In the following report, Hanover Research investigates best practices in the prevention of bullying and suicide among school-aged youths. In addition, we profile three school districts with effective programs in these areas.
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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

Reports indicate that approximately one third of secondary school students experience bullying, with many bullied on a daily basis. Bullying entails negative consequences for aggressors and victims, many of which persist into adulthood. Some of the harmful effects experienced by victims, such as depression and anxiety, coincide with high-risk factors for suicide. As a result, districts face increasing pressures to implement initiatives aimed at preventing both bullying and suicide among school-aged youths. This report comprises the following sections:

- Section I assesses the state of bullying and suicide in American schools. This section examines definitions of bullying, different types of bullying, the consequences of bullying, and the legal and policy foundations of anti-bullying and suicide prevention efforts.
- Section II identifies best practices in anti-bullying and suicide prevention. This section examines approaches to measuring bullying incidents, designing district policies, conducting professional development for teachers and staff, and avoiding common pitfalls. Additionally, this section discusses the importance of integrating anti-bullying and suicide prevention programs.
- Section III profiles three districts that use research-based best practices in anti-bullying and/or suicide prevention. The districts profiled include Lake Washington School District in Washington, Plymouth Public Schools in Massachusetts, and Oshkosh Area School District in Wisconsin.
- An Appendix includes a collection of off-the-shelf, evidence-based suicide prevention programs, as well as supporting documentation for Oshkosh Area School District’s suicide prevention program.

KEY FINDINGS

- **Districts should facilitate school-wide, multidisciplinary anti-bullying initiatives.** Analyses comparing various types of strategies indicate whole-school approaches as the most effective at reducing bullying. Programs should specify clear policies, educate students and staff, build a positive school climate, monitor incidence rates, and engage families and communities.

- **Districts should consider addressing mental health issues explicitly in their anti-bullying policies.** A review of district policies by the U.S. Department of Education found that local education agencies frequently overlook mental health provisions in official anti-bullying policies. The most effective district policies also clearly outline counseling and other services for bullies and victims.

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1 “School Bullying.” Bullying Statistics. http://www.bullyingstatistics.org/content/school-bullying.html
- **Districts should implement a multi-informant approach to assessing the prevalence and characteristics of bullying in schools.** Experts recommend that districts survey students, teachers, staff, parents, and community members about bullying, as perceptions among various stakeholder groups often differ.

- **Teachers and staff should participate in related professional development to ensure a cohesive approach to bullying.** Training should ensure that all personnel who interact directly with students understand bullying and its effects, know district policies and rules, and follow intervention strategies as needed. To that end, several national organizations provide districts with anti-bullying materials, such as guides, presentations, webinars, and even training sessions at no cost.

- **It is crucial for districts to gain the support of parents and other key stakeholders in anti-bullying efforts, as bullying often occurs outside of school.** Rather than random acts of outreach, family engagement should be both sustained and delivered across multiple settings. Districts also should forge partnerships with community organizations and create a community action plan to prevent bullying in all settings. Potential partners include law enforcement agencies, health services providers, advocacy groups, faith-based organizations, colleges and universities, and local businesses.

- **Bullying and suicide should be viewed as interconnected issues, and efforts to prevent both should be fully integrated.** Research indicates that districts often use several different prevention programs simultaneously, overwhelming staff and reducing sustainability. Rather, districts should consolidate efforts and exploit synergies in best practices, such as a focus on school climate, family engagement, and careful monitoring.

- **Research indicates three largely ineffective approaches to reducing bullying in school: peer mediation, one-day assemblies, and zero tolerance discipline policies.** Peer mediation, or peer conflict resolution, often proves misguided because of the appearance of shared guilt among victim and aggressor. One-day assemblies, though useful as part of a comprehensive strategy, remain insufficient as standalone efforts. Lastly, zero tolerance policies that include suspension or expulsion may discourage students and parents from reporting bullying and do not provide bullies with sufficient pro-social supports.
SECTION I: THE STATE OF YOUTH BULLYING AND SUICIDE

This section assesses the state of bullying in American schools. In addition to defining bullying, this section explores different types of bullying and the negative consequences of such actions (including suicide). This section also reviews state legislation applicable to bullying and suicide prevention.

DEFINING BULLYING

The work of Dan Olweus, a pioneer of bullying research and intervention strategy, often informs definitions of bullying. In 1970, Olweus began the first ever scientific study of bullying problems, and he is now regarded as a “founding father” and leading expert in the field.\(^2\) Olweus explains that bullying occurs when a student “is exposed, repeatedly and over time, to negative actions on the part of one or more other students.”\(^3\) However, bullying differs from other forms of conflict. The “imbalance of power between the bully and the victim based on physical size, strength, age, or social status” represents a key feature of bullying.\(^4\) Bullying is also characterized by repetition over time.

StopBullying.gov promulgates information on bullying collected from various federal agencies, mainly the Department of Education, the Department of Health and Human Services, and the Department of Justice.\(^5\) The organization focuses efforts on school-aged children and, therefore, school- and community-based prevention. StopBullying.gov provides a succinct definition of bullying which incorporates each element introduced by Olweus:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.\(^6\)

As such, the key facets of bullying include aggression, power imbalance, and repetition. However, bullying still represents a fairly broad spectrum of behaviors, and researchers have sought to identify the different types in an attempt both to understand and prevent such actions.

\(^2\) “Brief Information about Dan Olweus and OBPP History.” Olweus Bullying Prevention Program, Clemson University. http://www.clemson.edu/olweus/history.html
\(^4\) Ibid.
TYPES OF BULLYING

Researchers and stakeholder groups have sought to define the various types of bullying. The South Carolina Association of School Administrators (SCASA) broadly differentiates direct bullying from indirect bullying. Direct bullying includes explicit, often physical, confrontation between the bully and the victim, whereas indirect bullying remains more subversive and potentially involves a “proxy” bully. Brank, Hoetger, and Hazen, in turn, describe four main types of bullying: physical, verbal, relational, and cyber, as noted in Figure 1.1. Physical and verbal bullying are classified as direct, whereas relational and cyber bullying are classified as indirect.

![Figure 1.1: Types of Bullying](image)

Cyberbullying, in particular, has received greater attention in recent years. StopBullying.gov explains that cyberbullying warrants special consideration, because “[k]ids who are being cyberbullied are often [also] bullied in person” and “have a harder time getting away from the behavior.” StopBullying.gov indicates that cyberbullying proves particularly harmful because technology makes it easier to communicate aggressive messages and more difficult to atone for wrongdoings:

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Experts also identify more specific categories of bullying, sometimes referred to as “sub-types.” Sub-types often involve a certain sub-population or occur in a specific setting,

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12 Ibid.
which may or may not be relevant to school-based bullying. Nonetheless, noting the various sub-types affords a richer understanding of the nature, scope, and progression of bullying:

- Disability bullying
- Legal bullying
- Prison bullying
- Gay bullying
- Parental bullying
- School bullying

Regardless of the specific type or sub-type, all forms of bullying generally lead to negative outcomes for the aggressor and the victim.

