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PROJECT TITLE

CREATING A STUDENT-CENTERED SAFETY AND BULLYING PREVENTION PROGRAM: A CHANGE LEADERSHIP PLAN

Dorothy Thompson

Educational Leadership Doctoral Program

Submitted in partial fulfillment

of the requirements of

Doctor of Education

National-Louis University

National College of Education

National-Louis University

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NLU Digital Commons Document Origination Statement

This document was created as *one* part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The "program" can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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ABSTRACT

The change plan focuses on the leaders' roles and responsibilities and what causes them to be placed in situations that require them to adapt or change. The change can cause them to react, think or perform differently. But, when leaders have to make changes that will impact an entire system, they are forced to work with others to achieve that change. New directives, policies and procedures have come from the federal, state and local government that impact school staff and students.

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SECTION ONE: INTRODUCTION

Statement of the Problem

Leaders' roles and responsibilities cause them to be placed in situations that require them to adapt or change. The change can cause them to react, think or perform differently. But, when leaders have to make changes that will impact an entire system, they are forced to work with others to achieve that change. New directives, policies and procedures have come from the federal, state and local government that impact school staff and students. Swearer, Espelage, and Napolitano (2009) stressed, "federal laws governing students and schools do exist in the United States, the daily operations of our nation's public schools are regulated at the state and local levels" (p. 54). As agents representing those charged with the task of leading schools, there is a need for adults to better understand safety related to bullying and cyberbullying incidences that occur in the Broward High School District, which served as the focus of my change leadership plan.

The Student Handbook of the Broward High School District provides a definition for bullying and cyberbullying, but it does not include a process and procedure on how to address it. Not having a clear process and procedure leaves a void for the schools within the district to follow-through appropriately on incidents of bullying within the buildings. There is a need to communicate this process from the administrators to the deans, counselors, teachers, staff, paraprofessionals, and parents to resolve any confusion. There has been limited communication between the different levels of employees within the district and building administrators to deans and counselors, and administrators to teachers and staff. Currently, there is only a discipline committee looking at addressing

discipline concerns and consequences for discipline offenses in the Broward District Student Handbook.

The state and local districts support parents' belief that they send their children to school to learn and to be safe, and the administrators, teachers, and staff come to schools to work and help the students learn and be safe. Chicago Public Schools' 2015-2016 Student Code Conduct (SCC) provides a clear example that helps to describe students' rights in "a safe, welcoming and productive school that requires the support of all staff, students, and families." The conduct code states all students have the right:

1. To receive a free, high-quality public education
2. To be safe at school
3. To be treated fairly, courteously, and respectfully
4. To bring complaints or concerns to the school principal or staff for resolution
5. To tell his/her side of the story before receiving a consequence
6. To be told the reason(s) for any disciplinary action verbally and in writing
7. To be given information about appealing disciplinary actions
8. To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations (pp. 2-3).

Students enter school daily to observe and interact with the different adults who are charged with helping to facilitate students' rights. Because the adults are in charge of the buildings, the students require the permission and encouragement of the adults to perceive that they are welcomed in schools and the adults value their presence. Based on the data collected for my program evaluation (Thompson, 2015), there is a perception from some of the adults who completed the survey that students are the problem or the

cause of many of the problems. If there is a belief that students are the cause of many problems, then there needs to be a way to help adults working in the field of education to understand that they are there to help students feel connected to their schools. When incidents occur, it would be beneficial for the adults to communicate and share relevant information with each other to address student safety.

The student and adult interactions help shape the level and types of communication and relationships within the school. This will also help to establish how students feel when they talk to adults and determine whether they will listen to them or not. The students can observe and possibly determine the type of interaction they will experience with the teachers, administrators, paraprofessionals, and volunteers in the building. This would manifest itself in the manner students are greeted and spoken to in the classroom and hall. A problem exists when the adults who are hired to teach, guide, and protect the students feel that students are the problem. The level of teaching, instruction, and guidance are hindered by the adults' perception of their students.

A certain amount of trust must exist for students to talk to the adults in the building, and there is a level of understanding and purpose that needs to exist for adults to listen. That purpose exists when adults remember the reason why they entered the field and were hired for their roles. There is a need for adults to communicate and address student safety related to bullying and cyberbullying to help address negative consequences for the students who are victimized. Cornell and Mayer (2010) stated, "Not addressing teasing and bullying decay the social capital of school that creates an atmosphere of mistrust and alienation, animosity and fear that eventually force students to abandon their educational aspirations" (p. 147).

The data from my program evaluation also indicated that the students, administrators and counselors are the solution to the problems (Thompson, 2015). When looking at keeping our students safe, everyone should be part of the solution. Adults who blame students for all of the problems related to student safety miss out on opportunities to connect with students, and they miss the opportunity to openly help with the solution. It is my belief that the solution is found with adults within the district and schools, adults in the school community, and students. In a failed attempt to address bullying and keep a student safe at one school, Rigby (2008) mentioned a bullying incident where, "the school tried to address the problem, first by punishing the bullies, then ceasing to do so, (they involved others by) holding a 'community meeting' -- with no success" (p. 14). Rigby (2008) further emphasized that the perpetrators increased their harassment when they were not punished. The student's family was finally told by an administrator that they should transfer their son. This had a negative impact on the student who felt he did not do anything wrong. There was no support given to the student, and there were no consequences for the bullies. The message that was communicated indicated that the rights of all students are not considered and addressed.

Rationale

The reasons for selecting "improving how adults in the school address student safety related to bullying" as the focus of my change plan are personal and something that I have observed in my role as an educator and administrator. My role as an administrator in two schools was to facilitate a culture of student safety. Whenever information was shared with me by teachers, staff and students that a student was bullying students, I made sure that incident was investigated.

The bullying incidents declined in the buildings, but there were times when there were incidents that happened over the weekends, such as physical or social media altercations, that spilled over to the regular school day. Therefore, it is so pertinent to help students and their parents understand the impact of altercations that happened physically and electronically, and as technology is made available to individuals, the art of face-to-face communication is declining. Furthermore, those threatened through technological channels are susceptible to many dangers by those with "electronic personalities" or false Facebook names in an attempt to hide behind anonymity. Sometimes this makes it challenging for the victim to know who is trying to victimize them. There is a need to ensure that students understand the benefits and consequences of their actions while communicating through electronic devices by either receiving or sending messages, emails, or surfing the web.

Consequently, students use technology at school, providing the perfect opportunity to ensure that adults in the school are trained to adequately address bullying and cyberbullying. Parents are partners in assisting with addressing the safety of the students through the use of electronic devices, and they are included with the other adults or stakeholders in promoting student safety. The parents are the ones who usually purchase the devices for the students.

Adults volunteer or are hired for different roles that place them in various situations to interact with students in the school setting. There are adults who sit on the school board, who interact with students as they go to and from school, but I am not sure the adults know how to support student safety related to bullying and cyberbullying. The other adults at or doing business near the school would include business owners in the

area surrounding the school or the school community who are also not sure how to address student safety related to bullying. It is important to address bullying and cyberbullying outside of the school building, at school-related events and in the surrounding school community.

There appears to be no procedures to help guide adults on intervening when they observe bullying occurrences, and they do not know the proper procedure to document and report it correctly or who to tell. The lack of knowledge on policies and procedures by some adults is a problem that would create safety issues for students, and it needs to be addressed properly by district administration. Training that is tailored and includes adults from all levels in the school is the most effective way to address student safety related to bullying and cyberbullying in the school district. While conducting the research on my program evaluation, I noticed comments on the survey that indicated that some adults were not sure how to address student safety when an incident of bullying occurred (Thompson 2015). Some survey participants indicated that they did not know who to report information to related to bullying and cyberbullying. Yilmaz (2010) mentioned in his study on preservice teachers that participants knew what cyberbullying was, but they indicated the need to receive cyberbullying training during their university education. With the preservice teachers recognizing their deficit, it would be proactive on the part of the Broward School District to ensure that training be made available to anyone working in a school or the district.

