

THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Safe Schools • Youth Development • Integrated Support Services



STRATEGIC PLAN

Bullying Prevention and Intervention

Creating Caring Schools



August 2011

Sacramento City Unified School District

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CREATING CARING SCHOOLS:

SCUSD Strategic Plan on Bullying Prevention and Intervention

Acknowledgements

We wish to thank the many members of the SCUSD community that contributed their time and energy to the development of this plan. We also wish to acknowledge the following individuals and groups who played key roles in the strategic planning process: former SCUSD Board of Education Trustee Jerry Houseman, for his inspiration and wisdom; CSUS Professors Juli Raskauskas and Todd Migliaccio, for their expertise and guidance; Christine Tien of The California Endowment, for her vision and trust; the SCUSD Youth Advisory Council, for ensuring alignment with the needs of our students; and members of the SCUSD LGBT Task Force, for their passion and commitment to making our schools safe and caring places for all.

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“Every child is entitled to feel safe in the classroom, in the hallways of school and on the playground. Children go to school to learn, and educational opportunity must be the great equalizer in America. No matter what your race, sex or zip code, every child is entitled to a quality education and no child can get a quality education if they don’t first feel safe at school.”

**U.S. Secretary of Education Arne Duncan
August 2010**

Introduction



Just as all children have the right to a quality education, they also have the right to safe and caring schools that are free from discrimination, harassment and aggression. Yet, too many children across the country come to school and worry about being teased, taunted, humiliated and bullied.

Bullying has far-reaching implications that affect not only student safety, but student health, wellness, attendance and achievement. And bullying is not just a student problem, but a problem that affects the well-being of the entire school community. When schools are safe, healthy and strong, everyone benefits.

To address the issue of bullying systematically, SCUSD embarked on a year-long planning process that culminated in this strategic plan. More than 100 school and community leaders came together to analyze the issue at every level and make recommendations. I am deeply appreciative of their commitment to this important work.

The plan is called “Creating Caring Schools” because underneath it all, that is what bullying prevention is all about. Everyone plays a role in creating caring schools and preventing bullying, from bus drivers and yard duty staff, to teachers and principals, to office managers and district administrators and students.

The plan is extensive and outlines 15 different recommendations to address nearly every aspect of bullying including policy, program and training issues. However, it is just the beginning. We all need to continue to work together to ensure not only that the plan is implemented, but that it is updated frequently to reflect new developments in how youth communicate and interact.

Contrary to what many believe, bullying is not something we have to tolerate and is not a rite of passage. Quite the opposite: bullying is something we know how to stop and have a responsibility to address both as educators and citizens. As U.S. Secretary of Education Arne Duncan aptly put it, “No school can be a great school until it is a safe school first.”

This momentous and vital task awaits us.

A handwritten signature in black ink, reading "Jonathan P. Raymond". The signature is fluid and cursive, with the first name being particularly prominent.

Jonathan P. Raymond
Superintendent

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The Problem of Bullying

Bullying has been in the media as never before and for good reason: statistics show that 24% of elementary and secondary schools report daily or weekly bullying incidents,¹ and that as many as half of all children are bullied at some time during their school years.²



According to the 2008 *Indicators of School Crime and Safety* report from the Institute of Education Sciences, 32% of students ages 12–18 reported being bullied within the past year, with 63% percent of these students bullied once or twice over the year, 21% bullied once or twice a month, 10 percent bullied once or twice a week, and 7 percent bullied almost every day. The frequency of actual bullying incidents may even be

greater, since adults are often unaware of, or fail to adequately respond to bullying.³

The problem of bullying is especially significant for children who are overweight, have disabilities or mental health issues, are recent immigrants or who are LGBT (lesbian, gay, bisexual or transgender)—or simply perceived to be. Children of these groups are bullied at much higher rates than average, compounding an already heightened risk for many social, emotional, behavioral and health problems.

A 2009 survey by GLSEN (Gay, Lesbian and Straight Education Network) of 7,261 middle and high school students found that nearly 9 out of 10 LGBT students experienced harassment at school and nearly two-thirds

As many as half of all children are bullied at some time during their school years.

¹ Dinkes, R., Kemp, J. & Baum, K. (2009). *Indicators of School Crime and Safety: 2008* (NCES 2009-022/NCJ 226343). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.

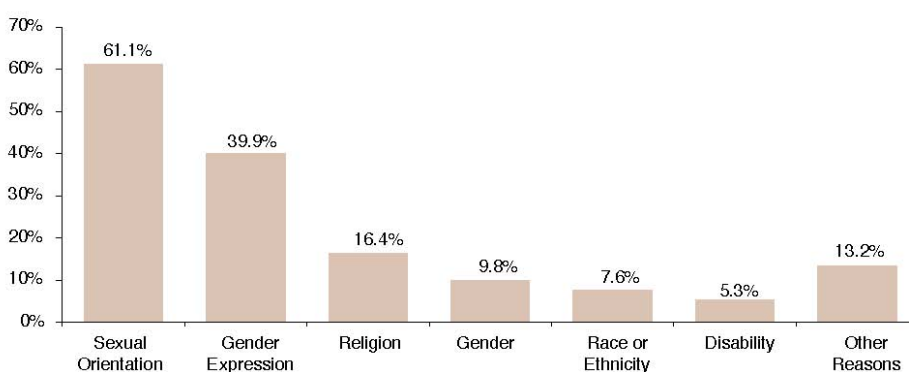
² American Academy of Child and Adolescent Psychiatry (2008). *Bullying Facts for Families*, No. 80 (5/08).

³ Pepler, D. J., & Craig, W. M. (2000). *Making a difference in bullying*. LaMarsh Research Report # 60. Toronto: York University.

felt unsafe because of their sexual orientation.⁴ The study also found that more than 61% of students surveyed felt unsafe at school because of their sexual orientation and nearly 40% because of their gender expression, far higher than any other personal characteristic surveyed (table 1). In addition, nearly a third of LGBT students reported skipping at least one day of school in the month prior to the survey because of safety concerns.

Table 1 – Data from GLSEN 2009 National School Climate Survey

Percentage of Students Who Felt Unsafe at School Because of a Personal Characteristic



Children who are bullied frequently experience a wide range of mental health issues including anger, depression, anxiety, substance abuse and suicide. They are also at high risk for school failure, chronic absence and dropout.

It is clear that schools have a critical role in addressing bullying not only because it often occurs during the school day, but because the effects of bullying impact student health, wellness and educational achievement. The issue of bullying though, is not exclusively the domain of schools; the entire

community must be invested in addressing the problem of bullying as a community health issue affecting our most vulnerable children.

The issue of bullying is not exclusively the domain of schools; the entire community must be invested

Consequently, bullying is not an isolated issue for just one school district to face or to address; bullying is a national issue. Such awareness recently sparked the first-ever national response from the U.S. Department

of Education in August of 2010, in which U.S. Secretary of Education Arne Duncan commented, “This

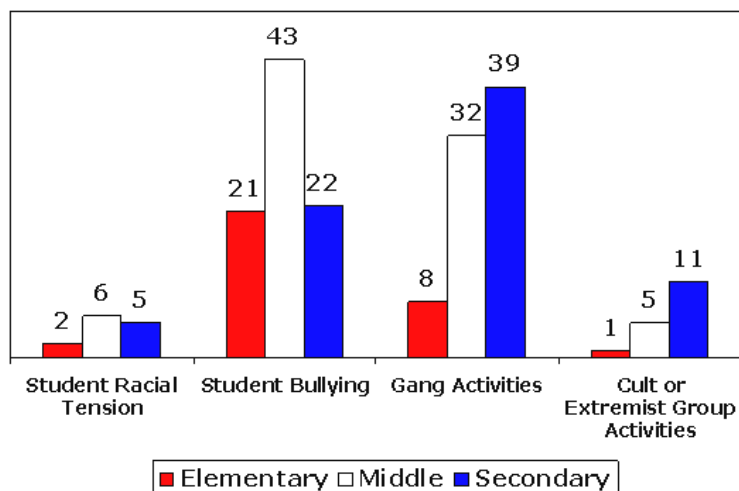
⁴ 2009 National School Climate Survey, published by GLSEN (Gay, Lesbian and Straight Education Network).

isn't just a big-city problem. Bullying is epidemic in urban, suburban and rural schools.”

