

Bullying Report:



How Are Washington State Schools Doing?

By Lauren Hafner, researcher for
The Washington State PTA

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and The Safe Schools Coalition



December 2003 Final Report



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The **Washington State PTA** and **The Safe Schools Coalition**

Partner Organizations

The Arc of Washington State:
Advocates for the Rights of Citizens with Developmental Disabilities

League of Women Voters of Washington

Office of Superintendent of Public Instruction of Washington State

Office of the Washington State Attorney General

Washington Coalition of Sexual Assault Programs

Washington Education Association



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This report examines the variety and scope of anti-bullying policies and procedures that school districts in Washington State have adopted in accordance with “The Anti-Harassment, Intimidation, and Bullying [HIB] Act of 2002.” This law, which we call *The Anti-Bullying Act* for short, took effect August 1, 2003. It also describes how districts are implementing their policies and procedures, training staff, and preparing students to be able to address the problem of bullying themselves. The study was conducted on behalf of the **Washington State Parent Teacher Association [WSPTA]** and the **Safe Schools Coalition [SSC]**, an organization with the mission to “help schools – at home and all over the world – become safe places where every family can belong, where every educator can teach, and where every child can learn, regardless of gender identity or sexual orientation.”

As far as can be determined from the information provided by superintendents and their staff, districts around Washington have recognized school-based bullying as an urgent problem in need of attention, and they are working hard to address it through systematic, inclusive, and thorough efforts. Responding districts are making good progress toward meeting the demands of the new *Anti-Bullying Act*, by drafting and implementing policies and procedures, and by involving parents, students, employees, and other stakeholders in the process of figuring out the best approach to prevent HIB behavior on a local level. This study has found that:

- The policies and procedures sent by responding districts are, by and large, comprehensive. It is exciting to report that responding districts are taking a firm stance against bias-motivated bullying; one hundred fifty-six, or 92% of submitted policies, explicitly prohibit all eight categories included in the *Anti-Bullying Act*'s definition of harassment, intimidation, and bullying (race, color, religion, ancestry, national origin, gender, sexual orientation, and mental or physical disability).
- Districts have made good use of the model WSSDA/OSPI policy and procedure. Altogether, 68% of responding districts adopted the model policy, the model procedure, or both. Several have held themselves to even higher standards by providing anonymous reporting

opportunities to every student district-wide, for example, or by making a commitment to resolve incidents in fewer than 60 days.

- Most responding districts have done a reasonably thorough job in spreading the word about their policies/procedures to students, parents, employees, and the larger community, or have made plans to do so. One hundred fifty-four policies or procedures (91%) include a pledge to disseminate the new rules to at least some stakeholders, while 142 (84%) of the policies or procedures provided commit those districts to educating students about their HIB regulations. Eighty-eight percent of responding districts have trained some or all of their employees (or plan to do so), beyond merely informing them about policies/procedures. These responding districts are making good efforts to train their staff about HIB issues by making adequate use of available training resources in addition to seeking out and/or creating their own.
- The anti-HIB activities reported by the responding districts are encouraging, and we thank those that took the time to submit information during a busy time of year. However, it is worrisome that nearly one-third of all districts provided no answers to our questions. Does this mean that the nonresponders are out of compliance with the new law and not yet addressing their HIB problems, or do their anti-HIB activities parallel those of the responding districts? We don't know. Things look promising for Washington's schools if the efforts of the 69% that responded are representative of all districts. If, however, the others did not respond because they were struggling with getting ready to comply, much work remains to be done.

A total of 205 districts, or 69% of all districts in the state, responded to a request to submit policies, procedures, and/or reporting forms, as well as a short survey asking districts to describe their efforts to disseminate information about their policies. Nearly all districts that responded had adopted HIB policies or were in the process of adopting them. Of the districts that replied:

- 182 returned completed surveys
- 169 sent HIB policies and/or procedures
 - ◆ 162 sent HIB policies
 - ◆ 142 sent HIB procedures
- 30 sent reporting forms
- 28 sent other materials, including student handbooks, brochures, and training materials.

Many policies/procedures were modeled nearly verbatim after examples issued by the Washington State School Directors' Association [WSSDA] and the Office of Superintendent for Public Instruction [OSPI], or had a few negligible changes in language that did not affect the criteria being analyzed. Of the districts responding, 108, or 64% of those that sent policies/procedures, adopted the model policy. This represents 36% of all Washington districts. Eighty-nine districts adopted the model procedure, representing 53% of the districts that submitted policies/procedures, and 30% of all state districts. Altogether, 68% of responding districts adopted the model policy, the model procedure, or both. Many district policies and procedures were still quite similar to the models but omitted a key provision included in the sample policy or procedure. One hundred forty policies/procedures contained requirements for annual review of the documents.

The *Anti-Bullying Act* requires districts to define Harassment, Intimidation, and Bullying (HIB) as “any intentional written, verbal, or physical act including but not limited to [those] motivated by any characteristic in RCW 9A.36.080(3),” the state’s malicious harassment statute, which lists eight characteristics as common motivators of bias-based acts: “*race, color, religion, ancestry, national origin, gender, sexual orientation, and mental or physical disability.*” In other words, districts must, according to the new law, tell students explicitly that they may not harass one another on these eight or any other basis.

Of the 169 districts that submitted policies/procedures, 156 (92%) are in compliance with that provision of the law, explicitly banning acts of HIB based on all eight of these forms of bias. Some districts opted to list additional categories along with the required eight. The other policies

submitted included some, but not all, of these protected categories. One hundred sixty policies (95%) prohibited HIB acts motivated by gender, and HIB acts motivated by religion, race, disability, or sexual orientation were specifically prohibited by 159 (94%) policies. HIB incidents motivated by color, ancestry, or national origin were prohibited in 158 (93%) of the policies submitted. “Other” protected categories were specified in seven (4%) policies

The *Anti-Bullying Act* also refers to “other distinguishing characteristics” that could motivate prohibited HIB behavior. The WSSDA/OSPI model explains that this term “*can include but [is] not limited to physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status.*” The policies of 149 districts, or 88% of those that submitted policies/procedures, include at least one of these five characteristics, while 142 (84%) listed all five examples included in the model. Marital status was mentioned in 148 (88%) policies, followed by physical appearance, which was included in 147 (87%) policies. Gender identity and socioeconomic status were each cited in 146 (86%) policies, while clothing/other apparel was mentioned in 144 (85%) policies.

Of the 169 districts that submitted policies, 157 (93%) described ways in which HIB might be exhibited. Rumors and jokes were each cited in 155 (92%) policies, slurs were listed in 154 (91%), and threats, drawings and cartoons were each included in 153 (91%) policies. Demeaning comments were listed in 152 (90%) policies, while gestures, pranks, physical attacks, and “other written, oral or physical actions” were each specifically mentioned in 151 (89%) policies.

One hundred fifty-four policies or procedures committed districts to disseminating information about their policy/procedure. One hundred thirty districts specified *how* they would inform individuals about their policy. Of the policies/procedures provided, 142 (84%) documents

Nine out of ten districts are in compliance with the provision of the law that says they must explicitly ban bullying based on all eight forms of bias

- **race**
- **color**
- **religion**
- **ancestry**
- **national origin**
- **gender, sexual orientation, and**
- **mental or physical disability.**

What's explicitly banned?

In most districts:

rumors,
jokes,
slurs,
drawings,
demeaning comments,
gestures,
pranks,
physical attacks
threats

And in a few districts, also:

hazing,
nicknames/name-calling/
stereotypes/epithets,
graffiti/photographs
deliberate ostracism,
electronic acts (such as
email messages),
touching,
teasing/gossiping/taunts,
extortion of money,
destruction of a student's
property

pledge the district's commitment to educating their students about their HIB policy/procedure. Two policies/procedures obligate districts to implement multicultural student education programs that promote understanding and acceptance of diverse cultural, religious, ethnic, and racial backgrounds.

In the surveys, 174 out of 182 districts said they had or would be informing students about their policy/procedure, while 178 said they would be informing employees or planned to do so. The breakdown of employees informed or to be informed included:

- administrators — 174
- all teachers — 164
- some teachers — 8
- counselors and/or social workers — 162
- paraprofessionals — 161
- school nurses/health staff — 148
- volunteers — 91
- other employees, as indicated on the survey — 81, which included:

- ◆ bus drivers — 18
- ◆ food service staff — 8
- ◆ custodians — 7

Districts stating that they had informed or planned to inform parents totaled 161, and those that had informed or intended to inform the community numbered 139.

Although not all districts specified in their policies/procedures who would be informed or how, the following are methods that districts described in the survey:

- inclusion in student handbook — 162
- training sessions, in-service, or other meetings — 158
- school announcements, orientations or assemblies — 149
- letters or bulletins — 122
- posted materials in schools — 110
- inclusion in employee/volunteer manual — 99
- notices in community newspaper — 46
- other — 31

Most district procedures describe both formal and informal processes for lodging HIB complaints. Many districts offer students the option of filing complaints anonymously. Ten districts have committed all of their schools to develop a process for receiving anonymous complaints, while 105 leave it to the discretion of building principals to determine whether their school will guarantee an anonymous process.

Minimum standards for the investigation of alleged HIB incidents are laid out in 133 of the 169 policies/procedures submitted. One hundred sixteen of the districts require written responses from complaint officers within 30 days, while nine districts require that this be done within 20 or fewer days. One hundred seventeen require corrective action within another 30 days, while seven districts require a period of 20 or fewer days. A section regarding appropriate interventions or remedial actions to address complaints of HIB, including restoring a positive school climate, support for victims and others affected by the violation, counseling, correction, mediation, educational training, and discipline, was included in 151 of the policies/procedures sent. Students are explicitly allowed to have a parent or another trusted adult present with them during an investigation by 120 of the policies/procedures.

A total of 18 districts described potential disciplinary actions for violations of their policy,

which included emergency exclusion, progressive discipline, suspension, and expulsion. Referral to law enforcement was mentioned in 155 of the policies/procedures, while knowingly reporting or supporting false allegations of HIB-related misconduct, as well as retaliation against victims or witnesses, were considered violations of policy by 159 districts. Fourteen districts explained the process by which complainants could appeal decisions regarding alleged HIB incidents.

The Anti-Bullying Act encourages but does not mandate that policies be implemented in conjunction with comprehensive training for employees, volunteers, and other individuals associated with the schools, yet nearly all districts that submitted policies/procedures had included training requirements in these documents. One hundred thirty-three policies/procedures (79% of returns) obligate districts to train their staff regarding HIB policies, and one district also requires additional training for employees around issues of cultural competency and diversity.

Of the 182 districts that completed surveys, 88% have trained some or all of their employees or plan to do so, beyond merely informing staff about policies/procedures. A total of 106 respondents (58%) said that district staff had been trained regarding their HIB policy, *and* that more training for staff was scheduled for the 2003-4 school year. Of the responding districts, 42 (23%) said that some or all of their staff had received HIB training but that no future training was planned at this time, while 12 districts (6.5%) said that staff had not been trained but would be at some point in the future. Twenty-two districts (12%) did not provide information regarding past or future training.

Survey respondents who described past and

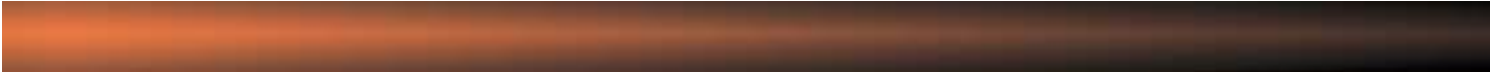
future HIB training opportunities in their districts typically mentioned that district or school administrators had already received some training, and that most or all district employees would be trained during the 2003 - 4 school year. Several districts said they took advantage of HIB instruction offered by their Educational Service District. Others stated that they had sent staff to the harassment workshops offered by the Washington State Association for Multicultural Education. Others relied on consultants, district legal counsel, or compliance officers for training.

One hundred sixty-five districts reported some type of planned or ongoing bullying prevention in their schools. Responding districts indicated the following elements were part of their anti-bullying activities, either as part of the general curriculum or as a type of formal program (percentages are based on the proportion of schools responding to the survey): respecting differences/discussing prejudices — 133 (73%); explaining and encouraging reporting — 116 (64%); anger management — 115 (63%); mentoring/behavior modeling — 103 (57%); learning about diverse groups — 101(55%); teaching self-

control or self-defense — 96 (53%); involving parents — 92 (51%); conflict negotiation skills — 90 (49%); understanding bystander roles — 84 (46%); trained peer mediators — 81 (45%); role playing — 77 (42%); involving school nurses/health staff — 73 (40%); bullying assessment survey — 61 (34%); project-based/peer-based learning — 61 (34%); social norms — 60 (33%); restructuring the physical settings of schools [which could include improving the playground environment to invite positive activities, or the removal of isolated “risk areas” where bullying is more likely] — 25 (14%); other — 12 (7%).

Most districts were able to indicate how many of their schools had these types of programs and activities in place. Of the 182 respond-





ing districts, 165 have begun or will be launching programs. Bullying prevention programs were reported at the elementary level by 160 districts, at the middle school level by 139 districts, at the high school level by 117 districts, and at “other” schools (mostly alternative education) by 37 districts.

Several districts developed exceptionally clear and thoughtful policies or procedures,* including Bainbridge Island, Edmonds, Everett, Federal Way, Lind, Marysville, Mead, Mercer Island, Monroe, Montesano, North Kitsap, Northport, Northshore, North Thurston, Oak Harbor, Olympia, Seattle, Vancouver, and Vashon Island School Districts. In addition*, some districts submitted additional information that demonstrated a solid commitment to preventing and minimizing bullying in their schools, including: Anacortes, Bainbridge Island, Dayton,

Federal Way, Franklin Pierce, Hood Canal, McCleary, Mount Vernon, North Kitsap, Pomeroy, Spokane, Vashon Island, White Pass, and Yelm School Districts.

