Recommendations Implementation, Data & Consequences

State Level (Governor/Legislative/Agencies)

1. In order to ensure equity of protection for all students in all Minnesota school districts, each school district will be provided with a baseline/minimum policy to respond to bullying, harassment, and cyberbullying. (This policy will be created in advisement with the Minnesota Department of Education, the Minnesota Department of Human Rights, and related relevant state agencies.)

2. Funding will be provided to all school districts so as to provide for equitable services among all school-based student services personnel (licensed school counselors, school psychologists, school nurses, school social workers, chemical dependency counselors) to respond to the social/emotional barriers to student learning, specifically incidents of bullying, harassment, intimidation, and cyberbullying.

3. Funding will be provided to all school districts to assist them in the provision of bullying, harassment, intimidation, and cyberbullying prevention efforts

Community (Counties, Cities, Businesses, Organizations)

1. Parents/Guardians of students who are identified as engaging in bullying, harassment, intimidation, and cyberbullying behaviors will be required to meet with proper school <u>or local</u> officials to participate in a remediation plan.

School Districts

Policy and Programs

1. School district programs must have components that address prevention and intervention on a school wide, classroom, individual, community and parental level.

    a. Prevention programs must include long term attention to positive school climate, curriculum, and supervision, with involvement from all staff, students, parents and community.

    b. Intervention must include training for all staff on intervention techniques, supervision, conversations with the child who is the target, the child who is bullying and their parents.

    c. Bystanders should be trained to intervene safely and report bullying behavior to adults.

2. School districts will include methods to improve school climate and reduce bullying, harassment, intimidation, and cyberbullying behaviors in their annual improvement plans.

3. Terminologies adopted in dealing with incidents of bullying, intimidation, harassment, and cyberbullying should follow the "person first" rule to avoid labeling, e.g, "students who engage in bullying behaviors" vs. "bullies" or "individuals who are targeted by bullying behaviors" vs. "victims."

4. Each school district will have the same baseline/minimum policy dealing with bullying, harassment, intimidation, and cyberbullying. In as much as possible, programs, curricula, and efforts used in K-12 schools shall be developmentally age-appropriate and focus on prevention and education (e.g., restorative measures) before punitive disciplinary measures (e.g., suspension, expulsion).The policy shall include:

    a. provisions for educators and school personnel to address - and report - a bullying situation that they witness.

    b. provisions for educators and school personnel to address - and report - a bullying situation that they have not witnessed, but they have knowledge.

    c. provisions to provide additional services for those students who have demonstrated on-going bullying behaviors.

    d. provisions to provide additional services for those students who have been subjected to on-going bullying behaviors.

School Districts Continued

Support and Consequences

1. Districts should develop a plan for consequences for those who bully or harass others, where the consequences are clear and scaled toward the severity of the individual's conduct. Those experiencing bullying or harassment should be advised of the consequences imposed, to the maximum extent allowable under the Minnesota Government Data Practices Act and other relevant laws or rules. Staff should be instructed as to what that maximum extent is.

2. Consistent actions and follow up will be taken with the child who is the target and the child who bullies, with gradual consequences for repeated bullying offenses. (Not zero tolerance) These actions would include checking with the individual bullied, a remediation plan for the child bullying and continued observation.

3. Equitable remediation efforts shall be directed toward individuals involved in creating and initiating incidents of bullying, harassment, intimidation, and cyberbullying, as those targeted by such behaviors

Reporting

4. Each school district will have a designated reporting officer to whom all school building incidents of bullying, harassment, intimidation, and cyberbullying is reported. The designated individual will be responsible for: 1) keeping track of reports of incidents of bullying, harassment, intimidation, and cyberbullying, and 2) forwarding reports to a school district designated reporting officer.

5. Each school district shall annually submit a report detailing the number of incidents by district and school building. Data should be collected to measure incidents of bullying at the end of the year. This data should include but not be limited to number of incidents, attendance, and number of other discipline incidents and students level of comfort at school.

Minnesota Department of Education

1. The Department of Education should develop a mechanism by which districts report aggregated data at the end of each school year regarding bullying/harassment reports, consequences and other outcomes, and proactive measures taken to address bullying/harassment.

2. The Minnesota Department of Education will record and annually report incidents of bullying by school district and school building. Each school district shall annually submit a report detailing the number of incidents by district and school building. The report shall provide break down of incidents in which a protected class was involved, with further delineation on each of the protected classes.

3. The Minnesota Department of Education will record and annually report incidents of bullying, harassment, intimidation, and cyberbullying by school district and school building.

4. The Minnesota Department of Education shall add additional relevant questions to the Minnesota Student Survey specifically related to factors impacting school climate, e.g., bullying, harassment, intimidation, and cyberbullying.

Minnesota School Climate Center

The MN Dept of Education's School Climate Center exists to ensure that all Minnesota's k-12 students are provided safe and supportive learning environments. The Center operates within the All Hazards planning framework by focusing on prevention, intervention, response and recovery. The Center works collaboratively with other state agencies, especially Health, Human Services and Public Safety/Homeland Security and with other school and community organizations and public entities to best utilize available resources on behalf of Minnesota's k-12 students.

Key Services Provided by the Center:

- Policy Development and dissemination
    - The Center shall review the recommendations of the 2007 Advisory Task Force on School and Staff Emergency/All Hazard Preparedness to identify policy initiatives
    - The Center shall be guided by the Governor's Anti-Bullying Task Force recommendations in the development of policy initiatives
- Single point of contact services for schools, parents, students seeking assistance and guidance
    - Services include information on laws and regulations, state and local resources, and best practices and research
- Qualitative and quantitative data gathering, interpretation and dissemination
    - Center shall support ongoing implementation and interpretation of the Disciplinary Incident Reporting System (DIRS)
    - Center shall ensure gathering and interpretation of data related to school engagement and school climate through methods such as the MN Student Survey
    - Center shall employs methods such as focus groups to guide planning and decision-making relating to emerging trends and issue
- Education and skill building, including workshops, conferences, training of trainers on topics spanning the All Hazards Framework
    - Biennial school climate statewide conference
    - Web-based trainings for staff development
    - Regional workshops
- Multi-sector planning and advisory processes incorporating best practices and research