Goals

The goal of my change plan is to help facilitate how the school district addresses and communicates student safety related to bullying and cyberbullying with all adults through using the following steps:

A. Establish a common, district-wide definition to be used for bullying and cyberbullying by everyone in the district.
B. Create a district-wide, student-centered safety and bullying-prevention program that all adults can use to properly identify and address incidents appropriately
C. Provide administrators, teachers, staff, parents, and students with initial and ongoing training throughout the school year.
D. Establish a climate committee that includes the following representatives from the school and community: social workers, counselors, administrators, deans, teachers, parents, paraprofessionals, community mental or social service agencies, legal or law enforcement agency, and clergy; these representatives would meet monthly or bimonthly to monitor the bullying and cyberbullying prevention program's resources and to ensure parents have access to services that are not available within the school.

Taking these steps would provide parents with assistance for themselves or families to cope with being involved in incidents to receive services.

Demographics

The averaged demographics for the three high schools within the district are listed from the state. The data reflect a district needing to focus on becoming student-centered to better serve in their roles as educators and meet the educational needs of the students

from low achievement, high-minority and high-poverty segments of the population. The Illinois State Report Card informs us that there are approximately 5,079 students in Broward High School District. Their racial and ethnic makeup is White (0.7%), Black/African-American (87.5%), Hispanic (10.4%), Asian (0.5%), American Indian (0.3%), and two or more races (0.6%). The graduation rate is 82%, while 85% of the students are low income. The achievement data indicate that 11% of the students in the district met the benchmark for the PARCC assessment, and the student mobility rate is 13%. The rating for Supplemental Educational Services (SES) is State-Academic Watch Status Year 10 and Federal Restructuring Implementation. The specific data related to the impact of bullying on attendance or discipline were not available.

Summary

Developing a student-centered learning environment to provide for students' safety is a process that requires change for everyone within the school district and those who interact with students within the school buildings. Therefore, by creating my change plan, all stakeholders must be involved in providing students with a safe student-centered learning environment through administration's communicating and modeling supportive behavior to enhance positive adult interaction and support student safety. Creating student safety will come about through open, two-way communication between administration, teachers and staff along with development of a district-wide definition for bullying and cyberbullying. Creating a district-wide, student-centered safety and bullying and cyberbullying prevention program and offering training for administrators, staff, teachers, parents and students to establish a district and community-based climate committee were resources and support for the district-wide bullying program. Everyone

would have an opportunity to take ownership and support the work of keeping students safe in the schools and the school community.

SECTION TWO: ASSESSING THE 4 Cs

The "AS-IS Diagnostic Tool," outlined by Wagner et al. (2006) was used to assess the four arenas of change impacted by the change plan. The four areas are represented by the context, culture, conditions, and competencies that exist within the school. Wagner et al. (2006) provided further clarification related to the four arenas, starting first with competencies, the expertise or training that is required to ensure that everyone is equipped with the skills to define, identify, communicate and address student safety related to bully and cyberbullying. The second arena speaks about the conditions that needed to be looked at, which were the structural, cultural, economic, and symbolic factors that compelled the internal organization. The third arena was culture, which describes the common values, beliefs, assumptions of everyone within the school and community. The last arena was context or external factors predisposed to the organization and related to the political and economic conditions that operated outside of the school district's control.

Wagner et al. (2006) outlined the four arenas or 4 C's (context, culture, conditions, and competencies) as a way to provide a look at challenges and goals that the Broward High School District faced in creating systemic change that was utilized to inform or drive the change plan process. The four arenas helped to provide a framework to better explain what was occurring in the Broward School District. The diagnostic tool was also utilized to guide the responses and highlighted areas that needed improvement.

Context

Upon viewing the context, I noticed that students and parents were considered the problem. Providing greater communication and information to the parents and other

stakeholders did not seem to exist. Connecting with and sharing relevant information were mentioned as areas that would help stakeholders work successfully with the schools, build better relationships, and contribute to student safety.

It was mandatory that administrators communicate and model supportive behavior to enhance positive adult and student interactions to support student safety related to bullying and cyberbullying. Wagner (2008) has provided information that the racial makeup of the schools within the Broward High School District mirror schools around the country that have a majority of White teachers working in schools with large and diverse student populations. These present challenges facing educators who look different than their students and come from a different socioeconomic background. Being White, the teachers look different than and might not be familiar with students from diverse and lower social-economic backgrounds. The students might not be familiar with some of the teachers who do not look like or connect with them.

The school district has a high-poverty, high-minority and low-achievement population. Wagner et al. (2006) described the current educational system that exists within the schools as,

> a multifaceted problem that contributes to and holds in place an educational system that no longer fosters a healthy economy or democracy or the individuals they are intended to support and represent. The hurdles of teaching *all* students *new* skills in this environment where there are more distractions and fewer supports for traditional classroom-based learning represent an extraordinary set of challenges for educators. (Wagner et al., 2006, p. 8)

The current demographic landscape of our schools reflects how students sometimes look different than the teachers in front of them. Coming from different neighborhoods and holding different values, these teachers could feel disconnect with the

children in the roles they serve. When diversity and race become an issue for teachers who do not look like their students, Wagner et al. (2006) has said:

> shifts in both student and adult demographics of our public schools—such as the divide between a predominantly white teaching force and an increasingly diverse student body, and the turnover rate of new teachers, nearly half of whom now leave the profession within the first five years—and one begins to understand how our education problem is much more one of obsolescence. (Wagner et al., 2006, pp. 8-9)

With continuous changes taking place in various school districts, many students may not feel connected or supported by the schools or the adults whom they see on a daily basis. Some of the teachers and staff will have to adapt to a new way of doing their work and communicating with each other to help identify and address students' safety related to bullying and cyberbullying.

Continuous change or turnover of teachers can contribute to an atmosphere or environment where adults and students are not allowed or able to develop trusting relationships with their teachers and staff. The lack of trust between teachers and students can create a poor teaching and learning experience for the students. According to Kartal and Bilgins (2009), Peterson (1998) stated, "schools develop dysfunctional values and beliefs or 'toxic cultures' where the staff views students as the source of the problem, and they often complain, criticize, discourage, and demoralize them. They do not share ideas or materials" (Peterson as cited in Kartal & Bilgins, 2009, p. 210). Consequently, it is important that adults understand that they have a role in addressing student safety related to bullying and cyberbullying.

School can be a confusing and contradictory place for children who are attending for the first time because they are mandated by state law to do so (Illinois State Board of Education). The adults in the school buildings are in charge, and the students need

opportunities and encouragement to feel welcomed and valued. The adults who interact with each other can share relevant information about student safety and become familiar with more of the students who are being discussed. As an administrator, I have seen parents enroll their children in schools and believe the school to be a safe environment and atmosphere for teaching and learning. Parents drop their children at the school doors, and they believe that the teachers will talk to or communicate with the students to make them feel welcomed. I have had teachers who personally greeted the students when they entered the building, and this would make the students feel welcomed. There are some students without an adult connection. When bullying or other situations arise for students in school and adults do not intervene or report the incidents, this could impact the student's perception of the adults and the school.

How children feel about the way adults address incidences of bullying or victimization can determine whether or not the students will connect with their school, stay in school and be successful. This change plan explores this dynamic and identifies problems in addition to reviewing solutions.

Conditions

In looking at national requirements and recommendations for addressing bullying, Swearer et al. (2009) indicated, "15 states require or provide guidelines for employee training on bullying prevention and relevant bullying policies. ...the nature and extent of provision [for] training and prevention vary" (p. 63). Illinois has introduced Senate Bill 100, which provides guidelines for discipline and support related to bullying. Reviewing data for my research revealed that in the Broward High School District there was limited to no training for teachers, staff, parents and students on how to adequately identify

bullying and cyberbullying. My research also indicated that limited communication existed between administrators and teachers.

Results from the program evaluation showed that the Broward High School District had no common district-wide definition used for bullying and cyberbullying by anyone – administrators, deans, teachers, staff, parents, and stakeholders (Thompson, 2015). The school district's handbook did not have a common process or procedure for identifying and addressing bullying and cyberbullying by the adults within the three high schools.

One issue that I noticed through my program evaluation was the slightly different definitions of bullying and cyberbullying provided by deans and counselors; there was more consistency among the responses provided by the assistant principals (Thompson, 2015). The research revealed information between the administrators was not shared or communicated with the deans, counselors and teachers. Addressing and communicating student safety by adults continues to be a priority for any school and school district, and student safety should be communicated to all adults. Student safety should take place in all schools around the country. The federal government has presented policies to the states on the development of student safety related to bullying and cyberbullying, which passes to the local or school district level for policy implementation. The procedure for implementing a student-centered safety and bullying/cyberbullying program works best when everyone understands the definition and a process exists to implement the program (Coloroso, 2003).

