

Montgomery County Cyberbullying/Bullying Task Force Manual



**Risa Vetri Ferman
District Attorney**

**May 2013
Version I**

Table of Contents

Section 1: Introduction	2
Section 2: Background and Definitions	3-4
Section 3: Prevention and Education.....	
Current Law	5-6
Warning Signs of Bullying	6
Recommendations for Augmenting Current School Policy	6
Evidence Based Programs	7-8
Section 4: Intervention	
Reporting and Investigating	9
Tips for Students	10
Tips for Parents	10-11
Tips for Teachers and Staff	12
Tips for Schools	12-13
Section 5: Accountability	
School Accountability	14
Law Enforcement Authority	14
Diversionary Programs	14
Attachment A: School Climate Surveys	15-18
Attachment B: Suggested Reporting Tools	19
Attachment C: Sample Montgomery County Initial Bullying Incident Reporting Form	20-22
Contributing Task Force Members:	23

Purpose and Goals of the Montgomery County Cyberbullying and Bullying Task Force

The Montgomery County Task Force consists of representatives from the following organizations: The Montgomery County District Attorney's Office, The Pennsylvania Office of the Attorney General, Montgomery County Department of Public Safety, law enforcement, school districts, Montgomery County Office of Behavioral Health, community behavioral health agencies, Montgomery County Intermediate Unit, Montgomery Conflict Mediation Center, and Montgomery County Juvenile Probation.

The purpose of this task force was to develop a strategy that addresses the complex elements associated with preventing, responding to and ultimately eliminating bullying and cyber-bullying from our schools.

A set of recommendations in three sub-groups: **prevention/education, intervention and accountability** have been established to be used by schools, parents and law enforcement as guidance when dealing with the complexities of bullying and cyber-bullying. These recommendations have been formulated with identified best practices, general procedural guidelines, and additional resources to assist and support the full spectrum of anti-bullying and cyber-bullying efforts. The task force will review and revise these recommendations annually as new challenges and complexities of responding to this issue arise.

The Montgomery County Cyberbullying/Bullying Task Force will be transitioning to an Advisory Board which will support a countywide effort of understanding, preventing, and responding to all aspects of the bullying and cyber-bullying environment.

Please direct any questions regarding this manual to montcobullyingtaskforce@gmail.com

Background and Definitions

Bullying is a serious problem in homes, schools and communities; however, there is strong evidence that young people often do not report bullying to adults. Research clearly indicates bullying is a learned behavior and detrimental to the academic, physical, social and emotional development of all involved – bullies, targets and bystanders who witness it. Despite volumes of research, countless “anti-bullying” programs and increased scrutiny by the media, bullying continues to pervade our culture and our schools. It is a complex social issue requiring determination, leadership and courage to address. A wave of recent bullying incidents with tragic outcomes has shed a renewed light on the issue. The advent of technology allowing for impulsive, anonymous and rapid communication has expanded the opportunities for bullying to a degree that necessitates more innovative and immediate responses than ever before.¹

Bullying:

The Pennsylvania’s Bullying Prevention Toolkit defines bullying as “a form of aggressive behavior that is prevalent among children and adolescents. It is characterized by three features:

1. The aggressive behavior is intentional and may be physical, verbal or nonverbal.
2. An imbalance of power exists in the relationship, such that the person who is targeted has difficulty defending himself or herself.
3. The behavior is repeated or severe, causing distress or disruption in the target’s life.²

Cyberbullying:

Cyberbullying is a specific form of bullying that involves technology. According to Hinduja and Patchin, cyberbullying is “willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices.”³

While the definition of cyberbullying aligns with the traditional definition of bullying, the likelihood of repeated harm from one cyberbullying incident is quite high. This is because instances of cyberbullying can be accessed by multiple parties, forwarded to others, linked to other sites, and revisited by targets of the aggression – resulting in repeated exposure and repeated harm.

Examples of cyberbullying may include:

- Stealing someone’s online name and using it to write nasty rumors, comments, or gossip.
- Altering someone’s message or doctoring pictures to mean something different or poke fun.

