences of bullying are common among American students. In 2009, approximately 28 percent of 12-18 year old students reported having been bullied at school; six percent reported having been cyber-bullied (Robers, Zhang, Truman & Snyder, 2012). There is some evidence that prevalence of physical bullying has declined slightly– between 2003 and 2008, physical and emotional bullying declined by seven and three percent respectively (Finkelhor, Turner, Ormrod & Hamby, 2010). However, although there has been a decline in physical bullying, there is evidence of an increase in cyber-bullying (Rigby & Smith, 2011).

Bullying increases the risk of depression, aggression, delinquency, poor academic performance, smoking and drinking, and decreases youths' social and physical functioning (Kim & Leventhal, 2008; Hemphill, et al., 2011; Kim Y. S., Leventhal, Koh, Hubbard, & Boyce, 2006; Baldry & Farrington, 2000; Schwartz, Gorman, Nakamoto, & Toblin, 2005; Vieno, Gini, & Santinello, 2011; Frisén & Bjamelind, 2010). In the past few decades several high profile suicides by victims of bullying have captured public attention and motivated the development of comprehensive anti-bullying policies (Srabstein, 2011).

Causes and Correlates of Bullying

Age, gender, race, class, and disability are associated with differential risks of bullying involvement. Older adolescents and those with higher income parents are more likely to be bullies. Females are less likely than males to be bullies. However, between 1997 and 2006, bullying prevalence decreased for boys, but stayed the same for girls (Molcho, et al., 2009). African American and Asian adolescents are 25 percent and 30 percent less likely than white adolescents to engage in bullying respectively (Barboza, et al., 2009). LGBT students are three times more likely than non-LGBT students to feel unsafe at school; they also report more verbal and physical harassment, 90 percent for LGBT students versus 62 percent for non-LGBT students (Markow & Fein, 2005). Students with disabilities, both visible and non-visible, experience a higher prevalence of bullying than their non-disabled peers (Carter & Spencer, 2006).

Peer structures and support can predict bullying. Counter-intuitively, youth who felt less emotionally isolated from their friends and those who had more friends were more likely to be bullies. (Barboza, et al., 2009). One possible explanation for this is that bullies affiliate with one another and thus peers in bullying groups support each other's bullying behaviors (Holt & Espelage, 2007). Socially, the more a student feels "left out" or "helpless," the more likely they are to be bullies. However, lacking self-confidence is not a significant factor in engaging in bullying behavior (Barboza, et al., 2009).

While bullies and non-involved students report no differences in peer social support, victims reported lower peer social support (Holt & Espelage, 2007). Youth who have been bullied are more likely to bully others, becoming "bully-victims" (Barboza, et al., 2009).

The school, community, and home environment also influence bullying. Students with low parental emotional support and involvement were more likely to engage in bullying, though parental support at school was not a factor (Barboza, et al., 2009; Flouri & Buchanan, 2003). Television watching increases the likelihood of engaging in bullying (Barboza, et al., 2009). Bullies and victims are also more likely to experience dangerous situations and violence in their neighborhoods (Bacchini, Esposito, & Affuso, 2009). Teachers can create an environment where bullying is less likely when they are supportive, take an active interest in students, and treat them fairly while a student's perception of a school as being unfair, unwelcoming, and unpleasant increased the probability of being a bully (Barboza et al., 2009).

Effective Programming from the Literature

The general decline in bullying may be due to the implementation of promising intervention programs (Rigby & Smith, 2011): some bullying programs report reductions in bullying as large as 50 percent (Olweus & Limber, 2010).

A recent meta-analysis (Ttofi & Farrington, 2011) found that, on average, anti-bullying programs reduce bullying and victimization prevalence by about 20 percent. Reduced bullying was associated with programs that had parent training/meetings, improved playground supervision, disciplinary methods, classroom management, teacher training, classroom rules, a whole-school anti-bullying policy, school conferences, information for parents, and cooperative group work. Programs that were longer, more intense, and included more components were most successful at decreasing bullying. On the other hand, work with peers was associated with an increase in victimization (Ttofi & Farrington, 2011).

This review of the literature focuses on the studies included in Ttofi and Farrington's systematic review. The meta-analysis included studies conducted between 1983 and May 2009. To provide the most up-to-date research on bullying program evaluations, five electronic databases (SAGE, Sociological Abstracts, EBSCOhost, JSTOR, National Criminal Justice Reference Service, and PsychInfo) and the *Journal of Interpersonal Violence* were searched for relevant articles. This was supplemented with research using a similar search strategy identifying articles and dissertations published in English after May 2009 with keywords "bully" or "bullying." Only studies with, at minimum, a baseline and a follow-up and a control or comparison group were included.

In Ttofi and Farrington's (2011) meta-analysis, programs using or inspired by the Olweus Bullying Prevention Program (OBPP), a whole-school approach, were more successful on average than other types of programs. OBPP is oriented around changing the rewards and punishments for different actions to create better behavioral norms. The program incorporates many of the elements the meta-analysis associated with success: forming a policy coordinating committee, holding ongoing staff and classroom discussions, posting school rules, increasing supervision of hotpots, disciplining bullying behavior and reinforcing positive behavior.

