

## Appendices

### Citation

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The appendices are available for download at [http://www.sde.ct.gov/sde/lib/sde/pdf/School\\_Improvement/Bullying/PrincipalBullyingSurveyReportAppendices2007.doc](http://www.sde.ct.gov/sde/lib/sde/pdf/School_Improvement/Bullying/PrincipalBullyingSurveyReportAppendices2007.doc)

## Appendix A

**Connecticut General Statutes Sec. 10-222d. Policy on bullying behavior.** Each local and regional board of education shall develop a policy, for use on and after February 1, 2003, to address the existence of bullying in its schools. Such policy shall: (1) Enable students to anonymously report acts of bullying to teachers and school administrators and require students to be notified annually of the process by which they may make such reports, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators, (4) require school administrators to investigate any written reports filed pursuant to subdivision (2) of this section and to review any anonymous reports, (5) include an intervention strategy for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed to be notified, (8) require each school to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and (9) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline. The notification required pursuant to subdivision (7) of this section shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. For purposes of this section, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity or on a school bus, which acts are repeated against the same student over time. Such policies may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school.

(P.A. 02-119, S. 1; P.A. 06-115, S. 1.)

History: P.A. 02-119 effective July 1, 2002; P.A. 06-115 added annual notification requirement in Subdiv. (1), added Subdiv. (9) re interventions, redefined "bullying" to include harassment and behavior on a school bus and added language re policies to address bullying outside of the school setting, effective July 1, 2006.

Retrieved from: <http://www.cga.ct.gov/2007/pub/Chap170.htm#Sec10-222d.htm>

**Appendix B****BULLYING AND SCHOOL CLIMATE SURVEY****Section I: Information about you and your school.****START HERE****1. What is your position? (Check ONE response.)**

- Principal
- Assistant principal
- Dean of students
- Other (specify):  
\_\_\_\_\_

**2. How long have you been in your current position? (Check ONE response.)**

- Less than 1 year
- 1 - 3 years
- 4 - 10 years
- 11 - 15 years
- 16+ (specify): \_\_\_\_\_ years

**3. What type of school is your school? (Check ONE response.)**

- Traditional/regular education school
- Interdistrict magnet school
- Intradistrict magnet school
- Charter school
- Alternative school
- Vocational/technical school
- Special education school
- Other (specify):  
\_\_\_\_\_

**4. What grade level(s) does your school include? (Check ONE response.)**

- Pre K - 5
- K - 5
- Grades 1 - 5
- Grades 6 - 8
- Grades 9 - 12
- Other (specify):  
\_\_\_\_\_

**5. How many students are currently enrolled in your school? (Check ONE response.)**

- 1 – 300
- 301 – 500
- 501 – 700
- 701 – 1000
- 1001 – 1300
- 1301 – 1500
- 1501 – 1999
- 2000+

**START HERE** (Section I continued)

**6. In what District Reference Group (DRG) is your school classified? (Check ONE response.)**

- A
- B
- C
- D
- E
- F
- G
- H
- I

**Section II: Information about interpreting and implementing Connecticut's anti-bullying law (CGS § 10-222d). These questions are focused on your bullying policy and regulations that support implementation of the policy.**

**START HERE**

**7. CGS 10-222(d) requires that certain components be included in Local Education Authority (LEA) Board policies; there may be additional elements that have been added to those required. What is explicitly included in your written bullying policy and any accompanying regulations? (Check ALL that apply.)**

- Adult bullying behaviors
- Appeals
- Definition of bullying
- Definition of safe schools
- Disciplinary and remedial consequences
- Due process
- Education, training, or professional development for faculty, staff, and students
- Intervention strategies
- Investigation and review
- Policy and procedure notification to students and parents/guardians
- Positive standards for behavior
- Prevention strategies
- Public list of verified bullying acts
- Reporting, including anonymous reporting
- Retaliation
- Other: (specify):  
\_\_\_\_\_

**8. Does your district provide training for implementing its bullying policy and regulations?**

- Yes
- No (Skip to question #10.)