Competencies

The competencies section revealed that teachers, staff and parents lacked skills and knowledge to correctly address and identify bullying or cyberbullying. My program evaluation results indicated that teachers, staff, paraprofessionals and deans felt that administrators lacked the skills needed to provide meaningful training (Thompson, 2015). The results also indicated that training needed to be provided to administrators, teachers, staff, paraprofessionals and parents who did not have the required skills to address student safety related to bullying and cyberbullying. The findings were used by administrators to establish a discipline committee comprised of assistant principals and deans from the schools in the Broward High School District.

Considering that the change plan focused on student safety related to adults working together to address bullying and cyberbullying, there was a need for everyone to come together. It required everyone involved to rethink, adjust, and become retooled or trained to develop a common voice that helps guide the district in the direction of adapting to the change required to take place for student safety.

Culture

The culture of the Broward High School District indicated that there was no clear district or school-building bullying and cyberbullying prevention program to address student safety. There was limited to no communication that existed between administration and teachers and staff (Thompson, 2015). This limited communication caused misinformation to be shared inappropriately among some teachers and staff, and this created a lack of trust. Bullying and cyberbullying were listed in the Student Handbook as an offense, but there were no clear consequences for students. And it was

not clear what supports were provided to the victim and the bully. To enhance the focus on student safety, I sought to help facilitate how adults addressed student safety related to bullying and cyberbullying within the Broward District. The superintendent's' office, building administrators, teachers, counselors, deans, staff, and other adults can effectively communicate with each other. That would allow leaders to change the way things were done before, and how things operate in the future. Heifetz, Grashow and Linsky (2009) said,

> Successful people in the middle third or latter half of their career are being asked to move away from what they know how to do well and risk moving beyond their frontier of competence as they try to respond adaptively to new demands from their client environment. (Heifetz et al., 2009, p. 22)

The clients were the building and district administrators, teachers, students and parents. The students were at the center of the change, but all of the adults in the school district needed to evaluate their role in the change process. The adults needed to improve how they addressed student safety in the high schools, because the adults who were in the "middle or latter third of their career" were the ones needing to make a change.

Through observing the Broward High School District Student Handbook, I found there was limited information on addressing bullying and cyberbullying related to student safety. Thompson (2015) indicated that the Handbook had a General School Policies section labeled "Bullying/Cyberbullying," and there was a category or offense with an explanation under Discipline Guidelines. But, there was no information on how to intervene or address bullying and cyberbullying, and there were no clear consequences for the bully or support for the victim. The findings helped to raise a number of questions related to how bullying was addressed (Thompson, 2015). Senate Bill 100 also helped to

guide the conversation on discipline and consequences for students who were involved in any situations (Illinois General Assembly 2015).

SECTION THREE: RESEARCH METHODOLOGY

Research Design Overview

The research methodology section of the change leadership plan was useful in providing information on how to improve the communication between adults who addressed student safety related to bullying and cyberbullying. The methodology focused on the qualitative data and used some of the quantitative data collected from the program evaluation (Thompson, 2015). The process of completing the change leadership plan, "Creating a Student-centered Safety and Bullying Prevention Program," was performed through processing the additional data collected during the program evaluation. The data were initially gathered by interviewing the assistant principal, dean of students, and the counselor working with bullying incidents from the three high schools in the Broward High District.

The methodology for the change leadership plan was qualitative because I believe this level of information provided the participants with the best opportunity to share their views and added value through their experiences within the four arenas of change. Participants' contributions and the responses to the interview questions painted a picture and outlined a common theme that allowed the answers to flow and take shape. James et al. (2008) said,

> Qualitative evidence can be words or pictures. Whether collected from individuals, throughout the process of change, or during an event, they emphasize having strategies that balance time and resource constraints while collecting enough evidence to rise above the subjective nature of understanding. …collect data from multiple sources and then compare results. (James et al., 2008, p. 83)

The interview participants – assistant principals, deans of students, and counselors – provided that source of information by their answers in the data collection process.

Participants

The principals from each of the three high schools selected one assistant principal, one dean of students, and one counselor, who were interviewed to answer questions related to how adults in the school addressed student safety related to bullying and cyberbullying.

The interview process involved each selected assistant principal, dean of students and counselor responding to questions on how adults in the school communicated to address student safety related to bullying and cyberbullying. I conducted the one-on-one structured interviews in a place that was secluded, quiet and comfortable. I collected qualitative data from the deans, assistant principals, and counselors, who answered seven interview questions listed below.

Interview Questions

1. How do you define bullying? Do all of the adults in the building have a clear understanding of what bullying is?
2. What strategic plan do you have in place to address student safety related to bullying at your school? How do adults in the school respond when they are informed about incidences of bullying?
3. What data sources were utilized to make the decisions that were made to develop your bullying policy? How was data tracked? How did this process help you develop, if any, a cycle for problem solving on issues related to bullying behavior and student attendance? How did this impact student performance?

4. How did you engage the stakeholders who were not a part of improving the climate in the schools? What type of response did you receive? What are the implications to future work with them on improving student behavior, attendance and grades?
5. Were there other means by which success was measured other than improved grades and increases in the attendance rate for the students involved? Is there data to support that?
6. What do you think will help improve the overall school climate and culture, and how did it connect with the school mission and vision?
7. Is there anything else you would like to add that will support your response?

Data Collection Techniques

The data gathering process involved asking questions from the deans of students, assistant principals, and counselor who worked with students that were bullied and how they communicated to address student safety. The same questions were asked of each assistant principal, dean of students, and counselor working with bullying incidences and student discipline. I recorded the interview responses and looked-for trends based on the responses received. The back-up equipment for recording the interviews allowed for more detail from the conversations and supported future analysis. I ensured that all questions were understood clearly and with full disclosure. The interviews consisted of a maximum of five questions and were of an evidence-gathering nature. I had two additional probing questions, to be used if necessary. I made sure that the surrounding area was private, quiet and comfortable to the interviewees. The resulting data were stored on my laptop that was password protected. I also had a backup copy on a password

protected drive. The laptop was stored in a locked cabinet in my home. The identity of the participants was coded to protect their privacy.

The data collection process required the input of those who documented or addressed incidents and sought to remedy the altercation, and how they communicated the incident with others. James et al., (2008) said it best, "Qualitative methods probe the richness of human experience" (p. 63). The interview responses were anonymous, and the interview process was one-on-one, in a quiet and private location to protect the identity of the participants. Also, the results or responses were codified to protect the privacy of the respondents, and the information was combined and merged to show related comments. Patton (2008) said, "the point of utilization-focused approach is not to assume either high or low expectations. The point is to find out what the expectations of intended users are and negotiate a shared understanding of realistic, intended use—a mutual commitment that can be met" (Patton, 2008, p. 101). The intended users were able to examine the data to discover if the overall responses were positive or negative. They were able to discover if the results showed that the Broward High School District met the safety needs of the students or if there was more work that needed to be done to address student safety related to bullying.

For the interview questions, common responses were coded, merged and combined. The five questions and two backup questions were used to provide insight into the perceptions of the three deans, three assistant principals, and three counselors on "improving how adults in the school communicate to address student safety related bullying and cyberbullying." There were specific questions about the existence of a strategic plan to address student safety related to bullying, the responses of adults who

were informed about bullying, and their perceptions on student safety related to bullying and student safety responses.

Data Analysis Techniques

The interview questions were analyzed using themes related to student safety, bullying and cyberbullying, and outlined areas that needed to be addressed within Wagner's 4 C's (context, culture, conditions, and competencies). I processed the data using one of Patton's (2008) frameworks to inform the "Basic Findings, Description and Analysis involved in organizing the raw data into a form that reveals how the qualitative was formulated into patterns where the basic and results were used by primary intended users for better understanding" (p. 478). The results provided the primary users with a snapshot of the interviewees' perceptions of their experiences without sharing their identities. The tables and charts were representative of their views in thematic forms on how bullying impacted student success, overall climate and culture, stakeholder engagement, and a final open-ended question that allowed them to add personal responses. While some of the responses to the final question were similar to previous answers, others were new and provided different insight.