The responding districts have shown some good progress in working to prevent bullying, but this is an area that will require ongoing attention when it comes to school policy and practice. While a few survey respondents said that their districts had been involved in rigorous bullying prevention and response for some time, many others indicated their efforts were just beginning. Districts commented that much will need to be accomplished in the years ahead, but they also indicated their commitment to seeing the process through. Bullying is a phenomenon that has been shown to be highly resistant to change, but it can be overcome with persistent, consistent, and creative initiatives, and many of Washington’s schools appear up to the challenge — we hope this is true across the state.

* view these “best practice” documents online



Bullying among students is a problem that has plagued schools since the beginning of institutionalized education, yet it is a problem that remains poorly understood and difficult to define. Today, school bullying appears to be more prevalent and more serious than in previous decades, involving more vicious conduct and deadlier outcomes. Bullying in schools has been recognized as a public health problem of growing significance that is also strongly associated with health risk behaviors. Children involved in bullying either as victims or perpetrators have a more difficult time in school, a higher prevalence of psychological and psychosomatic symptoms, and are more likely to report common health problems. Bullying can have a life-long impact on victims, bullies, and even the bystanders who witness acts of bullying that go unaddressed. Reducing peer bullying in schools can do much to improve the health and well-being of school-aged children, and districts around the country are taking action in a variety of ways.

The “Anti-Harassment, Intimidation, and Bullying Act” (Substitute House Bill 1444), required each school district in Washington to develop a policy “that prohibits the harassment, intimidation, or bullying of any student” no later than Aug. 1, 2003, and to share information about the policy with students, employees, parents/guardians, and volunteers. The Washington State School Directors’ Association [WSSDA] and the Office of Superintendent for Public Instruction [OSPI] have issued a model policy and procedure that districts may adopt wholesale or use as a guide to develop their own. Districts are free to draft their own policies or amend existing documents, so long as they include the following definition:

Harassment, intimidation, or bullying means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3) (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

(a) physically harms a student or damages the student’s property; or (b) has the effect of substantially interfering with a student’s education; or (c) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or (d) has the effect of substantially disrupting the orderly operation of the school. Nothing in this section requires the affected student to actually possess a characteristic that is a basis for harassment.

RCW 9A.36.080(3), the state’s malicious harassment statute referred to in the paragraph above, lists eight characteristics as common motivators of bias-based acts: “**race, color, religion, ancestry, national origin, gender, sexual orientation, and mental or physical disability.**” In other words, districts must, according to the new law, tell students explicitly that they may not harass one another on these eight or any other bases.

This report explains the results of a survey distributed to all 296 superintendents in Washington, as well as an analysis of the anti-Harassment, Intimidation, and Bullying [HIB from here forward] policies and procedures that they submitted. It examines the character and comprehensiveness of these regulations and the efforts of districts to inform their schools and the larger community about them.

This report also looks at the training opportunities districts are providing, as well as their initiatives to help youth understand the causes of bullying and empower them with the knowledge and skills to try to prevent it. *The Anti-Bullying Act* encourages but does not mandate that policies be implemented in conjunction with comprehensive training for employees, volunteers, and other individuals associated with the schools, yet nearly all districts that responded either had offered or would be offering HIB training. Similarly, the *Anti-Bullying Act* does not require districts to initiate formal bullying prevention programs, yet many have elected to implement them, usually by adopting one or several of the wide variety of programs based on a standard curriculum.

HIB — a growing problem on multiple fronts

What is bullying?

In the *Anti-Bullying Act*, harassment, intimidation, and bullying are considered synonyms for the same phenomenon, and this report will use the terms “bullying” or “HIB” to refer to all three. Bullying refers to a particular type of aggression: deliberate physical, verbal, or psychological behavior that happens repeatedly over time and is intended to harm or disturb. Bullying can also be thought of as a social phenomenon that involves an unequal power relationship, either real or perceived, between the bully and his or her target, and is often associated with group behavior and hierarchies.^{15, 21}

How widespread is the problem?

Only a small body of research has examined the prevalence of bullying behavior and the frequency with which it occurs among U.S. students. The available estimates of bullying in U.S. schools are variable and wide-ranging statistics, reflecting the complicated nature of this often subtle behavior. Bullying may be direct or indirect, and is frequently mistaken for other, more accepted types of behavior. Diverse definitions of bullying have made it difficult to categorize and analyze its true extent among American schoolchildren, and the irregularity of self-report of bullying and victimization has also added to the challenge. Many studies that examine aggressive behavior by students in a school setting do not, at the same time, address other fundamental components of bullying such as power imbalance and repetitiveness.⁷

That being said, it has been well documented that bullying in schools is a pervasive and stubborn problem that appears to be growing worse. Bullying prevention research pioneer Dan Olweus notes that several indirect signs suggest that bullying “both takes more serious forms and is more prevalent nowadays.”¹⁹ A 1998 survey of nearly 16,000 children enrolled in public and private schools across the country found that 29.9% of kids in grades 6-10 reported “moderate or frequent involvement” in bullying activity, either as a perpetrator (13%), a victim (10.6%), or both (6.3%).¹⁵ In another nationally representative study, American youth aged 8-15 ranked “teasing and bullying” as a more significant problem in their lives than racism, pressure to have sex, and pressure to use alcohol and drugs.¹⁷ According to findings by the American Psychological Association,

bullying today is more common and has more deadly consequences than in previous decades.²

A number of factors, including religion, culture, gender identity, race, and economics, can form the basis for bullying and discrimination. As Fried *et al.*, point out in “Bullies, Targets, and Witnesses,” prejudice in one area can grow into intolerance for other differences.⁶ Categories of bias-motivated bullying that are covered in the *Anti-Bullying Act* include race, color, religion, ancestry, national origin, gender, sexual orientation, and mental or physical disability. Bias-based bullying refers to conduct rooted in a bully’s prejudice or ignorance about a certain group, rather than a dislike of a particular person or a characteristic such as physical appearance.¹⁶ Bullying motivated by a target’s race, gender, or sexual orientation (actual or perceived) makes up a large proportion of bias-based bullying activity, and will be discussed in greater detail in the section about bullying in Washington state.

Bullying and its impact on youth

The American Medical Association recognizes bullying as a “complex and abusive behavior with potentially serious social and mental health consequences for children and adolescents.”¹ Peer bullying can have long-lasting detrimental effects on the mental, physical, and emotional well-being of all involved, including victims of bullying, perpetrators of bullying, and those who find themselves in both roles (known as bully/victims.)²¹

Psychological Implications

Research has found that youth involved in bullying are at greater risk for a number of mental health problems, the most common being depression. Short-term psychological effects on victims include increased feelings of loneliness, a loss of self-esteem, and difficulties making friends or maintaining relationship with classmates. Victims may also suffer humiliation, insecurity, and may develop a fear of attending school.²⁵ Children involved in bullying at an early age have been found to have more psychiatric symptoms in adolescence than youth not involved in bullying.¹¹

Depression and thoughts of committing suicide are much more common among boys and girls who have been bullied than those who have

not.²⁷ Bullies are 2.8 to 4.3 times more likely, victims four times more likely, and bully/victims 6.3 to 8.8 times more likely to suffer from depressive symptoms than children not involved in bullying. Similarly, bullies are also four times more likely, victims 2.1 times more likely, and bully/victims 2.5 times more likely to report having serious thoughts of suicide.³

Implications for physical health

Bullying has also been linked with poorer physical well-being. The relationship between bullying and physical health is less understood, but there does seem to be an association among schoolchildren, who are at least more likely to *report* poor health symptoms if they have been involved in bullying. Here again, the connection seems to hold true for bullies, victims, and bully/victims. One study found that students subjected to severe bullying early in high school endured considerably worse physical health during their later high school years.²² Victims of bullying and bully/victims are the most likely to present physical health symptoms such as sore throats, colds, and cough.³¹

Psychosomatic health issues, such as poor appetite and anxiety, are also more common among victims of bullying and bully/victims.^{9,31} Victimized children have been found to experience more frequent stomach aches and head aches, and to be more likely to have troubles with sleeping and bed wetting.³⁰ One study found that victims were 4.6 times more likely, bullies 5.1 times more likely, and bully/victims 8.7 times more likely to experience psychosomatic symptoms than students not involved in bullying; these symptoms included low back pain, neck and shoulder pain, stomach ache, nervousness, irritation or tantrums, difficulty sleeping or waking, fatigue, and head ache.³

Behavioral implications

Bullying has strong associations with behavioral misconduct; children who bully have been found to be more likely to demonstrate other problem behaviors. Male and female offenders of bullying reported delinquent conduct far more often than non-bullies in a study by van der Wal *et al.*, which also found that direct bullying of others is a much greater risk factor for delinquent behavior than indirect bullying.²⁷ Frequent consumption of alcohol and the use of other controlled substances have been found to be more common among bullies and bully/victims.⁹ Nansel *et al.* found that alcohol use was posi-

tively associated with bullying others, but negatively associated with being bullied. Smoking was found to be more common among both bullies and bully/victims.¹⁵

A good deal of research has also examined the link between bullying and violent behavior. Studies have found that bullying and being bullied are strongly associated with involvement in physical fights and carrying weapons to school. Nansel *et al.* found bullying to be a marker for a variety of serious violent behaviors, including frequent fighting, fighting-related injury, and weapon carrying.¹⁴ Bullying also seems to have been a contributing factor in many mass school shootings. The U.S. Secret Service National Threat Assessment Center examined 37 school shootings in the U.S., and found that bullying played a key role in two-thirds of these incidents. A number of these attackers had gone through harsh, long-term bullying, and their experiences seemed to be a major motivation behind the attacks.²⁶

Academic implications

Bullying at school is also related to academic competence and school adjustment, although research findings in this area do not always agree. Juvonen *et al.* examined the grade point averages (GPAs) of victimized students ages 12-15, and found them to be lower than those of middle school students not involved in bullying.⁸ A 2001 study by Nansel *et al.*, by contrast, did not find a significant relationship between academic achievement and bullying victimization. The researchers did discover, however, that bully/victims had poorer scholastic competence than students not involved in bullying, and that bullies were 1.8 times more likely to be below average students as they were to be good students.¹⁴

A British study of children ages 8-13 found that both bullies and victims did worse in school than children not involved in bullying, and that victims were affected more than bullies.¹³ These results are consistent with the conclusion of a study involving U.S. children of nearly the same age, which found that victims and bullies showed lower academic competence, while a study by Schwartz found that students who were bully/victims had lower academic competence on the same scale as bullies.²³

Bullying's lasting impact

The effects of recurrent childhood bullying often follow victims into their adult years; these

individuals have a higher risk of depression and other mental health problems, and may even commit suicide due to the lasting impact of intense bullying.²⁵ Eron *et al.*'s landmark study provides further evidence that increased criminal behavior is one of the long-term consequences of childhood bullying. The researchers asked nearly 900 third graders to identify the classmates they considered to be bullies. After 22 years, one out of four of the individuals classified as bullies had a criminal record, while the odds of any child becoming an adult criminal were one in 20.⁵ A study by Scandinavia's Olweus also indicates that bullying behavior in childhood can be a predictor of increased criminal activity later in life. He found that 60% of boys who were categorized as bullies in grades 6-9 had at least one conviction by the time they reached 24, in contrast with only 23% of boys who were not considered bullies. Olweus also found that 35-40% of these former bullies had three or more convictions by this age, while only 10% of the non-bullying males had reached this same level of criminality.¹⁹

Bullying in Washington State Schools

Studies of bullying in Washington schools have shown that students' experiences with bullying are roughly on par with the rest of the country. Younger students are more likely to report having been bullied at school: roughly 20% of sixth graders, for example, say they are put down "a lot" or "every day" by other students, compared to only 13% of 12th graders. From 15.1% to 18.6% of sixth through 12th graders report that other kids at school frequently tell lies or spread rumors about them. Nearly 10% of sixth graders report that threats of physical violence from fellow students are common, compared with 8.3%, 6.5%, and 4% of students in the eighth, 10th, and 12th grades, respectively. And nearly 15% of sixth graders say they are often shoved, pushed, or hit by schoolmates, compared to 14.4%, 9.4%, and 5.7% of eighth, 10th, and 12th graders.⁴

When Washington students are asked how they would react if confronted with a bullying situation at school, the results vary markedly by age. For example, while 41.6% of sixth graders say they would seek out the help of an adult if they saw one student bullying another, only 6.5% of 12th graders would take the same recourse. Only 7.4% of sixth graders state that they would "stay and watch" the incident, compared with 22.7% of 10th graders and 19.4% of 12th graders.

Meanwhile, only 11.1% of would-be bystand-

ers in the sixth grade claim they would "walk away or mind their own business," while the percentage of eighth through 12th graders who say they would do so if they encountered bullying at school ranges from 21.1-27.3%. Children's confidence in being able to confront a perpetrator clearly increases with age; approximately 40% of sixth, eighth, and 10th graders say that they would tell someone to quit bullying another student, which increases to 49% by 12th grade.⁴ These statistics all point to the need to implement age-specific approaches for informing students about bullying and how they can be involved in its prevention.

Bias-motivated bullying

The data also reveal that bias-based bullying is prevalent in Washington, particularly acts motivated by race, gender, or sexual orientation. The 2002 Healthy Youth Survey found that approximately 15% of girls and 25% of boys in the 10th and 12th grades say they have been subjected to offensive comments or attacks based on their race or ethnicity, either at school or on their way to and from school. Thirty-five to 45% of girls in grades eight, 10, and 12 say they have been the victims of offensive sexual comments or attacks at school or on their way to or from school, while 20-25% of boys in the same age bracket say they have experienced the same kind of harassment.