¹ Berlin, Robert and Ruscitti, Darlene, Best Practices in Bullying Prevention and Intervention. A collaborative effort of the Dupage County Regional Office of Education and State’s Attorney’s General Office. January 2011
www.dupage.k12.il.us/main/anti-bullying/.../BestPracticesManual.pdf

² Pennsylvania Bullying Prevention Toolkit; Resources for Parents, Educators, and Professionals Serving Children, Youth and Family. Center for Safe Schools, Highmark Foundation. www.SafeSchools.info/BP_Toolkit.pdf

³ Hinduja, S. & Patchin, J. W. (2011). Cyberbullying: A review of the legal issues facing educators. Preventing School Failure: Alternative Education for Children and Youth, 55(2), 71-78.

- Secretly recording conversations using a cell phone and playing the recording back to the person being talked about. Or, Forwarding mean texts.
- Posting damaging information or pictures online.
- Writing mean comments or spreading lies or rumors about a person online.
- Creating or taking part in Internet polling.⁴

Relational Aggression:

Bullying that affects a child's social standing or status is a form of relational aggression. It can take many forms including shunning, hazing, spreading rumors, excluding others or teasing. Contrary to popular opinion, both boys and girls engage in relational aggression.⁵

⁴ Erbacher, Terri *Bullying & Cyberbullying Tips for Teachers and Staff*, Philadelphia College of Osteopathic Medicine.

⁵ Pennsylvania Bullying Prevention Toolkit; Resources for Parents, Educators, and Professionals Serving Children, Youth and Family. Center for Safe Schools, Highmark Foundation.
www.SafeSchools.info/BP_Toolkit.pdf

Prevention and Education Recommendations

Education is a critical component to a comprehensive prevention plan. Education programs must be multi-faceted and reach parents, school personnel, community partners and students of all ages.

CURRENT LAW: PENNSYLVANIA PUBLIC SCHOOL CODE OF 1949

§ 13-1303.1-A. Policy relating to bullying

(a) No later than January 1, 2009, each school entity shall adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity's code of student conduct required under 22 Pa. Code § 12.3(c) (relating to school rules). The policy shall delineate disciplinary consequences for bullying and may provide for prevention, intervention and education programs, provided that no school entity shall be required to establish a new policy under this section if one currently exists and reasonably fulfills the requirements of this section. The policy shall identify the appropriate school staff person to receive reports of incidents of alleged bullying.

(b) Each school entity shall make the policy available on its publicly accessible Internet website, if available, and in every classroom. Each school entity shall post the policy at a prominent location within each school building where such notices are usually posted. Each school entity shall ensure that the policy and procedures for reporting bullying incidents are reviewed with students within ninety (90) days after their adoption and thereafter at least once each school year.

(c) Each school entity shall review its policy every three (3) years and annually provide the office with a copy of its policy relating to bullying, including information related to the development and implementation of any bullying prevention, intervention and education programs. The information required under this subsection shall be attached to or made part of the annual report required under section 1303-A(b).

(d) In its policy relating to bullying adopted or maintained under subsection (a), a school entity shall not be prohibited from defining bullying in such a way as to encompass acts that occur outside a school setting if those acts meet the requirements contained in subsection (e)(1), (3) and (4). If a school entity reports acts of bullying to the office in accordance with section 1303-A(b), it shall report all incidents that qualify as bullying under the entity's adopted definition of that term.

(e) For purposes of this article, "bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts:

(1) directed at another student or students;

(2) which occurs in a school setting;

(3) that is severe, persistent or pervasive; and

(4) that has the effect of doing any of the following:

(i) substantially interfering with a student's education;

(ii) creating a threatening environment; or

(iii) substantially disrupting the orderly operation of the school; and

"school setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

WARNING SIGNS OF BULLYING

- Clothing – May be torn, damaged or missing pieces
- Unexplained cuts, bruises and scratches from fighting
- Has few, if any, friends with whom they spend time with
- Seems afraid of going to school, riding the bus or to participate in activities
- Takes a detoured route to and from school
- Loss of interest in school work
- Suddenly doing poorly in school
- Appears sad, moody or depressed when they come home from school
- Frequent complaints of health and physical problems (headache, stomachache)
- Changes in sleep patterns, such as bad dreams and/or trouble sleeping
- Loss of appetite
- Appears anxious
- Suffers from low self-esteem⁶

RECOMMENDATIONS FOR AUGMENTING CURRENT SCHOOL POLICY

Although there are numerous bills and laws pending in regard to cyberbullying and bullying, cyberbullying is considered bullying conduct. The current law states that Public Schools and non-public schools shall identify a school bullying policy and make the policy available on its publicly accessible internet website and in every classroom. The following are suggestions to augment school's anti-bullying policies:

- Include and define the term cyberbullying.
- Identify school official(s) responsible for ensuring the policy is implemented.
- A procedure for reporting an act of bullying including an avenue and procedure for anonymous reporting.
- A procedure for documenting a cyberbullying/bullying allegation.
- A procedure for investigating a cyberbullying/bullying allegation.
- A procedure for providing notification to the parent/legal guardian of a bullying victim.
- A procedure for providing notification to the parent/legal guardian of alleged bully after consultation with law enforcement.