SECTION FOUR: RELEVANT LITERATURE

Introduction

The 4-C's helped to provide a format that gave the literature function to help achieve the organizational change related to addressing student safety pertaining to bullying and cyberbullying. Compiling the relevant literature required creating an outline that was focused somewhat around Wagner's Change Plan related to the 4-C's. Wagner et al. (2006) stated, "it is very difficult to develop a thoughtful strategy for change without some clear answers – or at least some thoughtful hypothesis" (p. 98). Some of the themes or subsections reflected perceived leadership strategies, perceptions of student safety, and the effects of bullying and cyberbullying.

The relevant literature subsections were guided by leadership strategies, adult interactions and student discipline. The second subsection was focused on perceptions of student safety that look further into the climate of the school and community, conditions/culture that were observed within the school, and the context of the schools that provided support. Finally, the third subsection provided literature related to understanding the effects of bullying and cyberbullying through resources provided by building administrators and staff, the students' role in being a solution to offset the negative impact of bullying, and the increased awareness for students and adults by receiving training.

In preparing the literature review for the change plan, I sought to address key components of student discipline and perceptions of student safety that examined the climate of schools and community. I continued with the context, condition and culture that existed within schools that were perceived as major concerns that fueled its

environment. The final section of relevant literature provided insight into understanding the effects of bullying and cyberbullying and the resources that can be provided by districts. It continued with the way building administrators and staff can help students, techniques students can learn to overcome or offset the negative impact of bullying and cyberbullying, create a greater awareness and provide training for adults and students to help prevent and intervene in various victimization situations.

Perceived Leadership Strategies

Student Discipline

The school environment requires a balance between instruction, student interaction, adult interaction, as well as adult intervention and student discipline. Classroom teachers need to demonstrate skill as they maneuver through controlling and managing discipline issues that must be addressed daily. Cornell and Mayer (2010) indicated, “there are critical interactive trajectories of delinquent behavior, academic success, and social bonding to school, as well as reciprocal processes that can involve peer victimization and rejection, depression, and motivation” (p. 8). Student interactions set the atmosphere for the disciplinary opportunities or challenges. Garandeau, Lee, and Salmivalli (2013) provided insight into a “hierarchal” structure that exists related to bullying behavior that lends itself to the shaping of a dominating negative influence that affects the regular classroom dynamic. The authors noted that in larger classrooms, teachers have structure, manage their classrooms and allow students to develop new friendships, instructional student groupings, maintain seating arrangements that sustains order and do not create hierarchical domination to exist. It was mentioned that smaller classrooms fostered an atmosphere for “hierarchies to exist.”

Student Safety - Climate

School climate was defined by Bradshaw, Waasdorp, Debnam and Linstrom-Johnson (2014) as "the shared beliefs, values, and attitudes that shape the interactions between students, teachers, and administrators and set the parameters of acceptable behavior and norms for the school. …the definition has been expanded to include safety and the physical environment" (p. 594). Bradshaw et al. (2014) explained the positives connected to a desirable school climate as pro-social and academic motivation, student interactions and self-esteem, and the outcomes of negative school climate include higher dropout rates, absences, suspensions, at-risk behaviors and antisocial and aggressive behaviors. Lleras (2008) described a "hostile" school climate as one that draws attention away from the instructional process through threatening, intimidating or disruptive behavior.

According to Bradshaw et al. (2014), there was no universal agreement on the definition to measure school climate, but there are some identified commonalities, as stated by "The National School Climate Center [that] identifies … school climate in their review of over 200 references: safety (rules and norms, physical safety, and social emotional safety)" (p. 594). Quoting another model that measures climate, Bradshaw et al. (2014) added, "the USDOE Safe and Supportive Schools model of school climates includes three interrelated domains of *safety* (social-emotional safety, physical safety, and substance use)" (p. 594).

Bradshaw et al. (2014) further commented, "The final *safety* domain included indicators of bullying and aggression, perceived physical safety, and general drug use"

(p. 601). The authors mentioned that the primary aspect of the school climate was student safety.

Student safety and protection was described by Mishna, Cook, Gadalla, Daciuk and Solomon (2010). The authors also mentioned adults as being responsible for the protection of children from all forms abuse – physical and mental, injury or abuse – as noted in the 1989 Convention on the Rights of the Child. Students from many racial, cultural, and social economic backgrounds come together at schools to receive an education as mandated by the state's compulsory education laws.

According the Illinois Compulsory Education Laws, a child must enroll in a public or private school with some exceptions by the minimum of seven years of age and a maximum of 16 years of age. Students grow and develop, and they have many life experiences between birth and the time they enroll in formal education. Cornell and Mayer (2010) indicated that trust and mutual respect between teachers and students create the beginnings of academic success, and it continues with an orderly classroom and a safe and supportive school climate. Cornell and Mayer (2010) mentioned the need for an interdisciplinary – mental health and allied system – approach to address school safety, adding that it cannot be managed through instruction alone for students displaying disruptive and violent behavior.

Understanding the Context, Conditions and Culture

One author noted that bullying and cyberbullying can exist in any school. Lleras (2008) identified schools as America's primary socialization facilities with similar and different aspects, and peer victimization risk can depend on the characteristics of the school. Thibodeaux (2013) also indicated it includes the racial composition of the school

and students' perceptions. Fite, Vitulano, Wynn, Wimsatt, Gaertner, and Rathert (2010) expressed perceptions of crime, disorder and the presence of gangs in a child's neighborhood can have negative effects on students' behavior and future.

There exist various scenarios within a school where students come from various backgrounds of race, culture, ethnicity, and more. Thibodeaux (2013) indicated that students' safety perceptions affect all areas of a student's high school experience from academic performance, attendance and career choice. The way that students come together and interact makes for an unpredictable environment. Dryden, Desmarais and Arsenault (2014) noted that women, men and children with disabilities are at a higher risk of being victimized than their nondisabled peers and indicated that they were more compliant and less likely or unable to report incidences. Garandeau et al. (2012) indicated that, "highly hierarchical groups" or groups of popular students have more power and use it to expedite bullying behavior that affects the attitudes and behaviors of adults. Roark (1992) indicated that high school students may become careless and casual about their personal safety and consider themselves invincible and immortal as they prepare for their new role as college students.

Effects of Bullying/Cyberbully and Possible Solutions

District and Building Administrators, Staff and Parents - Adults

Schools attempt to assess the impact of bullying and cyberbullying on students and students' use of school-related support services. Lewis, Deardorff, Lahiff, Soleimanpour, Sakashita, and Brindis (2015) mentioned that there were individual and school-based factors that contributed to student victimization and the student use of school-based services. The authors continued to inform us that some of the risk factors

reported were relational and pertained to race and ethnicity. A study of student usage rates of the School Health Center (SHC) indicated that some students were eliminated from services based on low racial/ethnic representation in the study.

Personal and Cyber Relationships - Students

Mishna et al. (2010) stated that students build relationships online, but they did not fully understand the meaning of those relationships and the consequences associated with their electronic conversations. Reports by the *Chicago Tribune, Daily Mail*, and other news media and journals informed us about bullying and cyberbullying and their unfortunate and negative impact on the students who were involved as victims. The sad turn of events that resulted with a lack of intervention or support has been noteworthy and detrimental in extreme cases.

Lewis et al. (2015) described bullying as repeated, intentional peer victimization that includes an imbalance of power, and the victimization is associated with psychological and physical health issues and minimal school connectedness. Cornell and Mayer (2010) remarked that no schools were free from bullying and peer aggression, and that victimization takes various forms that range from minor aggravation up to extreme cases that can result in depression and suicide.

Awareness - Districtwide and School-level Training and Resources

There are some districts working to improve student safety and highlight how students are being encouraged to speak up for themselves. Dryden, Desmarais and Arsenault (2014) described how a high school district's special education director in Boston identified students with intellectual and physical disabilities who participated in the IMPACT: Ability Intervention Program. The main function of the program was to

acknowledge unsafe situations, increase students' knowledge and skill in defending, changing their behaviors and speaking up for themselves. These skills could be valuable for any student. Encouraging students to inform adults, Mishna et al. (2010) saw the necessity of students' telling parents and adults about cyberbullying and the need for effective responses on the part of parents and other adults. The authors also emphasized the need for "judicial policy makers" to include prevention and intervention efforts of "peer-to-peer victimization" related cyberbullying involvement in their policies.