Males were more frequently subjected to offensive comments or attacks because others thought they were homosexual: Approximately 12% of eighth, 10th, and 12th graders experienced this type of harassment. The percentages of offensive comments or attacks because of perceived homosexuality reported by girls the same age ranges from 6.5% to 9.6% depending on grade, with younger girls reporting more persistent harassment.

Experiencing this type of bullying is, as it turns out, associated with a variety of negative outcomes. Eighth- and 10th-grade girls and boys who reported carrying a weapon or carrying a weapon onto school property were more than twice as likely to have been sexually harassed. Girls in grades eight, 10, and 12 who skipped school at least once in the last month because they "felt unsafe" were twice as likely to have been sexually harassed, and the same was true for 10th-grade boys. Girls in grades eight, 10, and 12 who have gone to school either drunk or high were also more likely to have been sexually harassed, and the same was found for boys in

grades eight and 10. Both boys and girls in grades eight, 10, and 12 who had been depressed in the last year, seriously considered suicide, made a plan to commit suicide, or who had attempted suicide were all more likely to have been sexually harassed. Girls in the eighth, 10th, and 12th grades whose average grades were D's and F's were more likely to have reported sexual harassment than girls earning A's, B's, and C's.

Boys and girls in the eighth grade who said they carried a weapon in the last month were more likely to have reported being harassed because of their race. As with the students who had reported sexual harassment, both boys and girls in grades eight, 10, and 12 who had been depressed in the last year, seriously considered suicide, made a plan to commit suicide, or who had attempted suicide were all more likely to have been racially harassed. Both boys and girls of the same age who had been drunk or high while at school were also more likely to have reported harassment based on race. And, finally, boys and girls in grades eight, 10, and 12 with the lowest average grades were also the most likely to have reported racial harassment.¹⁰

Background on the Anti-Bullying Act²⁹

Substitute House Bill 1444, "An act relating to preventing harassment, intimidation, or bullying in schools," was signed into law March 27, 2002 by Governor Gary Locke after the legislation was passed by the Senate and House on March 6 and March 9, respectively. In short, the law requires each school district in Washington to adopt or amend a policy to prevent harassment, intimidation, and bullying according to the legal definition it establishes [cited earlier], but otherwise

grants considerable flexibility for districts to include local content. *The Anti-Bullying Act* also obligates districts to share their policies with students, parents, employees, and volunteers. A section that would have required districts to compile and report data on "all [HIB] incidents resulting disciplinary action" was vetoed.

The state legislature also required the Office of the Superintendent of Public Instruction (OSPI) to develop a model HIB policy and training materials by Aug. 1, 2002. OSPI collaborated with the Washington State Attorney General's Bullying and Harassment Task Force, a stakeholder group of education representatives, and a variety of other experts to develop and review a model policy and a procedure that addresses how to handle HIB incidents, both of which the Washington State School Directors' Association (WSSDA) also has endorsed [*Appendices A, B*]. The model policy and procedure may be found on the OSPI Web site at www.k12.wa.us/safetycenter/default.asp, and the WSSDA Web site at www.wssda.org.

The Safe Schools Coalition also produced an amended version of the WSSDA/OSPI procedure, which includes some suggestions for districts wishing to adopt more rigorous standards than the minimum put forward by the WSSDA/OSPI model [*Appendix C*]. Among other things, SSC's procedure contains a provision for the development and implementation of multicultural education programs for faculty, staff, and students, and guarantees district-wide availability of anonymous student complaints. The SSC model procedure is available at www.safeschoolscoalition.org/lawpolicy-models.html.

The 2003 PTA/SSC Survey

Methods

Letters signed by the Washington State Parent Teacher Association [WSPTA] and the Safe Schools Coalition [SSC] were mailed to all 296 district superintendents on Aug. 5 [Appendix D]. The letters requested copies of districts' HIB policies, procedures, and/or reporting forms, and asked that they be returned no later than Aug. 18. An email with the same request (and a copy of the letter attached) was sent to most districts on the same day to give them the option of responding electronically.

Both the letter and email message contained a short survey, which asked districts to describe their efforts to train staff about their policies, how they have disseminated information about them, and their work around bullying prevention [Appendix E]. Superintendents were asked to either fill out the surveys themselves or pass them on to an appropriate staff member. A preliminary report was written based on the information received.

Because of the short deadline that also fell during a busy point in the school year, another round of requests was issued in mid October. All submissions received by Oct. 24 were added into the analysis, while those received after that date were not included in the totals but are noted in Appendix G.

Materials submitted from each district were coded with a unique identification number. Policies and procedures were evaluated through the use of a data analysis tool [Appendix F]. Characteristics of interest included specific forms of prohibited bias-based bullying, examples of "other distinguishing characteristics" that can motivate bullying, and whether the policy or procedure described the minimum standards for the investigation of an HIB report. An Access database was created to record and analyze the data from policies, procedures, and surveys.

Results

A total of 205 districts, or 69% of all districts in the state, responded to the request for information [Fig. 1]. Nearly all 205 had adopted HIB policies or were in the process of adopting them. Of the districts that replied:

- 182 returned completed surveys
- 169 sent HIB policies and/or procedures
 - ◆ 162 sent HIB policies
 - ◆ 142 sent HIB procedures
- 30 sent reporting forms
- 28 sent other materials, including student handbooks, brochures, and training materials.

The totals for policies and procedures submitted include six districts that returned policies/procedures covering sexual harassment, child

abuse, or statements regarding notification of threats of violence or harm. The provisions of these policies and procedures that do not specifically address HIB were included in the analysis, since it was assumed that these documents are serving as stand-in regulations until these districts passed formal HIB policies and/or procedures. Five districts submitted combined HIB poli-

cies/procedures, and these were included in the totals for both policies and procedures.

When policies/procedures are discussed, percentages are based on 169, the number of districts that submitted policies, procedures, or both. This is because some of the categories of data analyzed in this report could be found in either the policy or procedure, depending on how the district drafted these regulations, and it is simpler to base discussion around content rather than analyze each document separately. Survey percentages are based on 182, the number of districts that returned surveys.

Many policies/procedures were modeled nearly word-for-word after the WSSDA/OSPI

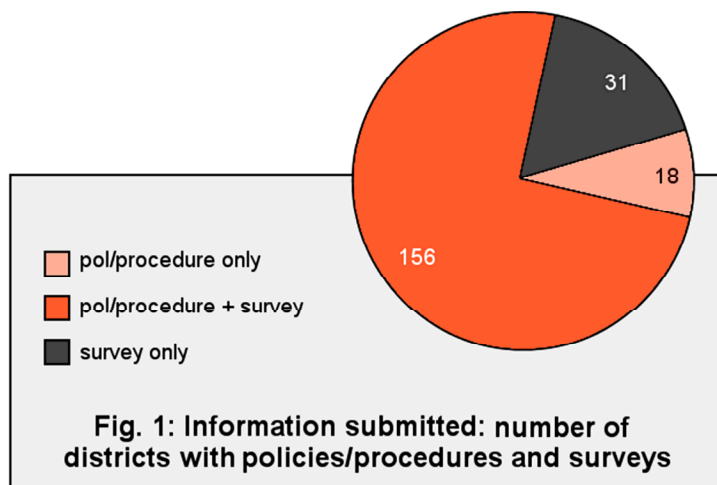
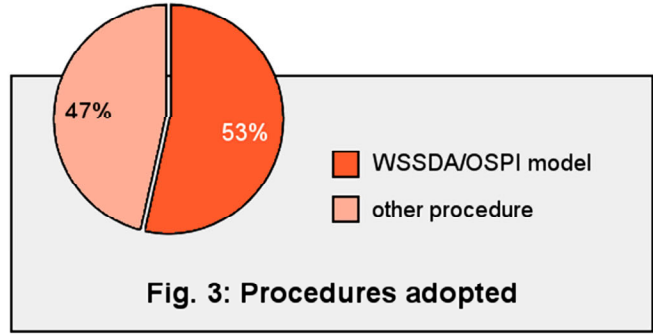
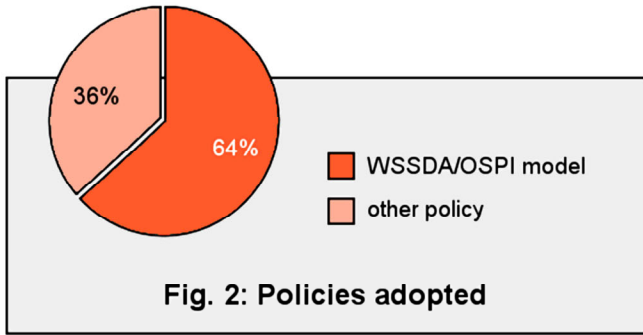


Fig. 1: Information submitted: number of districts with policies/procedures and surveys



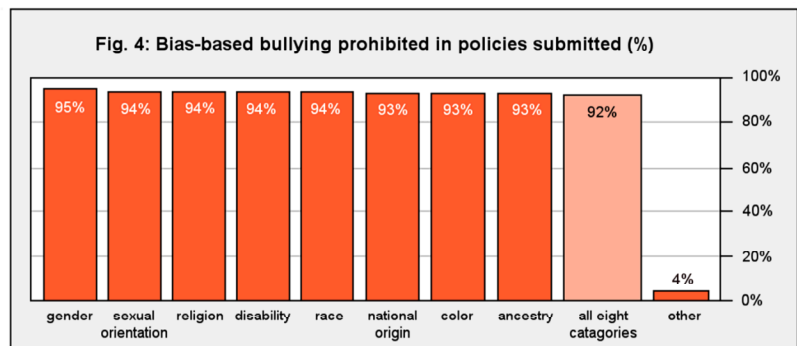
examples or had a few negligible changes in language that did not affect the criteria analyzed in this report [Fig. 2]. Of the districts responding, 108, or 64% of those that sent policies/procedures, adopted the model policy. This represents 36% of all Washington districts. Eighty-nine districts adopted the model procedure [Fig. 3], representing 53% of the districts that submitted policies/procedures, and 30% of all school districts. Altogether, 68% of responding districts adopted the model policy, the model procedure, or both. One hundred forty policies/procedures contained requirements for annual review of the documents.

Even if they did not follow the WSSDA/OSPI samples verbatim or contain nearly identical wording, many district policies and procedures were still quite similar to the models but omitted a key provision, such as training mandates, allowing students to have a trusted adult present during the investigation of an HIB incident, or a list of the forms bullying may take. Some districts obviously devoted considerable time and effort to develop policies and procedures that fit the needs of their schools, and they are cited in the “best practices” section of this report.

Categories of prohibited bias-based HIB

The *Anti-Bullying Act*, in its definition of harassment, intimidation, and bullying, prohibits any intentional written, verbal, or physical acts motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, and mental or physical disability. Of the 169 districts that submitted policies/procedures, 156 (92%) are in compliance with that provision of the law, explicitly banning acts of HIB based on all eight of these forms of bias. Some districts opted to list additional categories along with the required eight. The other submitted policies included

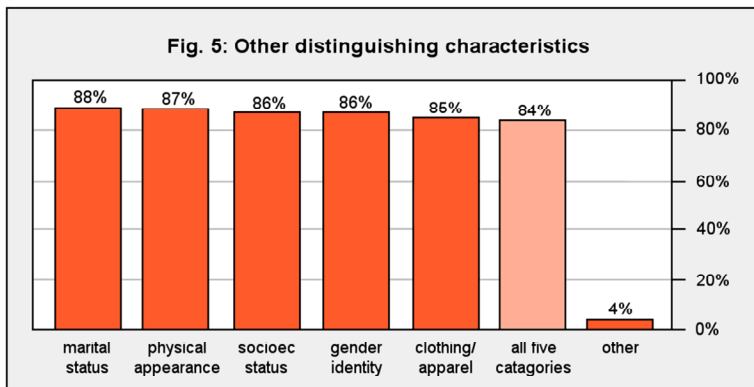
some, but not all, of these protected categories. One hundred sixty (95%) of the submitted policies prohibited HIB acts motivated by gender. HIB acts motivated by religion, race, disability, or sexual orientation were specifically prohibited by 159 (94%) of districts that returned policies. HIB incidents motivated by color, ancestry, or national origin were prohibited in 158 (93%) of the policies submitted [Fig. 4].



“Other” protected categories were specified in seven (4%) policies, and included age, ethnicity, creed, physical condition, and sexual activity. [Note that two of the seven districts included ethnicity in the “other distinguishing characteristics” category, while two districts included age in the “other distinguishing characteristics” category.] The remainder (12 districts) either did not list specific types of bias-based HIB or did not supply the information required (in the form of policy and/or procedure) to assess this question.

Other distinguishing characteristics

The WSSDA/OSPI model policy also lists other possible bases for prohibited HIB-related conduct, which include physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status [Fig. 5]. The *Anti-Bullying Act* makes clear that a student does



not have to actually possess these characteristics – they can be real or perceived. The policies of 149 districts, or 88% of those that submitted policies/procedures, include at least one of these five characteristics, while 142 (84%) listed all five examples included in the model.

Marital status was mentioned in 148 (88%) submitted policies, followed by physical appearance, included in 147 (87%) policies. Gender identity and socioeconomic status were each cited in 146 (86%). Clothing/other apparel was included in 144 (85%) policies, while pregnancy and illness were each mentioned in three policies. Other distinguishing characteristics cited in policies included family status, ability, politics, parental status, and occupation.

Comparisons with the 2002 SSC survey

In the SSC study conducted last year, districts were requested to submit copies of any policies relating to bullying, harassment, and/or discrimination. Districts were asked for information in late April 2002, just after HB 1444 was signed into law, but nearly a year and a half before the legislation was to take effect.

Of the 296 districts, 62% (182) responded. Forty-five respondents said they did not currently have a policy, while the others sent copies of these documents. Nineteen indicated they would be using the WSSDA/OSPI sample bullying policy as a model for their district.

