**2015-2016 Annual Review Summary**

**Anti-Harassment/Bullying**

**August 15, 2016**

**Prepared by: Tony Burchett, District Nondiscrimination Coordinator**

The Metropolitan School District of Decatur Township and the United States Department of Justice, Civil Rights Division, voluntarily entered into a Memorandum of Agreement to improve the District’s ability to prevent and appropriately respond to peer-on-peer harassment based on race, color, national origin, religion, sex, and other characteristics protected by federal civil rights laws. This agreement was entered into intending to ensure that the District’s policies, procedures, and practices are comprehensive and consistent. Our intention with this agreement is to strengthen the District’s ability to address bullying that also constitutes harassment and to provide consistent procedures for reporting, investigating, and responding to such conduct.

**Third-Party Service Providers**

The District has entered into a third party agreement with The Great Lakes Equity Center, the Region V Equity Assistance Center at Indiana University-Purdue University Indianapolis. The Great Lakes Equity Center is one of the ten regional Equity Assistance Centers funded by the U.S. Department of Education. They provide technical assistance, resources, and professional learning opportunities related to equity, civil rights, and systemic school reform throughout a six-state region of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The Equity Center supports the District’s outcomes in establishing equity-oriented policies and practices aimed at eliminating bullying and harassment based on race within the district. In 2015-16 the Equity Center provided professional learning experiences both on and off site to develop proactive, district-wide strategic planning to integrate Decatur’s school safety, climate, and culture initiatives. Decatur Township staff members participated in the following training opportunities provided by the Great Lakes Equity Center: (Exhibit A)

* Equitable Distribution of Effective Education, September 14 – 15, 2015
  + Attendees: Todd Sconce, Director DCHS; Tony Burchett, District Nondiscrimination Coordinator; Jana Anderson, Princpal Gold Academy; Gayle Stone, Director DCHS
* LGBT Equity Center Training Webinar, March 3, 2016
  + Attendees: Ericka Gayle, Counselor; Chris Duzenbery, CCR Director, Lori Voss Counselor, Tony Burchett, Nondiscrimination Coord.; Linda Watkins, Director of Exceptional Learners.

**Policies and Procedures**

In 2015-16, the District, in conjunction with Neola, reviewed and revised the following policies:

Board Policy 2260- Nondiscrimination and Access to Equal Educational Opportunity

Board Policy 5136- Wireless Communication Devices

Board Policy 5516- Hazing

Board Policy 5517- Anti-Harassment

Board Policy 5517.01- Bullying

Board Policy 8400- School Safety

**Tracking and Monitoring Bullying and Harassment Incidents and Complaints**

The District has implemented an online reporting system on the District website, [www.decaturproud.org](http://www.decaturproud.org). The link to the reporting form can be found on the District webpage and also on each individual school webpage. An individual who believes a student has been or is the victim of discrimination, bullying, harassment, hazing, or similar conduct can file a complaint on the electronic complaint form. A written or verbal report can also be filed with the building Nondiscrimination Coordinator. Complaints may also be made anonymously. If the Nondiscrimination Coordinator receives a written or verbal report, it is entered into the online system for consistency and record keeping. All incidents of bullying and harassment of which the district knows is recorded and investigated. (Exhibit B, C, & D)

**Training and Professional Development**

During the 2015-16 school year, the District developed and provided mandatory training on bullying and harassment for all District level and school level personnel who handle bullying and harassment prevention, complaints, and response specifically including: District-level and school-level administrators, counselors and social workers, school safety personnel, and the District Nondiscrimination Coordinator and School Nondiscrimination Coordinators. The training included the types of conduct constituting harassment, including examples of harassment based on race, color, national origin, sex, religion, and disability. The impact on school climate was discussed as was the harms resulting from such conduct. The District’s responsibilities under Federal law were outlined and consequences of neglecting the duty to investigate, intervene and support were explored. The District level and school level Nondiscrimination Coordinators were identified and made available to answer questions.