When preparing students for the process of transitioning to college, Roark (1992) advised that high school counselors can be a source for students and parents concerned about campus violence. The author recommended that parents should request and review the anticipated college's policy on conduct and disciplinary process; additionally, it would be helpful to review student safety. Swearer et al. (2009) noted that the state-regulated public schools are governed by federal laws, and the state can guide the policies and issues governing districts and schools, including bullying.

Summary

Identifying the initial relevant literature theme focused on leadership strategies, adult interactions and student discipline. The next subsection was arranged around perceptions of student safety that delve into the climate of the school and community, conditions/culture that were revealed within the school, and the setting of the schools that provided support. The final subsection provided literature linked to understanding the effects of bullying and cyberbullying through resources provided by building administrators and staff, the students' role in being a solution to offset bullying's negative impact, and the increased need for students and adults to receive training.

SECTION FIVE: DATA ANALYSIS AND INTERPRETATION

The data were drawn primarily from qualitative sources; namely, interview responses. The interview questions provided a richness and authenticity that the survey responses could not give about student safety related to bullying. Throughout the change plan development process, primary users of the change plan were involved in helping to process the data for their use and to help inform their decisions. Patton (2008) stated, "Primary intended users should be actively involved in all four of these processes so that they fully understand the finding and their implications" (p. 478).

Relevant Data

Processing and reviewing the relevant data required looking at the questions and responses to determine what supported the work that needed to be done to complete the change plan. The title of the change plan, "Creating a Student-centered Safety and Bullying Prevention Program," meant that data were needed to support the efforts of moving the Broward High School District away from an adult-centered district to one that sought to address the needs of the students. This also required looking within the data to identify possible solutions to assist the Broward High School District in creating the change to move to a direction that would promote student safety related to bullying.

Gathering the data caused me to think about the ethics of data gathering and how the participants were impacted by my actions during the research process. Therefore, the selected assistant principals, deans and counselors provided answers to the remaining interview questions from the program evaluation. Some of the responses were very lengthy and were reviewed, edited and compiled with a focus on common themes to

support the need to address bullying and cyberbullying and improve adult communication to increase student safety.

Response to Interview Questions

The response to some of the questions identified the need for administrators to collaborate with stakeholders as a key indicator of how a school involves the individuals, organizations and businesses around the school into the workings of what takes place within the walls of the building. This would also provide for a greater opportunity for students to be supported by the resources available within the community. The interviewees were asked the question, *"How did you engage stakeholders who were not a part of improving the climate in the school?"* The responses varied with 66% of the participants indicating that they were not aware of how stakeholders were involved. The remainder or 34% of the respondents commented that a connection existed with the parents. The connection included parents, students and staff keeping administrators updated and informed about events in the community, parents' participating on an advisory board to assist with strategic planning, and parents' receiving a copy of the disciplinary policy or Parent Handbook. Refer to Table 6 for a summary of responses to the question: *"How did you engage stakeholders who were not a part of improving the climate in the school?"*

Table 6
Stakeholder Engagement – Question # 4

Response	Percentage
Responded that they were Not aware/Not Known/Do not Know	66%
Responded that there was a connection with the parents through: -Parents, student and staff reaching out to the administrators about community activities -Parents participating on an Advisory Board to help develop a strategic plan -Parents receiving a copy of the full disciplinary policy or a copy of the Handbook.	34%

Seeking to identify what sources were used to measure how the schools assessed student success other than grades and attendance, the respondents were asked, *"Were there other means by which success can be measured other than improved grades and increases in the attendance rate for students involved in bullying incidents, and is there evidence to support it?"* The response revealed that 56% of those interviewed answered "Not Known or No." Of the remaining responses, 11% indicated that success could be measured by data to support the response, 11% noted students getting involved in extracurricular activities. 11% cited students emotional outlook, and the finally 11% identified peer mediation. These responses are summarized in Table 7.

Table 7
Other Means for Measuring Student Success - Question #5

Responses	Number of Comments	Percentages
Not Known/No	5	56%
Data to Support	1	11%
Getting Involved in Extracurricular Activities	1	11%
Emotional Outlook	1	11%
Peer Mediation	1	11%
Totals	9	100%

To evaluate the perceptions of the assistant principals, deans and counselors about ways to improve the overall climate and culture, they were asked, "*What do you think*

could improve the overall climate and culture, and how did it connect to the school mission and vision?" The responses were sorted into five different categories – Overall Society and Community, Collaborating and Communication, Building Leaders from Within, Activities for Students, and Policies. The responses were used to reflect the significant areas expressed by the responders. Results are shown in Table 8.

Table 8
Improving the Overall Climate and Culture - Question #6

	Student Focus	Both	Adult Focused
Society & Community		-Improving cultural diversity and sensitivity -Improving racial bias	-Improving society
Collaborating & Communicating		-Collaborating with others -Participating in meaningful conversation	-Helping students understand the importance of education.
Building Leaders		-Incentives -Recognition and Celebrations	-Supporting staff
Activities For Students	-Programs for High-risk students -Extracurricular activities	-Positive Reinforcement -Having mentors -Helping students look beyond high school	-Reaching out to students
Policies		-Bullying clearly defined -Resources for bullies and victims	-Monitoring failing students & provide student support

The final question provided the interviewees with an opportunity to share additional comments not reflected in the questioning format. Question number seven asked, "*Is there anything else you would like to add that will support your response?"* The responses were similar to the answers in question number six, and responses were given themes pertaining to policies, stakeholders, and resources. The responses were placed in columns related whether they impacted the schools, district/state, community or parents. Some items were placed in more than one column. Any duplications of a response were condensed. Table 9 depicts these responses.

Table 9
Additional Information to Support Replies - Question #7

	Schools	District/State	Community	Parents
Policies	-SB100 for public and charter schools	-Improve vision -Improved citizenry -SB100 for public and charter schools		
Stakeholders	-Include Stakeholders -Collaborate with businesses, community, law enforcement, clergy, community organizations, social services, etc. -Staff collaborate Changing students' habits	-Include Stakeholders -Collaborate with businesses, community, law enforcement, clergy, community organizations, social services, etc. -Staff collaborate	-Include Stakeholders -Collaborate with businesses, community, law enforcement, clergy, community organizations, social services, etc.	-Include Stakeholders -Collaborate with businesses, community, law enforcement, clergy, community organizations, social services, etc. -Changing students' habits

Resources	-Using resources to fullest -Alum stay connected schools	-Funding for extracurricular activities and sports	-Alum stay connected schools	-Alum stay connected schools

The interviews with the counselors, deans, and assistant principal allowed me to be a fresh pair of eyes for the Broward High School District. As a retired principal, I was given the opportunity to complete my internship with a new interim superintendent. As an outsider, the participants spoke freely. The surveys were compiled prior to completing the interview process. The school district quickly used the information and shared it with the principals. I can proudly say, that the district immediately used the relevant data to start having common meetings with the counselors, deans, and assistant principals around bullying, discipline, etc. to improve the climate.

SECTION SIX: A VISION OF SUCCESS (TO BE)

Contexts

To create a successful change plan and begin to implement Broward High School District's vision, the district and school administrators will need to communicate and model positive adult-to-adult behavior to support teachers, staff and parents. The positive interactions will enhance adult and student relationships to support student safety. This transition exists within the current context of the district. The District identify their graduation rate at 82%. Broward's three high schools reflect a low-income status of 85%. The poverty level specified that some schools have a higher low-income rate. Within the new school district setting, all adults work together to benefit students' safety.

Conditions

Collaboration will provide the greatest opportunity to facilitate and shape a common district-wide definition for bullying and cyberbullying by everyone within the school district. The common definition supplies a necessary framework to better equip everyone to properly define, and then identify and address bullying and cyberbullying by all adults in the Broward High School District. Adults will be equipped to properly and effectively implement a prevention program. The District will tailor training to be made available for adults at every level in each school and the district office. Training teachers, staff, volunteers, parents, and consultants will be the most effective way to address student safety related to bullying and cyberbullying in the school district. A climate committee will be established to support the bullying and cyberbullying prevention program and address student safety at the school and district level. The committee will include social worker, counselor, administrators, deans, teachers, parents,

paraprofessionals, community mental health agencies, and social services organizations, who will meet monthly or bi-monthly to monitor the progress of the bullying and cyberbullying prevention program's resources. The committee will be an independent group of stakeholders to help monitor and seek additional resources for students impacted by bullying and cyberbullying as well as their parents.