The most recent studies on OBPP have mixed results. One evaluation found a decrease of more than 30 percent in being excluded and bullied for females in 7th grade while 8th grade females experienced a 20 percent increase in physical bullying, a 35 percent decrease in indirect verbal bullying and an overall 25 percent increase in the frequency of being bullied. There were no statistically significant changes for males in either grade (Bowllan, 2011). A high school test showed no effects of OBPP on either bullying or victimization in a test high school though researchers attributed the lack of success to resistance from the school principal and the short intervention period in comparison to schools with successful implementations of OBPP (Losey, 2009). There were also issues in the sample selection. First, only two schools were compared. Second, the intervention school was chosen because the assistant superintendent felt that the school had a bigger bullying problem. Third, the control school experienced a bullying-induced suicide earlier, which may have caused the school to address bullying on their own, skewing the results.

One OBPP-based program combined elements of OBPP with restorative justice components to form a Restorative Whole-School Approach (RWsA) (Wong, Cheng, & Ma, 2011). RWsA involves helping the bully reflect upon their behavior, develop a sense of remorse, and act to restore a damaged relationship. This approach depends on the existence of remorse on

the part of the offender and the readiness of the victim to accept the offender's apology. There is inconclusive evidence its effectiveness (Sherman & Strang, 2007). The RWsA intervention aimed to build a long-term positive school environment. As part of the intervention, students were given social skills and emotional training and school counselors or social workers offered anti-bullying programs. Parents, teachers and students were trained to handle school bullying. After an incident, mediation meetings or restorative conferences were used to resolve conflicts between bullies and victims.

Nine months after the 15 month program intervention, there was 18 percent reduction in overall bullying for schools that fully implemented RWsA, a 10 percent reduction in partial RWsA implementation schools, and 18 percent increase in non-RWsA schools. Although the results were positive, there were two methodological issues with the test of RWsA. First, the schools chose how much of the program to implement, so underlying variables resulting from this differentiation may not have been captured by the researchers. Second, the researchers did not provide a method or metric for judging whether a school achieved full, partial, or no implementation; dividing the schools into these categories may have produced biased results favoring the intervention.

Cross, et al. (2011) found positive outcomes resulting from use of Method of Shared Concern techniques (Rigby & Griffiths, 2011). In this approach, a practitioner meets with someone suspected of bullying one-on-one to share concern for the victim and ask for suggestions to improve the situation. Then the practitioner interviews the victim and determines whether the victim had provoked bullying in some way. The practitioner meets with the bully again and after sufficient progress is made, a group meeting with the bully is convened to plan a resolution. Then the victim joins to negotiate a solution (Pikas, 2002).

Three other whole-school programs have been found to reduce bullying. The "Friendly Schools" intervention in Australia decreased bullying for children in the 4th and 6th grades, but not for 5th grade students. This whole-school intervention used a team of school staff to deliver the program. Home activities were disseminated to parents and nine hours of learning activities were incorporated in the classroom each year. The program team managed bullying incidents through the Method of Shared Concern. The intervention schools had 30 percent less bullying than the comparison schools at the end of the two year intervention. Across all grades, students were one and a half times less likely to report seeing another student their age or younger being bullied (Cross, et al., 2011).

Joronen, et al. (2011) used drama sessions to reduce bullying by creating a space for growth and critical reflection. In this intervention, students and teachers created a fictional world where issues were considered and problems could be solved. These sessions were accompanied with follow-up home activities and parents' evenings. There were significant improvements in social relationships in the classroom: victimization decreased 20.7 percentage points in the intervention school and increased slightly in the control school (Joronen, et al., 2011). These results are consistent with Ttofi and Farrington's (2011) findings that cooperative work reduced victimization. The study also supports research on the use of social and behavioral skills training in younger students. Social skills training was also found to decrease aggression for previously aggressive elementary school children (DeRosier, 2004). However, using the skills approach with older children did not generate reductions (Vreeman & Carroll, 2007).

A strength-based bullying prevention program fosters students' strengths to promote mental health and happiness (Rawana, Norwood & Whitley, 2011). During a test of the program for 4th to 8th grade students in Canada a school resource room was used to implement the main aspects of the program. Students who were newly transferred to the school, had emotional or behavioral problems, or behaved in a way that would warrant a suspension were assessed on their strengths and encouraged to build on them. Additionally, an Ambassador's Club was created to involve students at high risk for perpetrating or being a target of bullying. These students met biweekly with administrators to build social and problem solving skills, organize school activities, and determine how to improve their school experience. Student, parent, and staff workshops were given to improve participation among all parties.

Eight months after the intervention started, Rawana, et al. (2011) found a significant decrease in victimization, though the difference between the intervention and control schools were not statistically significant. There were higher levels of bullying in the intervention school than the control school. However, in interviews with staff and administrators, 80 percent of the participants perceived a reduction in bullying and 100 percent believed the program had made the school safer (Rawana et al. 2011).

These studies are largely consistent with Ttofi and Farrington's (2011) meta-analysis. None of these evaluations showed effect sizes significantly greater than the 20 percent in bullying and victimization found in the Ttofi and Farrington (2011) meta-analysis. OBPP was not very successful in most of the studies, which contradicts the finding that OBPP is an effective program. However, this may be because both pure OBPP studies were conducted in the United States where bullying prevention programs are generally less effective (Ttofi & Farrington, 2011). The Friendly Schools, Restorative Whole-school, and drama approaches were the most successful whole-school intervention programs studied but the main components of these interventions were not examined by Ttofi and Farrington and warrant further research before conclusive statements on their comparative efficacy can be made.