This national call to action has sparked attention from government and educational stakeholders to look deeper at what bullying is and the associated short- and long-term impact on students. Nationwide, student bullying is one of the most frequently reported discipline problems at school, with middle schools reporting the highest percentage of bullying related discipline problems (table 2).⁵

Table 2 – Rates of Bullying and Other School Discipline Problems

Numbers reflect percentages of schools reporting problems in 2005-06 in these areas:



Data from Indicators of School Crime and Safety: 2007; National Center for Education Statistics, U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006

In spite of the high rates of reported bullying, bullying also appears to be the most underreported safety issue on school campuses,⁶ as students may fear repercussions from reporting or may perceive school administration to be incapable of taking effective action.

The widespread use of cell phones and computers in bullying has also made it ever harder to detect. While merely a decade ago, it could have been stated confidently that bullying more often takes place at school than on the way to and from school, the emergence of cyberbullying has radically changed the nature of when, where and how bullying occurs.⁷

⁵ Indicators of School Crime and Safety: 2007; National Center for Education Statistics, U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

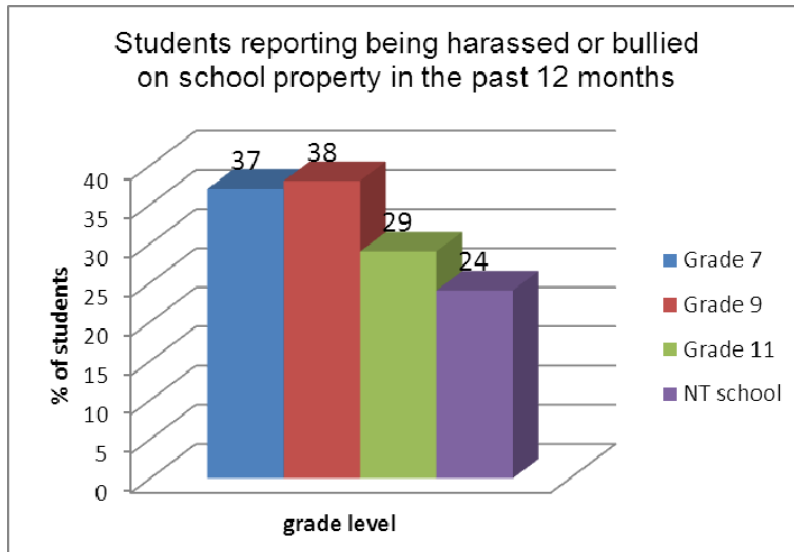
⁶ Batsche, G., and H. Knoff (1994). Bullies and Their Victims: Understanding a Pervasive Problem in the Schools. *School Psychology Review* 23(2):165–174.

⁷ Clarke, E., and M. Kiselica (1997). A Systemic Counseling Approach to the Problem of Bullying. *Elementary School Guidance and Counseling* 31(4):310–335.

At SCUSD, data from the California Healthy Kids Survey (2009-10) gives an indication of the extent of bullying across grades 7, 9 and 11. Though the survey does not provide data regarding off-campus bullying, data related to on-campus bullying indicates that more than one in four SCUSD students at these grades levels experience bullying or harassment on school property:

Table 3 – SCUSD Students Reporting Harassment and Bullying

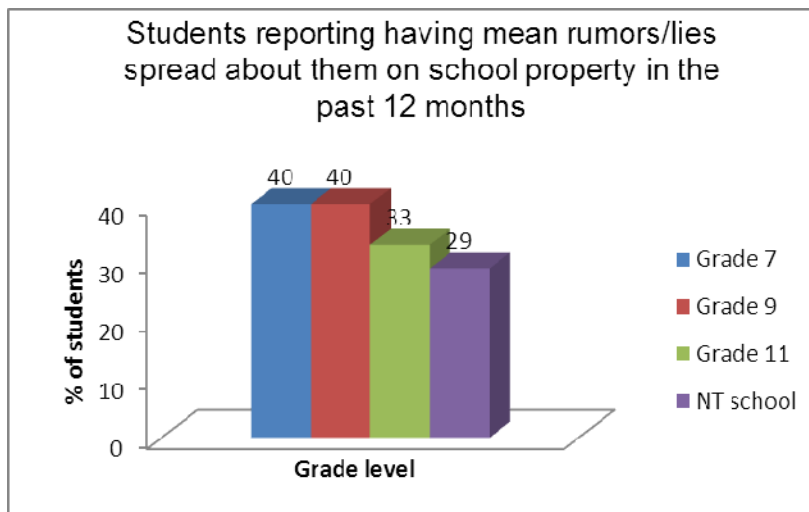
From CHKS 2009-2010 Main report- Module A, pg 41



Furthermore, nearly 40% of SCUSD students in grades 7, 9 and 11 report being the target of peer aggression through the spreading of mean rumors and lies.

Table 4 – SCUSD Students Targeted for Rumors/Lies

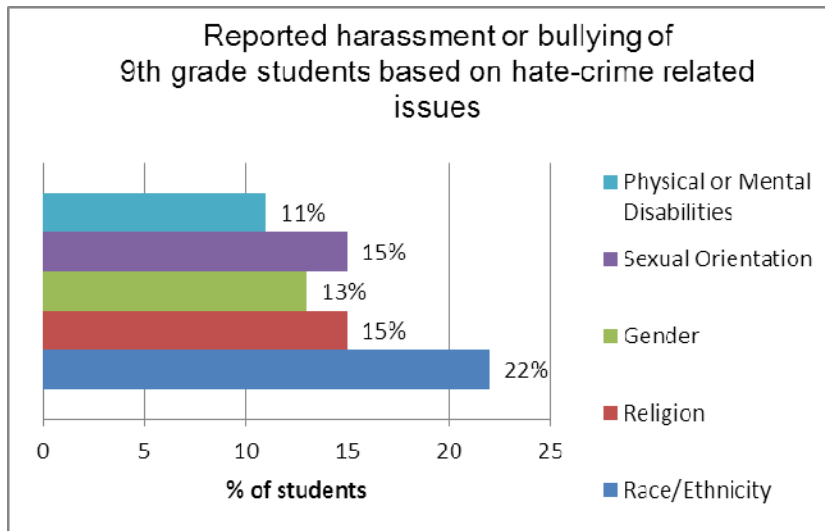
From CHKS 2009-2010 Main report- Module A, pg 37



Statistics for SCUSD 9th graders indicate that students may be bullied at high rates because of discrimination related to physical or mental disabilities, sexual orientation, gender, religion and race or ethnicity.

Table 5 – SCUSD 9th Grade Students Reporting Harassment or Bullying

From CHKS 2009-2010 Main report- Module A: Core page 41



Both national and local data indicate that bullying is a pervasive problem that needs much more attention than it currently receives. Though bullying costs school districts money through decreased student attendance, the costs to children's academic achievement, health and wellness are immeasurable.

Bullying Defined

Although the term “bullying” is commonly used to refer to a wide variety of harassing behaviors, bullying is defined as involving the following characteristics:

- aggressive behavior that involves unwanted, negative actions
- a pattern of behavior repeated over time
- an imbalance of power or strength