⁶ Information was taken from Violence Prevention Works Website. Refer to link www.violencepreventionworks.org/public/bullying_warning_signs.page

EVIDENCE BASED PROGRAMS

Research on bullying prevention and intervention programs is very active and more information on evidence-based anti-bullying programs will become available as studies are completed.

The bullying prevention program with the most extensive research support at this time in the United States is ***Steps to Respect*** <http://www.cfchildren.org/steps-to-respect.aspx> a curriculum developed by the Seattle-based Committee for Children. Rigorous evaluation has shown that the **Steps to Respect** program successfully increased positive bystander behaviors in youth, and decreased physical bullying by children according to teacher reports.

There is also research support for the ***Olweus Bullying Prevention Program*** <http://www.olweus.org> although the most successful research has been conducted in European countries and evaluation results in the U.S. have been mixed.

KiVa. KiVa is an evidence-based Finnish program (www.kivakoulu.fi/there-is-no-bullying-in-kiva-school). This program has shown to be effective in Finland, and there are current efforts to translate the program into English.

All public school districts must have an anti-bullying program in place. It is recommended that the anti-bullying program contain the following components:

- A focus on the entire school environment.
- Data driven decision-making.
- Support for the bullying prevention program is provided by district and school administrators, a majority of classroom teachers, para-educators, clerical, custodial, food service and transportation staff.
- A coordinating group within the school takes a leadership role in the school's bullying prevention efforts.
- Training for the bullying prevention program is provided for ALL staff.
- Rules and policies about bullying behavior are developed and enforced.
- Adult supervision increases in areas identified as "Hot Spots".
- When a bullying behavior is observed, interventions are consistent & appropriate.
- Classroom time includes messages and lessons on bullying prevention.
- Prevention efforts are continued over time.

Adapted from "Bully Prevention and Intervention in a Post-Columbine Era" workshop at the Power and Empowerment: Iowa Governor's Conference on Bullying and Harassment, January 27, 2005, Ames Iowa, Susan P. Limber, PhD, presenter

Research has also found that Social and Emotional Learning (SEL) programs are successful at improving social emotional skills and reducing conduct problems, among other benefits. Although evidence for particular SEL programs varies and is ongoing, below are some programs with support:

- **Second Step** (<http://www.cfchildren.org/second-step.aspx>)
- **The RULER program** (<http://therulerapproach.org/>)
- **Roots of Empathy** (<http://www.rootsofempathy.org/>)

- **Promoting Alternative Thinking Strategies (PATHS)** (<http://www.prevention.psu.edu/projects/PATHS.html>)
- **Tribes Learning Communities** (<http://tribes.com/about/a-model-program/caseselect-program/>)
- **Restorative Practices** (<http://www.restorativepractices.org.au/>)

The following websites and databases can help schools learn more about other anti-bullying, school violence, and social-emotional learning programs:

- The Department of Education: <http://ies.ed.gov/ncee/wwc/>
- The Substance Abuse and Mental Health Services Administration (SAMHSA) <http://nrepp.samhsa.gov/>
- The Collaborative for Academic, Social and Emotional Learning (CASEL): <http://casel.org/in-schools/selecting-programs/>
- The Promising Practices Network: <http://www.promisingpractices.net/programs.asp>
- The Center for the Study and Prevention of Violence: <http://www.colorado.edu/cspv/blueprints/>
- Department of Justice (OJJDP): <http://www.ojjdp.gov/mpg/search.aspx>
- The Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/bullying/#4>
- Target Bullying website: http://www.targetbully.com/Prevention_Intervention.php
- World Health Organization's (WHO) Violence Prevention Alliance: http://www.preventviolence.info/evidence_base_complete.aspx
- Child Trends: <http://www.childtrends.org/links/>
- Find Youth Info: <http://findyouthinfo.gov/>
- PA Office of the Attorney General website: www.attorneygeneral.gov

School climate surveys can help schools gain a perspective of student and staff on frequency and locations of bullying behavior. These surveys can be very helpful as school-wide bullying programs are more meaningful and relevant when student views are taken into account. School climate surveys can serve as a guide in the development of policy, procedures and program implementation.