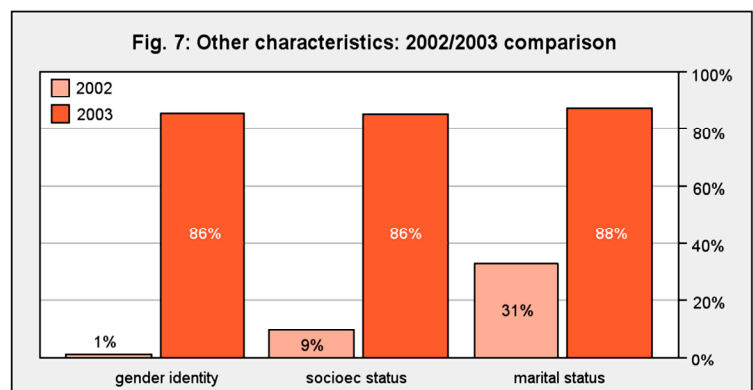
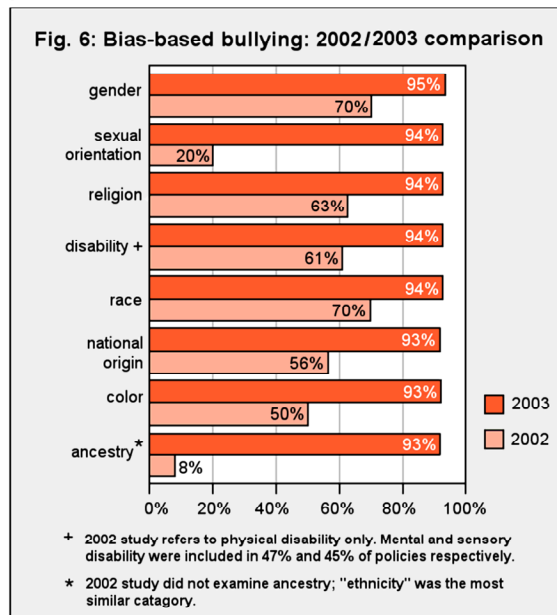
The study found that only a third of Washington’s school districts were known to address harassment in their policies (106

of responding districts, or 36% of all school districts), while less than half were known to have a policy on non-discrimination (115 of responding districts, or 39% of all school districts). Only eight responding districts had policies that specifically prohibited bullying (<1% of all state districts), and only a third addressed violence.¹²

Of the policies submitted in 2002, the following categories of bias-based discrimination were specifically prohibited: race (70%), religion (63%), physical disability (61%), gender (58%), national origin (56%), color (50%), mental disability (47%),

sensory disability (45%), and sexual orientation (20%). In addition, “other distinguishing characteristics” that could motivate bullying that were cited in these policies included: marital status (31%), previous arrest/incarceration (18%), age (15%), socioeconomic status (9%), ethnicity (8%), pregnancy (8%), illness (3%), and gender identity (1%). These percentages are compared with this year’s results in the following graphs: [Figs. 6, 7].

These figures show a dramatic improvement in the comprehensiveness of district policies over the past year.



Potential forms of HIB

There are countless forms that HIB acts can take. The WSSDA/OSPI model policy lists 13 examples: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, and other written, oral, or physical actions. Of the 169 districts that submitted policies, 157 (93%) described ways in which HIB might be exhibited. Rumors and jokes were each cited in 155 (92%) policies, slurs in 154 (91%), and threats, drawings, and cartoons were each included in 153 (91%) policies.

Demeaning comments were listed in 152 (90%) policies, while gestures, pranks, physical attacks, and “other written, oral, or physical actions” were each specifically mentioned in 151 (89%) policies.

Other types of prohibited HIB acts that districts included were hazing (six districts, or 4% of those responding), nicknames or name-calling (five districts, or 3% of those responding), graffiti, deliberate ostracism, electronic acts (such as email messages), stereotypes, epithets, photographs, touching, teasing, gossiping, taunts, extortion of money, and destruction of a student’s property.

Sharing policies with the school community and beyond

One hundred fifty-four policies or procedures committed districts to disseminating information about their policy/procedure. One hundred thirty districts, or 77% of districts that submitted policies/procedures, specified *how* they would inform individuals about their policy. The WSSDA/OSPI model states that parents “shall be

provided with copies of this policy and procedure,” and notes that “a fixed component of all district orientation sessions for employees, students, and regular volunteers shall introduce the elements” of these policies. Besides orientations and distributing copies of the regulations,

district policies/procedures stated that information would be shared with individuals through handbooks, parent/teacher conferences, and other means.

Of the policies/procedures provided, 142 (84%) documents pledge the district’s commitment to educating their students about their HIB policy/procedure. Two policies/

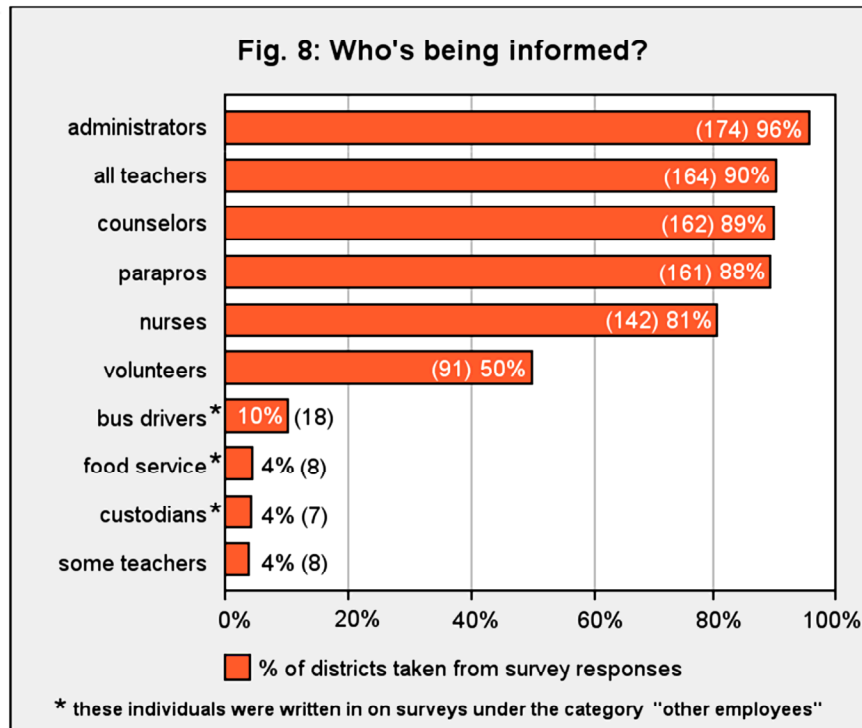
procedures obligate districts to implement multicultural student education programs that promote understanding and acceptance of diverse cultural, religious, ethnic, and racial backgrounds.

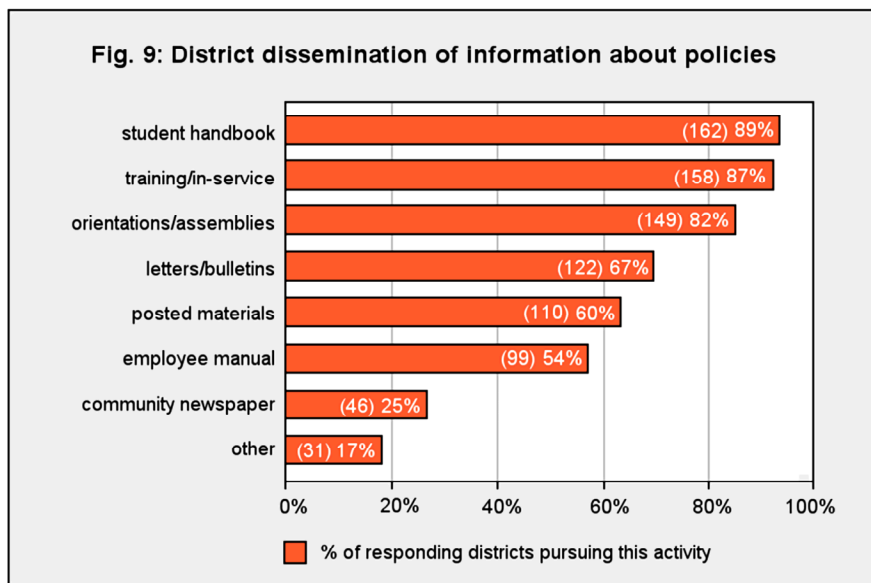
In the surveys, districts provided further details about how and to whom they would be disseminating information about their policies/procedures [Fig. 8]. Districts that said they had or would be informing students numbered 174 out of 182 that completed the survey (96%), while 178 (98%) said they would be informing employees or planned to do so.

Districts stating that they had informed or planned to inform parents totaled 161 (88%), and those that had informed or intended to inform the community numbered 139 (76%).

The ways in which districts chose to share information about their policies/procedures with the above individuals are varied. Although not all districts specified in their policies/procedures who would be informed or how [Fig. 9].

A number of districts mentioned that they





would be hosting an evening for parents to learn about their HIB policy, or short HIB workshops for both parents and staff.

Complaints and subsequent investigations of HIB incidents

Most district procedures describe both formal and informal processes for lodging HIB complaints. Generally, an informal complaint process may be used by anyone to attempt to resolve an HIB incident. Informal remedies may allow a complainant – or others involved – to tell the alleged perpetrator that his or her behavior is inappropriate or bothersome, and the complaint may often be made anonymously. For a variety of reasons, informal complaints may develop into formal complaints, which are made in writing and rarely guarantee anonymity for the complainant. Formal complaints usually are given a more intensive investigation and are addressed through different remedies.

One hundred thirty-three submitted policies/procedures describe both informal and formal complaint processes for reporting HIB incidents, while three describe a formal complaint process only. Many

districts (115 of those that sent policies/procedures) offer students the option of filing complaints anonymously. Ten districts have committed all of their schools to develop a process for receiving anonymous complaints, while 105 leave it to the discretion of building principals to determine whether their school will guarantee an anonymous process [Fig. 10].

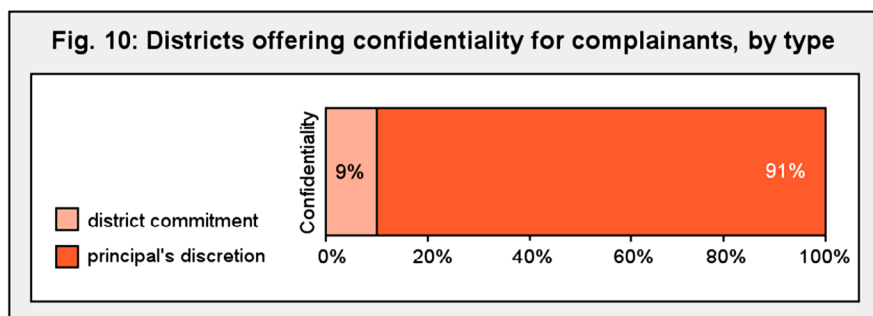
One hundred thirty-three policies/procedures discuss the issue of confidentiality of complaints. Most state, as the WSSDA/OSPI model does, that complainants should not be promised confidentiality at the beginning of an investigation,

but that “efforts should be made to increase the confidence and trust of the person making the complaint.”

Minimum standards for the investigation of alleged HIB incidents are laid out in 133 of the 169 policies/procedures submitted. One hundred twenty allow students to have a parent or another trusted adult present with them during an investigation. The WSSDA/OSPI model policy allows 30 days before a written response regarding the investigation must be given to the complainant and the accused, and 30 days after the written conclusion is issued before corrective action must be taken.

Of the districts submitting policies/procedures, 116 required written responses from complaint officers within 30 days, two specified a 20-day limit, five required conclusions within 15 days, and 14- and 10-day periods were chosen by one district each. Forty-six districts either did not specify a time period or did not submit the information necessary to answer this question.

Of the districts submitting policies/procedures, 117 required corrective action within another 30 days, one required 15 days, one



specified 14 days, one required 10 days, and four districts required corrective action be taken within five additional days. Forty-seven districts either did not specify a time period or did not submit the information necessary to answer this question.

Intervention, discipline, remedial action

Most districts that submitted policies/procedures included a section regarding appropriate interventions or remedial actions to address complaints of HIB. These types of responses, listed in 152 of the policies/procedures sent, included restoring a positive school climate, support for victims and others affected by the violation, counseling, correction, mediation, educational training, and discipline.

A total of 18 districts described potential disciplinary actions for violations of their policy, which included emergency exclusion, progressive discipline, suspension, community service, denied access to school property and activities, and expulsion. Referral to law enforcement, depending on the severity and frequency of HIB conduct, was mentioned in 155 of the policies/procedures. Knowingly reporting or supporting false allegations of HIB-related misconduct, as well as retaliation against victims or witnesses, were considered violations of policy by 159 districts. Fourteen districts explained the process by which complainants could appeal decisions regarding alleged HIB incidents.

Training

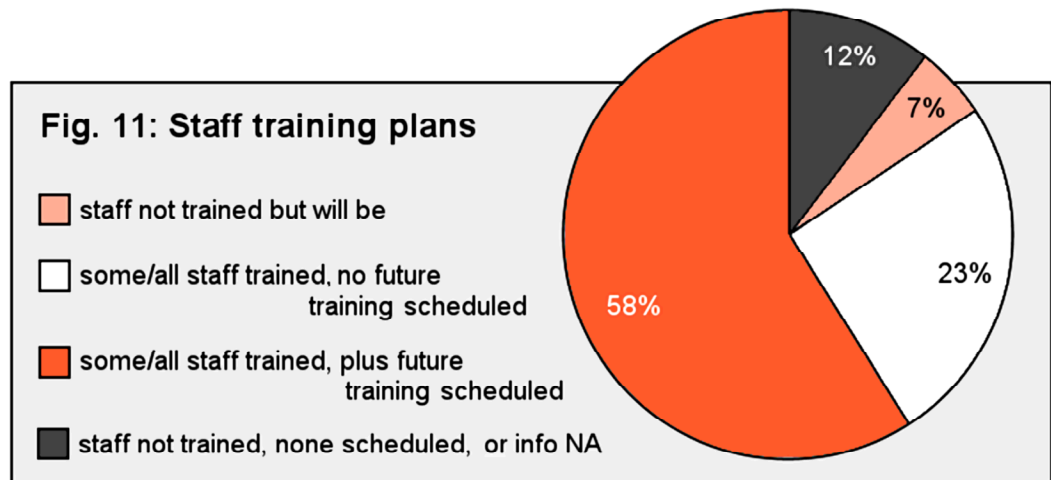
The *Anti-Bullying Act* encourages but does not mandate that policies be implemented in conjunction with comprehensive training for employees, volunteers, and other individuals associated with the schools, yet nearly all districts that submitted policies/procedures included training requirements in these documents.