Unproven and Ineffective Strategies in Bullying Prevention

Many non-punitive approaches to bullying have been developed, though their effectiveness has not yet been proven (Rigby, 2011). These approaches include strengthening the victim, the no-blame approach, and mediation.

Strengthening the victim involves assisting the victim in coping with bullying and becoming less vulnerable to being targeted. For example, victims may be taught to react by "fogging" or refusing to be disturbed or intimidated by verbal bullying. There has only been one study on the effectiveness of teaching fogging skills and it did not show a reduction in bullying (Savage, 2005).

The support group method or "no-blame approach," is a non-punitive method in which a bully is confronted by the victim's supporters in an attempt to ameliorate the situation (Rigby, 2011). In 59 schools that implemented the support group method a majority of schools gave a satisfied or very satisfied rating (Smith, Howard & Thompson, 2007). However, there was no information on whether actual incidents of bullying decreased. In one variation of this method, a victim identifies friends to make up a support group, who suggest ways of helping the situation. After a week, the intervention's effectiveness is reviewed and new suggestions are made as necessary (Young & Holdorf, 2003). There is limited evidence of this approach's effectiveness with one study reporting improvements in 11 of 12 cases (Young & Holdorf, 2003).

The mediation approach helps students in conflict find a resolution to their problem by working with a teacher or peer mediator. An evaluation of this technique for bullying did not show any reductions in bullying, though peer counselors benefit from developing communication and interpersonal skills (Houlston & Smith, 2009). Peer mediation may not be effective in addressing bullying because of the power imbalance between bully and victim (Rigby, 2011). The power imbalance may explain Ttofi and Farrington's (2011) finding that work with peers increased victimization.

Incorporating anti-bullying messages into the school curriculum to reduce the social rewards of bullying and promote bystander intervention in incidents is a popular but ineffective intervention strategy. A meta-analysis of programs found that curriculum interventions do not consistently decrease bullying and may even increase it (Vreeman & Carroll, 2007). However, this increase in self-reported victimization and bullying may be attributed to a broader definition of bullying after the intervention and not an actual increase in incidents (Baldry & Farrington, 2004).

Prevention Curriculum Guidelines for DC Agencies

Based on this research there are five basic guidelines, summarized in Table 1, for a good prevention curriculum.

First, bullying must be defined to encompass emerging and hard-to-detect forms of bullying to provide protection for all victims. Greene (2006) argues that a definition bullying must be attentive to civil rights and criminal justice concerns. Some of the most severe forms of bullying target classes protected from discrimination under DC law, such as racial minorities, sexual minorities, and those with disabilities (Greene, 2006). He also points out that many anti-bullying policies focus on direct forms of bullying without addressing electronic or indirect forms of bullying, such as social ostracism (Greene, 2006). This can compound the harms suffered by a victim: only focusing on physical aggression may lead authority figures to punish victims for physically retaliating against emotional bullying while ignoring or failing to notice the inciting actions of an emotional bully. (Seeley, Tombari, Bennett & Dunkle, 2009). Because cyberbullying activities are included in the definition of bullying in the District of Columbia, agencies will need to include responses to cyberbullying in their prevention plans.

Table 1: Do's and Do Not's of Bullying Prevention Policies

Do's	Do Not's
Define bullying to encompass a reasonably wide range of actions, including cyberbullying and social bullying, and acknowledge bullying's implications for civil rights	Define bullying as direct or physical bullying only.
Change the reward structure and opportunities for bullying	Impose sanctions without encouraging pro-social behavior or changing the social acceptability of bullying.
Develop long-term and intensive interventions.	Use short interventions that are not incorporated into school culture.
Develop a supportive environment for victims such as victim supports.	Only focus on bullying prevention.
Monitor and track bullying in multiple environments	Neglect to track bullying or only track bullying in schools.
Use the whole-school approach when implementing interventions	Only target individuals known to be involved in bullying
Engage stakeholders on multiple levels and non-school environments (i.e. parents).	Limit interventions and bullying definitions to school-based environments

Second, the rewards and opportunities for bullying must be aligned to discourage bullying. The traditional disciplinary approach uses sanctions or punishments to discourage bullying and to "send a message" that bullying is unacceptable. While this may deter some students from engaging in bullying, it may encourage bullies to use more difficult to detect methods (Rigby, 2011). Despite these shortcomings, sanctions have been effective in reducing bullying and victimization. In a meta-analysis of anti-bullying interventions, programs that used firm disciplinary methods were the most successful (Ttofi & Farrington, 2011). However, firm responses should not be overly punitive or support strategies like "zero-tolerance" which may ignore the psychological needs of the bully. Disciplinary measures should be graduated and based on the type of behavior witnessed so that a response can be chosen to fit the severity of the bullying behavior (Greene, 2006). Non-punitive approaches, such as the Method of Shared Concern may also work in some cases (Cross et al., 2011).

Third, programs must create a supportive and caring climate for victims. While bullying prevention is an important goal, not all bullying can be stopped, even in the most successful programs (Ttofi & Farrington, 2011). Minimizing emotional and psychological damage, helping victims feel comfortable in their environment, and helping bullied children become productive adults are important elements for a successful anti-bullying policy (Seeley et al. 2009). Seeley, et al. (2009) found that a victim's engagement in school is a mediating factor in victimization and school attendance and achievement. Schools should focus on interventions that promote school engagement, model caring behavior, and create opportunities for victims to be mentors and mentees (Seeley et al., 2009). Although quantitative methods have only substantiated a correlation between a supportive environment and less bullying (Barboza et al., 2009), qualitative evidence suggests that improving school environments can reduce bullying and victim suffering (Seeley et al. 2009): recent studies focusing on creating positive school climates and spaces for expression have shown reductions in victimization and bullying (Wong, et al., 2011; Joronen, et al., 2011).