See Attachment A: Sample School Climate Surveys

Intervention Recommendations

Intervention is an important and necessary response to a cyberbullying/bullying allegation. Safe avenues of reporting must be readily available. An immediate and standardized initial response to an original allegation and protocol is necessary to ensure information is consistently gathered and investigated.

REPORTING AND INVESTIGATING

Students must be able to safely report incidents of bullying. They must know that they will be heard and that school will respond. Pennsylvania's state law § 13-1303.1-A(a) states that "schools shall identify the appropriate school staff person to receive reports of incidents of alleged bullying."

1. Implement a process for students to report cyberbullying/bullying which may or may not be anonymous.

See Attachment B: Suggested Reporting Tools

It is recommended that schools implement procedures for promptly investigating and responding to any report of an incident of bullying. This should include immediate intervention strategies for protecting the victim from additional bullying or retaliation, notifying parents of the victim, or reported victim, of bullying as well as the parents of the alleged perpetrator, and if appropriate, notification to law enforcement officials.

2. Complete a Bullying Incident Report once the school becomes aware of an event. Incident Report should contain the following information:

- Name of person filing the report
- Information about the incident (date, time, location)
- Witnesses
- Details of the incident
- Name of investigator
- Name(s) of who was interviewed
- Any prior documented incidents by the aggressor
- Whether or not there was evidence of bullying
- Who was contacted
- Action taken
- Safety Plan

See Attachment C: Montgomery County Recommended Initial Bullying Incident Reporting Form

****A completed Bullying Incident Report should be handled and maintained in the same manner as disciplinary records***

TIPS FOR STUDENTS

Provide students with suggested tools and resources to contend with bullying. Some suggestions include but are not limited to:

- Avoidance; avoid locations where bullying occurs, if in bathroom then use a different one. If bullying at or near your locker, go to it at odd times if possible or use alternative routes to get to it. If bullying on the bus, switch seats, get closer to the bus driver.
- Student should tell a trusted adult.
- Remove incentive; don't take expensive items to school for a while; ipod, music player, laptop, etc. Label belongings.
- Student should NOT respond to bully (verbally or electronically)
- Hold the anger, use a "poker face", and don't let the bully see that he/she has upset you.
- Student should keep a record. Take screen shots and save texts.
- Teen Talk Line; **866-825-5856** or text **215-703-8411**.
- Children's Crisis Support: **1-888-HELP-414**.

TIPS FOR PARENTS

Awareness and education are key components to parents supporting their children in a cyberbullying/bullying situation. Parents are encouraged to be aware of their child's social media activity, including on-line interactive video games, to have access to passwords on computers/smart phones, and to talk with their child(ren) about smart usage of these devices. Parents should be aware of changes in their child's demeanor or activities that may indicate they are being bullied or bullying another.

- Know your child's computer password.
- Parents should be the administrator for their child's computer.
- Implement a "Do's and Don'ts" Computer Contract. Post signed contract next to the computer.
- Contact your internet carrier to find out about what parental controls are available. Ask carrier if they recommend any particular software. (Do NOT have your child install the software for you)
- Familiarize yourself with popular social networking sites; Facebook, Twitter, Instagram, and Snapchat.
- Suggested conversation starters if you suspect your child is being bullied: "Who do you sit with at lunchtime?", "Who do you sit with on the school bus?", "How do you feel when you hear kids putting each other down?", "Do you ever see someone picking on another kid?" "Who could you get to help a kid who is being bullied?", "Have you ever received a mean email or an insulting text?"
- Strategize with your child so that they feel they are participating and taking control of arriving at a resolution. This builds self-esteem and helps the child to more easily endure the bullying while it lasts. For example, "What do you think you should say to the bully next time?", "How

do you think the bully will react if you say that?”, “What do you think you should do when the bully confronts you next time?” Practice role playing.