**Effects of Bullying**

Bullying often negatively affects bullies and victims. Researchers note that “[e]xperiencing and even witnessing bullying can lead to serious short- and long-term negative effects for all involved parties.”

Interestingly, individuals who both participate in bullying and become bullied themselves (i.e., bully-victims) face the greatest risk of negative consequences. Effects are not limited to those directly involved in bullying. In fact, a study published by the American Psychological Association (APA) found that observing bullying at school proved a better predictor of mental health issues than actual bullying and victimization.

Bullied students may experience negative academic, physical, and mental health issues. Victims often experience decreases in academic achievement in terms of grades and standardized test scores. Additionally, victims appear “more likely to miss, skip, or drop out of school.” Bullied students also may “develop physical symptoms such as headaches, stomach pains or sleeping problems.” A recent meta-analysis of 11 research studies concluded that “[b]ully-victims, victims, and bullies had a significantly higher risk for psychosomatic problems compared with uninvolved peers.”

Perhaps the most poignant effects, however, are social and emotional problems. Victims “consistently exhibit more depressive symptoms than nonvictims, have high levels of suicidal ideation, and are more likely to attempt suicide than nonvictims.” However, experts note that the relationship between bullying and suicide is complex, and suicide risk

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13 Ibid.
15 Ibid.
18 Ibid.
is “substantially mediated by other factors.” Although frequent bullying is associated with subsequent suicide attempts, this relationship is not observed when studies control for psychopathology. This means the potential suicidal effects of victimization are compounded when additional mental health issues are present.

**Bullying also may affect victims negatively throughout adulthood.** A study that tracked youths into adulthood over a 40-year period discovered that adolescent bullying is associated with negative behaviors later in life. The study found that bullying at age 14 predicted violent crimes, self-reported violence, low job status, drug use, and an overall “unsuccessful life.”

Cyberbullying may entail even greater risks than traditional forms of bullying. Research suggests that “cyberbullying can have even more negative impacts on levels of depression than traditional bullying does, partly because of the accessibility of victims and the ability to victimize anonymously.” Stopbullying.gov indicates that cyberbullied students appear more likely to:

- Use alcohol and drugs
- Experience in-person bullying
- Receive poor grades
- Have more health problems

The wide-ranging and persistent negative effects of bullying are well documented. The growing body of literature demonstrating such damaging outcomes has led to increased efforts to stop bullying.

**RELEVANT LEGISLATION**

No federal law specifically applies to bullying, despite the well-known consequences of such actions. However, all 50 states have sought to address bullying independently in law, through policy, or both. According to StopBullying.gov, one state addresses bullying through policy only (Montana), eight states in law only (Arizona, Illinois, Indiana, Kansas, Minnesota, North Dakota, Tennessee, and Texas), and the remaining 41 states through both policy and law.

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23 Ibid., p. 29.


According to the U.S. Department of Education, Georgia enacted the first state legislation related to bullying in 1999, in response to both the shooting at Columbine High School and a bullying-related suicide. State passage of bullying legislation increased noticeably in subsequent years. However, state laws and policies vary substantially in terms of form, scope, and content. Some states address bullying through education codes, whereas other states include bullying in criminal codes. Some states also provide policy guidelines for local education agencies. Overall, the U.S. Department of Education identified 11 key components in state bullying legislation:

- Prohibition and Purpose Statement
- Statement of Scope
- Prohibited Behavior
- Enumeration of Groups
- Development and Implementation of Local Policies
- Review of Local Policies
- Components of Local Policies
- Communications
- Training and Prevention
- Transparency and Monitoring
- Right to Pursue Other Legal Remedies

Suicide prevention also appears in many state statutes. In fact, the American Foundation for Suicide Prevention (AFSP) “urges” states to “require regular suicide prevention training for teachers and other school personnel who interact regularly with students so that they may assist vulnerable youth in accessing the services they need.” As of January 2013, only 10 states (Arizona, Kansas, Missouri, Nebraska, New Mexico, North Dakota, Oregon, Pennsylvania, South Dakota, and Wyoming) lack any statutes to address school-based suicide prevention. All other states, however, require or encourage suicide-related training for school personnel, education for students, or both.

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30 Ibid., p. 6.
SECTION II: BEST PRACTICES IN ANTI-BULLYING AND SUICIDE PREVENTION

This section explores best practices in anti-bullying and suicide prevention. After examining effective approaches to anti-bullying, in particular, this section notes similarities in anti-bullying and suicide prevention efforts and emphasizes the importance of integrating strategies in the two areas.

BEST PRACTICES IN BULLYING PREVENTION

The literature recommends a multidisciplinary or school-wide approach to bullying prevention. A 2007 meta-analysis reviewed 26 studies that evaluated the outcomes of school-based interventions to prevent bullying.³⁴ The review focused on three types of interventions: curriculum interventions; multidisciplinary or whole-school interventions; and social and behavioral skills group training interventions. Researchers concluded that whole-school interventions “more often reduced victimization and bullying than the interventions that only included classroom-level curricula or social skills groups.”³⁵ Effective prevention strategies acknowledge the systemic nature of bullying and, as a result, seek to address the overall school climate:

The whole-school interventions address bullying as a systemic problem meriting a systemic solution. They seek to alter the school’s entire environment and to involve individuals, peer groups, classrooms, teachers, and administration.³⁶

However, research regarding the efficacy of school-based bullying prevention programs remains largely inconclusive. Many studies suggest that anti-bullying programs generate little to no reductions in bullying behavior.³⁷ Thus, administrators need to exercise caution when selecting prevention programs. Research shows that administrators tend to adopt anti-bullying programs based on anecdotal reports of effectiveness. Rather, administrators should “investigate whether or not the intervention is based in research, if it promotes prosocial behavior, and if there are documented outcome data.”³⁸

Nonetheless, educators, policymakers, and other stakeholders appear to have reached a consensus on the fundamental aspects of effective anti-bullying programs. One of the most

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³⁵ Ibid., p. 86.
³⁶ Ibid.
³⁸ Ibid., p. 43.
influential voices in the field, StopBullying.gov, recommends five key practices for preventing bullying in schools:

- **Create Policies and Rules**
  Create a mission statement, code of conduct, school-wide rules, and a bullying reporting system. These establish a climate in which bullying is not acceptable. Disseminate and communicate widely.