The focus of this year’s training was .

nondiscrimination coordinators from 2013-14, it was obvious that they were struggling with identifying appropriate non-punitive interventions. The focus of this year’s training was identifying the behavior as bullying or harassment and then providing appropriate non-punitive, educational interventions to change behaviors. The goal of this initiative is not punishment but rather to change behavior through education and support.

Based upon site visit recommendations with Equity Center and professional conversations with all stakeholders the Metropolitan School District of Decatur Township will now engage and require all schools in the Metropolitan School District of Decatur Township to implement Positive Behavior Intervention and Supports or more commonly referred to by the acronym PBIS. This requirement of all schools with PBIS practices will aide in the transformation of practices for the entire school district, not just a few schools. The implementation of PBIS, not in isolation, but throughout the district will once again be a vital component in the Metropolitan School District of Decatur Township’s efforts to eradicate bullying and harassment in the district. The Metropolitan School District of Decatur Township will work in conjunction with the Indiana Institute on Disability and Community of Indiana University and Dr. Sandra Washburn and Mrs. Michelle Brentano in order to achieve this objective. (Exhibit O)

After the initial training of the District level and school level personnel who handle bullying and harassment prevention, complaints, and response, all staff at all schools who regularly interact with students at any grade level received the training outlined above. (Exhibits E, F & G)

The student training for Decatur Central High School, Decatur Township School for Excellence and Decatur Middle School was conducted during CCR class or intervention time class. The training consisted of four lessons covering the policies and procedures for reporting harassment and bullying to school officials, including the investigation process. Students were shown how to report online on the school website, anonymously if the student chooses. The training covered the types of conduct that constitutes harassment including conduct that may also be considered bullying. Video clips showing examples of harassment and bullying were shown and the consequences of the behaviors were discussed. (Exhibit H)

The students at the elementary schools received age-appropriate training on harassment, including: the types of bullying that constitute harassment; the diversity of the student body with respect to race, color, national origin, sex, religion, and disability; and the processes for notifying school employees of incidents of harassment and bullying. (Exhibit I & J)

**School Climate Assessments**

A climate assessment was administered to all staff and students at all of Decatur Township schools.. The instrument we used was the California Healthy Kids Survey. The survey is the largest survey of resiliency, protective factors, and risk behaviors in the nation, and is frequently cited by policymakers and the media as a critical component of school improvement efforts to help guide the development of more effective health, prevention, and youth development programs. The California School Climate Survey, and its companion the California Healthy Kids Survey, provides a venue for students to express how they really feel about their school experience and their classroom environment. The California School Climate survey is one of the most comprehensive and validated data systems in the nation for assessing factors associated with student success in school, career, and life. These surveys will provide our teachers and administrators the critical data needed to create positive learning environments in our schools and hopefully eradicate any form of bullying and harassing behaviors that may exist.

The main focus of the staff survey is the assessment of the perceptions of teachers, administrators, and other school personnel related to the learning environment and supports, academic achievement, and school improvement. The survey was given online with a Spanish and English version. (Exhibit K)

**DISTRICT REVIEW AND ASSESSMENT**

**Third-Party Service Providers**

The District renewed our MOU with the Great Lakes Equity Center for the period February – September 2016 in order to collaborate to complete the goals listed in the MOU. The MOU will be reviewed and revised annually as needed.

**Policies and Procedures**

**Parents**

With our policies in place, they will now become the focal point of our mission to eradicate bullying and harassment in our schools. The District Nondiscrimination Coordinator and the School Nondiscrimination Coordinators continually work to educate parents on our new policies and procedures.

Each school published the following in their school newsletters:

“It is the School Board’s commitment to provide a safe, positive, productive and nurturing educational environment for all of its students. Any individual who believes a student has been or is the victim of discrimination, bullying, or harassment should report the situation to the building principal or designee or complete the School District’s Harassment, Intimidation and Bullying report form, which is available online at [www.decaturproud.org](http://www.msddecatur.k12.in.us). We work diligently to keep the initiative at the forefront of all correspondence with parents.