One hundred thirty-three policies/procedures (79% of returns) obligate districts to train their staff regarding HIB policies, and one district also re-

quires additional training for employees around issues of cultural competency and diversity. A majority of these districts that committed themselves to train staff about their policies/procedures adopted the provision from the WSSDA/OSPI model to ensure “comprehensive training of staff and volunteers” in implementing their policies. This 79% is nearly four times the 20% of district policies from the 2002 survey that contained requirements for bullying and/or harassment training beyond merely informing staff about a policy.

Further, just because some districts did not have policies/procedures that committed them to training does not mean that those districts are not providing training for their staff and volunteers. Of the 182 districts that completed surveys, 88% have trained some or all of their employees or plan to do so, beyond merely informing staff about policies/procedures [Fig. 11]. A total of 106 respondents (58%) said that district staff had been trained regarding their HIB policy, and that more training for staff was scheduled for the 2003-4 school year. Of the responding districts, 42 (23%) said that some or all of their staff had received HIB training but that no future training was planned at this time, while 12 districts (6.5%) said that staff had not been trained but would be at some point in the future. Twenty-two districts (12%) did not provide information regarding past or future training.

Survey respondents who described past and future HIB training opportunities in their districts (not all gave details) typically mentioned that district or school administrators had already received some training, and that most or all district employees would be trained during the 2003-4 school year. Administrators, and some-



times counselors, were often the first to receive HIB instruction, and were sometimes the only personnel in a district reported to have been trained to date.

In many cases, employees to be trained this year were to receive their instruction from others in the district (such as administrators or counselors) who had already been trained through the use of resources outside the district. A number of districts described in-services focused on HIB prevention that would be presented by staff during the coming school year. Some districts indicated that each school would be creating custom training programs most appropriate for their sites and would be deciding where and when to host them. The standard amount of required training, as reported by districts, is about one to four hours per person, although eight hours was not uncommon, and some districts noted that staff had attended workshops that lasted several days.

Several districts said they took advantage of HIB instruction offered by their Educational Service District. [Nine ESDs provide educational services to all public schools and state-approved private schools in Washington.] The ESDs, in cooperation with OSPI, offer on-site training to help districts develop anti-HIB strategies and resources. This training includes a definition of HIB and how to recognize it, as well as information about the requirements of the *Anti-Bullying Act* and how to assess current district policy. The training focuses on building a no-tolerance school culture around HIB, and it emphasizes prevention and intervention, reporting and complaint procedures, and how to impart prevention skills to students. The ESDs will continue to offer additional training specific to HIB over the next year.

In addition, a number of districts mentioned orientations that OSPI, the Association of Washington School Principals [AWSP], the Office of the Attorney General, and the ESDs provided to school administrators. These orientations concentrate on developing and implementing HIB policies and procedures and also cover best practices for creating a supportive learning environment for all students. Many districts stated that they had sent staff to the harassment workshops offered by the Washington State Association for Multicultural Education, and quite a few mentioned they had enrolled staff this year in one of the four sessions of WSAME's "Harassment 102: Practical Issues & Concerns for Schools."

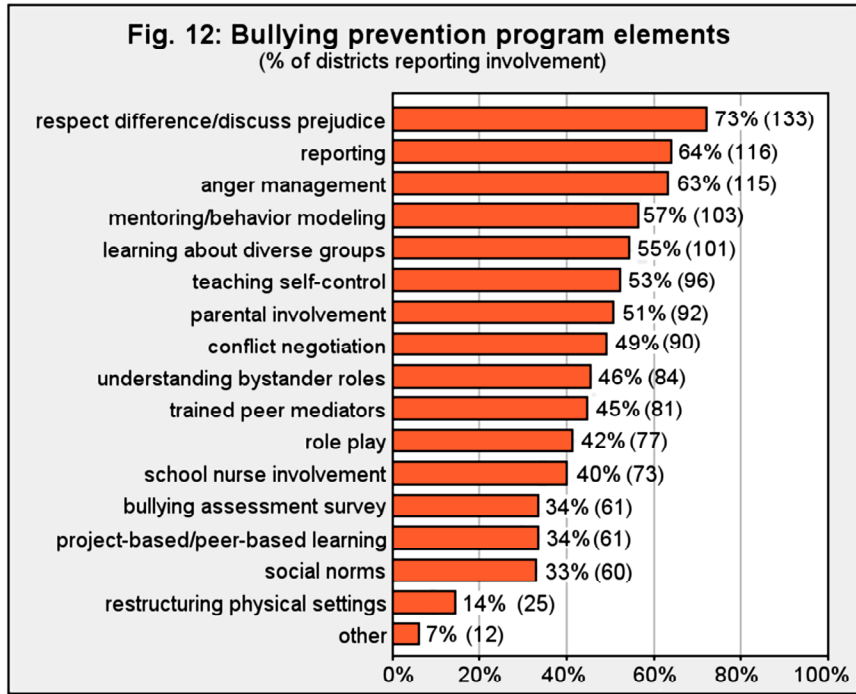
Several districts used the bully prevention instruction of Martin Fleming, founder of For KidSake, a company which provides training and consultation to schools and communities nationwide. A few mentioned that their training had been or would be conducted by McGrath Systems, Inc., a professional development company. Others relied on consultants, district legal counsel, or compliance officers for training. Training through the Western States Benchmarking Consortium was also mentioned. A number of districts mentioned that staff had been trained or would be trained through their insurance carrier; many cited training by Canfield & Associates, Eastern Washington Insurance Group, and Puget Sound Risk Management.

A few districts noted that some of their staff participated in Take a Stand Against Bullying seminars, an anti-bullying curriculum developed by two Shoreline Police Officers. These eight-hour "Train the Trainer" sessions give overviews of the Take a Stand Against Bullying components. Some districts trained administrators and others using anti-bullying curricula such as Bully-Proofing Your School or Second Step, while others utilized in-house resources such as videos or PowerPoint presentations.

Bullying prevention programs and activities

Beyond requirements for training staff and educating students about policies, many districts described how they have implemented structured anti-bullying activities to help prevent potential bullying before it starts. Districts have implemented a broad spectrum of comprehensive programs with diverse instructional approaches, designed to enable students to prevent bullying and resolve HIB incidents themselves. These programs and activities help students across a range of ages learn about the causes of bullying and how to recognize it when it happens, and they also equip them with skills and strategies to prevent and diffuse potential bullying situations, such as controlling aggression, understanding the roles of bystanders, and learning how to negotiate conflict. The architects of these programs believe that merely banning bullying, while a good step toward prevention, does not do enough to help curb this behavior.

Of the 182 districts that returned surveys, 165 reported some type of ongoing or planned bullying prevention in their schools [Fig. 12]. Responding districts indicated the following elements were part of their anti-bullying activities, either as part of the general curriculum or as a type of



tions for both students and parents at the elementary, middle, and high school levels, and many had standardized or were intending to standardize these for all grades. Some districts reported a high level of involvement in bullying prevention, but not necessarily through formal programs. One district has committed a full-time counselor trained in bullying prevention and intervention to each building, while other districts mentioned that conflict resolution and respecting others were part of general instruction for all students.

Best Practices

Several districts developed exceptionally thoughtful policies or procedures that were sensitively tailored to the needs of their

formal program (percentages are based on the proportion of schools responding to the survey).

Many districts found this question difficult to answer, since it asked them to describe program elements across a range of schools and grade levels. Most were, however, at least able to indicate how many of their schools had these types of programs and activities in place. Of the 182 responding districts, 165 have begun or will be launching programs. Bullying prevention programs were reported at the elementary level by 160 districts, at the middle school level by 139 districts, at the high school level by 117 districts, and at other schools (mostly alternative education) by 37 districts.

Districts mentioned several standard anti-bullying curricula or curriculum components that had been adopted by their schools, including Second Step, Steps to Respect, Kelso’s Choice, Staying on Track, Natural Helpers, the AVID program, components of the Great Body Shop, and other programs based on the work of Olweus. Several districts said they would be implementing bullying prevention programs during the coming school year, including one which will be forming a parent/student committee to help design a comprehensive program. Many districts noted they would be expanding their current anti-bullying programs into additional schools and/or grade levels.

A number of districts described curricula they had designed on their own, including presenta-

tions for both students and employees, contained a thorough outline for the district’s response to HIB incidents, or included components of the SSC model procedure. These included:

- Bainbridge Island
- Edmonds
- Everett
- Federal Way
- Lind
- Marysville
- Mead
- Mercer Island
- Monroe
- Montesano
- North Kitsap
- North Thurston
- Northport
- Northshore
- Oak Harbor
- Olympia
- Seattle
- Vancouver
- Vashon Island

The above districts each submitted clear and comprehensive policies/procedures, carefully drafted to ensure those districts can prevent future occurrences of HIB as effectively and responsively as possible. View their policies and procedures online: www.safeschoolscoalition.org/bullyreport

Other districts included additional materials in their responses that demonstrated a solid commitment to preventing and minimizing bullying in their schools:

- **Anacortes** shared plans to conduct a one-day “bullying symposium” that would present bully-proofing messages “in an entertaining and meaningful way” with the help of a theater company. The symposium would also include a workshop/retreat for student leaders and counselors — the goal of which would be to form an anti-bullying student leadership team — as well as a workshop to aid parents, volunteers, and the community in understanding how they can help students work to end bullying.
- **Bainbridge Island** developed a student-led, district-wide anti-bullying campaign during the 2002-3 school year. Younger students met to discuss and choose slogans, while older students were trained to be able to instruct younger students on key anti-bullying issues as identified through an all-student survey.
- **Central Valley** described an impressive list of training opportunities for staff, including several full-day workshops.
- **Dayton’s** customized brochure explains what harassment means and outlines the process for students to report incidents.
- **Federal Way’s** student, parent, and employee handbook includes the process for filing HIB complaints and the timeframe involved in their investigation and resolution. Students and parents must acknowledge that they have received and understood the handbook and its contents. The district has also established a tipline for anyone to report alleged HIB incidents anonymously.
- **Franklin Pierce** submitted an “anti-bullying pledge” by which parents and guardians vow to stay current on school bullying policies, regularly discuss feelings about relationships and school with their children, and work with the school to promote positive behavior and an appreciation of difference. In a similar student pledge, students promise to actively participate in bullying prevention efforts with school staff and other students. The district also shared anti-bullying pledges to be signed by staff and volunteers.
- **Hood Canal** produced a brochure which reminds students of their right to a bullying-free school experience and informs them of ways to prevent and arrest HIB behaviors.
- **McCleary** sent in a “harassment understanding contract” that defines harassment, sexual harassment, and bullying. It is to be signed by student and parent upon their understanding that these behaviors are illegal, and that engaging in them or assisting the actions of others could result in legal and school disciplinary action.
- **Mount Vernon’s** report form is written in language that is more easily understood by students. The district has also developed an anti-bullying campaign, “Give Respect — Get Respect,” to be implemented over the 2003-4 school year. In the centralized part of the campaign, an HIB team will oversee training, meetings, and workshops for staff. Students and school culture are the focus of the site-based approach, which will consist of student leadership activities, flyers and buttons, parent group presentations, and a variety of bullying prevention activities.
- **North Kitsap’s** procedure includes a sample “letter to bully” for students to use when making an informal complaint.
- **Pomeroy Junior/Senior High** students make a commitment to stop HIB acts against other students through a contract signed by the student, counselor, and principal. The district also shared their assessment survey, which asks students to describe the climate of their schools regarding harassment and if they feel that climate should be improved.
- **Spokane** will center its annual “Diversity and Equity Awards” for 2004 around HIB, recognizing “individuals and groups who have focused their equity and diversity

efforts to stop bullying and harassment in their schools and life.” The district has also created a multi-cultural performance group to address topics including HIB, racism, and sexism through dance, drama, and music. Spokane has also established a safety tip hotline for reporting incidents of HIB.

- **Vashon Island** included a report form entitled “My Side of the Story,” to be used to take brief reference notes for elementary students lodging an informal complaint.
- **White Pass Junior/Senior High** students, with assistance from a strategic planning committee, drafted a “statement of policy and philosophy” regarding HIB. The document defines HIB and the forms it

may take, and uses plain language to discuss investigations, remediation and discipline, confidentiality, retaliation, and how the policy will be communicated.

- **Yelm** produced a “What You Should Know” pamphlet to familiarize students on campus or at school functions with their rights and responsibilities regarding HIB and to prepare them for the reporting and investigation process.

We also recognize that other districts not listed by name have devoted considerable time and energy to addressing HIB in their schools. We thank all districts that responded to the request for information for their efforts to date in this critical area, and we hope that they continue to work to improve their anti-bullying policies and practices.