- Encourage your child to join clubs, activities and outside community groups to encourage making additional friends. Group activities have the added benefit of providing discreet clues on what the informal social rules are for kids. Additionally, developing friendships outside of the school arena helps the child to not view the “school” as their only world and connection to social life.
- Parents should keep a written record of all incidents, recording facts and names.
- Parents should contact their local law enforcement if they believe their child is being threatened or harassed.
- Do NOT contact the parents of the bully. Do not agree to any joint meetings between your child and the bully. The school should be making these contacts without your involvement.
- Tell your child not to delete anything and remind them that you can contact your cell phone carrier and request records of received and sent texts. Preserve any evidence of bullying. Print out and save copies of electronic communication for you and the school and/or police.
- Instruct your child; do NOT reply. If cyberbullying persists, your child should tell the bully to leave them alone and to not contact them again. Your child should log off immediately and stay offline for at least 24 hours. Instruct your child not to give in to the temptation to respond to gossip.
- File a complaint with your internet service provider or cell phone company.
- If additional emotional support is needed, contact Montgomery County Children’s Crisis Support: **1-888-HELP-414** (1-888-435-7414).
- Contact the Montgomery County Department of Behavioral Health at **610-278-3642** and request a copy of **Montgomery County Community-Based Supports and Services**.
- Know the warning signs of bullying.

Refer to the Anti-Defamation League’s Bullying Prevention and Intervention Strategies for Families: <http://www.adl.org/assets/pdf/education-outreach/Bullying-Prevention-and-Intervention-Tips-for-Families.pdf> for additional information.

TIPS FOR TEACHERS AND STAFF

- Teach students that all forms of bullying are unacceptable.
- Include cyberbullying into the school conduct code with set consequences.
- Immediately stop the bullying. (Stand between the bully and the victim and deflect eye contact).
- Refer to the bullying behavior and to the relevant school rules against bullying.
- Support the bullied child in a way that allows him/her to regain self-control, to ‘save face’, and to feel supported and safe from retaliation. Do not ask him/her what happened in front of others.
- Later, talk to the victim separately to get the facts and complete the district *Bullying Incident Reporting Form*.
- Praise students for talking about it, including victims and bystanders. Encourage all students to report future incidents of bullying.
- Ask the victim what they need to feel safe as they often feel powerless, scared and helpless. Reassure them that steps will be taken to prevent recurrence.
- Include bystanders in the conversation and give them guidance about how they might appropriately intervene or get help next time.
- If appropriate, impose immediate consequences for the bully according to school district policies and procedures. Notify school staff/administration as appropriate.
- Communicate incident to colleagues so they can also keep a watchful eye.
- Do not require the students to meet and ‘work things out’ as this is ineffective with bullying.
- Provide follow up interventions as needed (counseling, activities to foster friendships).
- Notify parents of children who were involved, as appropriate.
- Check in with the student periodically to ensure future incidents are discussed, if there are any.

TIPS FOR SCHOOLS

- Train all staff members periodically on the policy and procedures to be utilized when confronted with bullying issues.
- Investigate the bullying immediately and document investigation.
- Develop a plan to keep the victim safe until the bullying is resolved.
- Closely monitor use of school computers and use filtering and tracking software on all computers.
- Provide students with opportunities to develop cooperative learning and conflict resolution skills.
- Provide students who engage in bullying behaviors with opportunities to discuss these behaviors with counseling staff and to develop more effective strategies for managing peer relationships.
- Offer an “ally-building” course for students to strengthen their skills, teach techniques to prevent or respond to future incidents and build self-esteem.

- Organize a team or club for students to take action against name-calling and bullying and to develop skills to be allies to targeted students, e.g., “friendship groups”.
- Help students develop informal ways to build peer support.
- Develop a system to reinforce pro-social behavior, e.g., “Caught you caring” or “good deed stars,” which are especially effective for younger students.
- When available, refer student to in-house or community diversion program.
- Utilize Student Assistance Program.
- Match student with an in-school adult mentor.
- Refer student to community based and after-school programs. (Schools are encouraged to develop a district-specific community partner resource list).

NEVER have a joint meeting with the child who did the bullying and the victim. Bullying is a form of victimization, not a conflict; it should not be mediated unless the mediators are certified and have completed training specific to bullying.

Montgomery Conflict Mediation Center (610-277-8909) will provide training for faculty and other identified staff in a mediation conferencing process that is based on a restorative model of intervention – holding the bully accountable for their actions and giving voice to the victim.

