



# DULUTH PUBLIC SCHOOLS

*Preparing all students for successful lives in the twenty-first century . . .  
success in the workplace, success in the home, and success in the community*

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## MEMORANDUM

**TO:** Principals  
**CC:** Bill Gronseth  
**FROM:** Keith Dixon, Superintendent  
**RE:** *Bullying Work Update*  
**DATE:** January 12, 2011

*Thank you for your continued input on our Bullying Initiative. I wanted to update you on our progress and outline three major phases identified to complete our work.*

- We will review process and materials at the next principals' meeting – please bring your copy and any questions.
- Please begin preparing for the *Adult Conversation*.

### Phase I: Conversation with Adults

On the January 28, 2011 Early Release Day, all schools will follow the process we went through at our principal training. Each building principal will take the leadership role in the implementation of this phase. We would ask that all adults in your building including teachers, paraprofessionals, secretaries, etc., participate. You previously received the DVD, *Bullying: Starting the Conversation*.

#### Phase I Materials (attached)

1. Overview – *What Does Bullying Look Like and Sound Like?*
2. *RA Circles: Group Leader's Questions*
3. *RA Circle: Adult Group Leader's Script & Preparation*

#### Phase I Steps & Activities (Phase I Materials listed above provide detailed instructions for each of these steps)

1. **Prior to January 28, 2011, select and train group leaders** for circles to outline their responsibilities – use Phase I materials
2. Show the video, *Bullying: Starting the Conversation*
3. Break into smaller groups with a Circle Group Leader for each group (groups of 7-10 work well)
4. Leaders read the script to the participants, ask them questions, and record their answers
5. Groups gather back together to hear bullying examples from each circle group leader
6. Circle group leaders give recorded answers to building principal
7. Each building is responsible to compile a list of responses and make a list available in office
  - ✓ *Send a copy of the compiled list, along with the original responses, to the Superintendent's Office*

**Phase II: Summarizing Adult Training & Planning for Conversation with Students (Two Outcomes)**

The 1<sup>st</sup> Outcome is to give staff time to process the information, particularly circle question #2 about adult-to-adult bullying. As we continue to focus on improving our adult culture there will, most likely, be information shared regarding adult-to-adult bullying that you will want to consider for action plans under the District Aim, *A Safe and Welcoming Environment for Everyone in Our Schools*.

**Outcome 1 Steps**

1. Summarize staff responses generated from circle groups in Phase I
2. Make summarized responses available to staff
3. Set up a second meeting with staff to review information and to prepare for student training

The 2<sup>nd</sup> Outcome is to plan for Phase III, *Conversations with Students*

**Outcome 2 Steps**

1. Ask for volunteers for a staff committee to meet and plan details of student video viewing and follow-up circle activity
2. High Schools – Plan for students to view the entire video, *Bullying: Starting the Conversation*
3. Middle Schools – Staff committee reviews available transcript and determines how many “parts” of the video to show
4. Intermediate Elementary – Staff Committee reviews available transcript and determines exactly when to stop the viewing on Part II (transcript with key will be provided at a later date)
5. Primary Elementary – Plan for student to participate in the circle groups (students will not watch a video before participating in circles)
6. Set up a second meeting with staff to review information and prepare for student training

**Phase III: Conversation with Students**

Phase III repeats the same process for students. In this phase, teachers and other adult staff would facilitate the discussion with students.

**Phase III Materials**

1. *RA Student Safety Pre-Survey* (sites will receive surveys in separate mailing)
2. Transcript for DVD *Bullying: Starting the Conversation*
  - All principals should already have copies of the full transcript
  - Elementary principals need key to Parts 1 & 2
3. *RA Circle: Student Group Leader’s Script*
4. *RA Circles: Group Leader’s Questions*
5. *RA Student Safety Post-Survey*

**Phase III Steps**

1. Students watch video (with the exception of primary elementary) and participate in circles
2. Each building is responsible to compile a list of responses and make a list available in office
3. Staff meeting: administrator/s share samples of student responses. Groups or partners discuss reaction to samples & what they also heard in their own circles. Large group discussion follows.