As far as can be determined from the information provided by superintendents and their staff, districts around Washington have recognized school-based bullying as an urgent problem in need of attention, and they are working hard to address it through systematic, inclusive, and thorough efforts. Responding districts are making good progress toward meeting the demands of the new *Anti-Bullying Act*, by drafting and implementing policies and procedures, and by involving parents, students, employees, and other stakeholders in the process of figuring out the best approach to prevent HIB behavior on a local level. This study has found that:

- The policies and procedures sent by responding districts are, by and large, comprehensive. It is exciting to report that responding districts are taking a firm stance against bias-motivated bullying; one hundred fifty-six, or 92% of submitted policies, explicitly prohibit all eight categories included in the *Anti-Bullying Act's* definition of harassment, intimidation, and bullying (race, color, religion, ancestry, national origin, gender, sexual orientation, and mental or physical disability).
- Districts have made good use of the model WSSDA/OSPI policy and procedure. Altogether, 68% of responding districts adopted the model policy, the model procedure, or both. Several, for example, have held themselves to even higher standards by providing anonymous reporting opportunities for all students, or by making a commitment to resolve incidents in fewer than 60 days.
- Most responding districts have done a reasonably thorough job in spreading the word about their policies/procedures to students, parents, employees, and the larger community, or have made plans to do so. One hundred fifty-four policies or procedures (91%) include a pledge to disseminate the new rules to at least some stakeholders, while 142 (84%) of the policies or procedures provided commit those districts to educating students about their HIB regulations. Eighty-eight percent of responding districts have trained some or all of their employees (or plan to do so), beyond merely informing them

about policies/procedures. These responding districts are making good efforts to train their staff about HIB issues by making adequate use of available training resources in addition to seeking out and/or creating their own.

- The anti-HIB activities reported by the responding districts are encouraging, and we thank those that took the time to submit information during a busy time of year. However, it is worrisome that nearly one-third of all districts provided no answers to our questions. Does this mean that the nonresponders are out of compliance with the new law and not yet addressing their HIB problems, or do their anti-HIB activities parallel those of the responding districts? We don't know. Things look promising for Washington's schools if the efforts of the 69% that responded are representative of all districts. If, however, the others did not respond because they were struggling with getting ready to comply, much work remains to be done.

Research studies on bullying intervention strategies have shown that bullying can be reduced by implementing a set of procedures that has been agreed upon by a variety of stakeholders for both preventing and responding to bullying behavior. In order to be effective, however, these regulations must be implemented thoroughly and consistently throughout the school community, with staff, parents, and students actively engaged in the process.²⁴ Effective school-based bullying prevention values the opinions of students, takes their HIB reports seriously, and empowers them to take on HIB themselves. It means engaging the whole school – not just bullies and victims, and not just certified staff – as well as enlisting the help of parents and the surrounding community.²⁰

“Legislation alone will not stop every bully from physically or verbally tormenting a peer,” according to a 2001 report by the state Attorney General's Task Force, which originally recommended the creation of legislation to deal with bullying in Washington schools.²⁸ “The most successful programs are those that involve the students themselves and where students take initiative and responsibility for reducing incidents of bullying.... Passing legislation is a powerful way to direct schools to tackle the problem of

HIB seriously, but schools must follow through to curb harassment,” the report cautioned.

Creating a culture of awareness around HIB and affirming that the behavior is unacceptable lets children talk more freely about it.²¹ Anti-bullying efforts need to embrace multiple approaches, proactively acknowledge and address past mistakes and wrongs, and work toward the ultimate goal of creating and maintaining a welcoming environment for all students and staff.^{21, 18} Practices should be continuously monitored, evaluated, and updated. Olweus maintains that four goals should be included in any intervention program: to increase awareness of HIB problems and expand knowledge about them, to gain active participation by teachers and parents, to make clear rules prohibiting bullying, and to offer support and protection for victims.¹⁹

The responding districts have shown some

good progress in working to prevent bullying, but this is an area that will require ongoing attention when it comes to school policy and practice. While a few survey respondents said that their districts had been involved in rigorous bullying prevention and response for some time, many others indicated their efforts were just beginning. As one district noted, “Some schools have already done advanced work, but training and implementation are in various stages of progress.” Districts commented that much will need to be accomplished in the years ahead, but they also indicated their commitment to seeing the process through. Bullying is a phenomenon that has been shown to be highly resistant to change, but it can be overcome with persistent, consistent, and creative initiatives, and many of Washington’s schools appear up to the challenge — we hope this is true across the state.

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Prohibition of Harassment, Intimidation and Bullying

WSSDA/OSPI model policy

The District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. “Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo’s, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be

prohibited by other district policies or building, classroom, or program rules.

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and is to be implemented in conjunction with comprehensive training of staff and volunteers, including the education of students in partnership with families and the community. The policy is to be implemented in conjunction with the Comprehensive Safe Schools Plan that includes prevention, intervention, crisis response, recovery, and annual review. Employees, in particular, are expected to support the dignity and safety of all members of the school community.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement will be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy.

The superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components of procedure 6590, Sexual Harassment.

Cross References:

Policy 3200, Rights and Responsibilities

Policy 3210, Nondiscrimination

Policy 3240, Student Conduct

Policy 3241, Classroom Management, Corrective Action and Punishment

Policy 6590, Sexual Harassment

Legal Reference:

Chapter 207, Laws of 2002



Prohibition of Harassment, Intimidation and Bullying

WSSDA/OSPI model procedure

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainants should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearings may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The district will

fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district-initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

- A. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
- B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based upon the information in the officer's possession.
- C. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
- D. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
- E. The superintendent or designee, who is

not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:

1. That the district intends to take corrective action; or
2. That the investigation is incomplete to date and will be continuing; or
3. That the district does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

F. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

G. If a student remains aggrieved by the superintendent's response, the student may pursue the complaint as one of discrimination pursuant to Policy 3210, Nondiscrimination or a complaint pursuant to Policy 4220, Complaints Concerning Staff or Programs.

A fixed component of all district orientation sessions for employees, students and regular volunteers shall introduce the elements of this policy. Staff will be provided information on recognizing and preventing harassment, intimidation or bullying. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated or professionally licensed staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation or bullying. Classified employees and regular volunteers shall get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation and bullying, and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

Sample Procedure 3297P

Prohibition of Harassment, Intimidation and Bullying

From the Office of the Superintendent of Public Instruction

[With suggestions from other states' models and the Safe Schools Coalition in orange]

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation or bullying. At the building level, programs **may shall** be established for receiving anonymous complaints.¹ Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainants should not be promised confiden-

tiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearings may result. **Conscientious** eEfforts should be made to increase the confidence and trust of the person making the complaint **and to protect his/her privacy to the extent that is legally permissible. A student should never be promised confidentiality, but school employees should work with the complaining student in deciding who must know and how and when they will be told about the incident.**² The district will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult **of their choice** with them, if requested, during any district-initiated investigatory activities.³ The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

- A. All formal complaints shall be in writing. Formal complaints shall set forth specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
- B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based upon the information in the officer's possession
- C. The compliance officer shall investigate

all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.

D. In addition the ... School District may take immediate steps, at its discretion, to protect the complaining student, alleged harasser, witnesses, and school employees pending completion of an investigation of alleged harassment and may make any appropriate referrals for assistance, including but not limited to, counseling, rape crisis intervention, etc.⁴

D.E. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.

E.F. The superintendent or designee who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty-15 school days⁵, stating:

1. That the district intends to take corrective action; or
2. That the investigation is incomplete to date and will be continuing; or
3. That the district does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

F.G. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty 5 school days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process in concluded.⁶

G.H. If a student remains aggrieved by the superintendent's response, the student

may pursue the complaint as one of discrimination pursuant to Policy 3210, Nondiscrimination or a complaint pursuant to Policy 4220, Complaints Concerning Staff or Program.

A fixed component of all district orientation sessions for employees, students and regular volunteers shall introduce the element of this policy. Staff will be provided information on recognizing and preventing harassment, intimidation or bullying. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedures. Certificated or professionally licensed staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation or bullying. Classified employees and regular volunteers shall get the portions of this component of orientation relevant to their rights and responsibilities. The School District shall conspicuously post this policy against harassment [intimidation and bullying] in each school that the District maintains, in a place accessible to students, faculty, administrators, employees, parents and members of the public. The notice shall include the name, mailing address, [email address] and telephone number of the compliance officer.⁷

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation and bullying, its devastating emotional and educational consequences,⁸ and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. In addition, multicultural education programs must be developed and implemented for faculty, staff and students to foster an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds.⁹ Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

Adoption Date: 040802

- ¹ Studies show that many incidents will never come to the attention of school employees, and that school environments will continue to endanger children if there is no way for them to report incidents anonymously.
- ² Helping a victim of bullying or violence to regain a sense of control is essential to his/her recovery.
- ³ The salient word is “trusted;” the student must be afforded the right to identify whom he/she most trusts to be present.
- ⁴ language of the “Vermont Model Anti-Harassment Policy.” *Protecting Students from Harassment and Hate Crime: A Guide for Schools*, www.ed.gov/pubs/Harassment/
- ⁵ Vermont’s model policy allows for only 14 calendar days, and seems a much more reasonable standard for a district to hold itself to than 30 days, but to allow for school vacations, Safe Schools is recommending the compromise of 15 school days.
- ⁶ Vermont’s model policy allows for 7 calendar days, which seems much a more reasonable time within which to implement corrective measures, after an investigation is complete, than 30 days. But considering the possibility that a school vacation might interfere with the implementation Safe Schools is recommending 5 school days instead.
- ⁷ language of the “Arizona Sample School Policy Prohibiting Harassment and Violence,” *Protecting Students from Harassment and Hate Crime: A Guide for Schools*, www.ed.gov/pubs/Harassment/
- ⁸ language of “Rules of the West Virginia Board of Education,” *Protecting Students from Harassment and Hate Crime: A Guide for Schools*, www.ed.gov/pubs/Harassment/
- ⁹ ibid





Dear Superintendent:

Aug. 5, 2003

Welcome back to school. Thank you for all of your efforts in promoting safe school environments for our children. As you know, a new state law, "The Anti-Harassment, Intimidation, and Bullying Act of 2002," requires each Washington school district to develop or amend a policy "that prohibits the harassment, intimidation, or bullying of any student" no later than Aug. 1, 2003.

Now that the deadline to adopt or amend these anti-bullying policies has arrived, we are asking for your help in providing information about the efforts of districts across the state to parents, community members and legislators. Further, since this law makes schools responsible for sharing their policies "with parents or guardians, students, volunteers, and school employees," we would like to learn more about the activities undertaken to support, enforce and promote this act within school districts.

We are requesting this information to build our own knowledge about how the anti-bullying legislation is being implemented in Washington schools, and we also plan to share our findings with the state legislature. We have requested that the House Education Committee hold a hearing Sept. 17-18 on this issue, and at that time we will share the results of our survey with Chair Dave Quall.

Please help us make our assessment as rich and informative as possible by providing – or having a staff person provide – the following **no later than August 18**:

1. a completed copy of the brief enclosed survey
2. a copy of your district's adopted or amended policy (please include date of adoption/last amended)
3. a copy of any procedures used to resolve harassment or bullying incidents and/or that outline training, communication or education around the policy
4. any reporting or complaint forms

Lauren Hafner, a master's student at the University of Washington, will be collecting the documents. Please send copies of policies, procedures, and report forms along with the survey to:

Lauren Hafner
Safe Schools Coalition
2124 Fourth Avenue
Seattle, WA 98121

You should have received an email from her with an attached survey (identical to the one enclosed) which you may return via email if it is more convenient. Additionally, if you have electronic copies of policies, procedures, and report forms, you may send these to Lauren at: hafner@u.washington.edu. Please contact her at 206-419-5923 or via email with any questions.

We know your time is limited during this busy time of year, but your response is critical for our efforts to help our schools maintain safe and enriching learning environments. Thank you for your continued support of this important issue.

Signed,

Jean Carpenter
Executive Director
Washington State Parent Teacher Association

Beth Reis
Co-Chair
Safe Schools Coalition



QUESTIONNAIRE

District policies on harassment, intimidation, and bullying – 8/4/03

1. Have you developed/amended a policy on harassment, intimidation and bullying?

- YES NO

2. Have you shared or do you plan to share information about the policy with:

students YES NO

employees YES NO

If Y, check whom:

administrators

counselors and/or social workers

some teachers

all teachers

paraprofessionals

school nurses/health staff

volunteers

other employees: _____

parents/guardians YES NO

the community YES NO

3. Which of the following are being or will be used to educate the above individuals about the policy (choose all that apply):

training sessions, in-service, or other meetings

school announcements, orientations or assemblies

posted materials in schools

letters or bulletins

inclusion in student handbook

inclusion in employee/volunteer manual

notices in community newspaper

other (describe): _____

4. Have you or any other district employees participated in training related to this policy?

- YES NO

a. If yes, briefly describe (specify who was trained, no. of hours per person, name and affiliation of trainer, and when [mm/yy]):

5. Are any training sessions scheduled in the future for you or any other district employees?

- YES NO

a. If yes, briefly describe (specify who will be trained, no. of hours per person, name and affiliation of trainer, and when [mm/yy]):

CONTINUED ON BACK SIDE!