- **Build a Safe Environment**
  Establish a school culture of acceptance, tolerance and respect. Use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. Reinforce positive social interactions and inclusiveness.

- **Educate Students and School Staff**
  Build bullying prevention material into the curriculum and school activities. Train teachers and staff on the school’s rules and policies. Give them the skills to intervene consistently and appropriately.³⁹

- **Assess Bullying in Your School**
  Conduct assessments in your school to determine how often bullying occurs, where it happens, how students and adults intervene, and whether your prevention efforts are working.

- **Engage Parents and Youth**
  It is important for everyone in the community to work together to send a unified message against bullying. Launch an awareness campaign to make the objectives known to the school, parents, and community members. Establish a school safety committee or task force to plan, implement, and evaluate your school’s bullying prevention program.

Researchers note that “[s]chool climate is an important consideration in understanding school bullying because adult supervision decreases as students move from elementary to middle and secondary school.” ⁴⁰ Unstructured and unsupervised environments are associated with increases in bullying. Studies show that positive school climates focused on learning mitigate other risk factors for bullying, such as negative family or community environments.⁴¹

Best practice research on bullying prevention typically focuses on one or more of these core components. Accordingly, the next sub-sections of this report investigate the following school-based bullying prevention practices in further detail: district anti-bullying policies; bullying assessment; teacher and staff professional development; and family and community engagement.

⁴¹ Ibid.
**DISTRICT ANTI-BULLYING POLICIES**

As mentioned in Section I of this report, many states now require local education agencies to establish bullying prevention policies and guidelines. For instance, in 2011, the Colorado General Assembly passed legislation requiring school boards to enact anti-bullying policies.42

- **Step 1:** Define bullying
- **Step 2:** Check if your department of education has a model anti-bullying policy
- **Step 3:** Specify how incidents are to be reported
- **Step 4:** Specify how reports are to be investigated and disciplinary actions are to be taken
- **Step 5:** Include help for victims of bullying
- **Step 6:** Include anti-bullying training and prevention procedures43

The U.S. Department of Education recently evaluated a sample of 20 anti-bullying policies at school districts across the United States. It found that district policies are “generally more expansive than their authorizing legislation.” Nearly all polices examined in the report include “statements prohibiting bullying behavior, statements of scope, definitions of prohibited behavior, and discussions of sanctions for bullying behavior.”

However, districts frequently overlook procedures for addressing mental health concerns when developing anti-bullying policies.46 As such, districts may consider revising their policies to capture mental health provisions, including counseling and other services for bullies and victims.47

**BULLYING ASSESSMENT**

Several methods of assessing the extent to which bullying occurs in a school exist, including direct observations, teacher ratings, parent reports, peer nominations, peer ratings, and self-reports.48 Different methods often produce different estimates. Accordingly, research suggests the use of a “multi-informant” approach will lead to more accurate estimates.49

As such, experts often recommend stakeholder surveys as a means for districts to assess the extent to which bullying occurs.50 Surveys also help to gauge the implementation and

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45 Ibid.
46 Ibid.
49 Ibid.
efficacy of existing anti-bullying initiatives. StopBullying.gov indicates that stakeholder surveys may explore several topics, including:

- Frequency and types of bullying
- Adult and peer response
- Locations, including “hot spots”
- Staff perceptions and attitudes about bullying
- Aspects of the school or community that may support or help stop it
- Student perception of safety
- School climate

BullyingPrevention.org, a joint initiative of The Colorado Trust and The Partnership for Families and Children, recommends surveying teachers and other staff in addition to students. Surveying teachers and staff helps administrators understand “the extent to which adults’ and kids’ perceptions, behaviors and experiences with regard to bullying differ.” In fact, BullyingPrevention.org suggests districts also administer surveys to staff members and students at youth-serving organizations in the wider local community. Results of these surveys will provide insight into bullying that occurs outside of school.

**BullyingPrevention.org provides model surveys designed for students, teachers, staff, and community members.** The student survey includes 70 questions covering a range of issues typically included in school climate surveys. For instance, the survey asks students to rate their agreement with statements such as “students in my school can be trusted” and “my teachers respect me.” The survey excludes any explicit references to bullying. Instead, the survey explores students’ experiences with specific behaviors related to bullying, such as being pushed, shoved, or teased. The survey also asks whether students view such forms of behavior as wrong.

Several districts use the **Olweus Bullying Questionnaire**, developed by leading researcher Dan Olweus, to assess the prevalence of bullying. Contrary to BullyingPrevention.org’s publicly-available survey, the Olweus Bullying Questionnaire is available for purchase at a cost of $1 per online survey or $39.95 for a package of 30 hard copies. Districts purchasing

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51 Bullet points adapted from: Ibid.
52 “Assess the School/Community Climate.” BullyingPrevention.org.
   http://www.bullyingprevention.org/index.cfm/ID/13
53 Ibid.
54 Ibid.
   http://www.bullyingprevention.org/repository//Key%20Questions%20PDFs/student%20survey%20English.doc
56 Ibid., pp. 1-5.
the questionnaire through the official vendor will receive a final report comparing its results to nationwide data. Such comparisons may prove useful for benchmarking the prevalence or severity of the district’s bullying.\textsuperscript{59} The Olweus Bullying Questionnaire asks students about bullying in a more direct manner than the BullyingPrevention.org survey. The questionnaire asks students about both bullying and being bullied.\textsuperscript{60}

Another notable aspect of the Olweus Bullying Questionnaire relates to the inclusion of a definition of bullying at the beginning of the survey. This may be particularly useful, as researchers indicate that “[h]ow one defines bullying has important implications for assessing the construct.”\textsuperscript{61} For instance, one study assigned students to “definition” and “no definition” groups and found a significant difference in self-reported bullying rates between the two groups.\textsuperscript{62}

While some experts recommend the instruments developed by BullyingPrevention.org and Olweus,\textsuperscript{63} districts often design their own surveys or use other methods to assess bullying in schools. For instance, the School District of Altoona in Wisconsin administers a relatively simple, 10-question, online survey to assess bullying.\textsuperscript{64} In Illinois, DuPage County Regional Office of Education asks students to identify bullying “hotspots” on a campus map.\textsuperscript{65}

\textbf{PROFESSIONAL DEVELOPMENT}

Educating and training teachers and staff represents another best practice in anti-bullying prevention. The Health Resources and Services Administration (HRSA) emphasizes that teachers, as well as administrators and staff who have contact with students, should participate in bullying-related professional development. For example, bus drivers, parent volunteers, school librarians and other staff should be trained in both prevention and intervention techniques to ensure a cohesive approach to bullying. Designated staff also should receive training on how to hold separate follow-up meetings with victims and bullies.\textsuperscript{66} At a minimum, school-wide training should cover three areas:

\begin{itemize}
  \item What bullying and its effects are
  \item What the school’s rules and policies regarding bullying are
\end{itemize}