Fourth, the anti-bullying policy must include a monitoring and data reporting component. Only 18 states include provisions for reporting bullying incidents to a monitoring authority and provisions require only schools to report bullying incidents, ignoring incidents that may happen outside of a school's jurisdiction (Cassel-Stuart, Bell & Springer, 2011). Rhode Island's recent bullying data report is a model for collecting data in schools that can be adapted to other environments. Students were surveyed on their bullying experiences, including the types of bullying incidents, the reasons they were bullied, why they do not report bullying, and how safe they feel (RI DataHub, 2012). This level of detail can guide jurisdictions in developing appropriate interventions.

Data on the consequences of bullying should be collected as well. Measures such as school attendance, engagement, and

academic attainment are important because they quantify the negative consequences of bullying that interventions are targeting (Seeley et al. 2009) and help determine the effectiveness of an intervention. Without this data, agencies will be unable to assess the effectiveness of their programming.

Fifth, policies must effect change at multiple levels, targeting the individual, classroom, school or place, and community. In addition to changing behavior on those levels, communities should adopt a whole-school approach, integrating prevention activities into all aspects of school activity. This approach has generally been found to be effective in reducing bullying and in some cases, victimization (Ttofi & Farrington, 2011; Vreeman & Carroll, 2007). By using an integrated whole-school approach rather than individual classroom policies or limited bullying-related curriculum inserts, anti-bullying messages become consistent across the school and safe spaces for victims are expanded.

There are various methods to achieving a better climate as part of a whole school approach, including teacher training and parent engagement (Ttofi & Farrington, 2011). The duration (number of days) and intensity (number of hours) of an anti-bullying intervention is associated with increased effectiveness, suggesting that longer and more intense interventions are necessary for real changes in social interactions in an agency (Ttofi & Farrington, 2011). Some curriculum interventions, such as videos and drama activities, were associated with lowered victimization (Ttofi & Farrington, 2011; Joronen, et al. 2011). Given the profusion of available interventions, each agency should choose a curriculum that is best suited to their resources and population.

The scope of most of the existing bullying legislation and research is limited to schools and school-related areas (Cassel-Stuart et al., 2011). However, bullying can occur in a variety of non-school areas, such as the home and in neighborhoods (Srabstein, 2011). The effectiveness of parent trainings and meetings in reducing bullying suggests that anti-bullying initiatives should target environments beyond school; enhancing playground supervision was especially related to program effectiveness (Ttofi & Farrington, 2011). Thus, enhancing the supervision of bullying hot spots outside of the school environment could be effective in reducing bullying and victimization across the District of Columbia.

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APPENDIX F: EXAMPLE POLICY

Below is an example of what a completed policy based on the prevention Task Force's model might look like. The example uses the fictional Youth Services Agency (YSA) who has vested responsibilities for prevention in a dedicated bullying prevention specialist, with oversight provided the agency director. The final document is 13 pages long.

Objectives and Purpose

A key responsibility of YSA is to provide services in a respectful and positive environment. Acts of bullying, harassment and intimidation are an attack on core YSA values. Thus, to facilitate our mission, YSA's, in consultation with youth, families and staff, has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the YSA community and describes YSA's prevention strategies to identify and prevent incidents by connecting youth to necessary services. YSA will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident.

This policy serves as YSA's bullying prevention plan.

Definitions

YSA defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
    a. Place the youth in reasonable fear of physical harm to their person or property;
    b. Cause a substantial detrimental effect on the youth's physical or mental health;
    c. Substantially interfere with the youth's academic performance or attendance; or
    d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Prohibition against Bullying

Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited:

1. On YSA grounds and immediately adjacent property, at YSA -sponsored or related events on and off YSA grounds, on any vehicle used for YSA business, at any transit stop at which youth wait to be transported to YSA business, or through the use of any electronic devices owned by the YSA, leased by the YSA or used for YSA business; and
2. At a location or function unrelated to the YSA, through the use of any electronic devices, including those not owned or leased by the YSA, if the acts of bullying or cyberbullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the YSA, or materially and substantially disrupt the orderly operation of the YSA.

Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Policy Development and Resource Mapping

Engaging the Community

Policy Writing

YSA will create and update its policy with feedback from the community, as follows:

1. Prior to adopting, or making any changes to the policy, YSA will make a draft copy of the proposed changes available to the public at least two weeks before the policy is adopted or changes to the policy are finalized and shall, in that time period, provide the public with the ability to submit feedback on the changes in the form of ques-

tions, comments and recommendations which YSA must be taken into consideration.

2. YSA will convene an advisory panel composed of community stakeholders in regular contact with YSA. This panel will be chaired by YSA's policy director and is charged with providing advice and feedback on the implementation of the prevention policy. This panel may be made permanent to serve as an ongoing resource for YSA's bullying prevention efforts.