- By engaging young people in a mediation process, students learn to communicate more effectively and take responsibility for their actions.
- In situations where the victim does not agree to a face-to face meeting with the bully, the individual meeting will give the victim the opportunity to think through what their needs are and what options may be available to them.
- In the absence of a face-to-face meeting with a victim the individual meeting with the bully will provide the bully with an opportunity to confront their behavior, begin to hold them accountable for their actions and begin to consider the impact of their behavior on the victim.

Accountability Recommendations

Implementing clear and consistent consequences in response to incidents of cyberbullying/bullying is critical to ensuring students' safety and to maintaining a safe school environment. Parents, school and law enforcement agencies must work collaboratively to effectively discipline students after an allegation of bullying has been substantiated.

SCHOOL ACCOUNTABILITY

The Pennsylvania School Code was amended on July 4, 2008: 24 PS 13-1303.1-A

As of January 1, 2009, each school entity shall adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity's code of student conduct. Under 22 Pa. Code §§ 12.3(c) and 12.6, school rules must be published and distributed to students and parents, and available in the school library.

- Off-grounds and/or off-hours misconduct that also involves in-school misbehavior can be punished.
- Schools have the authority to discipline conduct that violates their bullying policy. School policy must delineate disciplinary consequences for violating school rules specific to cyberbullying/bullying. Consequences may include: written warning, student/parent conferencing, detention, in-school suspension, out-of-school suspension or expulsion.
- Schools should report annually to the state on the number of reported bullying incidents, and any responsive actions taken.

LAW ENFORCEMENT AUTHORITY

At the time of these recommendations being written, no criminal law exists which specifically charges a crime of bullying or cyberbullying; however, many of these incidents have been successfully prosecuted using a variety of criminal offenses currently in the Pennsylvania Crimes Code. Law Enforcement agencies play a pivotal role in holding offenders accountable for their actions, aid in providing victims with relief and assurance, and connecting a victim and their family to services which otherwise may not have been available. Law Enforcement will determine whether the bullying rises to a criminal level.

DIVERSIONARY PROGRAMS

Following a criminal investigation, Law Enforcement will determine if the bullying arises to a summary or misdemeanor level offense and whether a referral to the Youth Aid Panel should be considered.

The Youth Aid Panel (YAP) is a restorative justice program of the Montgomery County District Attorney's Office. The program provides a second chance for first time juvenile offenders to be accountable for their actions to the victim and the community, while preventing future offenses.

More serious offenses will be petitioned to the juvenile justice system.

Attachment A

SAMPLE SCHOOL CLIMATE SURVEY – STAFF

1. **The school has a publicized policy that bullying will not be tolerated.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
2. **The school has a publicized policy that harassment will not be tolerated.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
3. **The school has publicized procedures on how staff should intervene if bullying arises.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
4. **The school policies for dealing with bullying are enforced.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
5. **The students know that the school disapproves of bullying in school, outside school and while travelling to and from school.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
6. **The students know they can seek help from named staff members if they are bullied.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
7. **The school has a policy on how to deal with the victims of bullying.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
8. **The school has a policy on how to deal with the victims of sexual harassment.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
9. **There is a code of conduct about how the school expects students to behave.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
10. **There is a code of conduct about acceptable behavior between staff and students.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
11. **The code of conduct is regularly updated.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
12. **All policies and codes of conduct are displayed in the school for everyone to read.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
13. **Staff have a policy about the best way to include ‘loners’ and those who are recognized as different’ in school activities.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
14. **The staff take active steps to prevent the exclusion of students by their peers.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
15. **The school records and monitors injuries reported by students and staff.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)
16. **The school has student who have been trained to mediate when conflict occurs.**
Not at all (1) A little (2) Quite a lot (3) Very much (4)

SAMPLE SCHOOL CLIMATE SURVEY - STUDENT

1) During the school year how often have you seen someone being bullied?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

2) During the school year how often have you been bullied?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

3) How were you bullied? Circle all that apply

- I haven't been bullied.**
- I have been teased and called names.**
- I have been hit, kicked or pushed.**
- Others leave me out of their group.**
- Others have taken my belongings.**
- Others don't sit by me or talk to me.**
- Others say they will hurt me.**
- Others try to hurt me on the way to and from groups/activities.**

4) How many kids have you bullied you?