\textsuperscript{[2]} “Olweus Survey Pkg of 30 with Scanning Services.” Hazelden. 
  http://www.hazelden.org/OA_HTML/ibeCCtpitmDspRte.jsp?AID=10273664&PID=3444383&item=10892&sitex=1
  0020:22372:US
\textsuperscript{59} Ibid.
\textsuperscript{60} “Questionnaire on bullying for students.” Edwards County Community Unit School District #1 (Copyright Dan
\textsuperscript{62} Ibid.
\textsuperscript{63} Berlin, R. and D. J. Ruscitti. “Best Practices in Bullying Prevention and Intervention.” DuPage County Regional Office
\textsuperscript{64} “MS Student Post Bullying Survey.” School District of Altoona.
  http://www.altoona.k12.wi.us/supportservices/bullyingharassmentsurvey.cfm
\textsuperscript{66} “Best Practices in Bullying Prevention and Intervention.” U.S. Health Resources and Services Administration
- How school staff should enforce those rules if someone is caught bullying\(^{67}\)

The National Education Association (NEA) recommends that training sessions incorporate a discussion of teachers’ legal rights and protections for on-the-spot bullying interventions. In particular, staff should understand that intervention does not violate a student’s right to free speech. NEA also recommends teachers be apprised of mental health supports and other resources in the community. Such information will enable them to make immediate referrals as needed.\(^{68}\)

In addition, some schools provide supplementary training on different types of bullying and how to support victims with certain social characteristics. A 2011 survey of 5,000 teachers and education support professionals by NEA found that 61 percent would benefit from additional training on bullying issues related to sexual orientation and gender expression, and 74 percent would benefit from training on cyberbullying.\(^{69}\)

While most of the training should be developed in the context of state law and district anti-bullying policy, several organizations provide open access training resources.

- The National Center on Safe Supportive Learning Environments (NCSSLE) offers two separate training modules for teachers and bus drivers that include a trainer guide, PowerPoint presentations, and handouts. Each module covers understanding and intervening in bullying and creating supportive environments for students.\(^{70}\) Content for the training modules was developed in accordance with the U.S. Department of Education and the American Institutes for Research. NCSSLE also offers technical assistance on anti-bullying program implementation.\(^{71}\)

- The Gay, Lesbian & Straight Education Network (GLSEN) provides professional development opportunities for K-12 educators, including In-Person Workshops and Capacity Building Programs for districts. Workshops and programs focus on training staff in the creation of safe spaces for students regardless of sexual orientation or gender expression.\(^{72}\)

- The NEA conducts free training sessions for members on federal and state bullying laws and policies, as well as bullying prevention and intervention techniques.\(^{73}\)


The Center for Safe Schools in Pennsylvania holds a monthly webinar series that provides information on research and topics pertinent to bullying prevention. Past webinars are also archived online.74

FAMILY AND COMMUNITY ENGAGEMENT

Involving students’ families and the broader community will strengthen districts’ bullying prevention efforts. Given that bullying often occurs outside of school and in many community settings, it is crucial to gain the support of parents and other key stakeholders. The effects of bullying are often noticed by these individuals, and their participation may lead to more effective bullying prevention.75

Districts may provide training to raise parental awareness and build support for anti-bullying initiatives. Family engagement should be continuous and delivered in multiple settings. Rather than random acts of outreach, engagement should be “systemic, integrated, and sustained.”76 Experts suggest that districts educate parents about ways to “talk with their children about bullying, communicate concerns about bullying to the school, [and] get actively involved in school-based prevention efforts.”77

In addition to family members, districts should engage the broader community as well as other key players in students’ lives. A strategic first step is to perform a landscape assessment to learn “how bullying affects a community” and identify “current efforts already underway” to address the problem.78 Districts may gather information from the community through interviews, focus groups, polls, or surveys.79 These data then may be supplemented by school-based data, such as student surveys and disciplinary records.80 All of this material will help administrators identify opportunities to “build interest and unity among key stakeholders” and ultimately form a comprehensive community action plan to prevent bullying across all settings.81

After analyzing the results of the landscape assessment, districts may use one or more strategies to solidify community support. One strategy involves social marketing campaigns to raise awareness. Districts also may tailor messages to specific groups of adults, such as

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76 Ibid.
79 Ibid., p. 2.
doctors and police officers.\textsuperscript{82} Efforts should focus on enlisting the support of adults who interact directly with students, including those involved in sports teams, youth groups, and afterschool programs.\textsuperscript{83}

Apart from raising awareness, districts should provide ample opportunities for community members to get involved in bullying prevention activities.\textsuperscript{84} For example, StopBullying.gov recommends that districts organize an event to communicate important bullying information and seek feedback from the community. The organization’s “Community Action Toolkit” even provides a potential agenda for such a meeting, which includes the dispersal of key facts, discussion of the “do’s and don’ts” of bullying prevention, and development of a call-to-action (Figure 2.1).

**Figure 2.1: Sample Community Engagement Meeting Agenda**

<table>
<thead>
<tr>
<th>Duration (Minutes)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–10</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td>5 – 10</td>
<td>Ice Breaker Exercise</td>
</tr>
<tr>
<td>15</td>
<td>Introduction to Bullying</td>
</tr>
<tr>
<td>20 – 25</td>
<td>What We Need to Know About Bullying</td>
</tr>
<tr>
<td>20 – 25</td>
<td>Small Group Breakout Discussions</td>
</tr>
<tr>
<td>10 – 15</td>
<td>Preventing and Stopping Bullying: Do’s and Don’ts</td>
</tr>
<tr>
<td>15 – 20</td>
<td>Group Brainstorm and Developing Our Call-to-Action</td>
</tr>
<tr>
<td>5 – 10</td>
<td>Workshop Feedback and Distribution of Handouts and other Resources</td>
</tr>
</tbody>
</table>

Source: StopBullying.gov\textsuperscript{85}

Building partnerships with community organizations represents a key component of community engagement efforts. Effective partnerships “present opportunities for collaborating, sharing ideas, and supporting one another’s efforts.”\textsuperscript{86} Strategic partnerships may entail “presenting training on bullying, co-hosting a webcast, or helping an individual find reliable resources.”\textsuperscript{87} Districts should consider a variety of potential partners, including in the following areas/sectors:

- Health and human services system
- Community service and advocacy organizations
- Faith-based programs
- Early care and education providers
- Out of school time services and recreation


\textsuperscript{86} Ibid.