**9. (IF YES) Who are the primary recipients of the training? (Check ALL that apply.)**

- Central office personnel
- School administrators
- Classroom teachers
- Related services professionals (e.g., psychologist, guidance counselors, social workers)
- Non-professional support staff (e.g., cafeteria staff, custodians, student resource officers)
- Other (specify):  
\_\_\_\_\_

**START HERE** (Section II continued)

**10. Where are copies of your district's bullying policy located? (Check ALL that apply.)**

- School board policies and regulations manuals
  - Staff/faculty handbook
  - Student handbook
  - Parent handbook
  - Posted in classrooms, hallways, or other visible places around the school
  - School districts' website
  - School's website
  - Other (specify):
- 

**11. What methods are used to disseminate your district or school bullying policy? (Check ALL that apply.)**

- Staff/faculty handbook
  - Student handbook
  - Parent handbook
  - PTO/PTA meetings
  - Student handouts
  - Parent handouts
  - Newsletters
  - District Website
  - School Website
  - Other (specify):
- 

**12. How are students notified about the process by which they may make anonymous reports of acts of bullying? (Check ALL that apply.)**

- Student handbook
  - Student handouts
  - Assembly
  - Classroom presentation
  - During homeroom
  - Other (specify):
- 

**13. How often are your students notified about the process by which they may make anonymous reports of acts of bullying? (Check ONE response.)**

- Annually
  - Each semester
  - Each quarter
  - Upon arrival to the school (during student orientation)
  - Other (specify):
-

**START HERE** (Section II continued)

**14. The 2006 bullying policy revisions included the following language: “Such policies may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student’s academic performance or safety in school.” What locations are explicitly addressed under your district’s bullying policy? (Check ALL that apply.)**

- School grounds
  - School-sponsored activity
  - School bus
  - Off-campus – Internet (cyber-bullying)
  - Off-campus – Community (e.g., neighborhood, recreational facilities)
  - Other (specify):
- 

**15. What challenges do you face implementing the provisions of Connecticut’s anti-bullying legislation, Conn. Gen. Stat. § 10-222d, as amended? (Check ALL that apply.)**

- A thorough understanding of the legislation
  - Getting parents or guardians of students to file written reports of suspected bullying
  - Getting teachers and school staff to notify administration in a timely manner of bullying reports
  - Inadequate training of teachers and school staff in this area
  - Investigating anonymous reports
  - Lack of support from the target’s parent or guardian
  - Lack of support from the verified bullies parent or guardian
  - Limited intervention strategies
  - Time to conduct investigations
  - Other (specify):
- 

<b>Section III: Information about reports of bullying and responses to these reports.</b>
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**START HERE**

**16. Does your school have a formally articulated process for responding to informal or anonymous student reports of allegations of bullying? (Check ONE response.)**

- Yes
- No
- Not aware of one

**17. Does your school have a formally articulated process for responding to informal or anonymous family members reports of allegations of bullying? (Check ONE response.)**

- Yes
- No
- Not aware of one

**START HERE** (Section III continued)

**18. Who is officially responsible for receiving and investigating written reports of suspected bullying in your school? (Check ONE response.)**

- Principal
  - Assistant principal
  - Teacher
  - Guidance counselor
  - School social worker
  - School psychologist
  - Title IX coordinator
  - School nurse
  - Other (specify):
- 

**19. Does your school have a formally articulated process for investigating allegations of bullying? (Check ONE response.)**

- Yes
- No
- Not aware of one

**20. What procedures are used to investigate and determine outcome of formal allegations of bullying in your school? (Check ALL that apply.)**

- Review written report
  - Interview person reporting the incident
  - Interview alleged target
  - Interview witnesses (e.g., teachers, students, bus driver)
  - Interview alleged bully
  - Speak with alleged bully's parent or guardian
  - Speak with alleged target's parent or guardian
  - Observe alleged bully
  - Observe alleged target
  - Other (specify):
- 

**21. What procedures are used to investigate and determine outcome of anonymous and informal allegations of bullying in your school? (Check ALL that apply.)**

- Review written report
  - Interview person reporting the incident
  - Interview alleged target
  - Interview witnesses (e.g., teachers, students, bus driver)
  - Interview alleged bully
  - Speak with alleged bully's parent or guardian
  - Speak with alleged target's parent or guardian
  - Observe alleged bully
  - Observe alleged target
  - Other (specify):
- 

**22. Under the state law, bullying behavior must be "repeated against the same student over time." How do you define "repeated"? (Check ONE response.)**