Competencies

Considering that the change plan focuses on student safety related to adults' working together to address bullying and cyberbullying, there is a need for everyone to come together. It will require everyone involved to rethink, adjust, and become retooled or trained as they develop a common voice that will guide the district in the direction of adapting to the change that is to take place.

To ensure that teachers, staff and paraprofessionals are adequately prepared, supported and monitored, all administrators and deans will receive skills training once every year and collaborate to provide initial and ongoing training to support and monitor teachers and staff. Throughout the adult collaboration process, a determination will be made on what works and what does not work at the respective schools. Prior to beginning the school year, new administrators and deans will be assessed to determine the level of training that is required for them to better prepare to provide effective support for teachers, staff, parents and students.

Teachers, staff, paraprofessionals, and parents will require training to correctly define, identify, address, and report bullying and cyberbullying at the beginning of the school year and upon returning after winter-break. Students will receive training when

school begins and before winter break, and they will receive a refresher training before leaving for summer-break.

Culture

The students residing in the school district will benefit from a shift from an adult-centered learning environment to a student-centered learning environment that allows the students to feel welcomed and connected with the school and adults. Within the schools, there exists an environment where student learning is taking place, and stakeholders from the community come together to support what is going in the school and district. The school district will develop a clear district-wide bullying and cyberbullying prevention program to support student safety and meet their needs. There will be improved two-way communication between administrators, teachers and staff to enhance student learning.

The Climate Committee will work with the schools and district to help ensure that resources and monitoring of the bullying and cyberbullying prevention program are effective and utilized. The various groups and individuals representing the schools – social workers, counselors, administrators, deans, teachers, parents, paraprofessionals, community mental health agencies, and social services organizations – will collaborate to discuss the effectiveness of the prevention program and the organizations that support it. A vital component of these resources is to provide support for the victims, as well as support and disciplinary action for the perpetrators and their families, where needed. The parents will have access to additional resources in areas where they fall short.

Goal

The goals of the District-wide, Student-centered Safety and Bullying Prevention Program are (a) to provide a common definition for bullying and cyberbullying to be used

by everyone, (b) establish procedures to identify and address bullying and cyberbullying by all adults correctly, and (c) provide training for administrators, teachers, staff, parents and students. Bullying Prevention Program members will collaborate with stakeholders in the district to establish a Climate Committee to support school and district-level efforts. The adults in the school are in the perfect position to work closely with students and take the time, in small ways, and play a role in engaging students in real situations and conversation. The adult-to-student interactions will help build a climate where students can respect and admire the administrators, teachers, paraprofessionals and other adults they see at school on a daily basis. Without this type of face-to-face communication, how do adults get to know the students, and how do students get to know the adults? As the building leaders, the administrators can provide opportunities to experiment through communicating and modeling supportive behavior to enhance positive adult-to-adult, and adult-to-student interactions to promote student safety. Making students the focus or anchor when addressing the goal of student safety requires all adults to be on the same page. Olweus (2007) stipulated, "OBPP (Olweus Bullying Prevention Program) is based on an adult-student relationship model in which the adults are encouraged [to] make sure a student's entire school experience is safe and positive" (Olweus, 2007, p. 18).

Vision

The vision shows adults working together and communicating with each other to focus on making every student feel safe and supported as they pursue their education in the Broward High School District; the vision will create an environment that values students, teachers, staff, administrators and parents. Everyone will have a clear definition of bullying as outlined by the District. Rigby (2008) stated, "The school provides

education and training about bullying… [in] many schools of education in universities throughout the world... practically nothing is being provided for train[ing] teachers on the subject of bullying" (Rigby, 2008, p. 155). The training is necessary to equip teachers and other adults with the exposure and basic knowledge base for identifying bullying. The change that needs to occur in the Broward High School District when addressing bullying and cyberbullying will involve all adults within and around the school and stakeholders working together and communicating with each other to keep the students safe. Stakeholder support is important while students are in the building, attending a school related event or going to and from school.

Familiarity with the students would enhance adults' chances of communicating and listening to each other through conversations that some students probably do not experience with other adults each day. Students will be provided with an opportunity to relate to, value, respect and better understand the adults responsible for their care, supervision and instruction at school.

Students interact with each other and adults on their way to and from school. Students also attend churches, go to parks, shop in local stores and communicate with adults when they are not at school. Although most bullying takes place at school or school-related activities, cyberbullying can also impact a child or student at home and on the weekend. Students must feel comfortable speaking to an adult within the school or one serving in an official role about what they are experiencing. The ability to communicate with a trusted adult would help students find a listening ear and get help with their problem(s). Kurshan (as cited by Coloroso, 2003) argued, "Children do not magically learn about morality, kindness, and decency any more than they learn math,

English, or science. They mature into decent and responsible people by emulating adults who are examples and models for them, especially courageous parents with principles and values who stand up for what they believe" (Kurshan as cited by Coloroso, 2003, p. 167). Coloroso (2003) discussed the importance of adults' intervening, talking up and standing against wrongs or injustices "in the family room, boardroom, the classroom, or the city streets." These statements provide personal examples to students and young people observing adults protecting and standing up for others.

Students who see adults standing up for children and other adults will feel a level of security and trust, and there will be an unspoken or common message that all students are important, and they count. Reeves (2006) stated, "The school builds emotional confidence for students. … Regular ceremonies of recognition and reward throughout the year send the message that this is a place where students can thrive, irrespective of the conditions outside the school" (p. 130). These ceremonies would emphasize to students that they are recognized and rewarded for their efforts and that they are important members of the school.

SECTION SEVEN: STRATEGIES AND ACTIONS FOR CHANGE

The Strategies and Actions for Change help to guide the focus and practices that were conceptualized based on the research. Results revealed the areas that needed to be addressed by the Broward High School District. The five strategies that were identified related to areas within the four arenas of change (context, conditions, culture and competencies). More specifically, the five strategies are: (a) to develop a common district-wide definition for bullying and cyberbullying, (b) to implement district-wide programs and procedures for identifying and addressing bullying and cyberbullying by adults, (c) to facilitate district-level administrators' assisting with establishing opportunities for stakeholders, administrators, teachers, staff members, student representative and parents to have greater opportunities to develop resources for students (d) to reduce the amount of time it takes to document incidences related to student safety, and (e) to review student data related to safety, engagement, and performance at the end of the year to evaluate improvements to the climate. In conjunction with each strategy, there are specific actions that are proposed for implementation, monitoring, and follow-through. One key component is the need for student safety related to bullying, cyberbullying, and adult collaboration.

Strategy I

There needs to be a committee that can represent all three schools, and stakeholders need to support and help monitor the district-wide process and progress for addressing student safety. The first strategy recommends a change that can be implemented and shared with everyone throughout the district. The process will involve developing a common district-wide definition for bullying and cyberbullying.

Based on Strategy I, the following actions can be implemented by the assistant principals, deans, and counselors working together to create a district-wide student safety plan. This will require a number of meetings and collaboration between these groups of individuals. They will be considered the Discipline Team, and they will establish meeting dates, times, and location, create Discipline Team roles, come together to focus on a definition for bullying and cyberbullying, and prepare a handout that breaks down what the district and school-level mission, vision, goals and actions are for student safety. The Discipline Team will also create a timeline and action plan for providing training and resource materials to all adults within the district. These actions are summarized in Table 10.

Table 10
Strategy I: Develop a Common District-wide Definition for Bullying and Cyberbullying

Strategy I/Action
Assistant principals, deans, and counselors in working together to create a district-wide student safety plan. ● Establish meeting dates, time and location ● Create Discipline Team roles ● Come together to focus on a definition for bullying and cyberbullying ● Prepare a handout that breaks down what the district and school level mission, vision, goals and actions are for student safety ● The Discipline Team will create a timeline and action plan for providing training and resource materials to all adults within the district.

Strategy II All principals, assistant principals, deans and counselors will review the district-wide definition and incorporate a student safety program and procedure. The Discipline Team will be responsible for reviewing the data related to student safety and reviewing a Bullying and Cyberbullying Prevention Program to remove or incorporate what they will need to benefit the district. Data will be compiled to look at how safe

students feel, and will summarize how SB100 can be incorporated to highlight areas that are “discipline” related. The Discipline Team will also participate in a “Train-the-Trainer” Workshop and receive anti-bullying certification. Their certificates will be renewed every two years, so that administrators are up-to-date on threats facing students’ privacy, performance and behavior.