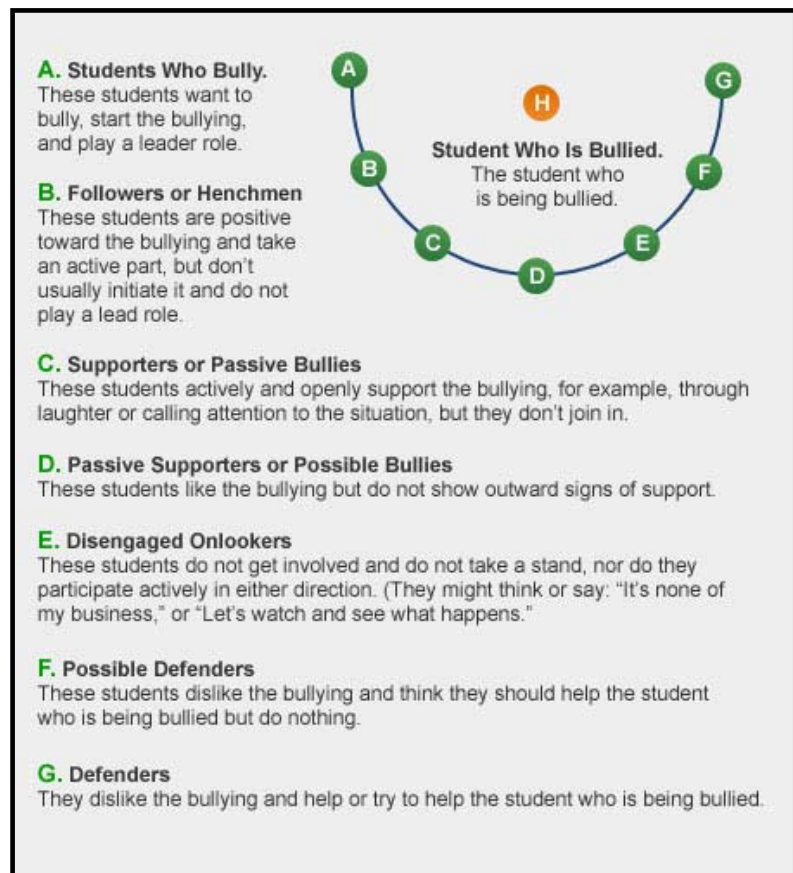
Data suggests that there are three interrelated reasons why students bully:⁸

- power and (negative) dominance^{LSEP}
- satisfaction in causing injury and suffering to others
- material or psychological rewards

Bullying is complex phenomena that involves not only the victim and perpetrator, but a variety of other players.

Dan Olweus, a leading researcher on bullying, describes a “bullying circle” (right) in which students have roles that encourage, sustain or disrupt bullying behavior, including followers, supporters, onlookers and defenders.

This model emphasizes the interconnectedness of students in addressing bullying behavior at their schools. Teachers, administrators and other school staff also play a key role and can prevent bullying activity by fostering a climate of respect and support for everyone in the school community.



⁸ Olweus, D. "Peer Harassment: A Critical Analysis and Some Important Issues," in *Peer Harassment in School*, ed. J. Juvonen and S. Graham (New York: Guilford Publications, 2001): 3-20.

School Culture and Climate

While there is wide consensus that bullying behaviors are greatly influenced by school culture and climate, there is little agreement among organizational theorists about the precise definition of these two concepts.⁹ Regardless, school climate and culture are closely related ideas that are thought to reflect the shared values, norms, attitudes and beliefs of the school population.

“School culture is much more likely than official policies and procedures to determine what it is that students, teachers and administrators say and do.”



Bullying prevention programs generally adopt a whole school approach precisely to change school culture and create the conditions needed for respectful and inclusive behavior. While formal structures and policies have a significant impact on bullying behaviors, research indicates that informal structures—such as school culture and climate—may have an even more profound effect.

“School culture is much more likely than official policies and procedures to determine what it is that students, teachers and administrators say and do,” writes Elizabeth Meyer. “This means that teachers are more inclined to act in ways that reflect the shared norms and values of other teachers than in ways defined by school policy.”¹⁰

To create enduring change in school culture, the buy-in and commitment from the entire school community is needed. Simply mandating that schools adopt a bullying prevention program will do little

⁹ Lindahl, R. (2006). The Role of Organizational Climate and Culture in the School Improvement Process, *The Connexions Project*.

¹⁰ Meyer, Elizabeth J. (2009). *Gender, Bullying and Harassment: Strategies to End Sexism and Homophobia in Schools*. New York: Teachers College Press, Columbia University.

over the long run to reduce bullying if teachers, parents and students are not fully behind this approach. This may be especially true in economically challenging times when schools are faced with increasing burdens and diminishing resources.

As a result, leadership is needed at the district level to provide the inspiration, knowledge and resources to empower schools to engage in effective bullying prevention efforts. Aligning bullying prevention with academic achievement and the district's own strategic goals is key in ensuring that site administrators are sent a clear message that a focus on bullying prevention is consistent with the goals of the organization as a whole.



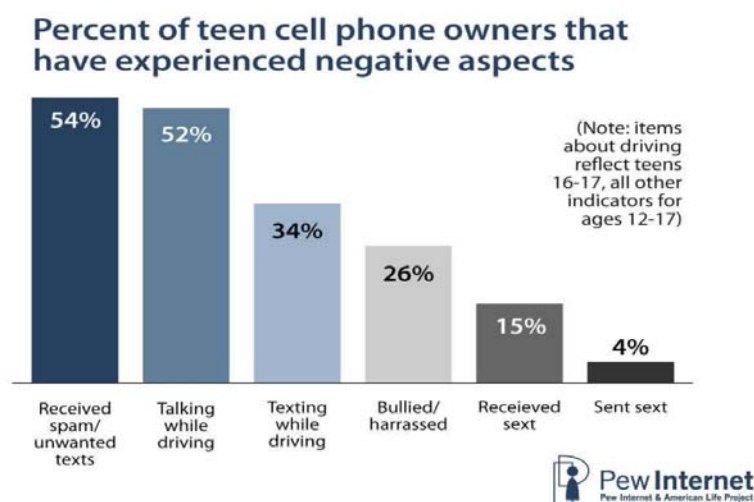
Leadership is needed at the district level to provide the inspiration, knowledge and resources to empower schools to engage in effective bullying prevention efforts.

Cyberbullying

Cyberbullying has become one of the most widespread and challenging forms of bullying to address among children. Because of its concealed nature, its ability to spread rapidly, and its availability round-the-clock, cyberbullying can cause extreme harm to vulnerable children in a very short amount of time. Even children who are not targets of traditional bullying can be cyberbullied through email, text and photo messaging, exclusion from social media, as well as the posting of real or false information in chat rooms and on social networking sites.

The investigation of cyberbullying is fraught with challenges as well. Even when law enforcement is involved, cyberbullying can be difficult to trace and even more difficult to prosecute. Social networking sites are often slow to respond to complaints, citing privacy and first amendment concerns. Even when they do respond, the damage to a child's reputation may already be severe.

Adolescents, in particular, are at high risk for cyberbullying because of the widespread availability and use of cell phones, computers and other forms of technology among this age group. Research indicates that nearly 75% of children over age 12 used social networking sites in 2009, as compared to 58% in 2007.¹¹ More than 75% of teens over age 12 own cell phones, with the vast majority of these teens using their cell phones for daily text messaging and internet access.¹² In a study of teen cell phone use, 26% reported being bullied or harassed via cell phone.¹³



¹¹ Patchin, J. W. & Hinduja, S. (forthcoming). Changes in adolescent online social networking behaviors from 2006 to 2009. *Computers and Human Behavior*.

¹² Lenhart, A. (2009). *Teens, Cell Phones and Texting*, Pew Internet & American Life Project.

¹³ Lenhart, A. (2010). *Social Media and Young Adults*, Pew Internet & American Life Project.

While acknowledging the prevalence and significance of cyberbullying among teens, many schools and school districts question their role in addressing these issues because they commonly occur outside of school. However, cyberbullying can affect academic performance and there is increasing evidence of a link between cyberbullying and school bullying. In a recent study by Raskauskas and Chau (2010) of four schools in Northern California, the researchers found that victims of cyberbullying reported lower academic performance and less school connectedness than their counterparts who were not cyberbullied. In addition, cyberbullying victims also reported being bullied at school more often. The researchers concluded that “although it occurs off school grounds, cyberbullying can impact what happens at school.”¹⁴



“Although it occurs off school grounds, cyberbullying can impact what happens at school.”

When students are cyberbullied, they often don’t know where to turn for help. Presuming that school officials will not take action on issues that occur away from school, many students do not report cyberbullying.¹⁵

To address cyberbullying, school districts need to be clear on the laws that pertain to cyberbullying and the responsibilities school officials have to educate students and intervene on their behalf. In California, Assembly Bill 86—passed in 2008—gives schools the right to suspend or expel students who harass their peers through cyberbullying. In addition, AB 86 requires schools to develop policies regarding cyberbullying detection and intervention.¹⁶

¹⁴ Raskauskas, J., & Chau, H.Y. (forthcoming). Cyberbullying: Connection with School Factors and Policy Implications. California State University Sacramento.

¹⁵ Hinduja, S., & Patchin, J.W. (2009). Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying. Thousand Oaks, CA: Corwin Press.