\textsuperscript{87} Ibid.
\begin{itemize}
  \item Colleges and universities
  \item Business and industry
  \item Foundations\textsuperscript{88}
\end{itemize}

One example of a strong bullying prevention network is that of Fairfax County Public Schools (FCPS) in Virginia.\textsuperscript{89} FCPS works with the county’s office of Neighborhood and Community Services “to ensure that consistent messages about bullying are integrated into activities at after school programs, teen centers, and community centers.”\textsuperscript{90} In collaboration with FCPS, this office developed an anti-bullying toolkit for use by family members and community groups, such as scouts and faith-based groups.\textsuperscript{91} FCPS also has forged a partnership with Fairfax Partnership for Youth, a local organization devoted to finding solutions for youth challenges.\textsuperscript{92} Fairfax Partnership for Youth raises awareness through community presentations and interviews with media outlets. Moreover, the organization enlisted the support of other community actors such as universities, crisis centers, and faith-based organizations to develop an anti-bullying “train the facilitator” program that may be deployed in a variety of youth settings.\textsuperscript{93}

\section*{Anti-Bullying Pitfalls}

Research suggests that a number of anti-bullying strategies are largely ineffective or, in some cases, detrimental. In particular, experts recommend avoiding the following three common bullying prevention practices:

\begin{itemize}
  \item Peer mediation
  \item Brief assemblies, such as one-day awareness events
  \item Zero tolerance policies that mandate suspensions\textsuperscript{94}
\end{itemize}

Anti-bullying organizations indicate there “is no evidence that conflict resolution or peer mediation stops bullying.”\textsuperscript{95} In fact, a recent meta-analysis of bullying prevention research concluded that peer mediation potentially increases bullying and victimization.\textsuperscript{96} According to experts, peer mediation implies that the situation being addressed is a case of

\begin{itemize}
  \item Ibid.
  \item Ibid.
  \item “About Us.” Fairfax Partnership for Youth. http://www.fairfaxyouth.org/mission_and_vision.xml
  \item “Bullying Prevention Program.” Fairfax Partnership for Youth. http://www.fairfaxyouth.org/BullyingPrevention.xml
  \item Adapted from: Bradshaw, Op. cit., p. 45.
\end{itemize}
disagreement, rather than abuse.\textsuperscript{97} Moreover, this practice may send a false message to the students involved, which is that both the bully and the victim are partially to blame.\textsuperscript{98}

Simple, short-term solutions are also discouraged. Districts must recognize that effective bullying prevention requires a comprehensive, sustained, school-wide strategy. Addressing bullying at a school assembly, a parent-teacher association meeting, or in an individual classroom lesson may be singular components of a larger approach, but these tactics alone are unlikely to reduce bullying.\textsuperscript{99}

Lastly, zero tolerance policies are often cited as ineffective means of bullying prevention. Zero tolerance policies that lead to suspensions or expulsions may discourage students and parents from reporting bullying.\textsuperscript{100} Bullies are often at risk of engaging in other problematic behaviors, such as fighting, theft, or truancy. Accordingly, districts should seek to provide these students with positive, pro-social role models. It is also worth noting that, given the high prevalence of bullying, zero tolerance policies risk impacting an unacceptably high proportion of students.\textsuperscript{101}

**INTEGRATING ANTI-BULLYING AND SUICIDE PREVENTION**

Experts recommend that districts integrate all school-based prevention and intervention initiatives. A recent study discovered that, on average, schools use 14 different violence prevention programs or strategies.\textsuperscript{102} This can lead to program fatigue, overwhelm staff, and ultimately hinder sustainability. Instead, schools should “[c]reate a coordinated, long-term integrated prevention plan to promote a safe and supportive learning environment and healthy students.”\textsuperscript{103}

To this end, any school-wide approach to anti-bullying should be integrated with suicide prevention efforts. Experts note the substantial overlap in the risk and protective factors of bullying and suicide. Depression, anxiety, and poor emotional regulation place individuals at increased risk for bullying victimization and suicide, whereas connectedness and social support are known protective factors.\textsuperscript{104} Accordingly, best practices in anti-bullying share elements with those of suicide prevention, including a focus on school climate, family engagement, and student assessment.\textsuperscript{105}

\underline{97} Bradshaw, Op. cit., p. 45.
\underline{100} Ibid., p. 1.
\underline{103} Ibid.
\underline{104} Ibid., p. 52.
\underline{105} Ibid., p. 51.
Addressing students who observe bullying is an oft-cited best practice in bullying intervention, as observers often experience negative effects similar to those suffered by the persons directly involved. However, experts note that engaging bystanders is particularly important to suicide prevention. Peers are often the first to become aware of fellow students’ issues and, therefore, should be encouraged to inform adults of any concerns. Schools should involve students in prevention in a structured manner and offer a clear procedure for making referrals.¹⁰⁶

**BEST PRACTICES IN SUICIDE PREVENTION**

School-based suicide prevention programs traditionally emphasize student awareness and education. To this end, research suggests that schools incorporate informational and skill-building components.¹⁰⁷ An evaluation of school-based suicide prevention programs concluded that those with both components may lead to reductions in self-reported suicide vulnerability. In particular, “programs should ensure that they are providing accurate information to students, including emphasizing the link between suicide and mental health problems.”¹⁰⁸

However, suicide education alone is not definitively linked to effective prevention.¹⁰⁹ As with bullying prevention, experts advocate a comprehensive, multi-tiered approach to suicide prevention aimed at “strengthening social support, promoting development of social skills, and changing norms to encourage effective school connectedness and continuity of care.”¹¹⁰ In particular, a comprehensive approach to school-based suicide prevention should include:

- Protocols for helping students at risk of suicide
- Protocols for responding to suicide death
- Staff education and training
- Parent education
- Student education
- Screening¹¹¹

To aid schools and districts in developing a comprehensive approach to suicide prevention, the Substance Abuse and Mental Health Services Administration (SAMHSA) has developed a suicide prevention toolkit that includes best practice guidelines and other materials.¹¹²

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¹⁰⁶ Ibid., p. 57.
¹⁰⁸ Ibid., p. 182
¹¹⁰ Ibid., p. 236.
Additionally, the Suicide Prevention Resource Center (SPRC) offers a “Best Practices Registry” that includes over 100 off-the-shelf suicide prevention programs. The registry includes several different types of programs, including awareness/outreach, guidelines and protocols, education and training, and screening. SPRC not only reviews the content of all these programs, but also identifies evidence-based programs that have been shown to be effective. Among all programs in the registry, 23 have “have undergone rigorous evaluation and demonstrated positive outcomes.” See Figure A.1 in the Appendix for a summary of these effective suicide prevention programs.