The bullying, harassment and nondiscrimination policies and procedures, reporting system, and contact information for the District Nondiscrimination Coordinators and School Nondiscrimination Coordinators are posted on the District website in Spanish and English. Future training dates and training materials will also be posted.

**Nondiscrimination Coordinators/ Tracking and Monitoring**

The building nondiscrimination coordinators met with the District nondiscrimination coordinator on a regular basis during the 2015-16, school -year. These meeting were used to educate the coordinators on such things as documenting reports, recognizing the standard of proof, investigation procedures and communicating with parents. The meetings were also used to get feedback on training and continue professional development activities focused on non-punitive interventions and educating students in order to change behaviors. (Exhibit L)

The school nondiscrimination coordinators submitted quarterly reports to the District nondiscrimination coordinator. A summary of those reports appears below. (Exhibit M)

**District Nondiscrimination Coordinator Report**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School** | **Number of Students** | **# of Incidents** | **Harassment** | **Bullying** | **Other** |
| High School | 1725 | 31 | 3 | 14 | 14 |
| Middle School | 709 | 7 | 2 | 5 | 0 |
| Gold Academy | 571 | 3 | 0 | 2 | 1 |
| Blue Academy | 610 | 3 | 0 | 1 | 2 |
| Stephen Decatur | 537 | 7 | 5 | 0 | 2 |
| West Newton | 628 | 7 | 5 | 0 | 2 |
| Valley Mills | 500 | 4 | 4 | 0 | 0 |
| Liberty Kdg Center | 562 | 0 | 0 | 0 | 0 |

**These numbers reflect the reports from July 29, 2014-June 2, 2015.**

**Incidents of Harassment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Race/Color** | **Sex/Gender** | **Disability** | **Religion** | **Language** | **National Origin** |
| High School |  | 1 |  | 1 |  | 1 |
| Gold Acad. |  |  |  |  |  |  |

The School Nondiscrimination Coordinators submitted their quarterly report to the District Nondiscrimination Coordinator each quarter. After reviewing the complaints, we are very pleased to report that the above numbers have dropped significantly from last school year. We attribute this to our continued training of students and staff as well as our committement to implement PBIS at all of our schools. We will continue to educate and implement PBIS so these numbers will continue to drop and will be very minimal during this school year.

**Training and Professional Development**

**Professional Staff Training**

The District Nondiscrimination Coordinator and the Director of Exceptional Learners for Decatur Township will provide training and offer opportunities for district level administrators, building level administrators, counselors and teachers for the 2016-2017 school year in Decatur Township.

As was stated in the 2015-16 report Positive Behavior Intervention and Supports (PBIS) is a District Initiative that all schools are participating in. The Decatur Township School for Excellence will begin their PBIS journey this school year with Indiana Institute on Disability and Community of Indiana University and Dr. Sandra Washburn and Mrs. Michelle Brentano in order to achieve this objective. We will continue to work with our existing PBIS schools and meet as a PBIS District Leadership “Team throughout the school year to ensure that all of our schools are continuing the PBIS initiative. Decatur Central High School will also be receiving Restorative Practices training from Deborah Reichman of the Indiana Institute on Disability and Community of Indiana University. (Exhibit O)

**Student Training**

As the Metropolitan School District of Decatur Township continues to sharpen its focus on the educational environment and its deliberate approach in dealing with bullying and harassment, Decatur Central High School will, in particular, through its College and Career Readiness Course (formally STAR) will now offer a curriculum designed and geared toward the interests and the social, emotional, academic and behavioral developmental needs of the students in that specific grade level.

Bullying and harassment is a component of the content and is a common thread throughout all grade levels. One of the resources used in the lessons on bullying and harassment is a power point that contains the following three (3) sessions:

* SESSION 1: Bullying and Harassment – What’s the difference?
* SESSION 2: Consequences of harassment and bullying
* SESSION 3: Types of Bullying

As part of the lesson delivery, teachers are encouraged to discuss the content of each session with their students.

