

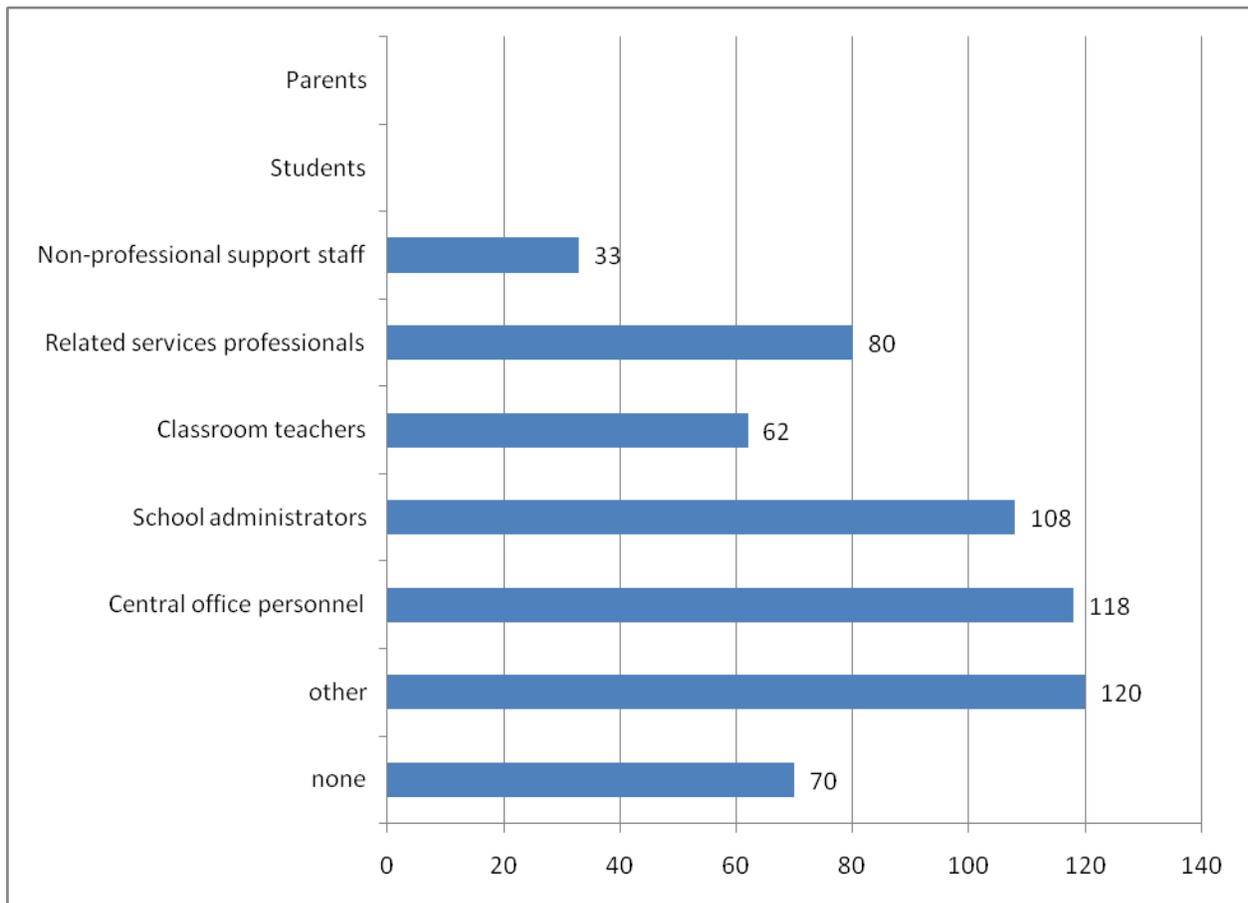
## APPENDIX A

### Results from survey of district/school bullying policies and prevention strategies

1. Does your district provide training for implementing your policy to address the existence of bullying?

139 (73.9%) Yes  
27 (14.4%) No  
22 (11.7%) No Response

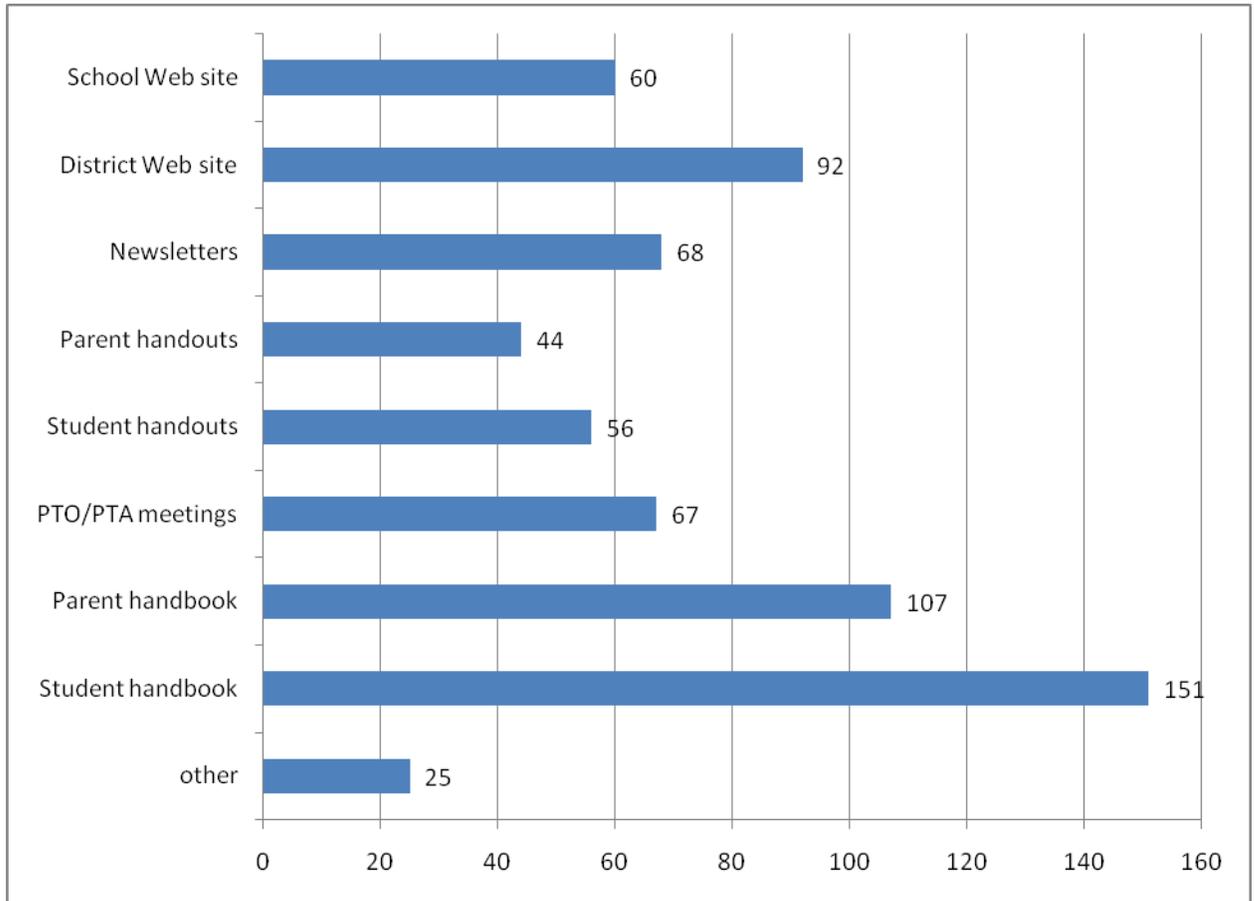