SECTION III: DISTRICT PROFILES

This section presents case studies of three districts that have implemented anti-bullying or suicide prevention programs. The strategies of the selected districts exemplify the best practices outlined earlier in this report. The first two districts’ (Lake Washington School District and Plymouth Public Schools) programs address bullying, whereas the third district’s (Oshkosh School District) program focuses on suicide prevention and intervention.

LAKE WASHINGTON SCHOOL DISTRICT

Lake Washington School District (LWSD) serves approximately 25,000 students in King County, Washington. LWSD addresses bullying in administrative policies which state that the district “recognizes its responsibility to provide a safe and civil educational environment that is free from all types of discrimination and harassment, including sexual harassment, bullying, and intimidation.” The policy includes procedures for prevention, intervention, and training.

LWSD integrates bullying prevention into all grade-level curricula. Students in kindergarten through grade 2 participate in Kelso’s Choice, a “conflict management program specifically designed for children.” Students in grades 3 through 6 take part in Steps to Respect, a program developed by Committee for Children. Middle school students participate in the Olweus Bullying Prevention Program, a research-based curriculum pioneered by Dan Olweus to prevent bullying and improve peer relations. Lastly, each high school uses an individualized plan, such as Link Crew or Natural Helpers.

Community engagement represents another core component of LWSD’s anti-bullying approach. As part of the Parent Advocacy Coalition for Educational Rights (PACER) Center’s National Bullying Prevention Month, the district celebrated Unity Day. Students and staff displayed their commitment to anti-bullying by wearing specially-designed orange t-shirts, decorating schools with orange balloons, and distributing ribbons. Bus drivers, who recently completed a training session on student safety, wore t-shirts that stated “No bullying on my bus.” Dr. Traci Pierce, LWSD’s Superintendent, stated that “while all of our schools have

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116 Ibid.
bullying prevention and intervention programs, it helps to take a specific day to reinforce the message that bullying is not acceptable in our schools.\textsuperscript{121}

The district compliance officer plays a key role in LWSD’s anti-bullying strategy. The district compliance officer “receive[s] copies of all formal complaints and ensure[s] policy implementation.”\textsuperscript{122} The district compliance office also provides support to staff members, identifies training needs, and keeps staff updated on state policies. More specifically, the district compliance officer’s duties include:

- Serving as the district’s primary contact for harassment, intimidation, and bullying.
- Providing support and assistance to the principal or designee in resolving complaints.
- Receiving copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
- Becoming familiar with the use of the student information system. The district compliance officer may use this information to identify patterns of behavior and areas of concern.
- Ensuring implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
- Assessing the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
- Providing the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
- In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student’s health and safety, the compliance officer will facilitate a meeting between district staff and the child’s parents/guardians to develop a safety plan to protect the student.\textsuperscript{123}

The district compliance officer manages LWSD’s official processes for reporting, investigating, and resolving bullying cases.\textsuperscript{124} The process revolves around the Incident Reporting Form, which notifies administrators of bullying cases that are not immediately resolved. A student may submit the form anonymously, confidentially, or non-confidentially. The form asks the reporting individual to identify the bully, describe the details of the incident, and indicate potential consequences, such as absence from school. The form also asks the reporting individual where the bullying occurred and lists potential locations, such as a hallway, the playground, or on the internet.\textsuperscript{125} This portion aids LWSD in identifying bullying “hotspots,” which ultimately aids prevention efforts overall.

\textsuperscript{121} Ibid.
\textsuperscript{122} “Harassment, Intimidation, and Bullying of Students (File: JFD),” Op. cit.
\textsuperscript{123} Bullets adapted from: “Harassment, Intimidation, and Bullying of Students (File: JFD-R).” Lake Washington School District. http://www.lwsd.org/About/Policies-Regulations/Admin-Policies/Students/Pages/Harassment-Intimidation-Bullying-R.aspx
\textsuperscript{124} Ibid.
The district outlines specific procedures for investigating incidents of “unresolved, severe, or persistent” bullying once the Incident Reporting Form has been received. The district notifies parents within two days of the form’s receipt, and the investigation includes, at minimum, an interview with the complainant, an interview with the alleged aggressor, a review of any previous complaints involving either party, and interviews of any other individuals who may have knowledge of the incident. Once the investigation concludes, typically within 10 days, the district institutes “any corrective measures necessary.” Depending on the severity of the situation, this may include counseling, education, discipline, or referral to law enforcement. The district also provides support services to the targeted students.

**PLYMOUTH PUBLIC SCHOOLS**

Plymouth Public Schools in Massachusetts serves roughly 8,000 students in 13 schools. The district’s anti-bullying policy includes many core components identified by the U.S. Department of Education. For instance, the policy defines key terms, including bullying, harassment, cyberstalking, and cyberbullying. Overall, the policy emphasizes continuous assessment, school-wide prevention through pro-social supports, cooperative skill-building activities, and internet safety.

The district applies the concept of continuous assessment to the anti-bullying policy itself. Administrators continuously review “current policies and procedures, analyze the available data on bullying and behavioral incidents, and assess the available resources including curricula, training programs, and behavioral health services.” To facilitate continuous assessment, the district periodically surveys students, parents, and staff on school climate and safety and collects “building-specific data on the prevalence and characteristics of bullying.” Lastly, assessment efforts culminate each year with a formal review and presentation to the Plymouth School Committee.

Plymouth’s anti-bullying policy also involves education and dissemination of information. Plymouth emphasizes collaboration and lays a foundation for school-wide positive supports. The policy states that all staff members will work in collaboration with students and other

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127 Ibid.
128 Ibid.
131 “The Bullying Prevention and Intervention Plan (Presentation to School Committee).” Plymouth Public Schools, December 20, 2010, p. 3.
132 Ibid.
133 Ibid.
stakeholders to offer “positive reinforcement for good conduct, self-discipline, good citizenship and academic success.” Additionally, the policy declares that the district will provide staff and students with the necessary skills to identify, investigate, and intervene when bullying issues arise.

To this end, the district administers anti-bullying training at the beginning of each school year, as well as ongoing professional development throughout the school year. Annual training includes a discussion of staff responsibilities, a description of procedures to follow on receipt of a bullying report, and an overview of bullying prevention curricula offered at every grade level. Ongoing professional development builds “the skills of staff members to prevent, identify, and respond to bullying.” The district uses research-based training that features: effective strategies for preventing, identifying, and intervening in bullying; material related to cyberbullying; and information on high-risk categories of students. To supplement such content, Plymouth offers several types of structured professional development, including Second Step Violence Prevention Curriculum, Steps to Respect Bullying Prevention Program, Massachusetts Aggression Reduction Center (MARC) Trainings, and Non-Violent Crisis Intervention Trainings.