Each team will return to their schools to present the training and certificates to all teachers, staff and paraprofessionals three times per year. A 4-hour training will occur at the start of the school year. During this training, handouts will be distributed to outline the district-level mission, vision, goals and actions for student safety, and each person will receive a certificate and CPDU’s upon completion of the training. Other trainings will occur immediately after winter break (30-60 minutes) and at the end of the school year (30-60 minutes).

Additional training will be provided to parents and students at Student Orientation at the beginning of the school year (2 hours). Orientation will include demonstrations or videos by spokespersons. A handout will be distributed to outline the district-level mission, vision, goals and actions for student safety, and each person will receive a certificate upon completion of the training.

Consequences will be outlined for bullying and cyberbullying behaviors. Review sessions will take place when students, faculty, and staff return from winter break (60-90 minutes). Another session will take place at the end of the school year (30-60 minutes). Training will also be provided to district staff and administrators, board member and pertinent stakeholders (60-120 minutes). At these sessions, a handout will be distributed to outline the district-level mission, vision, goals and actions for student safety. Each

person will receive a certificate upon completion of the training. These actions are presented in Table 11.

Table 11
Strategy II - Implement a District-wide Program and Procedures for Identifying and Addressing Bullying and Cyberbullying by All Adults

Strategy II/Action

All principals, assistant principals, deans and counselors will review the district-wide definition and incorporate a student safety program and procedure.
• The Discipline Team will review the data related to student safety.
• The Discipline Team will review a Bullying/ Cyberbullying Prevention Program and remove or incorporate what will benefit the district.
• Data will be compiled to look at how safe students feel, and discuss how SB100 can be incorporated to highlight areas that are "discipline" related.
• The Discipline Team will participate in a 2-day "Train-the-Trainer" Workshop, and receive anti-bullying certification. Their certificate should be renewed every two years, so that administrators are up-to-date on threats facing students' privacy, performance and behavior.
• The Team members will go back to their schools to present the training, and certificates will be issued to all teachers, staff and paraprofessionals three times per year:
  • The start of the school year – 4 hours. A handout will be distributed to outline the district's mission vision, goals and actions are for student safety, and each person will receive a certificate upon completion of the training.
  • Immediately after winter break – 30-60 minutes.
  • At the end of the school year – 30-60 minutes.
• Training will be provided to parents and students at Student Orientation at the beginning of the school year – 2 hours.
• Consequences will be outlined for bullying and cyberbullying behaviors
  • Returning from winter break – 60-90 Min.
  • At the end of the school year – 30-60 Min.
• Training will be provided to district staff and administrators, board member and stakeholders – 60-120 minutes.
  • A handout will be distributed to outline the district-level mission, vision, goals and actions are for student safety, and each person will receive a certificate upon completion of the training.

Strategy III

The third strategy focuses on the climate and seeks to identify ways to increase the time for support to enhance student safety and opportunities to expand and enhance student engagement. District-level administrators will help to establish opportunities for

stakeholders, administrators, teachers, staff members, student representative and parents to have greater opportunities to develop resources for students. Actions involved in this strategy are provided in Table 12.

Table 12
Strategy III - Increase the Time for Support to Enhance Student Safety and Opportunities to Expand Student Engagement

Strategy III/Action
A district-level administrator will help to establish opportunities for stakeholders, administrators, teachers, staff members, and parents to have greater opportunities to develop resources for students. 1. Establish a Climate Committee that includes social worker, district administrator(s), counselor, administrators, deans, teachers, parents, paraprofessionals, community mental health and social service organizations, clergy, law enforcement agencies. The Committee will meet bi-monthly or quarterly to monitor the progress of the bullying/cyberbullying prevention program resources. 2. Provide ongoing training and workshops to teachers, staff and parents to correctly identify and address incidences of bullying and cyberbullying. 3. Provide resources and support for victims, and resources, support and disciplinary action for the perpetrators and families in bullying and cyberbullying related incidents. 4. The assistant principals, deans and counselors will collaborate to provide ongoing support and training to teachers, staff, paraprofessionals and parents. 5. Develop incentives for students – i.e. Awards for perfect attendance, citizenship, gym jams, end-of-the-year picnic/outing, mentoring, adults greeting students, lunch with the principal, meet and greet with some famous alumni, internships, employment, service learning hours at community business, nursing homes, pen pal with a senior, etc. 6. Provide incentives for teachers and staff – i.e. teacher of the month, staff member of the month, paraprofessional of the month (selected parking space for each person, being featured in the district paper or community paper), lunch with the superintendent, etc.

Strategy IV

To ensure the timely and appropriate types of discipline are provided, there is a need to reduce the documentation time required for incidences related to student safety. This particular strategy cuts across all of the four arenas for change. This can be done through the following action: Develop an online form or checklist to document and track

incidences of bullying and cyberbullying to allow for tracking students who are victims and offenders. Table 13 shows this strategy and action.

Table 13
Strategy IV- Reduce the Amount of Time Required to Document Incidences Related to Student Safety

Strategy IV	Action
Reduce the amount of time required to document incidences related to student safety.	Develop an online form or checklist to document and track incidences of bullying and cyberbullying.

Strategy V

The data related to student safety, engagement and performance will be reviewed and evaluated at the end of the school year to assess the improvements in the climate and culture of the school through the following activity: The District Superintendent or their designee will provide a detailed report to principals. The principals will share information with the building administrators, teachers, paraprofessionals and parents.

This information will help to determine which schools should be awarded and recognized for reductions in bullying/cyberbullying and other behavior incidences, reductions in tardies and absences, and the increases in academic achievement. Recognition can also be given to schools with the greatest number of students achieving gains, and meeting and exceeding on state and local assessments. Table 14 depicts Strategy V with its associated Actions.

Table 14
Strategy V - Review Data Related to Student Safety, Engagement and Performance at the End of the School Year

Strategy V/Action
District superintendent reports information to principals to be shared with administrators, teachers, paraprofessionals and parents.
Awards can be given to schools recognizing the reductions in bullying/cyberbullying and other behavior incidences, reductions in tardies and absences, and the increases in academic achievement.
Recognition can go to the schools with the greatest number of students achieving gains.

Final Reflections

Conceptualization of the strategies and actions for the change plan was influenced by the qualitative and quantitative research that revealed the areas necessitating change in the Broward High School District. I used Wagner et al. (2006) as a framework that described the four arenas or 4 C's to address the capacities of change – context, conditions, culture and competencies. Wagner's framework provided the direction I needed to identify with the five strategies and actions required for the Broward District. These strategies and actions were outlined to help the district move towards enhancing student safety related to bullying and cyberbullying.

The five strategies focused on creating a common district-wide definition for bullying; establishing a district-wide program and procedures for addressing bullying and cyberbullying; increasing student safety by promoting support and engagement; reducing documentation time for incidences, and monitoring end-of-the-year student data related to safety, engagement and performance. In combination with each strategy, there were

actions designating the specific process for implementation, monitoring and follow-through.

The ultimate outcome for the change plan provides for student safety related to bullying and cyberbullying and seeks to ensure that adults collaborate and communicate with each other to emphasize how important and relevant students are to the schools. Another component involves including stakeholders in the change process to support the efforts of the school district and provide resources as needed for students and parents who are impacted by bullying. The work of the change plan requires adults' working together to keep students safe at school, on the way to and from school, and during school-related events against bullying. Also, there is a need to support students and parents when there are problems related bullying.