5. How many school nurses/health staff serve the district (including contract and school nurse corps)?
 ___ no. of full-time nurses ___ no. of part-time nurses ___ no. of health assistants

6. Please indicate how many of the above employees have been trained to recognize bullying and bullying risk factors:
 ___ no. of full-time nurses ___ no. of part-time nurses ___ no. of health assistants

a. Briefly describe this training: _____

7. How many of your schools have bullying prevention programs or will start them this year?
 ___ no. of grade schools grades included in program(s): _____
 ___ no. of middle schools grades included in program(s): _____
 ___ no. of high schools grades included in program(s): _____
 ___ no. of other schools grades included in program(s): _____

a. Please indicate, if you can, the instructional approaches of the program(s):
 constructivist (emphasizes helping students clarify issues, facilitating their decision-making)
 cognitive/behavioral (shape student behavior, attitudes w/cognitive restructuring, reinforcement)
 combination of the above
 other: _____

b. Please indicate which of the following the program(s) include:

<input type="checkbox"/> bullying assessment survey	<input type="checkbox"/> mentoring/behavior modeling
<input type="checkbox"/> respecting differences/discussing prejudices	<input type="checkbox"/> learning about diverse groups
<input type="checkbox"/> parental involvement	<input type="checkbox"/> anger management
<input type="checkbox"/> school nurse/health staff involvement	<input type="checkbox"/> trained peer mediators
<input type="checkbox"/> teaching self-control and self-defense	<input type="checkbox"/> conflict negotiation skills
<input type="checkbox"/> restructuring schools' physical settings	<input type="checkbox"/> social norms
<input type="checkbox"/> project-based/peer-based learning	<input type="checkbox"/> role play
<input type="checkbox"/> understanding bystander roles	<input type="checkbox"/> encouraging reporting
<input type="checkbox"/> other: (please describe): _____	

**Please use this space for any additional comments
 (you may include another page if needed):**

Please return this form along with the current policy, procedures, and relevant documents your district has adopted by AUGUST 18, 2003 to *hafner@u.washington.edu*, or Safe Schools Coalition, 2124 Fourth Ave., Seattle, WA 98121

THANK YOU FOR YOUR TIME IN COMPLETING THIS SURVEY!

Bullying Analysis Spreadsheet

8/6/03

ID# _____

POLICY

1. Has district adopted a policy?
Y/N, end analysis
a. date of adoption _____ or date amended _____

2. Has district adopted the OSPI/WSSDA model policy verbatim?
Y, go to #6/N, go to #3

3. Does the policy list specific forms of prohibited bias-based bullying (e.g. motivated by race, gender, religion, etc.)? Y/N
a. If Y, does the policy list all those kinds of harassment specified in RCW 9A.36.080(3)? [check all that apply]:

<input type="checkbox"/> race	<input type="checkbox"/> color	<input type="checkbox"/> religion
<input type="checkbox"/> sexual orientation	<input type="checkbox"/> national origin	<input type="checkbox"/> gender
<input type="checkbox"/> mental or physical disability	<input type="checkbox"/> ancestry	
<input type="checkbox"/> other (specify): _____		

4. Does the policy list examples of “other distinguishing characteristics” that can motivate bullying? Y/N
a. If Y, check all that apply:

<input type="checkbox"/> physical appearance	<input type="checkbox"/> clothing/apparel	<input type="checkbox"/> socioeconomic status
<input type="checkbox"/> gender identity	<input type="checkbox"/> marital status	<input type="checkbox"/> illness
<input type="checkbox"/> pregnancy	<input type="checkbox"/> previous arrest or incarceration	
<input type="checkbox"/> other (specify): _____		

5. Does the policy list specific examples of the form harassment can take (e.g. slurs, jokes, etc.)? Y/N
a. If Y, check all included:

<input type="checkbox"/> slurs	<input type="checkbox"/> rumors	<input type="checkbox"/> drawings/cartoons
<input type="checkbox"/> jokes	<input type="checkbox"/> innuendos	<input type="checkbox"/> demeaning comments
<input type="checkbox"/> pranks	<input type="checkbox"/> gestures	<input type="checkbox"/> physical attacks
<input type="checkbox"/> threats	<input type="checkbox"/> written, oral, or physical actions	
<input type="checkbox"/> hazing	<input type="checkbox"/> other (specify): _____	

PROCEDURE (some of the items below may be addressed in the policy)

6. Has district adopted the OSPI/WSSDA model procedure verbatim?
Y, go to #14/N, go to #7

7. Does the procedure include both informal and formal complaint processes?
 Y, both informal only formal only
 complaint process not mentioned

8. Does the procedure ensure students the availability of any anonymous complaint process?
 Y, with district commitment Y, at principal’s discretion N

9. Does the procedure address confidentiality of complaints? Y/N

10. Does the procedure allow students to have a trusted adult present during investigations? Y/N

11. Does the procedure describe the minimum standards of an investigation? Y/N

12. How many days does the procedure allow before a written conclusion to the investigation must be completed? _____
13. How many ADDITIONAL days does the procedure allow before corrective action must be taken?

14. Does the policy/procedure specify which individuals shall be made aware of the policy/procedure?:
 ___ Y ___ N, informing not mentioned
 a. If Y, whom: students ___
 parents ___
 employees ___
 volunteers ___
 individuals will be informed but no one specified ___
15. Does the policy/procedure specify *how* individuals will be informed of the policy? Y/N
 a. If Y, how: _____
16. Does the policy/procedure commit the district to staff training (not just merely informing staff of the policy)? Y/N
 a. If Y, does the training include any mention of bias or prejudice or cultural competency (not just bullying intervention skills?) Y/N
17. Does it commit the district to student education? Y/N
 a. If Y, does the education include any mention of bias or prejudice or cultural competency (not just bullying prevention or reporting?) Y/N
18. Does either the policy/procedure specify appropriate remedies/interventions for violations? Y/N
19. Does it include referral to law enforcement authorities? Y/N
20. Does either the policy/procedure describe potential disciplinary actions for violations? Y/N
21. Does the procedure outline the steps for complainants to appeal decisions? Y/N
22. Does it mention whether false reports or allegations are considered a violation of the policy? Y/N
23. Does the policy/procedure specify a period of time after which it will be reviewed/revisited for possible revision? Y/N

Matrix Key

Policy/procedure

NR = no response
 X = no new harassment, intimidation, bullying (HIB) policy/procedure has been adopted, or non-submitted
 O = OSPI/WSSDA model policy/procedure adopted verbatim, or contains the same provisions
 O+ = policy/procedure more stringent in some ways than model
 O- = policy/procedure less stringent in some ways than model or not compliant with the law
 O+/- = policy/procedure more stringent in some ways and less so in other ways than model

Dissemination

NI = no information (survey not completed)
 S = students have been or will be informed about the new policy
 E - Some employees have been or will be informed about the new policy
 E+ = at least administrators and all teachers have been or will be informed about the new policy
 F = families have been or will be informed about the new policy
 C = the community has been or will be informed about the policy

Training

NI = no information (survey not completed)
 X = no training for employees planned or completed (that we were informed of)
 T< = training has been completed, none scheduled for future.
 T> = training not yet completed but planned
 T+ = training has been done, and more scheduled

Education

NI = no information (survey not completed)
 X = no bullying prevention education for students planned (of which we were informed)
 S = students at some levels in district (e.g. elementary, etc.) have received and will receive bully prevention education
 S+ = students at all levels in district have received or will receive bully prevention education

District	Policy	Procedure	Dissemination	Training	Education
Aberdeen School District No. 5	O	O-	S E+ F	T+	S+
Adna School District No. 226	O	O	S E F	X	X
Almira School District No. 17	NR	NR	S E+ F C	T+	S+
Anacortes School District No. 103	NR	NR	S E+ F C	T+	S
Arlington School District No. 16	O-	X	S E+ F C	T+	S+
Asotin-Anatone School District No. 420	O	O	S E+ F	X	S+
Auburn School District No. 408	O-	O+	S E+ F C	T+	S+
Bainbridge Island School District No. 303	O-	O-	S E+ F C	T<	S+
Battle Ground School District No. 119	NR	NR	NI	NI	NI
Bellevue School District No. 405	O	O	S E+ F C	T+	S+
Bellingham School District No. 501	O	O+/-	S E F C	T+	S
Benge School District No. 122	NR	NR	NI	NI	NI
Bethel School District No. 403	O	X	S E+ F C	T+	S+
Bickleton School District No. 203	O	O	S E+ F C	T<	S+
Blaine School District No. 503	NR	NR	NI	NI	NI
Boistfort School District No. 234	NR	NR	NI	NI	NI
Bremerton School District No. 100-C	O+	O+	S E+ F C	T+	S+
Brewster School District No. 111	NR	NR	NI	NI	NI
Bridgeport School District No. 75	NR	NR	S E+ F C	T+	S+

For Matrix Key, please refer to page 43

District	Policy	Procedure	Dissemination	Training	Education
Brinnon School District No. 46	NR	NR	NI	NI	NI
Burlington-Edison School District No. 100	O	O	S E+ F C	X	S+
Camas School District No. 117	O	O	S E+ F C	T<	S+
Cape Flattery School District No. 401	NR	NR	S E+ F C	T+	S+
Carbonado Historical School District No. 19	O	O	S E+ F C	T>	S+
Cascade School District No. 228	O	O	S E+ F C	T<	S+
Cashmere School District No. 222	NR	NR	NI	NI	NI
Castle Rock School District No. 401	O	O-	S E+ F C	T<	S+
Centerville School District No. 215	O-	O-	S E+ F C	T+	S+
Central Kitsap School District No. 401	O-	O-	S E+ F C	T+	S+
Central Valley School District No. 356	O-	O-	S E+ F	T<	S+
Centralia School District No. 401	O	O	S E+ F C	T+	X
Chehalis School District No. 302	NR	NR	NI	NI	NI
Cheney School District No. 360	O	O-	S E+ F C	T+	S+
Chewelah School District No. 36	O	O	S E+	T<	S+
Chimacum School District No. 49	O	O	S E+ F C	T+	S+
Clarkston School District No. J 250-185	NR	NR	S E+ F C	T+	S+
Cle Elum-Roslyn School District No. 404	NR	NR	S E+ F C	T+	S
Clover Park School District No. 400	O-	O-	S E+ F C	X	S+
Colfax School District No. 300	O	O-	S E F	T+	S
College Place School District No. 250	O	O	S E+ F C	T+	S+
Colton School District No. 306	NR	NR	NI	NI	NI
Columbia School District No. 206	O	O	S E+ F C	X	S+
Columbia School District No. 400	NR	NR	NI	NI	NI
Colville School District No. 115	NR	NR	S E+ F C	T+	S+
Concrete School District No. 11	NR	NR	NI	NI	NI
Conway Consolidated School Dist. No. 317	NR	NR	NI	NI	NI
Cosmopolis School District No. 99	O	O	S E+	T<	S+
Coulee-Hartline School District No. 151	O	O	S E+ F C	T+	S+
Coupeville School District No. 204	O	O+	S E+F	X	X
Crescent School District No. 313	X	O-	NI	NI	NI
Creston School District No. 073	O	O	S E+ F C	T+	S+
Curlew School District No. 50	NR	NR	NI	NI	NI
Cusick School District No. 59	O	X	NI	NI	NI
Damman School District No. 7	NR	NR	NI	NI	NI
Darrington School District No. 330	O	O	S E+ F C	T+	S+
Davenport School District No. 207	O	X	NI	NI	NI
Dayton School District No. 2	O-	O-	S E+ F C	T+	S+
Deer Park School District No. 414	O	O	S E+ F C	T>	S+
Dieringer School District No. 343	O	O	S E+ F C	T+	S+
Dixie School District No. 101	NR	NR	NI	NI	NI

For Matrix Key, please refer to page 43

District	Policy	Procedure	Dissemination	Training	Education
East Valley School District No. 361	O	O	S E+ F C	T<	S
East Valley School District No. 90	NR	NR	NI	NI	NI
Eastmont School District No. 206	O	O	S E+ F C	T<	S
Easton School District No. 28	O	O	S E+ F C	T<	S+
Eatonville School District No. 404	O	O	S E+ F C	T<	S+
Edmonds School District No. 15	O-	O-	S E+F	T+	S+
Ellensburg School District No. 401	O	O	S E+F	T+	S+
Elma School District No. 68	O-	O+	NI	NI	NI
Endicott School District No. 308	NR	NR	NI	NI	NI
Entiat School District No. 127	O	O	NI	NI	NI
Enumclaw School District No. 216	O	O	NI	NI	NI
Ephrata School District No. 165	O	O	S E+ F C	T+	S
Evaline School District No. 36	NR	NR	NI	NI	NI
Everett School District No. 2	O-	O-	S E+ F C	T+	S+
Evergreen School District No. 114	NR	NR	NI	NI	NI
Evergreen School District No. 205	O	O	S E+ F C	X	S+
Federal Way School District No. 210	O+/-	O+/-	NI	NI	NI
Ferndale School District No. 502	NR	NR	NI	NI	NI
Fife School District No. 417	NR	NR	NI	NI	NI
Finley School District No. 53	NR	NR	NI	NI	NI
Franklin Pierce School District No. 402	O+/-	O	S E+ F C	T+	S
Freeman School District No. 358	O	O	S E+ F C	T+	X
Garfield School District No. 302	O	O	S E F C	T<	S+
Glenwood School District No. 401	NR	NR	NI	NI	NI
Goldendale School District No. 404	O	O	S E+ F C	T+	S+
Grand Coulee Dam School District No. 301J	NR	NR	NI	NI	NI
Grandview School District No. 116-200	O	O	NI	NI	NI
Granger School District No. 204	O-	X	S E F C	T<	S+
Granite Falls School District No. 332	O	O-	S E+ F C	T+	S+
Grapeview School District No. 54	O	O	S E F C	T<	S+
Great Northern School District No. 312	NR	NR	NI	NI	NI
Green Mountain School District No. 103	O	O	S E+ F C	T<	S+
Griffin School District No. 324	NR	NR	NI	NI	NI
Harrington School District No. 204	NR	NR	S E F C	T<	S+
Highland School District No. 203	O	O	S E+ F C	T+	S+
Highline School District No. 401	O+/-	O	S E+ F C	T+	S+
Hockinson School District No. 98	NR	NR	NI	NI	NI
Hood Canal School District No. 404	O-	O	S E+ F C	T+	S+
Hoquiam School District No. 28	O-	O	S E+ F C	T<	X
Inchelium School District No. 70	NR	NR	S E+ F C	T+	S+
Index School District No. 63	O-	O-	S E+ F C	T+	S+