- I haven't been bullied.**
- One kid bullied me.**
- Two or more bullied me.**
- Lots of kids bullied me.**

5) During the school year how often have you missed school because you felt unsafe, uncomfortable or nervous to attend?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

6) If you saw someone being bullied at school, what would you do? Circle all that apply

- Ignore it, none of my business.**
- Nothing, just watched.**
- Join in.**
- Inform staff.**
- Try to help the person being bullied.**

7) If you have been bullied, why do you think it happened? Circle all that apply

- I have never been bullied.**
- I don't know why others bully me.**
- I act or look different.**
- I'm smaller or weaker.**
- I guess I deserve it.**
- Other reasons (state why):**

8) How many times during the school year have you bullied, teased or made fun of someone?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

9) Why are some kids bullied? Circle all that apply

- I don't know.**
- They are bigger and stronger.**
- They think it is fun.**
- They want to get even for being bullied themselves.**
- They want to "show off" or impress their friends.**
- They fight in their own families.**
- Other reasons (state why):**

10) During the school year how often have you had your property stolen or deliberately damaged, such as clothing or books?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

11) How many times a day have you been afraid of being pushed, shoved, slapped, hit or kicked by someone?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

12) How many times a day have you been afraid of having your property stolen or deliberately damaged?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

13) What do staff members do when they see bullying?

Nothing, they ignore it.

- Stop it and tell everyone to leave the area.**
- Stop it and solve the problem.**
- Other (explain):**

14) Has a staff member talked to you and your peers in a group about bullying?

- No**
- Once, but they don't really understand what is going on.**
- Once, and what they said helped me a lot.**
- We talk regularly about bullying.**

15) What can staff at school do better to help stop bullying? Circle all that apply

- Supervise a bit better.**
- Make rules against bullying and discipline bullies.**
- Talk about bullying prevention in a group.**
- Help us work problems out.**
- Bullying is not a problem at school.**

16) During the school year how often were you in a fight?

- Never**
- Sometimes (1 to 2 times a month)**
- Regularly (1 to 2 times a week)**
- Every day**

17) Have you talked to anyone about being bullied? Circle all that apply

- I have not been bullied.**
- No**
- Yes, a staff member.**
- Yes, my parents.**

***This survey is a modified version of the School Wide Bullying
(Survey KSDE School Counseling Kent Reed, Consultant).**

Attachment B

SUGGESTED REPORTING TOOLS

Friendwatch.org Friendwatch is a hosted virtual service provided free to any school. By simply registering and placing a downloaded button on their school's main website, teens can click a button, share their concerns, and do so freely without any fear, concerns or hesitation.

Bullystoppers.com Bullystoppers.com was the first free bully reporting web site (2001), and it remains unique...and free. Students are offered an anonymous method to report bullying.

The Sprigeo System When purchased as a single school, 12-month subscription, the first year cost is \$395 (\$295 plus a one-time set up fee of \$100). Discounts are available for multi-school, district and multi-year subscriptions. <http://www.sprigeo.com/Sprigeo-System-Overview/index.asp>

Cyberbullying Hotline (A service of SchoolReach) Messages received on the hotline are immediately forwarded to a designated school official(s) and can appear on their mobile device, in their e-mail in box and within the secure CyberBully Hotline system.
<http://www.cyberbullyhotline.com/contact.html>

"Bully Box" Students drop a note in the box to alert teachers and administrators about problem bullies.

On-line reporting form available on district's website An on-line form provides a simple and effective means for students to report incidents that they are not comfortable reporting in person. A student can also be directed to use this form following their verbal account of an incident. An on-line reporting form allows for thoughtful reflection and documentation.

Reporting Offensive Profiles or Inappropriate Content: *(Patti Agatston, 5/2/10)*

MySpace: www.myspace.com/index.cfm?fuseaction=misc.faq&Category=3&Question=27

Facebook: Email Facebook directly at abuse@facebook.com

Xanga: <http://help.xanga.com/contact/parentcontact.htm>

YouTube: http://youtube.com/t/community_guidelines *(learn how to flag inappropriate videos)*