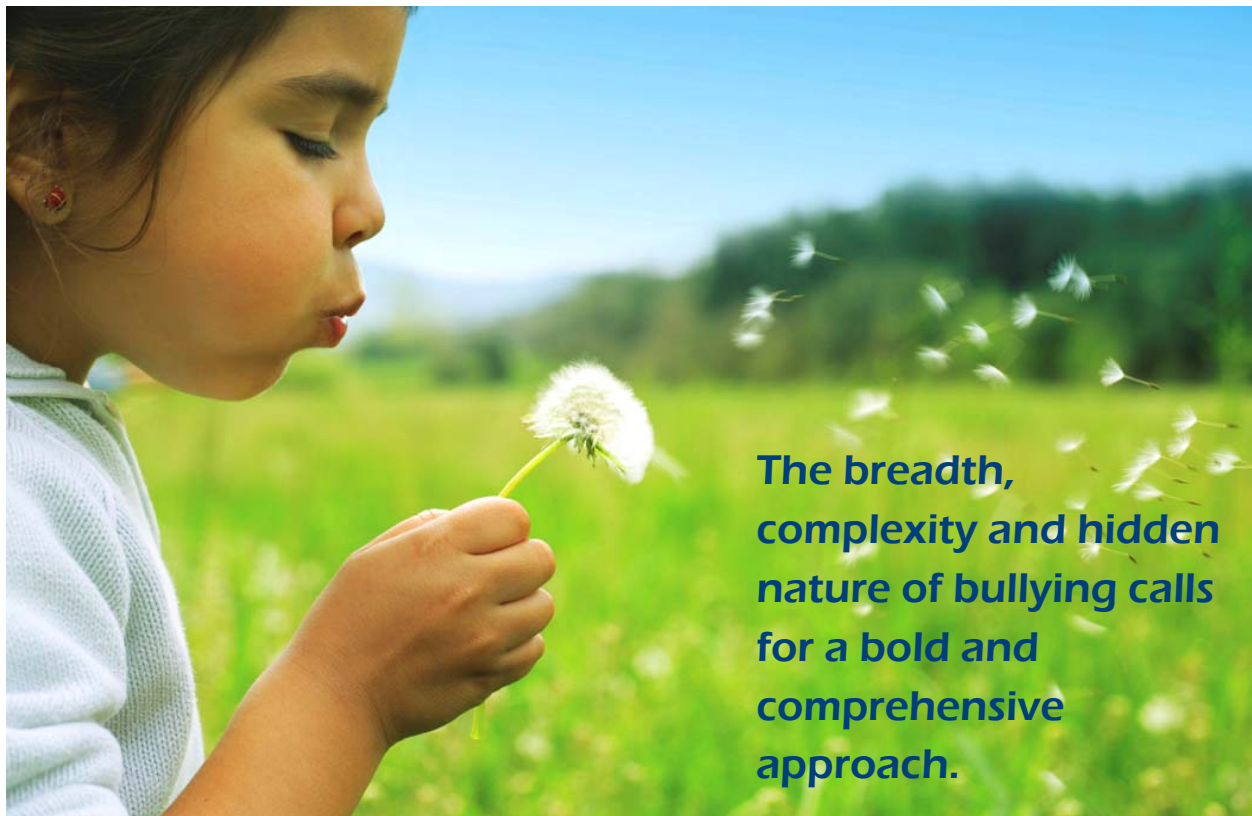
¹⁶ Raskauskas, J., & Chau, H.Y. (forthcoming). Cyberbullying: Connection with School Factors and Policy Implications. California State University Sacramento.

Addressing Bullying

The breadth, complexity and hidden nature of bullying calls for a bold and comprehensive approach to prevention and intervention. Research shows that comprehensive programs that empower both youth and adults as resources and responders have more success than single-issue focused programs.

Comprehensive programs target the entire school community, including teachers, non-teaching school staff, parents, administrators and students, and include three distinct components: 1) a school-wide component centered on training, awareness, monitoring and assessment of bullying; 2) a classroom component focused on reinforcing school wide rules and building social and emotional skills; 3) an intervention component for students who are frequent targets or perpetrators of bullying.¹⁷

This multifaceted approach must include a focus on positive culture and climate, employing youth development principles to foster a student centered safe learning environment. In addition, training and policy development at the district level is needed in order to ensure continued support for addressing bullying on school campuses.



¹⁷ Social and Emotional Learning and Bullying Prevention. Collaborative for Academic, Social, and Emotional Learning (2009). Washington, D.C.: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center.

Strategic Plan Development

In October 2009, SCUSD's Integrated Support Services Department, Safe Schools Office and Youth Development Department convened a district-wide Bullying Prevention Task Force with the goal of developing a strategic plan to help reduce bullying across the district by addressing critical policy, program, training and funding issues. The Bullying Prevention Task Force was formed in response to a number of converging issues:



1. The identification of bullying as a contributor to student mental health issues during a two-year strategic planning process by the SCUSD Mental Health Advisory Council.
2. The identification of bullying by the SCUSD Safety and Security Taskforce as an issue requiring greater attention district-wide.
3. Increasing requests from schools for bullying prevention and intervention programs, as well as staff training.
4. Increasing media attention and public concern related to bullying and its effects on children's health, wellness and learning.

In addition, SCUSD's superintendent and Board of Education have identified the importance of a systematic approach to bullying as a high priority for the district. Working together with the community, SCUSD embarked on a effort to achieve these goals.

The task force gathered data from a variety of sources, including focus groups with students, parents and school staff.

Recognizing that bullying is an issue that requires the attention of the entire school community, SCUSD invited students, parents, community partners, school staff and administrators to participate in identifying needs, develop a process for gathering information and participate in the creation of a strategic plan on bullying prevention and intervention for the district. Participation was broad and included students, parents and school staff from many SCUSD schools, as well as partners from the Sacramento Police Department, Sacramento County Office of Education, Sacramento County Mental Health, California State University Sacramento, several neighboring schools districts and numerous community agencies.

To better understand how bullying affects the SCUSD community, the task force gathered data from a variety of sources, including 12 focus groups with students, parents and school staff, as well as surveys of school principals across the district. Findings from this data collection process were used throughout the planning process and helped inform the development of the plan (see appendices for more detail).

Local Assessment

Information gathered from focus groups and surveys was helpful in understanding the major issues related to bullying at SCUSD schools. This information was also helpful in understanding the differing perspectives of students, parents, school staff and administrators. However, because these issues are so complex—and vary by school and grade level—it was difficult to draw conclusions that could be extrapolated to every school. Nonetheless, there were several overarching themes that emerged:



1. Bullying is a difficult issue to discuss clearly because other forms of negative student behavior—such as harassment—frequently get mixed into the conversation.
2. School climate has a major impact on the level of bullying students experience. Schools that work hard at developing a positive school climate generally have lower levels of bullying.
3. Few schools had any systematic approach to bullying prevention or intervention. Some schools though, have a focused approach to strengthening school climate that relates closely to a reduced incidence of bullying.
4. Few schools have any training available related to bullying. Students, parents and school staff need to be better educated on the subject to prevent and address bullying.

Participation in school activities may function as a protective factor against bullying

5. LGBT students at SCUSD generally experience higher levels of bullying and harassment than the general population. This information is consistent with national data.
6. Issues related to bullying and student safety outside of school campuses were raised as problematic and in need of attention.
7. Cyberbullying was especially noted as an area where bullying occurs frequently and often goes undetected. As cyberbullying may be an extension of bullying that occurs during the school day it is important for schools to take an interest in this issue.
8. Participation in school activities—such as sports, after school programs, music, student government and others—may help students maintain a stronger connection to school and function as a protective factor against bullying.

For more detailed information on focus groups and surveys, please see appendices.

Strategic Plan Goals

The long-term goal of the Bullying Prevention Task Force is to reduce the incidence of bullying throughout the school district for all students. Through the development, distribution and implementation of this strategic plan, it is hoped that the following systems changes will occur:

- A heightened awareness among SCUSD leadership of the importance of addressing bullying systematically and proactively
- Greater understanding of the specific issues facing schools in relation to bullying
- Development of best practices and policies for bullying prevention and intervention
- Development of specific resources to assist schools in addressing bullying
- Ongoing staff training to raise awareness of these issues and provide information on policies, protocols and best practices
- Development of long-term funding to support broad-scale bullying prevention and intervention efforts

The plan represents the best collaborative thinking of our community and draws on the collective research and thinking of many other states, counties, universities and school districts nationwide. The plan is a framework for addressing bullying and a call for action, but is by no means the final word on the subject. While there are many recommendations that can be implemented immediately at no cost, many other issues will require time and resources to address. As a result, the plan should be viewed as the beginning process of strategically addressing bullying rather than the end product.