2. (If yes) Who are the primary recipients of this training? (Multiple answers acceptable)



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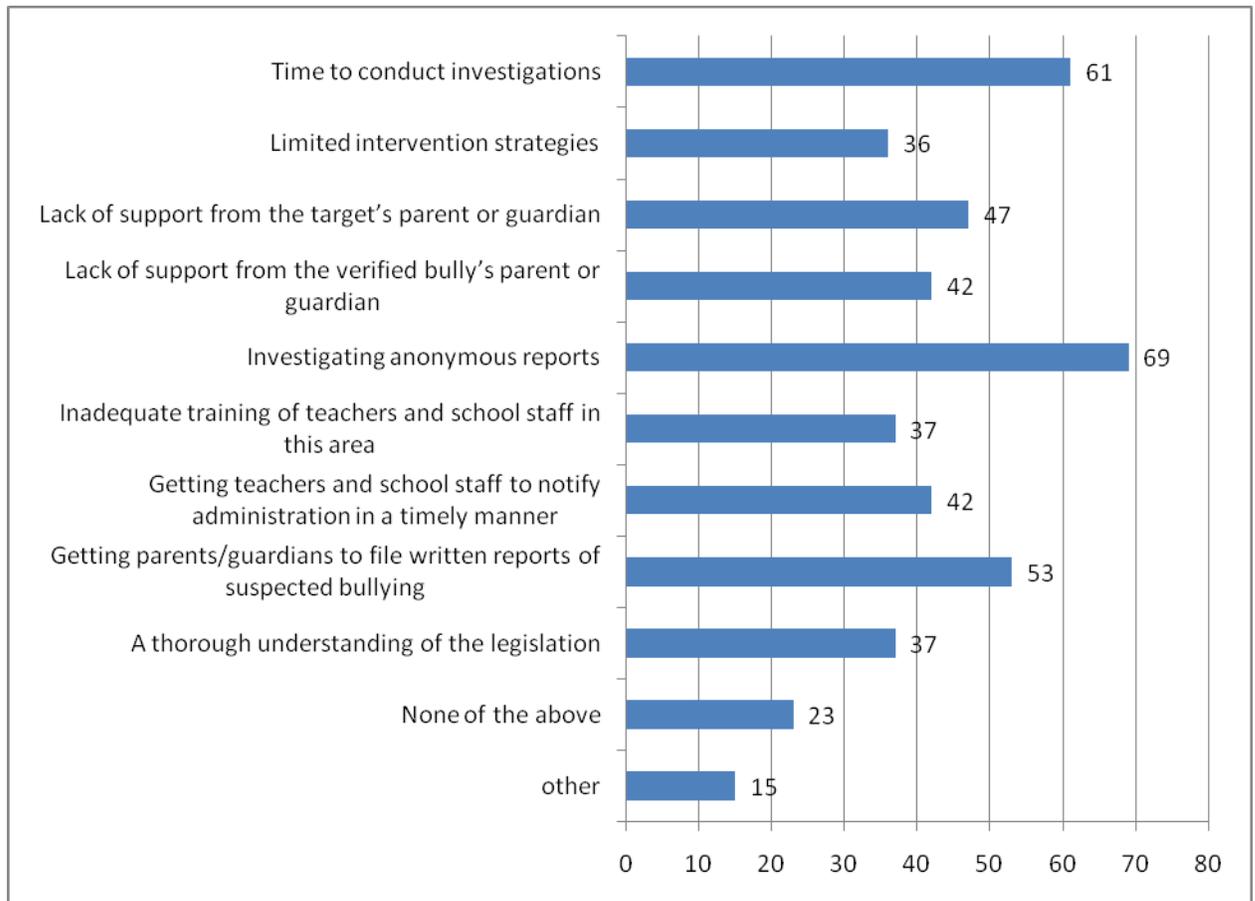
3. What methods are used to disseminate your district or school policy to address the existence of bullying? (Multiple answers acceptable)