Youth Advisory Panel

As part of the process of soliciting stakeholder feedback, YSA will convene a Youth Advisory Panel composed of youth in regular contact with YSA. This panel will advise the drafting and implementation of this policy and assist in its implementation through peer outreach and education. This panel will be consulted prior to the approval of the policy or any changes to the policy. The Youth Advisory Panel will be consulted annually as part of YSA's policy evaluation and updating process.

Publication and Contact Information

This policy will be made available on YSA's website. The policy, and age appropriate versions thereof, will be distributed to youth and parents of youth in contact with YSA annually, and YSA will emphasize that the policy applies to participation in functions sponsored by YSA. Additionally, this policy will be included in all publications of agency rules, regulations, and solicitations and agreements for contracts and grants.

YSA's bullying specialist is responsible for coordinating YSA's bullying prevention efforts. All questions, comments and concerns about the bullying policy and YSA prevention efforts should be able to be directed to the prevention specialist at preventbullying@ysa.org.

Prevention Leadership

Responsibility for the implementation and execution of this policy is vested with the bully prevention specialist who shall have responsibility for:

1. Planning and organizing the prevention plan's professional development activities and coordinating these activities with the Department of Human Resources;
2. Designing or choosing and implementing the programming and curricula the agency uses to address bullying;
3. Receiving and recording incidents of bullying;
4. Responding to incidents of bullying and addressing the needs of victims and bullies;
5. Managing the data collaboration and collection process in cooperation with the District citywide prevention coordinator;
6. Coordinating community engagement efforts and;
7. Regularly reviewing and updating the policy and any procedures developed as part of it.

If the prevention specialist chooses to delegate responsibility for any of these areas, it must be done in consultation with YSA's policy director. All such decisions will be recorded to ensure that there are clear lines of responsibility for each prevention activity.

Resources Mapping

In order to obtain an accurate picture of the resources available as part of the prevention plan, YSA, in consultation with stakeholders, will conduct an annual resource mapping process. The process will identify:

1. What resources YSA has in place to support their primary, secondary and tertiary prevention strategies,
2. What gaps exist in YSA's bullying prevention services,
3. What steps must be taken, or services developed, to remedy these gaps,
4. What types of bullying risk factors each of YSA's resources addresses,
5. What types of bully or victim behavior each available agency resource will be most effective in addressing.

Policy Evaluation

YSA will annually review and update this policy with new prevention strategies developed after consultation with community stakeholders, continuing research on best practices in bullying prevention, and the agency's data collaboration with the citywide coordinator. Policy changes will be made to rectify gaps identified in the current prevention effort and

to build on successful strategies. They will be further informed by whether or not YSA successfully met or is on track to meet performance goals described in its "prevention goals" section.

Primary Prevention Strategies

Create Positive Agency Atmosphere

YSA will establish a culture of respect and safety. As part of this commitment, YSA will incorporate bullying prevention messages and efforts into all aspects of its operations that serve youth or that support youth serving operations.

Staff must be committed to creating a positive and respectful environment. Accordingly, YSA will include, in all employment application interviews, questions about how prospective employees would support bullying prevention and the creation of a positive YSA environment at their job.

Community Education

Safe, positive environments are best supported by an active partnership between YSA and the community. This begins with parents and guardians. Accordingly, YSA will provide the parents and guardians of young people regular bulletins, presentations and/or workshops to educate them on:

1. How parents and guardians can use activities at home to build on the bullying prevention lessons taught at YSA;
2. The dynamics of bullying and its impact on youth;
3. Information about internet safety and cyberbullying;
4. YSA's legal and administrative responses to bullying;
5. Information on parent and guardian relevant sections of YSA's prevention policy.

Such information will also be made available by YSA to the community, and in particular to YSA youth and community advisory panels. These educational opportunities will be made available at six month intervals.

Where possible YSA will coordinate education efforts with other District agencies to effect citywide community education and awareness.

Code of Conduct

YSA expects youth to behave in a way that supports YSA's objective to provide a safe and welcoming environment for other youth, YSA staff, and community members. Youth who are part of the YSA community are expected to:

1. Treat all members of the YSA community with respect;
2. Respect the property of YSA, its staff, and other youth connected to YSA;
3. Respond appropriately to instructions from YSA staff.

Training and Professional Development

Training

YSA will provide to all personnel whose duties consistently bring them into contact with youth by design or incident, training on YSA's prevention curriculum, as well as the procedures for responding to and reporting an incident of bullying. Staff will also learn to engage with each other and youth reflectively to build an agency-wide atmosphere of respect. These training efforts will be assisted, at YSA request, by the citywide coordinator. This training will be provided regularly to YSA staff by the opening of the District academic school year immediately following the publication of this policy.

Staff assigned to YSA's bullying prevention team will receive additional training on how to provide immediate support for victims and witnesses during or after an incident and may obtain District citywide coordinator support to provide this training. This additional training will be provided regularly to YSA staff by the opening of the District academic school year immediately following the publication of this policy.

Staff tasked with carrying out investigations into an incident of bullying as described in "Investigating Incidents of Bullying" will receive additional training on how to carry out these investigations.

The prevention specialist will have the appropriate background checks needed to ensure they are allowed to work with children.

Ongoing Professional Development

YSA recognizes that in addition to training, staff members require ongoing professional development to build the tools and knowledge needed to prevent, identify, and respond to incidents of bullying. Therefore, YSA will ensure that staff has ongoing access to professional development opportunities that include information on:

1. The specific locations and dynamics of youth and bullying interactions at YSA;
2. Age and developmentally appropriate strategies for identifying, preventing, and responding constructively to incidents of bullying;
3. Specific populations that may be particularly at-risk in the YSA environment;
4. Internet safety and cyberbullying issues;
5. The components and delivery of the agency's prevention curriculum.