Strategic Plan – Overview

The plan is broken down into three key elements that cover the range of issues around bullying prevention and intervention. The plan is not divided into separate prevention and intervention strategies, as there is considerable overlap in these areas:



POLICY

Addressing issues related to a set of principles or rules designed to guide decision-making, ensure adherence to accepted best practices and compliance with legal and ethical obligations. Recommended action on policy issues primarily refers to district-wide policy, though can include changes in state laws and regulations that affect SCUSD students.

PROGRAM

Implementation of specific, organized sets of activities designed to effect changes in attitudes, beliefs and behaviors around bullying. Bullying prevention programs emphasize the importance of addressing the entire school community, which includes all school staff, site and district administrators, students, parents, family members and anyone who interacts with students.

TRAINING, EDUCATION AND AWARENESS

Formal mechanisms for the dissemination of information to all sectors of the school community. The importance of educating the entire school community—from students and parents to high-level administrators and school board members—was emphasized repeatedly throughout the planning process and is consistent with research.

Strategic Recommendations – Policy

Strategy #1

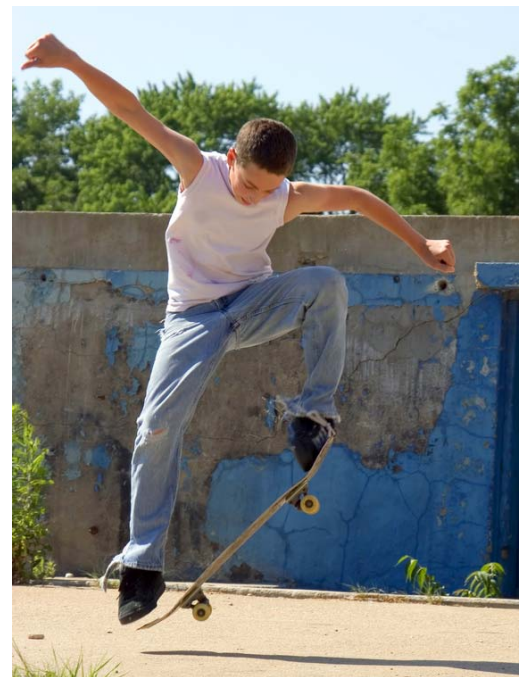
DEVELOP DISTRICT BULLYING POLICY

SCUSD will develop a comprehensive, district-level policy focused on bullying prevention and intervention. The policy, with accompanying administrative regulations, will clearly define what bullying is, where bullying can occur and what steps administrators need to take when they become aware of alleged bullying situations. The policy will prohibit acts of bullying and will support the belief that bullying is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. The policy will recognize the need to provide both support for students who are targets of bullying and alternatives to suspension for perpetrators.

Strategy #2

CREATE DISTRICT-WIDE COMMITTEE FOCUSED ON BULLYING AND HARASSMENT

SCUSD will create a district-wide committee focused on ensuring that both bullying and harassment are addressed systematically. As this strategic plan is focused specifically on bullying, the workgroup will provide oversight and guidance on the implementation of this plan and will include students, parents, school staff and community members. Since harassment was not addressed directly in this plan, the workgroup will explore additional program, policy and training needs related specifically to the issue of harassment.



Strategy #3

CREATE POSITION TO OVERSEE BULLYING PREVENTION AND INTERVENTION

SCUSD will create a full-time position to oversee and coordinate implementation of bullying prevention programs district wide. Other responsibilities will include coordination of training, education, outreach, support to site administrators and other activities related to bullying prevention and intervention. While involvement of SCUSD's Integrated Support Services, Safe Schools Office and Youth Development Departments is critical to the success of bullying prevention, these departments need additional resources to provide leadership across the district. Adding a full-time staff person whose sole focus is on bullying prevention and intervention will help build the district's capacity to ensure that all school sites are actively engaged in addressing bullying in a proactive and meaningful way.

Strategy #4

DEVELOP BEST PRACTICES AND MANDATORY ACTIONS FOR SCHOOL STAFF AND ADMINISTRATORS

The district will develop a set of best practices and mandatory actions required of school staff and administrators when addressing bullying situations. The best practices will be informed by the most current research available and will be developed in conjunction with a wide array of stakeholders. Actions required of staff and administrators when responding to bullying situations will be drawn from these best practices to ensure that bullying situations are dealt with in a comprehensive, ethical and legally compliant manner.

Strategy #5

DEVELOP A VARIETY OF MECHANISMS FOR REPORTING BULLYING, INCLUDING A DISTRICT HOTLINE

Each SCUSD school, with the support of district staff, will develop several different mechanisms for reporting bullying that will include the possibility of anonymous reporting. In addition, the district will develop and promote a confidential bullying reporting hotline for the SCUSD community that will include phone, web-based and text message reporting capabilities. At the beginning of each school year, each school will provide written notice to students, family members and school staff regarding school site and district-wide mechanisms for reporting bullying.



Strategy #6

SUPPORT RESEARCH CONNECTED TO BULLYING, HARASSMENT AND CYBERSAFETY

The district will continue to support research on bullying, harassment and cybersafety through partnerships with California State University Sacramento, UC Davis, the University of Hawaii and others. The district will use this research to better understand the specific nature of bullying at SCUSD. In addition, the district will develop a set of assessment tools to monitor the level of bullying in the district and to better gauge where the greatest needs are.

Strategic Recommendations – Program

Strategy #7

IMPLEMENT BULLYING PREVENTION PROGRAMS AT ALL SCHOOLS

All SCUSD schools will implement with fidelity a recommended evidence-based, comprehensive program designed to improve school climate and prevent bullying. Programs will be researched to determine which are the best fit with SCUSD's needs, and may include the Olweus Bullying Prevention Program, Caring School Community, Steps to Respect and others. Currently, more than a dozen SCUSD schools are implementing one of these programs. It is recommended that over the next three years, cohorts of 20-25 schools will begin implementation with the goal that all schools within the district will actively utilize an evidence-based bullying prevention strategy by fall 2014. Further, it is recommended that SCUSD monitor continued implementation of these programs in ensuing years, particularly when there are changes in school site leadership.



Strategy #8

CREATE A YOUTH ACTION TEAM TO PROVIDE LEADERSHIP ON DISTRICT BULLYING PREVENTION EFFORTS

The creation of a Youth Action Team on bullying prevention will help provide youth perspective on issues of bullying and empower youth to take action on these issues. The Youth Action Team will initiate, plan and implement strategies related to assessment, training, policy development and public awareness of bullying. They will provide guidance to the school district on bullying and help maintain a strong youth voice in implementing the district strategic plan on bullying prevention and intervention.



Strategy #9

FOCUS ON POPULATIONS AT HIGH RISK FOR BULLYING

SCUSD will develop resources to focus on prevention activities with populations at high risk for bullying, including LGBTQ students (lesbian, gay, bisexual, transgender or questioning), students with disabilities, students with mental health issues, students who are English Language Learners, and students who are obese. As research indicates that these groups of students are much more likely to be targeted for bullying than their peers, it is incumbent on the district to provide students of these groups with additional tools and resources to prevent and counteract bullying that is directed toward them.

Strategy #10

ENRICH AND EXPAND PARTNERSHIPS WITH CITY, COUNTY AND COMMUNITY

SCUSD will enrich and expand partnerships with county and community agencies focused on bullying prevention, including the Sacramento Police Department, City of Sacramento Department of Parks and Recreation, Sacramento Boys and Girls Club, California State University at Sacramento, Sacramento County Office of Education, Sacramento County Department of Behavioral Health and others. SCUSD will partner with these organizations to implement training activities, assist in program development, provide technical expertise and participate in critical policy discussions.



