

Anti-Bullying Task Force Recommendations to the Board

I. Focus on Positive School Culture and Climate

- A. Adopt Social/Emotional Learning curriculum that teaches students to respect differences (race, culture, ability, etc.).
- B. Utilize existing Positive Behavior Intervention Support (PBIS) resources and practices.
- C. Understand/promote the importance of positive relationships with students, creating schools where students feel safe and connected.
- D. More adults/staff. Expand opportunities for volunteers to engage in our schools and provide uniform volunteer training across the district.
- E. At the building level, spend time talking to students and staff about bullying - helps keep a finger on the pulse of the school and provides students with skills to address bullying and related issues.

II. Establish and Enforce Clear Rules and Policies that Address Bullying

- A. Begin the year by educating parents and students about the policies and consequences associated with them, including bus violations.
- B. Utilize a standard data collection tool across the district to measure frequency of bullying and effectiveness of programs.
- C. Strive for consistency from school-to-school in regard to response time and consequences for behavior violations. Expectations and consequences should be uniform across the district.

III. Provide training in bullying prevention and appropriate responses to administrators and staff.

- A. High-quality training to help staff understand the definition and nature of bullying and its effects, what policies and rules are in place, and how to stop bullying if it is observed, reported, or suspected.

IV. Respond consistently and appropriately when bullying happens.

- A. All staff and administration should be prepared to respond appropriately on-the-spot whenever they observe bullying.
- B. Follow-up response protocol should include support and behavior education for bullies, victims, and their families.

V. Coordinate and integrate prevention efforts.

- A. Explore programs that teach students positive behaviors and replacement behaviors, as well as common vocabulary and expected behaviors.
- B. Explore restorative justice for each developmental stage.

VI. Continue efforts over time.

- A. Keep the Anti-Bullying, Anti-Harassment Task Force as a standing committee that meets at a minimum twice annually to chart progress and refine efforts.
- B. Work group to look at what other districts are doing to address the problem.