Curriculum

YSA will implement a comprehensive bullying prevention curriculum, the components of which will be integrated into all youth related YSA activities. This curriculum will teach youth[5]:

1. Self-regulation (controlling impulses; focusing, sustaining and shifting attention; listening to and remembering information; empathy training);
2. Perspective-taking (appreciating similarities and differences; recognizing and identifying feelings of others; understanding that feelings can change and are complex);
3. Emotion management (recognizing and identifying one's own feelings; learning strategies for calming down strong emotions; managing stress/anxiety);
4. Problem-solving (learning a process for solving problems; goal setting);
5. Communication skills (being assertive; being respectful; negotiating and compromising);
6. Friendship skills (cooperation, including others, joining in with others).

The District citywide coordinator may be utilized to support the development of this curriculum. This curriculum will align with the OSSE Health Education Standards.

Development and integration of this curriculum into YSA's youth serving activities will be completed by the opening of the District academic school year after the adoption of this policy.

Data Collection

Data Collaboration

Prior to each academic year, YSA, in collaboration with citywide coordinator will determine what data will most productively assist YSA in supporting an effective YSA-wide bullying prevention policy. Based on this feedback, YSA and the citywide coordinator will determine a set of service and incident metrics to be collected by YSA. Efforts will be made to ensure consistent metrics and research products across years and to the extent possible, across agencies.

Incident Database

YSA will submit to the citywide coordinator a dataset of all incident and service measures designated in this policy. This data will not include any identifying information about the bully, victim, or witnesses. The prevention specialist will be responsible for ensuring the citywide coordinator has accurate information on incident and service measures. Given the sensitive nature of information contained in this database, only the prevention specialist will have access to individualizing information in the database.

Incident Measures

YSA will collect the following pieces of information about reported incidents of bullying:

1. Name(s) of the victim, bully, and any witnesses
    a. Reliable contact information for the victim, bully and any witnesses

[5] From "Jones, Lisa, Mia Doces, Susan Swearer, and Anne Collier. *Implementing Bullying Prevention Programs in Schools: A How-To Guide*. Born This Way Foundation & the Berkman Center for Internet & Society, 2012."

2. Relevant attributes about the victim, bully and any witnesses including:
    a. Any prior incidents involving either the victim or bully
    b. Connection of the victim, bully, and any witnesses to the incident (i.e. are they students, staff, volunteers, etc.)
3. The nature of the bullying incident
    a. Where the incident took place
    b. What time the incident took place
    c. What type(s) of bullying it was (physical, verbal, cyber, relational, etc.?)
    d. What factors drove the incident of bullying (social status, personal appearance, race, sexual orientation, etc.)
    e. What adult supervision was in place
    f. Context of the incident

YSA will only attempt to collect this information insofar as it does not jeopardize the safety of the victim and witness(es) and allows non-staff reports of bullying to be made anonymously.

Service and Climate Measures

The prevention specialist will collect the following measures of prevention service provision:

1. Training Measures
    a. Number of staff who have attended prevention training sessions;
    b. Staff knowledge about bullying prevention dynamics and strategies.
2. Curriculum Measures
    a. Number of prevention curricula sessions provided to youth
    b. Number of at-risk youth referred to treatment and services
        i. Number of treatment sessions provided to at-risk youth
3. YSA Climate- surveys administered to youth and staff desired to measure perceptions of:
    a. YSA climate
    b. Safety at YSA
    c. Youth self-reports of bullying

Reporting to the Citywide Coordinator

YSA will provide a report of bullying prevention and incident metrics to the citywide coordinator every six months. The YSA report will include all service and incident measures included in this policy.

YSA will make a copy of the report prepared for the Mayor by the citywide coordinator available online at the agency's website and will include copies of the report in mailings to families of youth served by the agency as appropriate. Copies of the report will also be made available to the community at YSA's headquarters

YSA will take every possible measure to ensure the privacy and confidentiality of all parties in an incident. To ensure confidentiality, reports provided to outside agencies will not include identifying information about the parties involved in an incident, and will report data only in the aggregate.

Prevention Goals

At the beginning of the District public school academic year, the prevention specialist will update goals for YSA's prevention efforts. YSA will set out clear, reasonable goals to be achieved in incident reduction, training and curriculum development and YSA climate improvement at the 6 month, one year, and three year marks. Each goal created should have clear data measures being collected to track YSA progress toward these goals. These goals will be published as part of YSA reports to the citywide coordinator and the community.

Secondary Prevention Strategies

Identifying At-Risk Groups

All staff at YSA will actively seek out youth who are at risk of being victims or bullies to proactively remedy incidents of

bullying before they occur. In determining whether a youth is at risk of being a victim of aggression, staff will consider the following risk factors:

1. Individual factors
    a. Cautious, sensitive, insecure personality
    b. Difficulty asserting themselves among peers
    c. Physical weakness, particularly in boys
2. Parental factors
    a. Possible over-protective parents
3. Peer risk factors
    a. Lack of close friends.