Strategy #11

PROVIDE COUNSELING AND OTHER SUPPORT SERVICES TO VICTIMS AND PERPETRATORS OF BULLYING

When students are identified either as victims or perpetrators of bullying, SCUSD will connect students and families to culturally and linguistically appropriate support services within the district and community. Although taking action to stop bullying when it is identified is a critically important action, schools must recognize that the impact of bullying may have long-lasting social and emotional consequences for children and families. In addition, schools must recognize that perpetrators of bullying are often struggling with social and emotional issues as well. As a result, it is incumbent on school personnel to become familiar with the types of counseling and other support services available so students involved in bullying can be referred for additional support.



Strategic Recommendations – Training, Education, Awareness

Strategy #12

PROVIDE EDUCATION AND TRAINING TO STUDENTS

SCUSD will develop resources for teachers and schools to educate students on the issue of bullying. This will include books, videos and other materials appropriate for a variety of grade levels. In addition, SCUSD will develop resources for a presentation focused on bullying prevention and intervention that is in a format suitable for school assemblies at the middle and high school level. This may include youth and adult speakers that have had direct experiences with bullying, theatrical enactments of fictional bullying situations and other high interest presentations. Curriculum will be developed that is aligned with this presentation to enable teachers to facilitate discussions and provide more specific information to students. These presentations will be developed in coordination with the Youth Action Team to ensure that they are effective in addressing issues from a youth perspective.

Strategy #13

PROVIDE TRAINING AND SUPPORT TO PARENTS

SCUSD will develop a training and support program for parents on the subject of bullying which will include such subjects as strategies for detecting bullying, communicating with your child about bullying, communicating with school staff about bullying and cybersafety issues. The trainings will be offered at schools



throughout the district at least six times per year with curriculum tailored to address the unique needs of the elementary, middle and secondary grade levels.

Strategy #14

PROVIDE PROFESSIONAL DEVELOPMENT TRAINING FOR ALL SCUSD STAFF

SCUSD will develop a three-hour training for all SCUSD staff on the issue of bullying. The training will review the definition of bullying, strategies for preventing bullying and actions required of school staff when they are aware of a bullying situation. The training will be offered at schools throughout the district at least six times per year with curriculum tailored to address the unique needs of the elementary, middle and secondary grade levels. All SCUSD staff, including classified, credentialed and management—as well as community partner agency staff, such as after school and recreation staff—will be encouraged to attend this training at least once in a three-year period.



Strategy #15

PROVIDE TRAINING AND CONSULTATION TO ADMINISTRATORS

SCUSD will develop a two-hour training on bullying specifically designed for administrators. The training will review protocol for addressing bullying situations at school sites, legal issues related to bullying and prevention strategies. The training will be offered once per calendar year and will be mandatory for all district and site administrators. SCUSD will also develop the capacity to provide consultation and support to administrators regarding specific bullying situations they encounter at school sites.

Appendix 1 - Focus Groups List

The following focus groups were conducted between January and May 2010:

#	TARGET POPULATION	FORUM	DATE
1.	Students – elementary	Bowling Green (after school program)	1/11
2.	Students – middle	Cal Middle (after school program)	2/21
3.	Students – high school	JFK 9 th graders (Criminal Justice Academy)	5/25
4.	Students – high school	JFK 10 th graders (Criminal Justice Academy)	5/25
5.	Students - LGBT Focus	Rosemont (Gay-Straight Alliance)	5/10
6.	Students – LGBT Focus	Johnson (Gay-Straight Alliance)	5/10
7.	Students – LGBT Focus	West Campus (Gay-Straight Alliance)	5/10
8.	Parents – elementary	Twain Elementary	1/28
9.	Parents – high	McClatchy High School	5/18
10.	Staff – after school	After school	5/10
11.	Staff – SROs	School Resource Officers	2/10
12.	Staff – certificated	Rosa Parks	2/5

Appendix 2 - Focus Groups Summary

GROUP #1 - BOWLING GREEN ELEMENTARY STUDENTS (AFTER SCHOOL PROGRAM)

Approximately 12 students in grades 1-4 that participate in the after school program attended the group. Overall, the students reported low levels of bullying, however, due to their young ages there was a great deal of ambiguity in their responses to questions. Older students were better able to identify specific instances of peer-to-peer hostility, although these generally did not qualify as bullying.

The more vocal students in the group generally portrayed the school as having a positive atmosphere, while the less vocal students either had a more negative view of these issues or seemed to be withholding information. One possible explanation for this dynamic is that the more vocal students may be more socially engaged and confident, resulting in them being targeted less for bullying and other aggressive behaviors. Another possible explanation is that the less vocal students may be more reluctant to self-disclose issues related to being bullied due to shame or fear of repercussions.

Overall, it was difficult to rely on the information presented in this group as an accurate reflection of the issue of bullying at Bowling Green since this information appeared incomplete and possibly inaccurate. Because of this, very little from this group can be used to understand the issue of bullying at other SCUSD elementary schools.

GROUP #2 - CALIFORNIA MIDDLE SCHOOL STUDENTS (AFTER SCHOOL PROGRAM)

Approximately 10 students from Cal Middle School that participate in the after school program attended the group, along with the after school program coordinator. The program coordinator's participation appeared to be an asset rather than a hindrance in facilitating open dialogue, as her familiarity with the students helped to keep the conversation on track. It is possible though that some of the students responded with answers they knew would please the coordinator and interviewer, particularly with regards to how they would handle certain situations.

Overall, the students were generally talkative and reported very low levels of bullying even when prompted repeatedly by the interviewer and program coordinator. Students talked about how "bullies get handled" at the school if they try to take someone's lunch money or talk down to someone. When asked how they get handled, students talked both about the response from school staff as well as the response from the students themselves, possibly indicating a strong culture of self-respect on campus. Students talked about feeling safer at school than outside of school and cited SROs, campus monitors and other school staff as contributors to this climate of safety.

Students reported that 8th graders sometimes bully 7th graders, however, they described harassing rather than bullying behavior that was higher in frequency than intensity. In addition, they described this as somewhat widespread rather than being targeted repeatedly at specific students.

Information gleaned from this group seemed accurate for the most part and this was verified with the program coordinator. However, since these students attend the after school program it is likely they have a higher level of school connectedness and support than many other students because of their bonds with the after school staff and each other.

GROUPS #3, 4 – JOHN F. KENNEDY HIGH SCHOOL STUDENTS (CRIMINAL JUSTICE ACADEMY)

Two focus groups were conducted with students enrolled in the JFK High School Criminal Justice Academy. The first group was comprised of approximately 25 tenth grade students, and the second group had approximately the same number 9th grade students. The students provided a good deal of insight on the nature of bullying, although there was disagreement about the ways in which this should be addressed by the school. The 10th grade students readily agreed that bullying was a frequent occurrence at the school, while the 9th grade students initially, as a group, disagreed that bullying was an issue on the campus. As the discussion continued, the 9th grade students began to individually state situations they had been aware of and that in fact, bullying is a concern.

Both 9th and 10th grade students reported that a sort of hazing ritual occurs in the Criminal Justice Academy when upper grade students bully and tease 9th graders. One student reported that he "couldn't wait to be a 10th grader because I knew I wouldn't be a victim anymore." Both groups reported that school staff does not really see the bullying occur because it is "subtle" and either goes on when staff is not looking, or is a nuance the staff would not understand. "It's no longer the big kid stealing the little kid's lunch money. It's more an emotional bullying in high school."

Larger areas such as the lunchroom or locker room were identified as places that bullying was more likely to occur because of the difficulties related to supervising these areas. Although participants identified specific teachers they would turn to if they needed help with a bullying situation, overall they did not have a lot of confidence in getting help. Not surprisingly, parents were mentioned infrequently as resources for support. Most agreed they would not go to peers.

Attitudes about bullying were interesting and mixed, with some believing that bullying is an acceptable part of the social order ("it's Darwinian...the survival of the strongest"), while others believing that students have a responsibility to stand up for someone being bullied. Many believed a victim of bullying should stand up for him or herself, or simply change. For example, one student stated "I used to get teased because I was fat; I realized I was and then I lost weight, so I don't get teased anymore." Some students suggested doing school-wide activities to reduce the incidence of bullying. Ideas included holding assemblies, performing skits and having adults tell true stories about bullying and what it means to them.