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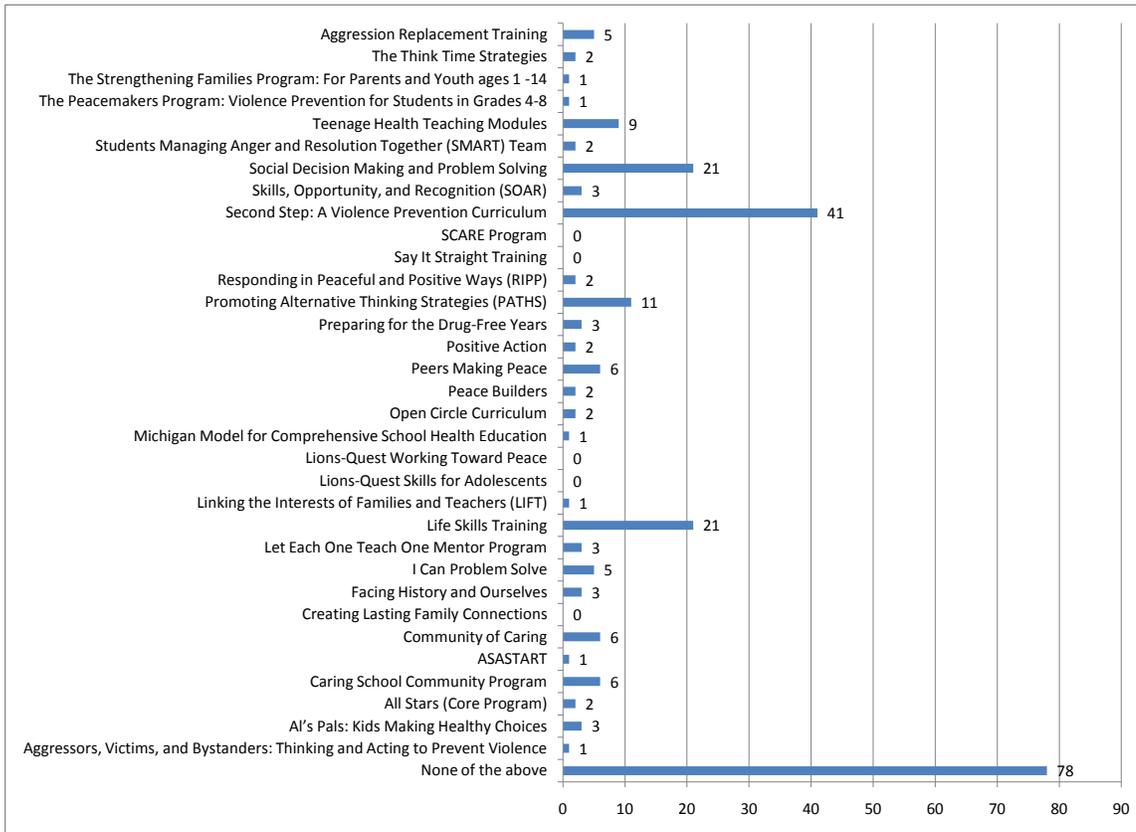
#### 4. What challenges do you face implementing the provisions of Connecticut's policy to address the existence of bullying legislation? (Multiple answers acceptable)