In addition to this power point presentation, there is a lesson on digital citizenship that focuses on Cyberbullying in the CCR course curriculum. The lesson is titled: “Turn down the dial on cyberbullying and online cruelty.” It discusses factors which intensity cyberbullying and online cruelty and what can be done to lessen them. In the lesson on Cyberbullying students learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions — both negative and positive — can impact their friends and broader communities. Students are encouraged to take the active role of an up stander and build positive, supportive online communities.

**Parent Training**

During the 2016-17 school year, the District Nondiscrimination Coordinator along with the building principals will continue to work to educate our families on the District policies and procedures regarding Bullying and Harassment. The nondiscrimination coordinator and/or building principal will meet with each schools parent/teacher group and the District parent advisory committee to provide this education. The statement below will continue to be placed in each school newsletter:

“It is the School Board’s commitment to provide a safe, positive, productive and nurturing educational environment for all of its students. Any individual who believes a student has been or is the victim of discrimination, bullying, or harassment should report the situation to the building principal or designee or complete the School District’s Harassment, Intimidation and Bullying report form, which is available online at www.decaturproud.org. We work diligently to keep the initiative at the forefront of all correspondence with parents.”

**School Climate Assessments**

As a continued practice, the Superintendent of Schools for the Metropolitan School District of Decatur Township will continue to meet monthly with a group of Decatur Central High School students. The group is called Student Voice and consists of approximately 30 students from the five distinctive small learning communities at Decatur Central High School.

In fostering an atmosphere of open dialogue with a strong emphasis on policy and procedure, the Metropolitan School District of Decatur Township will continue to sharpen its focus at all of our schools. “See it; Say it; Report it” will now become the coin of the realm at all Decatur Township schools

May 20, 2016, Seena Skelton and Dr. Tiffany Kyser from the Great Lakes Equity Center conducted a Professional Development to assist with the learning in how to engage in data analysis and action planning, using the school climate survey. To continue this training we are in the process of scheduling an additional Prof. Development session with Dr. Kyser and Dr. Skelton to facilitate this same discussion with our Administrative team. The goal of this PD will be to establish District initiatives or Goals as determined by the results of the CHKS survey. Once those goals have been established the building Administrators along with their School PBIS teams will establish school goals which will work toward achieving the District goals.

As in the past, it is our goal to continue to create a school climate that promotes a proactive approach in communication and process regarding bullying and harassment. Lastly, we will continue to assess our entire district via the California Healthy Kids, during the 2016-2017 school year. We will use the data to pinpoint areas for improvement for our schools.

**CONCLUSION**

The Metropolitan School District of Decatur Township in conjunction with the leadership of the Board of Education and the Superintendent of Schools has continued to sharpen focus and perspective on revising policies, training staff, students, and parents and advancing attention to detail regarding bullying and harassment.

Decatur Township now has multiple lanes to both disseminate information and receive reports regarding bullying and harassment issues.

For the 2016-2017 school year all schools will continue to reach deeper into the systematic approach regarding Positive Behavior Intervention and Supports. Additionally, we will continue to have all schools survey students and staff with the California Healthy Kids Survey. The Metropolitan School District of Decatur Township is deeply committed to thoroughly eradicating through education all bullying and harassment in the district.

**2014-2015 ANNUAL REVIEW SUMMARY OF EXHIBITS**

Exhibit A Equity Center MOU

Exhibit B Parent Training Power Point

Exhibit C Bullying/Harassment Investigation Form

Exhibit D Copies of All Complaints

Exhibit E Copies of Example Complaint and Investigation Forms

Exhibit F Administrator and Teacher Power Point Training

Exhibit G Sign in Sheets

Exhibit H Training Calendar

Exhibit I DCHS Student Training

Exhibit J Gold Academy Training Materials for Grades 1-2

Exhibit K Gold Academy Training Power Point for Grades 3-6

Exhibit L Student Surveys for DCHS and Gold Academy

Exhibit M Nondiscrimination Meeting Agendas and Notes

Exhibit N School Nondiscrimination Coordinator Quarterly Reports

Exhibit O PBIS Training Schedule

Exhibit P California Healthy Kids Survey Results