GROUPS #5, 6, 7 – GAY-STRAIGHT ALLIANCES (ROSEMONT, JOHNSON, WEST CAMPUS)

Three groups were held during regular Gay-Straight Alliance (GSA) meetings at Rosemont, Hiram Johnson and West Campus High Schools. The students varied in ethnicity as well as socio-economic status. While some of the students identify as gay, lesbian, bisexual or transgender, while other students are either not "out" or are straight allies.

The students reported that bullying is present on all campuses, however, Rosemont and Johnson students reported higher levels of bullying than West Campus students. Bullying was reported to be perpetrated by those who were deemed socially powerful (i.e. upper classmen, popular students), while those who were bullied were deemed socially weak (i.e. freshman, unpopular students). Each campus shared many similarities regarding their experiences and thoughts about bullying including:

- Support from teacher and administration would help decrease bullying
- Students must be proactive in stopping bullying

- On-campus was viewed as more controlled and safe than off-campus.
- Each high school had at least one safe place on campus in which GSA students felt they had the freedom to express themselves; these were typically teachers classrooms

Not surprisingly, GSA students reported that the most frequent form of bullying related to sexual orientation and gender identity, including remarks such as “that’s so gay” and “faggot.” Many students hadn’t experienced or seen physical bullying at school.

Despite these impressions, students still felt generally safer at school than outside of school. Although students could identify safe places to turn at each of the schools, they did not feel that their schools dealt with these issues effectively or proactively. Students identified the support and cooperation of teachers, principal and other staff members as critical to controlling bullying on campus. Some students identified the peer mediator program an asset that could help prevent bullying.

GROUPS #8 – MARK TWAIN ELEMENTARY PARENTS

A total of nine parents attended the group. Some of the parents were involved in the school as yard duty staff, classroom aides or volunteers. Overall, the parents generally had a positive perception of Mark Twain with regards to bullying, though they acknowledged that there are problems particularly in the higher grades. Parents cited a variety of different types of bullying behavior, both physical and emotional. However, they also identified many instances of hostile behavior among students that did not necessarily meet the definition of bullying.

One parent explained that her children were bullied by neighbors across the street, but when she observed the children playing at school they were well behaved and well mannered. This indicates that the school climate may have a positive influence on student behavior. Another parent reported that she moved one of her children from another school to Mark Twain because of bullying and that she has had a positive experience at Twain.

The parents described staff as being generally attuned and responsive to issues of bullying, although no systematic approach to bullying was identified. For example, parents reported that the response to a bullying situation could be different depending on the staff person intervening. Teachers, particularly in the younger grades, may also send a mixed message to students who report bullying by asking them to “work it out” with each other. They acknowledged that the school has had some training for parents related to these issues, but that there needs to be more training for both parents and staff. Finally, issues related to student safety outside of school were raised as problematic and in need of attention.

GROUP # 9 – CK MCCLATCHY HIGH SCHOOL PARENTS

Eight parents, one teacher and one administrator attended the group, representing children of all grades. The consensus was that bullying was worse in middle school and in some cases elementary school, but that bullying still occurs in high school. Some participants thought that bullying at CKM was probably occurring in forums that are hard to detect, such as when students are without adult supervision or through cyberbullying. Concerns were also raised about adults bullying students (teachers and coaches), hazing in sports teams and parents bullying teachers to gain influence.

Participants expressed concern that school staff and administrators are not well informed about bullying and that no clear policies exist to address bullying. In addition, there is no training available on bullying prevention or intervention. The group discussed the whole school approach and the benefits of character education. Participants suggested that kids receive more education on the topic of bullying, and perhaps also sexual harassment. It was also suggested that incident reports related to bullying need to be anonymous to protect the reporter's confidentiality.

Last, there was discussion about some of the protective factors that may help students, such as participation in school activities such as sports, music, student government and others. These protective factors only apply to a small portion of the students, however.

GROUP #10 – AFTER SCHOOL STAFF

Fourteen K-8 after school program managers attended the focus group. Participants talked about how they witnessed bullying both during the school day and afterschool program, and that many times an issue spills into the after school program from the school day. They noted that bullying often took the form of rumors, intimidation, passive alienation and violence.

Participants said they see a lot “girl drama” at the middle school level, with reports of increased violence between girls. They noted that the boys often engaged in fighting and aggressive behavior, and that many of the male students viewed bullying as a rite of passage. In both elementary and middle, there were reports of group bullying on “weaker and younger” students. For example, managers reported witnessing 7th grade boys being dumped into trash cans and toilets by 8th grade boys.

Participants reported that teachers are unsure on how to respond to bullying at school. Many times incidents go unreported and the victim is told they need get over it. Participants stated that there is a need for programs and education for both youth and adults. They stated they would be interested in helping to shape these programs for their sites.

GROUP #11 – SCHOOL RESOURCE OFFICERS

A focus group was held with 10 School Resource Officers (SRO) from the Sacramento Police Department to gather their unique perspective on the subject. The SROs indicated that a high rate of bullying exists at middle and high schools, and that much of it goes unreported. The SROs reported that much of the bullying is undetected by administration because it occurs in hidden ways, such as during passing periods, lunch, physical education and through cell phones, computers and other social media.

SROs reported that they are regularly dealing with bullying issues or the outcome of bullying, which can be fighting, school absence and disciplinary issues, as well as threatening and suicidal behavior. SROs were familiar with many resources at their schools to help with bullying, including counselors, Healthy Start programs and peer mediators, although they acknowledged that students typically don't want to report these issues to administrators.

SROs had several ideas about how to reduce bullying, including surveying students to map out where bullying occurs most and provide additional monitoring of these areas. They also pointed out the importance of teacher intervention and involvement of all school staff in addressing these issues. One SRO suggested an anonymous reporting system—such as email—to facilitate identification of bullying.

GROUP #12 – ROSA PARKS MIDDLE SCHOOL STAFF

The group was comprised of approximately 10 certificated staff who talked very openly about the subject. There was consensus in the group that bullying—and other aggressive student behaviors—are significant issues at Rosa Parks. Staff cited numerous examples of bullying behavior including extorting money from other students, openly stealing from student backpacks, cutting students in line and even threatening teachers.

Staff noted that at least three students have left the school in the past month specifically because of bullying. Although the staff reported a high level of confidence in school administration, they acknowledged that there needs to be a comprehensive, school-wide approach to create meaningful change around this issue. Staff said they had received little or no training around addressing the issue of bullying and that the policies related to this issue were unclear to them.

Appendix 3 – Principals Survey

Surveys were distributed to all elementary, middle and high school principals during their June meetings to better understand their perspectives on bullying. All principals attending the meetings completed the surveys; as a result, nearly all SCUSD K-12 schools were represented. Survey responses were fairly consistent within grade levels, although there was more variation across grade levels.

When asked whether bullying was a problem in their schools, 88% of elementary and 100% of middle school principals reported “yes,” while only 45% of high school principals answered in the affirmative. There are several possible explanation for this discrepancy:

- As discussed in several focus groups, bullying may be easier to conceal in larger settings, such as a high school.
- Bullying may also be easier to conceal as students get older, smarter and have more access to technology.
- Bullying may be less prevalent at some of the smaller high schools, which represent a fairly large percentage of SCUSD high schools.

Since the surveys were completed anonymously, it is difficult to know which—if any—of these explanations holds true. More research is needed to determine the extent of bullying at each of the high schools.

Somewhat at odds with this data though, more than 70% of high schools answered “yes” when asked if school staff need more training to better understand bullying. Although this percentage was still lower than elementary (92%) or middle school (100%), it was much higher than the percentage of high schools reporting bullying as a problem (45%). It is possible that some high school principals acknowledge the importance of focusing on bullying even though they may not believe it is a current problem at their schools.

When asked if students need more information on bullying, the percentages were roughly the same for elementary (96%) and middle (100%). High school principals, on the other hand, had even stronger feelings about providing information to students (81%) than providing training for teachers (70%). Responses to the question of providing information to parents regarding bullying were also similar: elementary (91%), middle (100%) and high school (81%).

Although many principals identified the need for additional training related to bullying (elementary, 90%; middle, 100%; high school, 54%), a large percentage of high school principals (45%) did not believe that training would be helpful for them. Regardless of these differences in relation to training, nearly all principals acknowledged a connection between school safety and academic performance (elementary, 94%; middle, 100%; high school, 100%). Principals reported similar results regarding the connection between school climate and academic performance (elementary, 94%; middle, 100%; high school, 91%).