- Number of incidents
- Duration
- Both

**START HERE** (Section III continued)

**23. What is your definition of “over time”? (Write response.)**

**24. What types of conduct do you consider to be bullying behavior? (Check ALL that apply.)**

- Extortion
  - Intellectual intimidation
  - Intimidation
  - Physical aggression
  - Racial and ethnic harassment
  - Relational aggression
  - Sexual harassment
  - Social alienation (e.g., exclusion, shunning, snubbing)
  - Teasing
  - Threatening gestures
  - Verbal taunts (e.g., name calling, put-downs)
  - Verbal threats
  - Other (specify):
- 

**25. What interventions are used in your school to address verified acts of bullying behavior? (Check ALL that apply.)**

- Community service
  - Conference with bully
  - Counseling
  - Detention
  - Expulsion
  - Increased supervision and monitoring of the student(s)
  - In-school suspension
  - Out-of-school suspension
  - Peer mediation
  - Restorative justice (providing a remedy for the wrong done)
  - Warning
  - Other (specify):
- 

**26. What interventions are used in your school for working with targeted students? (Check ALL that apply.)**

- Counseling
  - Increased supervision and monitoring of the student
  - Encouragement of student to seek help when targeted
  - Mediation/conflict resolution with an adult mediator
  - Peer mediation
  - Other (specify):
-

**START HERE** (Section III continued)

**27. Who is notified when acts of bullying have been verified in your school? (Check ALL that apply.)**

- Parents or guardians of bully
- Parents or guardians of target
- Superintendent or designee
- Teachers
- Guidance staff
- Other (specify):

\_\_\_\_\_

<b>Section IV: Information about bullying data collection.</b>
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**START HERE**

**28. Do you maintain a list of the number of verified acts of bullying in your school building?**

- Yes
- No (skip to question #30)

**29. (IF YES) Is this list of verified acts of bullying in your school immediately available for public inspection at the time when a parent verbally requests it?**

- Yes
- No

**30. How many verified acts of bullying were recorded on your school list for the 2005-2006 school year? (Check ONE response.)**

- None
- 1 – 2
- 3 – 5
- 6 – 8
- 9 – 11
- 12+ (specify): \_\_\_\_\_ verified acts of bullying

**31. How many verified acts of bullying are recorded on your school list to date for the 2006-2007 school year? (Check ONE response.)**

- None
- 1 – 2
- 3 – 5
- 6 – 8
- 9 – 11
- 12+ (specify): \_\_\_\_\_ verified acts of bullying

**32. Do you review your data of verified incidents of bullying in your school for trends?**

- Yes
- No (skip to question #34)

**33. (IF YES) How do you analyze the data? (Check ALL that apply.)**

- Individual vs. group targets
- Individual vs. group bullies
- Location (e.g., playground, classrooms, hallways, rest rooms, cafeterias, busses)
- Time (e.g., before or after school, during classes, between classes, during lunch or at recess)
- Nature (e.g., impulsive, defiance or opposition, threat, victimization, racial)
- Type (e.g., physical, verbal, non-verbal, social)
- Other (specify):

\_\_\_\_\_

**START HERE** (Section IV continued)

**34. Have you administered student, parent, staff, or community surveys to assess the awareness and scope of bullying at your school?**

- Yes
- No (skip to question #36)

**35. (IF YES) From whom did you gather data? (Check ALL that apply.)**

- Students
- Classroom teachers
- Related services professionals (e.g., psychologist, guidance counselors, social workers)
- Non-professional support staff (e.g., bus drivers, cafeteria staff)
- School administrators
- Parents
- Community members
- Other (specify):  
\_\_\_\_\_

<b>Section V: Information about your school climate.</b>
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**START HERE**

**36. Have you administered student, parent, staff, or community surveys to assess the climate at your school?**

- Yes
- No (skip to question #38)

**37. (IF YES) From whom did you gather data? (Check ALL that apply.)**

- Students
- Classroom teachers
- Related services professionals (e.g., psychologist, guidance counselors, social workers)
- Non-professional support staff (e.g., bus drivers, cafeteria staff)
- School administrators
- Parents
- Community members
- Other (specify):  
\_\_\_\_\_

**38. Do you currently have a school climate improvement plan?**

- Yes
- No (skip to question #40)

**39. (IF YES) Is your school climate improvement plan included in your overall school improvement plan?**

- Yes
- No

**40. Is school climate explicitly part of your school's mission statement?**

- Yes
- No

**41. Is school climate part of your district or school's bullying policy?**

- Yes
- No

**START HERE** (Section V continued)

**42. How would you rate your school in terms of being physically safe and providing a healthy learning environment for all students and adults? (Check ONE response.)**