Plymouth’s policy also identifies specific strategies for bullying prevention. The district recommends approaches informed by current research, including:

- Using scripts and role plays to develop skills
- Cooperative activities which require responsibility for all students and collaboration to complete activities
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies
- Enhancing students’ skills for engaging in healthy relationships and respectful communications
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

135 Ibid.
136 Ibid.
138 Ibid.
139 Ibid., p. 5.
140 Bullets taken verbatim from: Ibid., p. 6.
Plymouth builds skills to facilitate intervention as well, in the event that bullying occurs. Administrators use individualized skill-building sessions based on the district’s anti-bullying curricula, instruction of pro-social methods, and behavioral plans that develop specific social skills.\footnote{141}{Ibid., p. 12.}

Family and community engagement forms a major component of Plymouth’s anti-bullying strategy. The district “offer[s] education programs for parents and guardians that are focused on the parental components of anti-bullying curricula and any social competency curricula being used by the school or district.”\footnote{142}{Ibid., p.13.} Moreover, Plymouth collaborates extensively with local organizations, including the county district attorney’s office, parent-teacher associations, and youth centers. To keep parents and other stakeholders informed and engaged, the district offers newsletters, pro-social skills training programs, district attorney presentations on cyber-safety, and other events.\footnote{143}{Ibid.}

As mentioned, Plymouth’s anti-bullying policy includes a robust emphasis on cyberbullying. The Plymouth Public Schools Internet Safety Plan, which includes a Health and Technology Curriculum, represents one aspect of the district’s cyberbullying strategy.\footnote{144}{Ibid., p. 24.} The curriculum reflects the Massachusetts technology literacy standards, which state that students will “[d]emonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.”\footnote{145}{Ibid.} The curriculum is delivered at every grade level in elementary school. Teachers use NetSmartz in grades 1, 2, and 4 and Woogi World in grade 3. In grade 5, students learn “about Digital Citizenship as a means to prevent bullying and protect students using the Internet.”\footnote{146}{Ibid.} To further prevent cyberbullying, Plymouth’s educational technology staff participated in state-sponsored bullying training and will educate the remainder of the district’s employees on effective practices.\footnote{147}{Ibid.}
OSHKOSH AREA SCHOOL DISTRICT

Oshkosh Area School District (OASD) in Wisconsin serves approximately 10,000 students in 26 schools. In 2012, following two suicides by district students, Oshkosh began reviewing its policies and practices to aid students’ mental health.

To facilitate such efforts, the district partnered with Community for Hope, a local organization dedicated to suicide prevention. Community for Hope is a volunteer-based organization established in 2001 in response to a growing number of teen suicides in the Oshkosh area. While parents and students indicated that bullying played a role in Oshkosh’s recent suicides, Community for Hope emphasized the need to address mental health issues more broadly.

Community for Hope’s work with the district focuses on educating students about mental health issues. Jenny Wesner, a Community for Hope board member, stated that “[t]he really important issue is that kids between the ages of 4th - 12th grade get information every year on suicide prevention awareness.” One of the first steps taken by Community for Hope was to hold a special meeting with teens about depression.

In fall 2013, Oshkosh implemented a screening program to identify grade 9 students at risk of suicide. The screening remains optional, and a student’s parent must consent. The screening involves a short, online questionnaire covering the major risk factors for suicide. Students meet with a counselor afterward to discuss the results, and, if a student appear at risk, a case worker meets with the parents to consider potential next steps.

The screening program initially will cost $37,000 to establish, but operational expenses will vary according to the number of students who elect to participate. The assessments are offered through TeenScreen, a program developed by Columbia University. TeenScreen was designed in response to a finding that 90 percent of teens who commit suicide suffered from a treatable mental illness. TeenScreen Program Manager Sarah Bassing-Sutton explained to Oshkosh’s Board of Education that suicide is not an unpredictable event, and there is “time to intervene with youth who are at risk.”

150 Ibid.
153 Ibid.
156 Ibid., p. 1.
157 Ibid., p. 1.
OASD’s increased emphasis on suicide prevention also led to a revision of district policy. The current Board Policy Manual contains a section pertaining to suicide, which states that “[i]t is important that all staff be informed of district programs and procedures relative to suicide prevention, intervention, and post suicide intervention.”\textsuperscript{158} Furthermore, “[a]ny employee who in good faith attempts to prevent suicide by a pupil is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.”\textsuperscript{159}

OASD’s suicide prevention policy centers on a “[c]omprehensive school counseling curriculum focused on prosocial behaviors.”\textsuperscript{160} To provide students with a framework for recognizing early warning signs, OASD uses a state-sponsored curriculum titled “Signs of Suicide” in grades 7 and 9, along with a suicide prevention protocol named “Acknowledge, Care, Tell.” The district trains staff through a community-wide program that encourages relationship-building with community organizations. An OASD pupil services team that maintains working knowledge of best practice strategies and skills coordinates the district’s suicide prevention efforts.\textsuperscript{161}

OASD’s suicide intervention strategy comprises a clear protocol for staff members to follow in the case of an immediate suicide threat. Any suicide warnings or ideations are to be reported immediately to the building-level pupil services team. Then, trained pupil services staff will handle the situation, according to the procedures outlined in two key documents. The first is the Suicide Intervention Documentation, reproduced as Figure A.2 in the Appendix. This document collects basic information about the situation, including a brief description, the names of any other individuals involved, confirmation that the parents have been contacted, and a follow-up safety plan. Staff members then refer to the second document, the Suicide Intervention Matrix, to determine the level of threat and decide on a course of action, which may include referral to treatment (Figure 3.1).