Principals Survey – Prevalence, Policies, Training Needs

		Yes, definitely	Yes, sometimes	No, not really	Not at all		Yes, definitely	Yes, sometimes	No, not really	Not at all
	Elementary (n= 49)									
1	Is bullying a problem in your school?	14	28	6	0		29%	57%	12%	0%
2	Are you aware of best practices to address bullying situations?	4	25	16	1		8%	51%	33%	2%
3	Are you familiar with district policies or procedures that relate to bullying situations?	8	17	20	2		16%	35%	41%	4%
4	Do you think school staff need more training to better understand the issue of bullying?	31	14	2	0		63%	29%	4%	0%
5	Do you need more training to better understand the issue of bullying?	22	22	4	0		45%	45%	8%	0%
	Middle School (n=8)	Yes, definitely	Yes, sometimes	No, not really	Not at all		Yes, definitely	Yes, sometimes	No, not really	Not at all
1	Is bullying a problem in your school?	1	7	0	0		13%	88%	0%	0%
2	Are you aware of best practices to address bullying situations?	0	6	2	0		0%	75%	25%	0%
3	Are you familiar with district policies or procedures that relate to bullying situations?	1	2	5	0		13%	25%	63%	0%
4	Do you think school staff need more training to better understand the issue of bullying?	3	5	0	0		38%	63%	0%	0%
5	Do you need more training to better understand the issue of bullying?	2	4	2	0		25%	50%	25%	0%
	High School (n=11)	Yes, definitely	Yes, sometimes	No, not really	Not at all		Yes, definitely	Yes, sometimes	No, not really	Not at all
1	Is bullying a problem in your school?	1	4	4	2		9%	36%	36%	18%
2	Are you aware of best practices to address bullying situations?	2	5	4	0		18%	45%	36%	0%
3	Are you familiar with district policies or procedures that relate to bullying situations?	1	4	6	0		9%	36%	55%	0%
4	Do you think school staff need more training to better understand the issue of bullying?	3	5	2	1		27%	45%	18%	9%
5	Do you need more training to better understand the issue of bullying?	2	4	2	3		18%	36%	18%	27%

Principals Survey – Safety and School Climate

	Elementary (n= 49)	Yes, definitely	Yes, sometimes	No, not really	Not at all		Yes, definitely	Yes, sometimes	No, not really	Not at all
1	Do you think students need more information on bullying and how to address it?	37	10	0	0		76%	20%	0%	0%
2	Do you think parents need more information on bullying and how to address it?	33	12	1	0		67%	24%	2%	0%
3	Do you think there is a connection between school climate and academic performance?	41	5	0	0		84%	10%	0%	0%
4	Do you think that if students feel safe at school they will generally perform better academically?	41	5	0	0		84%	10%	0%	0%

	Middle School (n=8)	Yes, definitely	Yes, sometimes	No, not really	Not at all		Yes, definitely	Yes, sometimes	No, not really	Not at all
1	Do you think students need more information on bullying and how to address it?	8	0	0	0		100%	0%	0%	0%
2	Do you think parents need more information on bullying and how to address it?	8	0	0	0		100%	0%	0%	0%
3	Do you think there is a connection between school climate and academic performance?	8	0	0	0		100%	0%	0%	0%
4	Do you think that if students feel safe at school they will generally perform better academically?	7	1	0	0		88%	13%	0%	0%

	High School (n=11)	Yes, definitely	Yes, sometimes	No, not really	Not at all		Yes, definitely	Yes, sometimes	No, not really	Not at all
1	Do you think students need more information on bullying and how to address it?	4	5	2	0		36%	45%	18%	0%
2	Do you think parents need more information on bullying and how to address it?	4	5	1	1		36%	45%	9%	9%
3	Do you think there is a connection between school climate and academic performance?	10	0	0	1		91%	0%	0%	9%
4	Do you think that if students feel safe at school they will generally perform better academically?	11	0	0	0		100%	0%	0%	0%

Appendix 4 – Bullying Prevention Task Force Participants

AMY STEGMAN-MONTEZ

Ethel I. Baker Elementary School

ANN KELLY

SCUSD LGBT Taskforce

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Sacramento County Health and Human Services

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SCUSD Integrated Support Services

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SCUSD Special Education

BILLY AYDLETT

Sequoia Elementary School

BINA LEFKOWITZ

Youth Development Network

CAROL LAMBERT

Marian Anderson Therapeutic Center

CHARLES HUSTED

Sacramento Police Department

CHERYL RANEY

Sacramento County Office of Education

CHIEM-SENG YAANGH

SCUSD Charter Schools

CHRISTINE TIEN

The California Endowment

CINDY KILBY

SCUSD Parent Advisor

DAWN FOX

SCUSD Health Services

DEANNA VISCUSO

Sacramento Police Department

DEBRA HOPSON

Rosa Parks Middle School

DEZARAE JOHNSON

SCUSD Integrated Support Services

EVELYN TISDELL-KOROMA

SCUSD Integrated Support Services

FAITH PATTERSON

River Oak Center for Children

GINNY VOLK-ANDERSON

SCUSD Integrated Support Services

HERBERT WALLS

John Still Middle School

HILLARY GAINES

EMQ Families First

JANNA AZIM

Boys and Girls Clubs of Greater Sacramento

JUDY MONTGOMERY

Caroline Wenzel Elementary School

JULIE KAUFFMAN

SCUSD Integrated Support Services

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CSUS Department of Child Development

KATHRYN SKRABO

Sacramento County Mental Health

KEVIN ELDRIDGE

Will C. Wood Middle School

KRISTEN ALONGI

River Oak Center for Children

LAWRENCE SHWEKY

SCUSD Integrated Support Services

LINDSEY TOOKER

Panacea Services

LYNETTE DILLEY

John Cabrillo Elementary School

LYNN MEYER

San Juan Unified School District

MARC MONACHELLO

SCUSD Information and Technology Services

MARY STRUHS

Hiram Johnson High School

MATT TURLIE

Kit Carson Middle School

MICHELLE CALLEJAS

Sacramento County Mental Health

MONIN MENDOSA

Sacramento County Mental Health

Appendix 4 – Bullying Prevention Task Force Participants (continued)

NANCY MARSHALL

Sacramento County Health and Human Services

NEIL HOLLANDER

CK McClatchy High School

NICHOLE WOFFORD

Visions Unlimited

NIKKI MILEVSKY

SCUSD Special Education

NORA CASTRO

SCUSD Parent Advisor

NORM TANAKA

Matsuyama Elementary School

OLIVIA ALVARADO

Will C. Wood Middle School

PAM WHITELY

PFLAG

PAMELA HUNT

John Still Middle School

POSHI MIKALSON

Mental Health America of Northern California

REBECCA HAGGERTY

SCUSD Assessment, Research, Evaluation

RENEE BALESTIERI

Rosa Parks Middle School

SALLY SAVONA

SCUSD Information and Technology Services

SHONG THOR

John Still Elementary School

SONJA STIRES

SCUSD Safe Schools

STACEY BELL

SCUSD Youth Development Department

STEPHANIE RAMOS

Mental Health America of Northern California

SUSAN GIBSON

Bowling Green Elementary School

SUSAN LEDESMA

SCUSD Integrated Support Services

TANIA TORRES

California Faith for Equality

TARYN NEWTON-GILL

CHW Children's Center

THERESA TAVANINI

SCUSD Youth Engagement Services

THERESA CHING

Caleb Greenwood Elementary School

THOMAS JOHNSON

EMQ Families First

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CSUS Department of Sociology

TRISHA SEASTROM

Panacea Services

TU MOUA

Earl Warren Elementary School

TUAN DUONG

Hiram Johnson High School

TYLEASHA WILLIAMS

Rosa Parks Middle School

YULIANA ARROYO

La Familia Counseling Center

ZENAE SCOTT

SCUSD Youth Engagement Services

Consultation and support was provided by the following groups:

- SCUSD Youth Engagement Advisory Council
- SCUSD Safety and Security Project
- SCUSD District Advisory Council
- SCUSD LGBT Task Force
- California State University Sacramento, Departments of Sociology and Child Development