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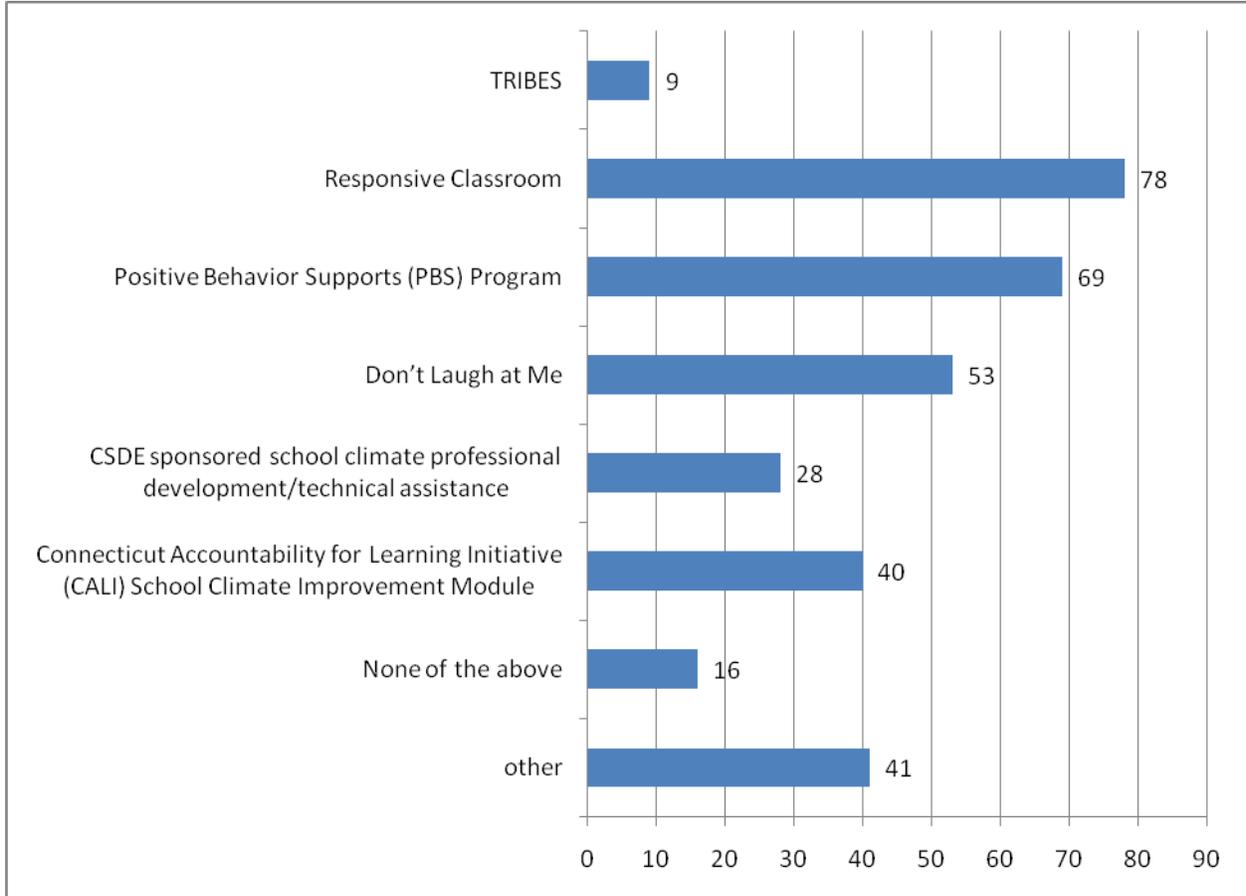
5. What, if any federal Title IV (Safe and Drug Free Schools) approved programs are being used by schools in your districts? (Multiple answers acceptable)



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6. Are any other programs beyond those identified under Title IV being used by schools in your districts? (Multiple answers acceptable)