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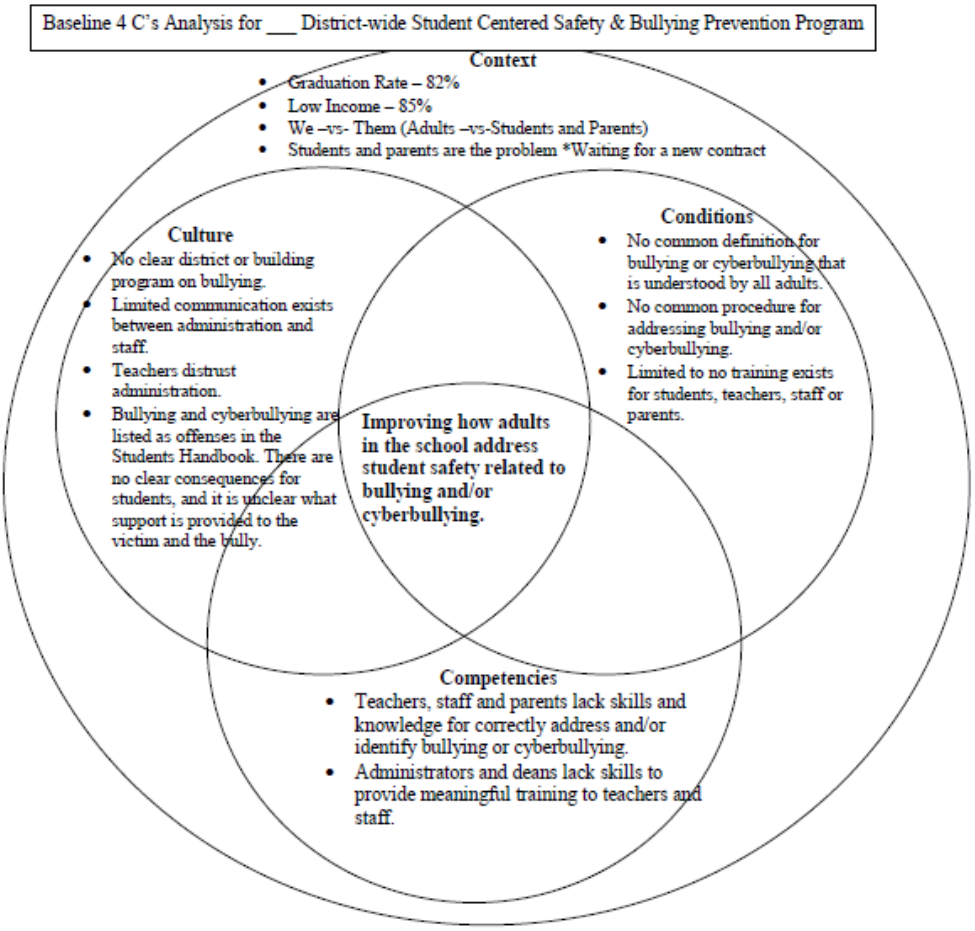
(APPENDIX – A)

APPENDICIES

4C'S DIAGNOSTIC TOOLS – AS–IS

As Is



(APPENDIX – B)

4C'S DIAGNOSTIC TOOLS – TO–BE

Baseline 4 C's Analysis for ___District-wide Student Centered Safety & Bullying Prevention Program___

To Be

Context

- Graduation Rate – 82%
- Low Income – 85%
- All adults working together for student safety

Culture

- Stakeholders come together with schools in the district to develop a clear district-wide bullying/cyberbullying prevention program to meet their needs.
- Improved 2-way communication between administrators, teachers and staff.
- Climate Committee that includes social worker, counselor, administrators, deans, teachers, parents, paraprofessionals and community mental health or social service organization will meet monthly to monitor the progress of the bullying/cyberbully prevention program's resources.
- Resources and support provided to the victim, and resources, support and disciplinary action for perpetrator and family, where needed.

Administrators communicate and model supportive behavior to enhance positive adult and student interactions to support student safety.

Conditions

- Common district-wide definition used for bullying and cyber bullying by everyone.
- A district-wide program and procedure for identifying and addressing bullying and cyberbullying by all adults.
- Training provided for teachers, staff, parents and students.
- Climate Committee that includes social worker, counselor, administrators, deans, teachers, parents, paraprofessionals, legal/law enforcement, clergy and community mental health or social service organization will meet monthly to monitor the progress of the bullying/cyberbully prevention program's resources.

Competencies

*Administrators and deans receive skills and collaborate to provide opportunities for training and on-going support to teachers and staff.

*Teachers, staff and parents in the district receive initial and on-going training and workshops to correctly identify and address bullying and cyberbullying.

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APPENDIX C - STRATEGIES AND ACTIONS CHART

Administrators Will Communicate and Model Supportive Behavior to Enhance Positive Adult and Student Interactions to Support Student Safety

Strategy	*Action*
1. Develop a common district-wide definition for bullying and cyberbullying.	Assistant principals, deans, and counselors in working together to create a district-wide student safety plan. ● Establish meeting dates, time and location. ● Create a Discipline Team ● Come together to focus on a definition for bullying and cyberbullying. ● Prepare a handout that breaks down what the district and school level mission, vision, goals and actions are for student safety. ● The Discipline Team will create a timeline and action plan for providing training and resource materials to all adults within the district.
2. Develop a district-wide program and procedures identifying and addressing bullying and cyberbullying by all adults.	All principals, assistant principals, deans and counselors will review the district-wide definition and incorporate a student safety program and procedure. ● The Discipline Team will review the data related to student safety. ● The Discipline Team will review a Bullying/ Cyberbullying Prevention Program and remove or incorporate what will benefit the district. ● Data are compiled to look at how safe students feel, and discuss how SB100 can be incorporated to highlight areas that are "discipline" related. ● The Discipline Team will participate in a 2-Day "Train the Trainer" Workshop, and receive Anti-bullying certification. ● Their certificate should be renewed every two years, so that administrators are up-to-date on threats facing student's privacy, performance and behavior. ● The Team members will go back to their schools to present the training and certificates

	to all teachers, staff and paraprofessionals three times per year: ● The start of the school year (4 Hours) A handout will be distributed to outline the district level mission, vision, goals and actions are for student safety, and each person will receive a certificate upon completion of the training. ● Immediately after Winter Break (30-60 min.) ● At the end of the school year (30-60 min.) ● Training will be provided to parents and students at: ● Student Orientation at the beginning of the school year (2 hours). • Orientation should include demonstrations or video by spokespersons. • A handout will be distributed to outline the district level mission, vision, goals and actions are for student safety, and each person will receive a certificate upon completion of the training. • Consequences will be outlined for bullying and cyberbullying behaviors 1. Returning from Winter Break (60-90 min.) 2. At the end of the school year (30-60 min.) Training will be provided to district staff and administrators, Board Member and stakeholders (60-120 min.) A handout will be distributed to outline the district level mission, vision, goals and actions are for student safety, and each person will receive a certificate upon completion of the training.
3. Increase the time for support to enhance student safety and opportunities to expand student engagement.	A district level administrator will help to establish opportunities for stakeholders, administrators, teachers, staff members, and parents to have greater opportunities to develop resources for students. 1. Establish a Climate Committee that includes social worker, district administrator(s), counselor, administrators, deans, teachers, parents, paraprofessionals, community mental health and social service organizations, clergy, law enforcement agencies will meet bi-monthly or quarterly to monitor

	the progress of the bullying/ cyberbullying prevention program resources. 2. Provide ongoing training and workshops to teachers, staff and parents to correctly identify and address incidences of bullying/cyberbullying. 3. Provide resources and support for victims, and resources, support and disciplinary actor for the perpetrator and family in bullying/cyberbullying related incidents. 4. The assistant principals, deans and counselors collaborate to provide on-going support and training to teachers, staff, paraprofessionals and parents. 5. Develop incentives for students – i.e. Awards for Perfect Attendance, Citizenship, Gym Jams, End of The Year Picnic/Outing, Mentoring, Adults Greeting Students, Lunch with the Principal, Meet and Greet with a famous Alumni, Internships, Employment, Service Learning Hours - at Community Business, Nursing Homes, Pen Pal with a Senior and etc. 6. Provide incentives for Teachers and Staff – i.e. Teacher of the Month, Staff Member of the Month, Paraprofessional of the Month (Selected Parking Space for each person & Featured in the District Paper or Community Paper), Lunch with the Superintendent, etc.
4. Reduce the amount of time required to document incidences related to student safety.	Develop an online form or checklist to document and tract incidences of bullying and cyberbullying.
5. Review data related to student safety, engagement and performance at the end of the school year.	District Superintendent reports information to principals to principals to be shared with administrators, teachers, paraprofessionals and parents. Awards can be given to schools recognizing the reductions in bullying/cyberbullying and other behavior incidences, reductions in tardies and absences, and the increases in academic achievement. Recognition can go to the schools with the greatest number of students achieving gains.