\textsuperscript{159} Ibid., p. 215.
\textsuperscript{160} Ibid.
\textsuperscript{161} Ibid.
Figure 3.1: OASD Suicide Intervention Matrix

<table>
<thead>
<tr>
<th>MINIMUM RISK</th>
<th>MODERATE RISK</th>
<th>HIGH RISK</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Referral received</td>
<td>▪ Referral received</td>
<td>▪ Referral received</td>
</tr>
<tr>
<td>▪ Immediate interview with student</td>
<td>▪ Immediate interview with student</td>
<td>▪ Immediate interview with student</td>
</tr>
<tr>
<td>▪ May have thought about suicide; has no plan or means, can identify positive</td>
<td>▪ Student presents with specific thoughts or plan</td>
<td>▪ Student presents with specific plan and means to carry out the plan</td>
</tr>
<tr>
<td>solutions to a specific problem</td>
<td>▪ Consult with another pupil service team member if necessary</td>
<td>▪ DO NOT leave the student alone</td>
</tr>
<tr>
<td>▪ Consult with another pupil service team member if necessary</td>
<td>▪ Make contact with parents</td>
<td>▪ Consult with another pupil service team member if necessary</td>
</tr>
<tr>
<td>▪ Make contact with parents</td>
<td>▪ Share mental health resources with parents</td>
<td>▪ Contact parents</td>
</tr>
<tr>
<td>▪ Share mental health resources with parents</td>
<td>▪ Parents determine next steps and future need for resources</td>
<td>▪ Contact Police School Liaison Officer (PSLO) or police to perform assessment of severity</td>
</tr>
<tr>
<td>▪ Parents determine next steps and future need for resources</td>
<td>▪ Document findings using Exhibit A “Suicide Prevention Documentation”</td>
<td>▪ Secure parental permission for sharing treatment provider information</td>
</tr>
<tr>
<td>▪ Document findings using Exhibit A “Suicide Prevention Documentation”</td>
<td>▪ Document findings using Exhibit A “Suicide Prevention Documentation”</td>
<td>▪ Document findings using Exhibit A “Suicide Prevention Documentation”</td>
</tr>
</tbody>
</table>

Source: Oshkosh Area School District

The last component of OASD’s policy relates to post-suicide intervention. In the event of a student suicide, OASD assembles all necessary staff members, including administrators and the district crisis response team. The policy outlines clear instructions for communication with media outlets and the victim’s family.

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163 Ibid., p. 216.
164 Ibid.
**APPENDIX**

### Figure A.1: Evidence-Based Suicide Prevention Programs

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>TYPE</th>
<th>CREATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Life Skills Development/Zuni Life Skills Development</td>
<td>Education &amp; Training</td>
<td>University of Washington Press</td>
</tr>
<tr>
<td>Attachment-Based Family Therapy (ABFT)</td>
<td>Education &amp; Training</td>
<td>Drexel University</td>
</tr>
<tr>
<td>Brief Psychological Intervention after Deliberate Self-Poisoning</td>
<td>Guidelines &amp; Protocols</td>
<td>University of Manchester</td>
</tr>
<tr>
<td>CARE (Care, Assess, Respond, Empower)</td>
<td>Education &amp; Training</td>
<td>Reconnecting Youth, Inc.</td>
</tr>
<tr>
<td>CAST (Coping and Support Training)</td>
<td>Education &amp; Training</td>
<td>Reconnecting Youth, Inc.</td>
</tr>
<tr>
<td>Dialectical Behavior Therapy</td>
<td>Awareness/Outreach</td>
<td>Behavioral Tech LLC</td>
</tr>
<tr>
<td>Dynamic Deconstructive Psychotherapy (DDP)</td>
<td>Education &amp; Training</td>
<td>Upstate Medical University, NY</td>
</tr>
<tr>
<td>Emergency Department Means Restriction Education</td>
<td>Education &amp; Training</td>
<td>Markus J. Kruesi M.D.</td>
</tr>
<tr>
<td>Emergency Room Intervention for Adolescent Females</td>
<td>Education &amp; Training</td>
<td>Mary Jane Rotheram-Borus, Ph.D.</td>
</tr>
<tr>
<td>Kognito At-Risk for College Students</td>
<td>Education &amp; Training</td>
<td>Kognito Interactive</td>
</tr>
<tr>
<td>Kognito At-Risk for High School Educators</td>
<td>Education &amp; Training</td>
<td>Kognito Interactive</td>
</tr>
<tr>
<td>Kognito Family of Heroes</td>
<td>Education &amp; Training</td>
<td>Kognito Interactive</td>
</tr>
<tr>
<td>LEADS: For Youth (Linking Education and Awareness of Depression and Suicide)</td>
<td>Education &amp; Training</td>
<td>Suicide Awareness Voices of Education (SAVE)</td>
</tr>
<tr>
<td>Lifelines Curriculum</td>
<td>Education &amp; Training</td>
<td>Hazelden</td>
</tr>
<tr>
<td>Model Adolescent Suicide Prevention Program (MASPP)</td>
<td>Education &amp; Training</td>
<td>North Central Community-Based Services</td>
</tr>
<tr>
<td>Multisystemic Therapy With Psychiatric Supports (MST-Psychiatric)</td>
<td>Awareness/Outreach</td>
<td>MST Institute</td>
</tr>
<tr>
<td>PROSPECT (Prevention of Suicide in Primary Care Elderly: Collaborative Trial)</td>
<td>Awareness/Outreach</td>
<td>Patrick J. Raue, Ph.D.</td>
</tr>
<tr>
<td>QPR Gatekeeper Training for Suicide Prevention</td>
<td>Education &amp; Training</td>
<td>QPR Institute</td>
</tr>
<tr>
<td>Reconnecting Youth</td>
<td>Education &amp; Training</td>
<td>Reconnecting Youth Inc.</td>
</tr>
<tr>
<td>Reduced Analgesic Packaging</td>
<td>Guidelines &amp; Protocols</td>
<td>Keith Hawton</td>
</tr>
<tr>
<td>SOS Signs of Suicide</td>
<td>Education &amp; Training</td>
<td>Screening for Mental Health</td>
</tr>
<tr>
<td>Sources of Strength</td>
<td>Education &amp; Training</td>
<td>Sources of Strength, Inc.</td>
</tr>
<tr>
<td>United States Air Force Suicide Prevention Program</td>
<td>Education &amp; Training</td>
<td>United States Air Force</td>
</tr>
</tbody>
</table>

Source: Suicide Prevention Resource Center\(^\text{165}\)

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**Figure A.2: Oshkosh Area School District Suicide Intervention Documentation**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
<th>Date:</th>
<th>Time of Day:</th>
</tr>
</thead>
</table>

Explain how the staff member became aware:

Brief description of the situation:

Has a suicide plan been formulated by the student and if so, for how long?

Does the student have access to make the suicide plan happen i.e. are there guns in the home, will the student be unsupervised?

Has the student had any previous suicide attempts and/or experienced attempts or deaths by suicide of any friend or family member?

Students or peers involved or closely concerned:

Parent Contact – Share concern and information regarding the student’s plan:

Parent Response:

Has parent approved sharing any of this information?

If yes which school personnel i.e. administrators, teachers, etc.?

Safety Plan (including but not limited to crisis center contact, emergency room, counseling):

Key staff members involved (include any people from public or private services being utilized outside of school):

<table>
<thead>
<tr>
<th>Safety Plan Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>Date/Time</td>
</tr>
</tbody>
</table>

Form completed by:

Date:

Form entered in confidential student information system?

Source: Oshkosh Area School District

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