7. Do you currently have a school climate improvement plan?

- 87 (46.3%) Yes
- 66 (35.1%) No
- 35 (18.6%) No Response

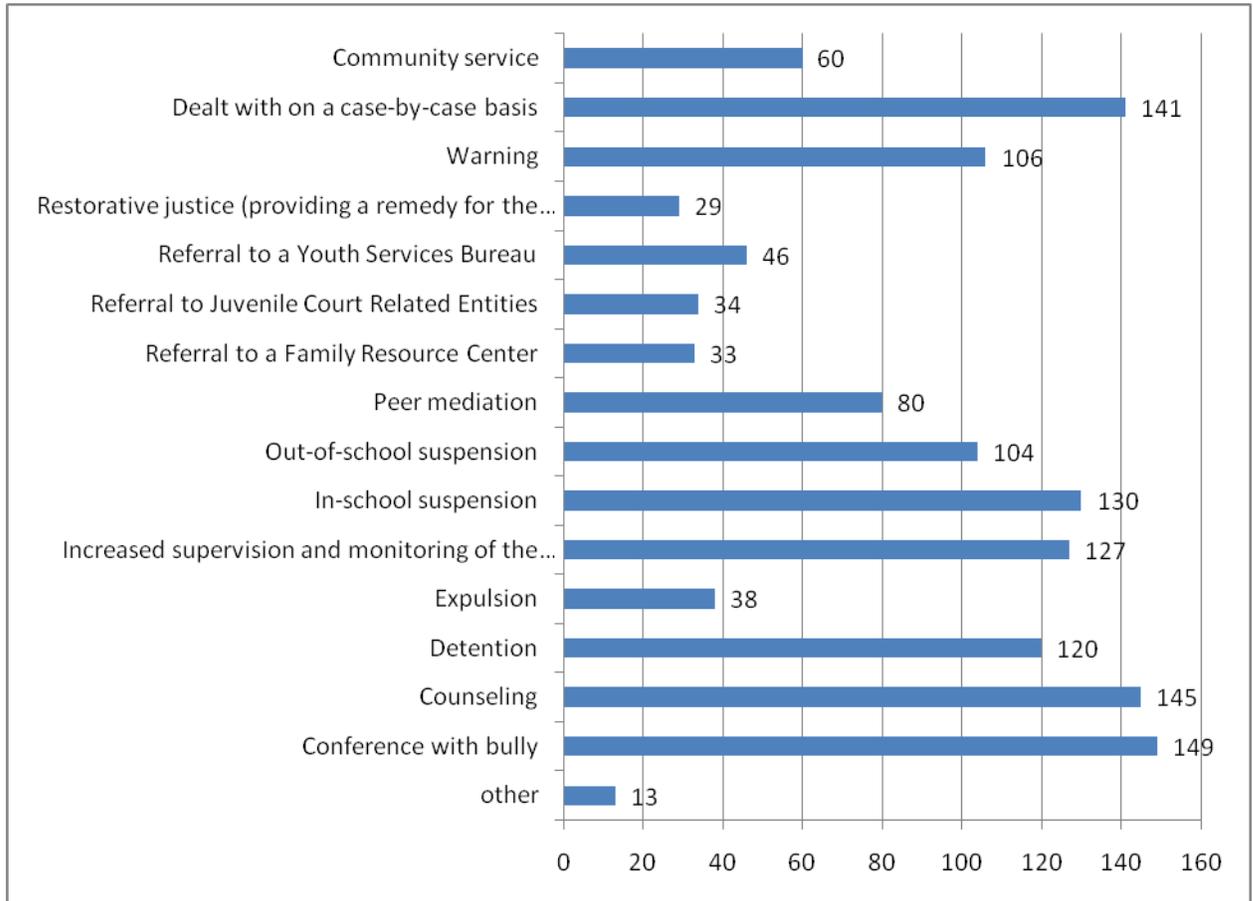
8. (If yes) Is your school climate improvement plan included in your overall School Improvement Plan?

- 77(88.5%) Yes
- 8 (9.2%) No
- 2 (2.3%) No Response

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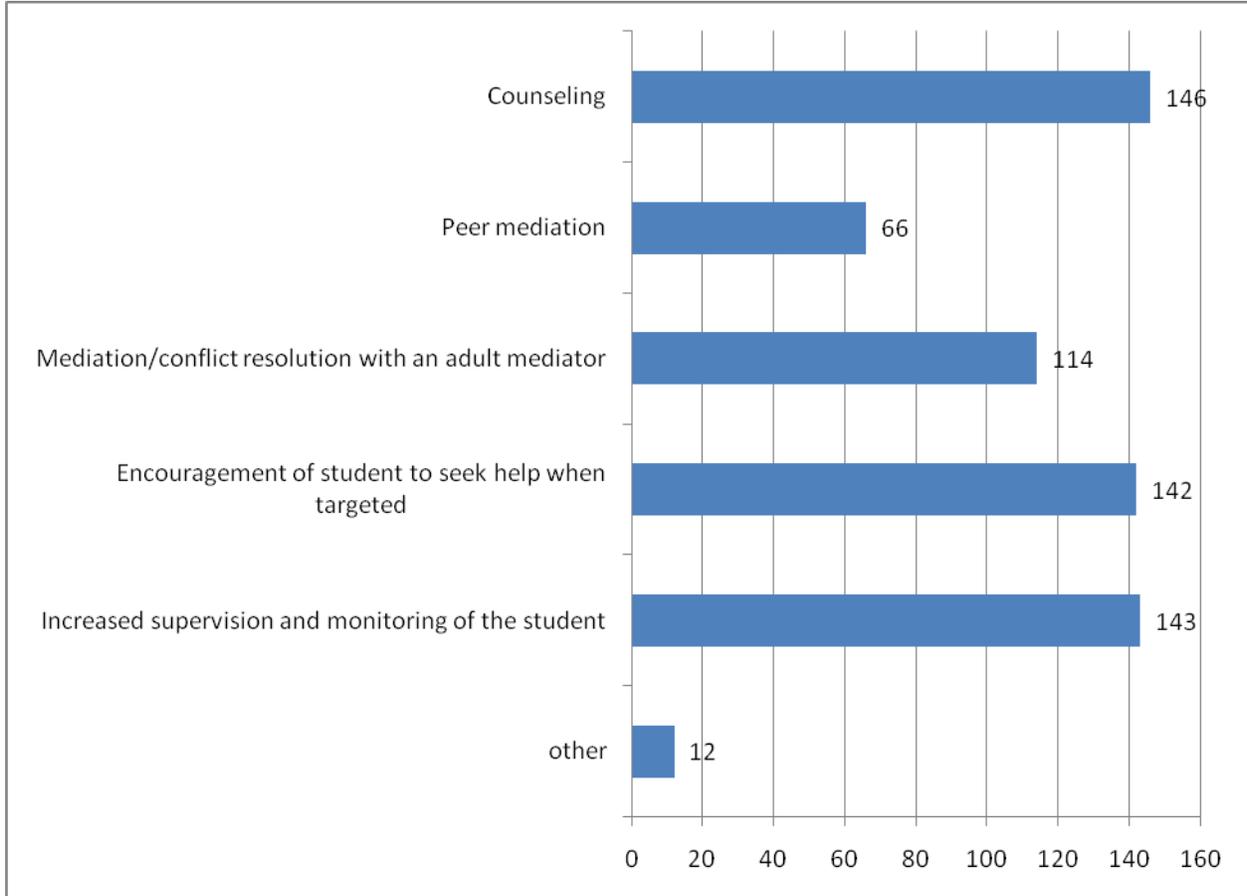
9. What interventions are used in your school to address verified acts of bullying behavior? (Multiple answers acceptable)