Risk factors for being a bully in an incident include:

1. Individual factors
    a. Impulsive, hot-headed, dominant personality lacking empathy
    b. Difficulty conforming to rules and low frustration tolerance
    c. Positive attitudes toward violence
    d. Gradually decreasing interest in school or academic achievement
2. Parental factors
    a. Lack of parental warmth and involvement
    b. Overly-permissive or excessively harsh discipline/physical punishment by parents
    c. Lack of parental supervision
3. Peer risk factors
    a. Friends/peers with positive attitudes towards violence
    b. Exposure to models of bullying

Referral to Secondary Service for At-Risk Youth

YSA staff who believe that a youth is at risk of being a victim or bully will send the youth to the prevention specialist who will refer them to the appropriate services based on the agency's resource mapping effort. Resources will be given directly to the youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent must first be obtained.

Referral to service as part of a secondary prevention measure is not a disciplinary action and will never be noted on a youth's record as such. At the time of a referral prevention specialist with assent from the youth will inform the youth's parents or guardian about referring youth to services, reasons they are referring youth, the type of service they are referring the youth.

Controlling At-Risk Areas

If a location on YSA premises is identified by YSA's data collection efforts as being particularly prone to hosting incidents of bullying, the prevention specialist will take steps to improve the safety and security of that location for YSA youth. These steps will include:

1. Reducing youth traffic to these areas by altering schedules or activities;
2. Reducing the number of youth of different ages or activity groups in an at-risk area by altering schedules or activities;
3. Increasing supervision in these areas, and training supervising staff in the identification of bullying behaviors particularly common in that place.

YSA will take measures to address an at-risk location no more than one month after receiving information on the presence of such an area on YSA premises.

Secondary Services for At-Risk Youth

Secondary services provided to at-risk youth are not designed to punish and will not be reported on YSA records as such. Rather, the objective of secondary services is to support at-risk youth and address risk behaviors before they become serious safety or disciplinary issues. To this end, remedial measures will be tailored to the youth receiving them to build on youth strengths while addressing skills and behavior deficits.

When considering what remedial services should be offered to a youth, the prevention specialist will take into account: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, and personal traits. Based on these attributes and information from resource mapping, the prevention specialist will determine the appropriate remedial services. If YSA does not have access to services appropriate to a youth's needs, they will refer the youth to an outside agency who can address these needs rather than substituting other services that YSA can provide.

Resources will be given directly to youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent will first be obtained. In all cases of remedial action, YSA will take all possible steps to actively involve the youth's parents or guardians in the skill-building process, as long as the youth's written assent is obtained.

Examples of remedial services YSA will provide directly or refer a youth to include but are not limited to: peer support groups, alternative educational or institutional placement, youth treatment, therapy or counseling, closely monitored behavioral management plans, parent conferences or service learning experiences. Services will be provided to an at-risk youth no more than one month after such a determination is made by the prevention specialist.

Tertiary Prevention Strategies

Reporting Incidents of Bullying or Retaliation

YSA expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the prevention specialist who will create a written report of a bullying incident and include the incident in YSA reports of bullying incidents to the citywide coordinator.

Youth, parents, guardians, and community members are encouraged by YSA to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to preventbullying@ysa.org; 45 Government Plaza, Washington, DC, 12345, prevention specialist Mark Wade at 111-111-1111 or through an anonymous dropbox at 45 Government Plaza, Springfield, HI, 22341.

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by YSA solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in YSA's bullying database.

YSA will ensure that there are reporting materials available in a wide variety of languages and that information about reporting is communicated to youth connected to YSA in an age appropriate manner. Information on how to report incidents of bullying will also be included as appropriate in YSA mailings to youth and their families. The prevention specialist is available to assist in reporting incidents of bullying and can be reached at 111-111-1111.

Reports of bullying not received by the prevention specialist will be transmitted to them and the prevention specialist within one day of their receipt or creation by the staff member who reported the initial incident.

Investigating Incidents of Bullying

Prior to the investigation of an incident, the prevention specialist will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by an agency, the following groups will be notified as needed by the prevention specialist, so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

Parents and guardians: YSA will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The prevention specialist will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Schools: YSA will notify the schools of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.

Law enforcement agencies: If YSA determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination the prevention specialist may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

YSA will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. YSA will make every effort to protect the confidentiality of those who report bullying incidents.

The prevention specialist is responsible for investigating reports of bullying and can be reached at preventbullying@ysa.org An investigation of an incident will be initiated no more than one day after the prevention specialist receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the prevention specialist will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The prevention specialist will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at YSA. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the prevention specialist will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident the prevention specialist will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The prevention specialist is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the prevention specialist determines that an incident of bullying has occurred, they should take the response steps enumerated in YSA's tertiary prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

If the prevention specialist determines that additional support is needed to conduct a thorough and equitable investigation they will contact the citywide prevention coordinator.

Sanctions and Remedies for Bullying

Sanctions

YSA recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, YSA shall ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanc-

tions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the youth involved, and the age and developmental status of the youth involved. Responses to incidents of bullying may include, but are not limited to:

- ❑ Reprimand
- ❑ Deprivation of YSA privileges
- ❑ Bans on participating in optional YSA activities
- ❑ Deprivation of YSA services
- ❑ Ban or suspension from YSA facilities

Sanctions will be applied within one day of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, YSA will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

YSA does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying.

YSA shall communicate to youth in contact with YSA, the consequences that youth can expect for participating in bullying behavior.