Thank you.

KD/skt  
Attachments

## ***What Does Bullying Look Like And Sound Like?***

“A Restorative Action event to take the first step in talking about the bullying epidemic happening in our lives.”

*What Does Bullying Look Like And Sound Like?* is a discussion curriculum designed by Restorative Action to help people of all ages to open the door to the epidemic of bullying in American school life and work life. All of us have experienced bullying at the hand or mouth of a bully, either as a bystander or as a recipient. We can't fix something unless we can define it.

This Restorative Action curriculum event is a bully discovery activity in which the group members learn about bullying by sharing a bullying event in their life. The group members will define bullying by sharing a personal experience of bullying in their life. They will share their personal observations as the recipients or as the bystanders of the acts of bullying.

This curriculum is meant as a stand-alone discussion event for schools, businesses, families, and groups of all kinds to begin the conversation about the harms of bullying. The intent of *What Does Bullying Look Like And Sound Like?* is for the discussion group members to look through their own experiences to find examples of bully behaviors they have seen and felt.

The group discussion event is the first step on the journey to understanding what bullying truly looks like and sounds like. This event is only the conversation starter, not the end of the journey. The power of this activity comes from the participants' own real life examples of bullying. We are authentically defining bullying using real examples of bullying from their personal lives.

In a school setting, this curriculum *must* be used first with all educators (teachers, administrators, paraprofessionals, support staff, coaches, and other educational personnel) before introducing it to students.

### **What Does Bullying Look Like And Sound Like?**

The discussion curriculum outlined below is a discovery activity, not a problem solving exercise. The goal is to create a list of bully behaviors as experienced by the participants. Each group generates a list of behaviors that is unique to that group's experience. The outcomes are designed to allow participants to give examples of bully behaviors they have personally witnessed or experienced. Solving the problem of bullying will take much more group time and discussion in the future. This initial discussion is designed to open the door to bullying by allowing people to share what they have personally experienced or seen in their school or work world.

## RESTORATIVE ACTION

### **RA Group Process Explanation**

The use of small group discussion is the most effective way to initiate the individual and group change process. This is an activity that uses both a large group and break-out groups process to explore the bullying problem. The break-out group size should be limited to only 7 to 10 participants. The activity starts with a large group exercise like watching the video "*Bullying: Starting the Conversation*". After the group has watched the video, the large group leader should let the viewers have a few minutes to talk about the video by saying, "Please discuss the video you just viewed with the people around you". The group leader should give the large group 3 to 5 minutes to discuss the video.

After the 3 to 5 minute discussion time, the group leader should number off all of the people in the room into groups of 7 to 10 members (with four groups, for example, the count would be "1,2,3,4,1,2,3,4", etc.). A group of 30 people would translate into 3 or 4 groups with the lower size group being the better choice for a safer conversation.

### **RA Group Leader's Role**

The RA Group Leader must be someone who can follow directions exactly as written and not deviate from the prewritten script. An individual from each group should volunteer or be pre-selected to take on the role of the group leader. The group leader's job is to ask the prewritten questions and write down each individual's answers on a sheet of paper. The group leader must only ask the prewritten questions and no others. The group leader does not answer the questions him/herself, but immediately hands the talking piece to the person sitting on their left.

### **RA Group Answers**

Individuals are asked to share their answers by taking turns in a round robin, clock-wise movement until everyone has had an opportunity to speak. Passing is allowed, as it is not a requirement to speak in the circle. It is an indication of a significant problem if there are a number of people who choose to consistently "pass" the opportunity to speak.

### **RA Question and Answer Guidelines**

The RA Group Leader must explain to the group that there are no right or wrong answers to the prepared questions concerning the discussion of the problem of bullying. The RA group leader must explain to the group that no one may make comments, interrupt, or pass judgment on what others have said while they are holding the talking piece. The group leader must stop anyone that passes judgment or comments on the answers of others in the group.