Websites:

www.cyberbullyhelp.com

www.stopcyberbullying.org

www.backoffbully.com

www.stopbullyingnow.hrsa.gov

www.targetbully.com

www.cyberbullying

INITIAL BULLYING INCIDENT REPORTING FORM

NAME OF PERSON MAKING REPORT

NAME _____ POSITION _____

GRADE LEVEL _____ PHONE NUMBER _____ EMAIL _____

PERSON TAKING REPORT

NAME _____ POSITION _____

PHONE NUMBER _____ EMAIL _____

POSITION: Administrator, Teacher, Staff, Student, Parent, Sibling, Other

PERSON BEING BULLIED

NAME _____ AGE _____ PARENT _____

PARENT PHONE _____ PARENT EMAIL _____

ALLEGED BULLY

NAME _____ AGE _____ PARENT _____

PARENT PHONE _____ PARENT EMAIL _____

NAME _____ AGE _____ PARENT _____

PARENT PHONE _____ PARENT EMAIL _____

NAME _____ AGE _____ PARENT _____

PARENT PHONE _____ PARENT EMAIL _____

WITNESSES TO BULLYING BEHAVIOR

NAME _____ POSITION _____ PHONE _____
EMAIL _____

NAME _____ POSITION _____ PHONE _____
EMAIL _____

NAME _____ POSITION _____ PHONE _____
EMAIL _____

POSITION: Administrator, Teacher, Staff, Student, Parent, Sibling, Other

BULLYING BEHAVIOR

DATES OF BULLYING _____ **LOCATIONS OF ACTIONS** _____

TYPE OF BULLYING (check all that apply)

PHYSICAL (hitting, kicking, etc.)

VERBAL (teasing, name calling, etc.)

EMOTIONAL/EXCLUSION (starting rumors, telling others not to be friends with someone, etc.)

CYBER-BULLYING (using an electronic medium to engage in any bullying behavior)

DESCRIBE THE BULLYING INCIDENT

Did a physical injury result from this incident? (Yes) (No)

Did the victim receive medical attention? (Yes) (No)

Was the student victim absent from school as a result of the incident? (Yes) (No)

If yes, how many days was the student victim absent from school as a result of this incident? _____

Did the victim experience psychological distress resulting from this incident? (Yes) (No)

If yes, were mental health services sought? (Yes) (No)

REPORTER SIGNATURE _____ **DATE OF REPORT** _____

RECEIVED BY ADMINISTRATION

ADMINISTRATOR SIGNATURE _____ **DATE** _____

PRINTED NAME _____ **TITLE** _____

Did the bullying behavior disrupt the school environment? (Yes) (No)

Conclusion/Resolution of incident _____

A large rectangular area containing 30 horizontal lines, intended for writing or drawing.

Contributing Task Force Members

Julie Knudsen: District Social Worker, Norristown Area School District

Brian Kozera: School Resource Officer/Norristown Police Officer, Norristown Area School District

Mary Anders: Detective, Montgomery County Detective Bureau

Winnie Backlund: Director of Mediation and Training, Montgomery County Conflict Mediation Center

Steve Beck: School Safety Coordinator, Montgomery County Department of Public Safety

Michael Capperella: Plymouth Township Police Officer

Tom DiFerdinand: Supervisor, Montgomery County Juvenile Probation

Sharon Giamporcaro: Deputy District Attorney, Chief of Juvenile Division, District Attorney's Office

Marcia Goldstein: Social Worker, Lower Merion School District

Abby Grasso: Social Service Liaison, Brooke Glen Behavioral Health Hospital

Tom Haney: Coordinator, Montgomery County Youth Aid Panel

Ellen Harris: School Social Worker, Springfield School District

Christina Kitchen-Silcox: Director, Child and Family Focus

Dave McClain: Teen Talk Line Coordinator, Access Services

Mary McCoy: Agent, Pennsylvania Office of the Attorney General

Susanne Merves: Systems of Care Consultant, Montgomery County Office of Behavioral Health

Pat Nugent: High School Principal, Spring-Ford School District

Tony Salvatore: Suicide Prevention Specialist, Montgomery County Emergency Services

Janet C. Samuels: Superintendent, Norristown Area School District

Felix Scherzinger: Behavioral Health Advisor, Colonial School District

Claudine Schull: CASSP Coordinator, Montgomery County Office of Behavioral Health

Kimberly Smith: Director of Business, Horsham Clinic

Tina Viletto: Director of Legislative Services, Montgomery County Intermediate Unit

Mark Wassmer: Detective, West Norriton Police Department

Ann Marie Wolf-Schatz: Child and Adolescent Psychiatrist, Central Montgomery MH/MR Center