For Matrix Key, please refer to page 43

District	Policy	Procedure	Dissemination	Training	Education
Issaquah School District No. 411	O-	O-	S E+ F C	T+	S+
Kahlotus School District No. 56	O-	O-	S E+	T+	S+
Kalama School District No. 402	NR	NR	NI	NI	NI
Keller School District No. 3	NR	NR	S E F C	T+	S+
Kelso School District No. 458	O-	X	S E+ F C	T+	S+
Kennewick School District No. 17	NR	NR	NI	NI	NI
Kent School District No. 415	O-	X	S E+ F C	T+	S+
Kettle Falls School District No 212	NR	NR	NI	NI	NI
Kiona-Benton City School District No. 52	NR	NR	S E+F	T+	S+
Kittitas School District No. 403	O	O	S E+ F C	T>	S+
Klickitat School District No. 402	O	O	S E F C	T<	S+
La Center School District No. 101	O	O	NI	NI	NI
La Conner School District No. 311	NR	NR	NI	NI	NI
Lacrosse School District No. 126	O	O	NI	NI	NI
Lake Chelan School District No. 129	O	O	S E F C	X	S+
Lake Stevens School District No. 4	O+	O	NI	NI	NI
Lake Washington School District No. 414	O-	O-	S E+ F C	T+	S+
Lakewood School District No. 306	O	O	S E+ F C	T+	S+
Lamont School District No. 264	NR	NR	NI	NI	NI
Liberty School District No. 362	O	O	S E+ F C	T>	S+
Lind School District No. 158	O	O-	NI	NI	NI
Longview School District No. 122	O-	O-	NI	NI	NI
Loon Lake School District No. 183	NR	NR	NI	NI	NI
Lopez Island School District No. 144	NR	NR	S E+ F C	T<	S+
Lyle School District No. 406	NR	NR	NI	NI	NI
Lynden School District No. 504	O	O	S E+ F C	X	S+
Mabton School District No. 120	O	O	S E+ F C	T+	S+
Mansfield School District No. 207	NR	NR	NI	NI	NI
Manson School District No. 19	NR	NR	S E+F	T+	S+
Mary M. Knight School District No. 311	NR	NR	S E+ F C	T<	X
Mary Walker School District No. 207	O	O	S E+ F C	T+	S
Marysville School District No. 25	O+/-	O+/-	S E+ F C	T+	S+
McCleary School District No. 65	O	O	S E+ F C	T+	S+
Mead School District No. 354	O+/-	O-	S E+ F C	T+	S+
Medical Lake School District No. 326	NR	NR	S E+ F C	T+	S+
Mercer Island School District No. 400	O+	O	S E+ F C	T+	S+
Meridian School District No. 505	O-	O-	S E+ F C	T+	S+
Methow Valley School District No. 350	O	O	S E+ F C	T<	S+
Mill A School District No. 31	NR	NR	S E+F	T<	X
Monroe School District No. 103	O+/-	O+/-	S E+ F C	T+	S+
Montesano School District No. 66	O	O+	S E	T>	S+

For Matrix Key, please refer to page 43

District	Policy	Procedure	Dissemination	Training	Education
Morton School District No. 214	O	X	E F C	T+	S
Moses Lake School District No. 161	O	X	S E+ F C	T<	S+
Mossyrock School District No. 206	O	O	S E+F	T<	S+
Mount Adams School District No. 209	O	O	S E+ F C	T+	S+
Mount Baker School District No. 507	O	O	S E+ F C	T+	S+
Mount Pleasant School District No. 29-93	O	O	S E+ F C	X	S+
Mount Vernon School District No. 320	O	O	S E+F	T+	S+
Mukilteo School District No. 6	O-	O+/-	S E+ F C	T<	S+
Naches Valley School District No. JT3	O	O	S E+ F C	T+	S+
Napavine School District No. 14	O	O	S E+ F C	T+	S+
Naselle-Grays River Valley SD No. 155	O	X	S E+F	T>	S+
Nespelem School District No. 14	NR	NR	NI	NI	NI
Newport School District No. 56-415	O	O	S E+ F C	X	S+
Nine Mile Falls School District No. 325	X	X	NI	NI	NI
Nooksack Valley School District No. 506	O	O	S E+ F C	T+	S
North Beach School District No. 64	O	O	S E+C	T<	S+
North Franklin School District No. J51-162	NR	NR	NI	NI	NI
North Kitsap School District No. 400	O	O	S E+ F C	T+	S+
North Mason School District No. 403	NR	NR	NI	NI	NI
North River School District No. 200	O	O	NI	NI	NI
North Thurston School District No. 3	O-	O-	S E+ F C	T+	S+
Northport School District No. 211	O+/-	O-	S E+ F C	T+	S+
Northshore School District No. 417	O+/-	O-	FC	T+	S+
Oak Harbor School District No. 201	O-	O-	S E+F	T<	S
Oakesdale School District No. 324	X	X	NI	NI	NI
Oakville School District No. 400	O	O	NI	NI	NI
Ocean Beach School District No. 101	NR	NR	NI	NI	NI
Ocosta School District No. 172	NR	NR	S E+ F C	T+	S+
Odessa School District No. 105-157-166J	NR	NR	NI	NI	NI
Okanogan School District No. 105	O+	O+	NI	NI	NI
Olympia School District No. 111	NR	NR	S E+ F C	T+	S
Omak School District No. 19	O	O	NI	NI	NI
Onalaska School District No. 300	O	O	S E+ F C	T+	S+
Onion Creek School District No. 30	O	O-	S E+ F C	T<	S+
Orcas Island School District No. 137	O	O-	S E+F	T>	S+
Orchard Prairie School District No. 123	NR	NR	NI	NI	NI
Orient School District No. 65	O	O+	S E	T>	S+
Orondo School District No. 13	NR	NR	E	X	X
Oroville School District No. 410	O	O	E	X	X
Orting School District No. 344	O	O	E	T>	S
Othello School District No. 147-163-55	O	X	S E	T>	S

For Matrix Key, please refer to page 43

District	Policy	Procedure	Dissemination	Training	Education
Palisades School District No. 102	NR	NR	S E	T>	X
Palouse School District No. 301	NR	NR	NI	NI	NI
Pasco School District No. 1	O	O+/-	S E+	T<	S+
Pateros School District No. 122	NR	NR	NI	NI	NI
Paterson School District No. 50	NR	NR	NI	NI	NI
Pe Ell School District No. 301	O-	O	S E+ F C	X	S+
Peninsula School District No. 401	O	X	S E+ C	T+	S+
Pioneer School District No. 402	O	X	S E+ F C	T+	S+
Pomeroy School District No. 110	O	O	S E+ F C	T+	S+
Port Angeles School District No. 121	O	X	S E+ F C	T+	X
Port Townsend School District No. 50	O	O	E	T<	S
Prescott School District No. 402-37	O	O	NI	NI	NI
Prosser School District No. 116	O	O	NI	NI	NI
Pullman School District No. 267	O	O	S E+ F C	T+	S+
Puyallup School District No. 3	O-	X	NI	NI	NI
Queets-Clearwater School District No. 20	O	O	S E+ F C	T<	S+
Quilcene School District No. 48	NR	NR	NI	NI	NI
Quillayute Valley School District No. 402	NR	NR	NI	NI	NI
Quinault Lake School District No. 97	NR	NR	NI	NI	NI
Quincy School District No. 144-101	NR	NR	NI	NI	NI
Rainier School District No. 307	NR	NR	NI	NI	NI
Raymond School District No. 116	O	O	S E+ F C	T<	S
Reardan-Edwall School District No. 9	NR	NR	NI	NI	NI
Renton School District No. 403	O+	O+	S E+ F C	T<	S+
Republic School District No. 309	O-	O-	X	X	S+
Richland School District No. 400	O-	O	S E+ F C	T+	S+
Ridgefield School District No. 122	O	O	S E+ F	T+	S
Ritzville School District No. 160-67	O	O	S E+ F C	T<	S+
Riverside School District No. 416	O	O	S E+ F C	T+	S+
Riverview School District No. 407	NR	NR	NI	NI	S+
Rochester School District No. 401	NR	NR	NI	NI	NI
Roosevelt School District No. 403	O-	O-	E	T<	S+
Rosalia School District No. 320	NR	NR	NI	NI	NI
Royal School District No. 160	NR	NR	NI	NI	NI
San Juan Island School District No. 149	O	O	S E+	X	S+
Satsop School District No. 104	NR	NR	NI	NI	NI
Seattle School District No. 1	O+	O+	S E+ F C	T+	S+
Sedro-Woolley School District No. 101	NR	NR	NI	NI	NI
Selah School District No. 119	NR	NR	S E+F	X	S
Selkirk School District No. 70	NR	NR	NI	NI	NI
Sequim School District No. 323	O	O	S E+ F C	T<	S+

For Matrix Key, please refer to page 43

District	Policy	Procedure	Dissemination	Training	Education
Shaw Island School District No. 10	O	O	S E+F	X	S+
Shelton School District No. 309	O	O+	S E+ F C	T+	S+
Shoreline School District No. 412	NR	NR	NI	NI	NI
Skamania School District No. 2	O	O	S E+ F C	X	S+
Skykomish School District No. 404	O	O	S E+ F C	T<	S+
Snohomish School District No. 201	NR	NR	NI	NI	NI
Snoqualmie Valley School District No. 410	NR	NR	S E+ F C	X	S+
Soap Lake School District No. 156	NR	NR	NI	NI	NI
South Bend School District No. 118	O-	O-	S E+ F C	X	S+
South Kitsap School District No. 402	O	O-	S E+ F C	T+	S+
South Whidbey School District No. 206	NR	NR	S E+	T+	S+
Southside School District No. 42	O	X	S E+ F C	T<	S+
Spokane School District No. 81	O+	O-	S E+ F C	T+	S+
Sprague School District No. 8	NR	NR	NI	NI	NI
St. John School District No. 322	NR	NR	NI	NI	NI
Stanwood-Camano School District No. 401	O	O	S E+F	T<	S+
Star School District No. 54	X	X	NI	NI	NI
Starbuck School District No. 35	NR	NR	NI	NI	NI
Stehekin School District No. 69	NR	NR	NI	NI	NI
Steilacoom Historical School District No. 1	NR	NR	NI	NI	NI
Steptoe School District No. 304	O	O	S E+ F C	T+	S+
Stevenson-Carson School District No. 303	NR	NR	NI	NI	NI
Sultan School District No. 311	NR	NR	S E+F	T+	S+
Summit Valley School District No. 202	O-	O-	S E+ F C	T<	X
Sumner School District No. 320	NR	NR	S E+ F C	T+	S+
Sunnyside School District No. 201	NR	NR	S E+ F C	T+	S+
Tacoma School District No. 10	NR	NR	S E+	T+	S+
Taholah School District No. 77	O	O	S E+ F C	T+	S+
Tahoma School District No. 409	NR	NR	S E+ F C	T+	S+
Tekoa School District No. 265	NR	NR	S E+ F C	T+	S
Tenino School District No. 402	NR	NR	S E+ F C	T+	S+
Toledo School District No. 237	NR	NR	NI	NI	NI
Tonasket School District No. 404	NR	NR	NI	NI	NI
Toppenish School District No. 202	NR	NR	S E+F	T+	S+
Touchet School District No. 300	NR	NR	NI	NI	NI
Toutle Lake School District No. 130	O	O	S E+ F C	T+	S+
Trout Lake School District No. R-400	NR	NR	S E+ F C	T<	S+
Tukwila School District No. 406	NR	NR	NI	T+	NI
Tumwater School District No. 33	O-	X	S E+ F C	T+	S
Union Gap School District No. 2	NR	NR	NI	NI	NI
University Place School District No. 83	NR	NR	NI	NI	NI

For Matrix Key, please refer to page 43

District	Policy	Procedure	Dissemination	Training	Education
Vader School District No. 18	NR	NR	NI	NI	NI
Valley School District No. 070	NR	NR	NI	NI	NI
Vancouver School District No. 37	O-	O+/-	S E+ F C	T+	S+
Vashon Island School District No. 402	O+/-	O-	S E+ F C	T+	S+
Wahkiakum School District No. 200	NR	NR	NI	NI	NI
Wahluke School District No. 73	NR	NR	NI	NI	NI
Waitsburg School District No. 401-100	NR	NR	NI	NI	NI
Walla Walla School District No. 140	O-	X	S E+ F C	T+	S+
Wapato School District No. 207	NR	NR	S E+ F C	T+	S+
Warden School District No. 146-161	NR	NR	NI	NI	NI
Washougal School District	NR	NR	NI	NI	NI
Washtucna School District No. 109-43	NR	NR	NI	NI	NI
Waterville School District No. 209	NR	NR	NI	NI	NI
Wellpinit School District No. 49	NR	NR	NI	NI	NI
Wenatchee School District No. 246	O	O	S E+F	T+	S+
West Valley School District No. 208	NR	NR	NI	NI	NI
West Valley School District No. 363	O	O+	S E+ F C	T+	S+
White Pass School District No. 303	O	O	S E+ F C	T+	S+
White River School District No. 416	O-	O-	S E+ F C	T+	S+
White Salmon Valley SD No. 405-17	NR	NR	NI	NI	NI
Wilbur School District No. 200	O	O	S E+F	T+	X
Willapa Valley School District No. 160	NR	NR	NI	NI	NI
Wilson Creek School District No. 167-202	O	O	NI	NI	NI
Winlock School District No. 232	NR	NR	NI	NI	NI
Wishkah Valley School District No. 117	NR	NR	S E+ F C	T+	S+
Wishram School District No. 94	NR	NR	NI	NI	NI
Woodland School District No. 404	O	X	S E+ F C	T+	S+
Yakima School District No. 7	O+	O	S E+	T<	S
Yelm Community Schools No. 2	O	O	S E+ F C	T>	S+
Zillah School District No. 205	NR	NR	NI	NI	NI



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