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10. What interventions are used in your school for working with targeted students?  
(Multiple answers acceptable)



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11. How can the CSDE support you in terms of managing school climate and anti-bullying prevention efforts in your district and in any individual schools?

<p>1. Provide funds or trainers to our school system in order to plan and provide district wide training.</p> <p>2. Suggestions regarding the role and responsibilities of our system wide bullying committee.</p> <p>3. Funding for anti-bullying classroom materials for use by school counselors.</p>
<p>1. Provide professional development and consult at no cost.</p> <p>2. Specific definition and guidance on what constitutes bullying.</p>
<p>A small day program can best be served with SERC PD; pamphlets; current research and Best Practice.</p>
<p>As you noticed, we are not familiar with some of the programs you have in place for "Bullying." Please send information of some of the programs we did not check off. It might be possible that we have been trained in some of the areas, but need a refresher course.</p>
<p>Assistance with parent training programs. Many times, the issues are perpetuated by the parents themselves.</p>
<p>Assistance with parent training.</p>
<p>Assisting Towns and Taxpayers in understanding the importance of professional assistance and not to cut these positions first when budgets are cut.</p>
<p>At this time - no requests for help.</p>
<p>Be specific about expectations.</p>
<p>Check out Capturing Kids' Hearts. This program is a difference maker. We saw quite a drop in office referrals after teachers were trained. They reported that students were much more supportive of one another as the classroom climate became more supportive.</p>
<p>Continue as a strong resource for the district, with administrator and staff training available, as well as leading parent/student discussions on school climate and feeling "safe" in school as has been provided, on request, in the past.</p>
<p>Continue to seek clarification/refinement of legislation (Example: definition of bullying and reporting requirements (verbal vs. written, by whom, etc.)</p>
<p>Continued technical support and training additional support (funding) for PBS.</p>
<p>CSDE needs to be more proactive with parents. More information that can be used with parents.</p>
<p>Fund and make available professional development opportunities.</p>
<p>Funding for increased staffing to proactively handle student behavior and provide support--We really need fulltime.</p>
<p>Funding support and support of PBS professional development.</p>
<p>In professional development - continued access to:          - CT Accountability for Learning Initiation (CALI) School Climate Improvement trainings - CSDE sponsored school climate professional development and technical assistance.</p>
<p>In-Service for staff. Funding of programs.</p>