- Excellent
- Very good
- Good
- Poor
- Very poor

**43. How would you rate your school in terms of being emotionally/socially safe and providing a healthy learning environment for all students and adults? (Check ONE response.)**

- Excellent
- Very good
- Good
- Poor
- Very poor

**44. How would you rate your school in terms of being intellectually safe and providing a healthy learning environment for all students and adults? (Check ONE response.)**

- Excellent
- Very good
- Good
- Poor
- Very poor

**Section VI: Information about research-based programs.**
**START HERE**
**45. Is your school using any of the following research-based programs, identified by the federal Department of Education as “Exemplary” or “Promising”? (Check ALL that apply.)**

- Aggression Replacement Training
- Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence
- Al’s Pals: Kids Making Healthy Choices
- All Stars (Core Program)
- Caring School Community Program
- CASASTART
- Community of Caring
- Creating Lasting Family Connections
- Facing History and Ourselves
- I Can Problem Solve
- Let Each One Teach One Mentor Program
- Life Skills Training
- Linking the Interests of Families and Teachers (LIFT)
- Lions-Quest Skills for Adolescence
- Lions-Quest Working Toward Peace
- Michigan Model for Comprehensive School Health Education
- Open Circle Curriculum
- Peace Builders
- Peers Making Peace
- Positive Action
- Preparing for the Drug-Free Years
- Promoting Alternative Thinking Strategies (PATHS)
- Responding in Peaceful and Positive Ways (RIPP)
- Say It Straight Training
- SCARE Program
- Second Step: A Violence Prevention Curriculum
- Skills, Opportunity, and Recognition (SOAR)
- Social Decision Making and Problem Solving
- Students Managing Anger and Resolution Together (SMART) Team
- Teenage Health Teaching Modules
- The Peacemakers Program: Violence Prevention for Students in Grades 4 – 8
- The Strengthening Families Program: For Parents and Youth 10 – 14
- The Think Time Strategies
- None of the above
- Other (specify):  
\_\_\_\_\_

**46. Briefly, describe other school efforts focused on preventing and reducing bullying to support safe learning in schools.**

**START HERE** (Section VI continued)**47. Who are the primary recipients of your anti-bullying program(s)? (Check ALL that apply.)**

- Individual students
- Groups of students
- Individual classes
- Individual grade levels
- Whole school
- Classroom teachers
- School administrators
- Related services professionals (e.g., psychologist, guidance counselors, social workers)
- Non-professional support staff (e.g., bus drivers, cafeteria staff)
- Parents or guardians
- Families
- Members of surrounding community
- Other (specify):  
\_\_\_\_\_

**48. Who is involved in delivering the program(s) in your school? (Check ALL that apply.)**

- Students
- Classroom teachers
- School administrators
- Related services professionals (e.g., psychologist, guidance counselors, social workers)
- Non-professional support staff (e.g., bus drivers, cafeteria staff)
- Parents
- Personnel from Community Service agencies (including police)
- Professional consultants
- Proprietary curriculum consultants
- CT SDE personnel
- Non-profit organizations (e.g., anti-deformation league)
- Community volunteers
- Other (specify):  
\_\_\_\_\_

**VII: Information about anti-bullying and school climate needs.**

**START HERE**

**49. In the future, what would be most helpful with regard to preventing and reducing bullying and supporting safe learning in your school?**

- Copies of sample policies (specify): \_\_\_\_\_
- Professional development (specify): \_\_\_\_\_
- Curricular materials (specify): \_\_\_\_\_
- Technical assistance (specify): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

**50. How can the State Department of Education support you in terms of managing school climate and anti-bullying efforts at your school? Please be as specific as possible.**

**DO NOT place your name or the name of your school on the body of this survey.  
Thank you for participating!  
If you complete the paper-pencil copy, please return it in the enclosed addressed envelope by  
July 9, 2007.**

**OPTIONAL**

- I would be interested in receiving technical assistance concerning preventing and reducing bullying and supporting safe learning in my school, if it were made available to me.
- I would be interested in working with a select group of schools and districts to review and create model bullying policies and procedures.

**Name:** \_\_\_\_\_

**School/District:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Thank you for participating!**

**If you have any questions about this survey, you may contact:**

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