Referral to Services

YSA response to an active incident of bullying will always include the referral of both victim(s) and bully/bullies to remedial services. If an investigation determines that a youth was involved in an incident of bullying as a bully, victim, or witness the prevention specialist will refer them to the appropriate services based on the YSA's resource mapping effort.

At the time of a referral the prevention specialist will inform the youth's parents or guardian about referring the youth to services with the youth's assent if they have not already been informed as part of the investigation and determination process. The prevention specialist will also explain the reasons they are referring a youth, the type of service they are referring the youth to and the reason they think that particular service(s) will meet the youth's needs. Resources will be given directly to the youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent must first be obtained. If parents or guardians do not consent to contact outside services than such services will only be applied to bullies in conjunction with any sanctions applied.

Services for Bullies, Victims and Witnesses

Remedial services to which youth are referred are not designed to be punitive and will never be noted on a youth's YSA records as such.

Remedial services provided to the bully are designed to correct the thinking patterns, behaviors, and skill deficiencies that led to the incident, turning a bullying incident into a teachable moment.

Remedial services provided to the victim and witnesses are designed to restore youths' sense of safety and to empower them to address bullying incidents in a constructive and non-violent manner.

Remedial services are designed to help youth build the skills to participate safely and constructively in YSA and will be tailored to youth based on: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, mental and behavioral health concerns, and personal traits. Based on these attributes and information from resource mapping indicating what YSA resources are best suited to address remedy these deficiencies, the prevention specialist will determine the appropriate remedial services. Services will be provided to youth no later than one month after an incident of bullying is confirmed by the prevention specialist.

Rewards for Third Party Prevention

YSA encourages third party reporting of bullying and constructive intervention in incidents, and recognizes that it may take considerable courage for a youth to intervene in an act of bullying in a way that does not exacerbate the situation. Therefore, YSA will recognize and reward youth who make a positive contribution to YSA climate by intervening in an act

of bullying. Examples of such rewards include, but are not limited to praise, granting of special or additional privileges at YSA or rewards. Provided public recognition will not create harms for the youth, rewards may be provided in a public forum to serve as a positive example and encourage to other youth who might be encouraged to intervene in a bullying incident and to further promote a positive agency atmosphere.

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the prevention specialist to the YSA director. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the YSA director must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended by up to an additional 15 days if the YSA director sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the YSA director must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

ABOUT THE YOUTH BULLYING PREVENTION TASK FORCE

Mayor Vincent C. Gray signed into law the Youth Bullying Prevention Act of 2012 (photo top left) in June of 2012, which created a Youth Bullying Prevention Task Force led by the District of Columbia Office of Human Rights. The Task Force – which met eight times between May 2012 and January 2013 – was a compilation of representatives from District government agencies, advocates, direct service providers, administrators from educational institutions, school mental health professionals, teachers, parents and legal guardians, and youth.

It convened for over 24 hours together as a full Task Force, and also met as subcommittees in the areas of (1) Policy & Implementation, (2) Curriculum & Training, (3) Metrics, Data & Reporting, and (4) Youth. Members of the Subcommittee on Youth held five focus groups with youth to ensure their perspectives, needs and concerns were heard by the Task Force.

The result of the Task Force's work – this model bullying prevention policy – is unique in that it addresses bullying at a citywide level, and uses a public health framework. The model policy is meant to guide District agencies, educational institutions, and grantees in creating tailored bullying prevention policies that align with the services they offer.

The Task Force and the DC Office of Human Rights thank Mayor Gray and the District City Council for making the protection of youth from bullying a priority in the District. The Task Force has taken its role extremely seriously throughout the past eight months, and is honored to have been a part of the process.

MEMBERS OF THE YOUTH BULLYING PREVENTION TASK FORCE

Advocates for Justice and Education

Advocates for Youth

Afterschool Alliance

Anti-Defamation League

Break the Cycle

Children's National Medical Center

DC Alliance of Youth Advocates

DC Center

DC Child and Family Services Agency

DC Department of Health

DC Department of Mental Health

DC Department of Parks and Recreation

DC Department of Youth Rehabilitation Services

DC Metropolitan Police Department

DC Office of Disability Rights

DC Office of GLBT Affairs

DC Office of Human Rights

DC Office of the Attorney General

DC Office of the State Superintendent of Education

DC Public Charter School Board

DC Public Libraries

DC Public Schools

DC Trans Coalition

Fight for Children

GLSEN (Gay, Lesbian, Straight Education Network)

LAYC (Latin American Youth Center)

Lauren Jones, PhD

Metro TeenAIDS

Sasha Bruce Youthwork

SMYAL (Sexual Minority Youth Assistance League)

University of the District of Columbia

University of the District of Columbia Community College

Willa Jones, PhD

WMATA (Washington Metropolitan Area Transit Authority)

Mayoral Appointees

Andrew Barnett, Direct Service Provider

Lydia Gumbs, Teacher

Kim Jones, Advocate

Lori Kaplan, Parent

Ryan Washington, Youth

Zillah Wesley, PhD, School Mental Health Professional

Jessica Wodatch, Administrator

DC Government Mayoral Representatives

Chairperson Gustavo Velasquez, DC Office of Human Rights

Jesús Agurre, DC Department of Parks and Recreation

Micki Freeny, DC Public Libraries

Sislena Ledbetter, University of the District of Columbia

Sandra Schlicker, DC Office of the State Superintendent of Education

The Youth Bullying Prevention Task Force will continue to meet into 2014 to assist with implementation of the policy.