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<p>Jo Ann Freiberg has been an outstanding resource to our school, staff, parents and district. She is exactly what is needed in order for schools to understand the changes to CT's bullying laws and how to bring about positive changes within schools in dealing with a student who is considered a "bully" or a student who is targeted by a "bully."</p>
<p>Jo Ann Freiberg will be addressing school climate/bullying at a staff meeting. She had been scheduled to meet with parents and students, but this was cancelled due to inclement weather. It has been rescheduled to the 2009-2010 school year. School team is currently being trained in PBS. Continued support through this process would be appreciated.</p>
<p>Make this a priority, as student achievement increases when they feel safe! It's a win-win.</p>
<p>Model policies and procedures. Training on or off campus.</p>
<p>More funding for preventive programs, resources and support personnel.</p>
<p>More information regarding the anti-bullying programs.</p>
<p>More intensive training in working with teachers and parents to recognize the difference between bullying, harassment and conflicts.</p>
<p>Offer Professional Development and Parent Awareness Programs at no cost to the district.</p>
<p>Offer targeted presentations regarding bullying and meanness in schools and in neighborhoods.</p>
<p>On-site training for all staff members in Positive Behavior Support program.</p>
<p>On-site training for our general education staff would be wonderful. In lieu of on-site training, a training for trainers type of program might be helpful. The training should focus on prevention and intervention.</p>
<p>Parent Training.</p>
<p>Professional Development in building positive climate &amp; Culture in Schools. On site training for all staff members in Positive Behavior Support program. A far more concerted effort on the SBOE to be sure all parents understand the Law. This can be done through the media or over the internet so all parents and their children have access to it.</p>
<p>Programs/workshops at no cost to the district on intervention strategies including funding for release time.</p>
<p>Provide additional training for schools and parents on how to prevent bullying behaviors.</p>
<p>Provide more funding for: School Social Workers, Parent Coordinators, and In-house suspension programs.</p>
<p>Provide more training for staff.</p>
<p>Provide online school climate surveys for districts to use.</p>
<p>Provide professional development and access to research based effective programs.</p>
<p>Provide, free of charge, workshops for our professional staff regarding anti-bullying prevention strategies which can be employed at varying educational levels.</p>
<p>Stop expanding the legislation for schools who already handle this effectively.</p>
<p>Stop passing un-funded mandates in which the SDE has the oversight role and does not provide services to the schools with both programs and personnel which are free.</p>
<p>Support legislation that give stronger punishment for offenders!</p>
<p>The cuts in funding are making the support services we need so very much on a daily basis, difficult to acquire. As the economy worsens so does the lives of most of our already at risk children. We at _____ are very proactive and work hard to create an atmosphere where bullying is not tolerated.</p>

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Training to understand practical implications of law(s)
We have found workshops and resource information provided by Jo Ann Freiberg to be extremely valuable. Please continue to make her expertise available.
We need a tool for staff development in how to recognize potential bullying. Too many staff members in an elementary school setting deal with potential bullying with minimal consequences because they see isolated incidents, not a number of episodes that can add up to a larger problem. They often do not even notify the administrator. Also, we need to know how to protect ourselves from liability from the parent who sees bullies everywhere. We have had an issue with a parent who refused to see her own child's involvement in an on-going conflict with his peers, and refused to allow the child to meet with mediators or the school counselor. She accused other children of bullying and the school of turning a blind eye when her own child had precipitated several incidents with aggressive acts. I fear that the law now gives these parents the stick with which to beat us. Protecting your school from the claim that you ignored bullying is like proving you didn't steal. You can have strong procedures and policies in place, plenty of supervision on the playground, and a no tolerance approach toward bullying and still find yourself arguing why you didn't suspend the "bullies" in what was clearly a conflict between equal peers.
Additional resources materials that our elementary/middle school guidance counselors would be helpful.
Offer more workshops such as those offered last year by Drs. Freiberg and Sugai.
Trainer of training modules that support Job-embedded training.
Provide webinars that speak to state of the art programs and approaches that have been proven to be effective - based on solid and credible research.
Provide trainers for professional development for staff at all levels. Provide information about the most effective models. Provide training for administrators in conducting effective investigatory interviews Provide speakers to Parent groups about bullying that help them come forward with bullying reports.
Money and time have to be dedicated to this important program, the same as Math, Science, Language Arts, etc...
Our _____ School System uses a CIT or Crisis Intervention Team approach with following through with a wide variety of issues facing the day-to-day challenges that might occur in a school. The group meets on a regular basis to continually update our Crisis Intervention Plan, Evacuation Procedures, Fire Drill Procedures, a comprehensive guide titles "Supervision of Students from AM to PM", and other policies such as the Pandemic Flu procedures.  I noticed that this survey did not really mention "Crisis Intervention Team" and the SDE should add this to their list of "Exemplary" programs. We had a meeting with the entire faculty and staff to review the updated "Bullying" policy #5131 which was approved by the Board of Education in November 2008. The policy and regulations have been included in our faculty/staff handbook. And, the processing of any bullying incidents has been designated as a responsibility of the established Crisis Intervention Team.
Provide training to teachers
we need a distric-wide, clear policy and training for our administrators and staff...we also need clear direction in setting up guidelines for our administrators and staff to follow and for accurate reporting and record-keeping...we need prevention programs that work!
Provide more opportunites for staff training as well as resource materials.

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<p>I appreciate that there is a bullying policy in effect, but unless there is a true understanding on parents part that there is a consequence for this behavior it will always occur. Leaving it up to the schools to make better and then being penalized for having too many suspensions make it difficult to assist in this movement. It would be great if the state provided training for all schools/guidance counselors on developmental strategies that have been proven successful. I also believe the state needs to provide training for district/school administration to learn what can be done in regards to bullying outside the school level.</p>
<p>Provide training and assistance in picking a PBS to use at the school level.</p>
<p>Make exemplary programs available at no cost to Charter Schools.</p>
<p>Provide more training and information for parents regarding the law and the school districts repsonsibilities.</p>
<p>Give examples of best practice.</p>
<p>Additional prevention strategies and activities and in-school workshops.</p>
<p>Ongoing professional development and training Continued support provided to the district for the CALI School Climate module to allow full implementation</p>
<p>We are in our 3rd year of implementing the P.B.I.S. model which we feel as resulted in a very positive and safer school environment. This conclusion has been substantiated by a school-wide student survey.</p>
<p>Offer training in the programs that work at the middle and high school levels. Workshops for teachers are critical.</p>
<p>As an elementary level school, our students move to a regional middle school and regional high school. It would be helpful if there was some assistance in providing a reporting tool so we can assure that the receiving middle school (that is under the governance of a different Board of Education than the elementary district) receives accurate information/reporting about verified acts of bullying so they can take the necessary steps to monitor the behaviors. We have all had to seek to individually fund bullying prevention programs. It can become quite expensive but we do it because of the importance of the issue. Fine to legislatively mandate policies, interventions, etc. but quite another to find the human and fiscal resources to support it consistently over time at the school district level.</p>
<p>The SDE could provide additional financial resources to support bullying legislation.</p>
<p>Provide funding for Professional Development</p>
<p>By providing districts with ongoing staff development.</p>
<p>Provide necessary opportunities for training of staff and students.</p>
<p>Continue to get the message out to families and children that teasing and inappropriate put-downs need to be addressed early. Reporting is necessary. Too often we learn of repeated targeting after something happens.</p>
<p>Keep the schools current of any new research or programs (not pre-packaged). This info may be useful for administrators and other personnel to implement in their schools.</p>
<p>Though our school takes a very active, strong approach toward bullying, and we are effective in addressing it, the state can provide more examples of how to deter and resolve bullying at the high school level. This is especially important as bullying issued extend into Facebook, texting, and out-of-school forums.</p>
<p>At this time, no additional State Department of Education support is needed. But if it were necessary, we would not hesitate to make contact.</p>
<p>Support via offering clear outlines of legislative requirements, details about programming options (such as PBS) would be helpful.</p>

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<p>The State Department of Education does support _____ Public Schools in terms of managing school climate by offering free trainings to our administrators and we work closely with the CSDE in regards to school climate. A no cost anti-bullying prevention training would be ideal for all of our staff.</p>
<p>Give us money and time to run inservice programs for students, parents and faculty.</p>
<p>At _____ Elementary School our students range in ages 3-6. We are looking for support in terms of interventions we can support students us. The state can provide developmentally appropriate literature for students at this young age.</p>
<p>Here at the high school we are having Cornerstones provide training to our staff and also a multi-day anti-bullying program program for all incoming freshmen.</p>
<p>Continue to offer workshops in the areas noted within this survey. Provide workshops which focus on specific interventions to support both targeted students and students who engage in bullying behavior.</p>
<p>I think we have a good program in place in most areas. We want to move it to be more proactive and to better imbed PBS in those schools that have implemented it, but not fully embraced it.</p>
<p>Provide examples of outstanding programs to be viewed or visited</p>
<p>Professional development opportunities are very helpful.</p>
<p>provide clear, concise, manageable protocols that teachers and staff members can use and implement with ease in the classroom/school additional training for ALL staff</p>
<p>Providing very specific training in how to monitor cyberbullying. Provide training in specific proven interventions that really make a difference in changing behavior.</p>
<p>Please keep disseminating information about the principles of quality prevention and intervention programs, in addition to information about recommended programs.</p>
<p>Provide ongoing training for classroom teachers and support personnel at no cost to the district. Provide training on efficient and effective investigation procedures.</p>
<p>Provide professional development for staff on reporting and dealing with bullying, suggest strategies for preventing it, and working with a staff to understand the current legislation.</p>
<p>At this time I believe that we are on top of the situation and make staFf, parents and students aware of the process for reporting bullying incidents.</p>
<p>The increase in computer-based bullying outside of the school setting continues to be a challenge. The other challenge our Principals have reported is helping parents understand and interpret the law.</p>
<p>Provide professional developement and training modules as necessary for individual buildings.</p>
<p>We don't need any help.</p>
<p>Provide strategies to be used by bystanders. Provide written information regarding impact of law to distribute to parents.</p>
<p>While our policy contains interventions, as required by law, it would be helpful if we could receive some assistance on implementing tested and practical interventions that have been successful in other school districts. We are also in the process of implementing a new bullying program - "The School Climate Project." It promises to be an excellent tool to assist us.</p>
<p>I woud be curious in feedback if the legislation has been helpful</p>

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One of the most difficult areas is training staff and having subs available to cover school personnel. New requirements for substitutes make it almost impossible to hire enough substitutes for large districts.

Our district receives a lot of support from the SDE through CALI. However we can use more regarding the use of consequences i.e. out of school suspension vs. interventions. Members of our community feel this out of school should be the only alternative in addressing behaviors in schools and we are trying to move the district through PBS and school climate initiatives to look at discipline differently. Maybe state run workshops for Boards of Ed. may help.

Workshops aimed at the community and Boards of Education to understand the direction the SDE is taking in keeping students in school rather than out of school suspension.

We are a one school system of less than 80 students k-8 at this time state department support is not needed