## RESTORATIVE ACTION

### **RA Circle Group Leader's Script**

*(The print-ready script is on a separate sheet.)*

The RA Group Leader will read the first question from the RA Circle Leader's script and then pass the talking piece to the person on their left. The group leader may not make personal comments or judgments on any individual responses unless the individual's responses are of an inappropriate personal nature or bullying toward another person.

### **RA Group Leader's Recording Role**

Recording is an essential job that requires responses to be written as accurately and quickly as possible. The RA Group Leader should not feel rushed, however, and should ask the speaker to wait while he/she finishes writing. ("Please wait while I finish writing. Thank you, please continue.") It is also appropriate for the group leader to ask the person holding the talking piece to repeat what was said if he/she did not hear what was said or was confused by the person's answer. The group leader should say "thank you" after each person has spoken and passed the talking piece.

### **RA Large Group Report**

Each group should report out to the large group at the end of discussion time. It is best to have each group report out their answers to questions one in a round robin fashion around the room before going to question two. The Large Group Leader should compile and copy the group responses to be distributed to all group participants at a later date.

### **RA Follow Up Group**

It is best if a subcommittee of the larger group is formed to look at what steps might be needed in addressing the examples of bullying that the group discussion generated. The Large Group Leader should initiate this discussion at the meeting.

### **RA Follow Up Questions**

What is your definition of the word bully?

How would you prioritize the list of bully behaviors that the group has just created?

Where do most bully behaviors take place in our school for students?

Where do most bully behaviors take place in our school for adults?

### **RA Option – Talking Piece Guidelines**

The use of a talking piece is an effective way to allow individuals to share their thoughts without interruption from others within the group. The talking piece is passed in a round robin fashion, clock-wise around the circle, until everyone has either had an opportunity to 1) speak, or 2) pass. The group members speak only one by one until the talking piece returns back to the group leader.

## RESTORATIVE ACTION

# RA Circle: Adult Group Leader's Script & Preparation

## *What Does Bullying Look Like And Sound Like?*

*Please read to your group at the beginning of the Restorative Action Circle after everyone has been seated in the circle.*

1. Hello my name is \_\_\_\_\_ and I will be the circle keeper for our circle today.
2. Our goal is for this to be a safe place to share our thoughts.
3. Everything we say of a personal nature is confidential and is not to be shared outside of the group. I will be taking general feedback notes in order to report out the general comments of our group. If there is anything you don't want reported, please tell me. Your identity is confidential and your name will not be listed next to your comments.

We will be using a talking piece. Only the person holding the talking piece may speak. Please wait until I finish writing one person's comments before passing the talking piece to the next person.

4. *Round Robin:* Everyone will have the opportunity to speak in a round robin fashion around the circle. When you are finished speaking, please hand the talking piece to the person on your left. If you choose not to speak say, "pass" and give the talking piece to the person on your left. Please wait until I finish writing one person's comments before the next person begins speaking.  
*Hand Raise:* Raise your hand when you wish to share with the group. The talking piece will be gently tossed or handed to you.
5. Our job in the circle is to not be judgmental about the opinions of others in the group. We want everyone to be able to share their opinions without fear of retaliation from others in the group. This is a time for us to feel safe to share our true beliefs about the questions I will be asking regarding behavior issues.
6. We want to hear what everyone has to say, so please speak honestly and from the heart. Also, you are encouraged to echo or amplify others comments when your turn comes.
7. Passing your opportunity to talk or choosing not to share is okay but we really would like everyone to participate at some point in the circle process.
8. If you agree with all that I have said, please raise your hand.

## RESTORATIVE ACTION

# ***RA Circle Group Preparation***

1. Select an appropriate area when setting up the circle. Take care to place the group a respectful distance from another group. This will reduce distractions from those outside the group and increase privacy.

2. Choose materials that will help you take notes comfortably.

A notebook pad works best with cardboard backing and lines on the page. You can attach the pad to a clipboard to make a sturdier writing surface. Write a #1 at the top of the first page. You may need more than one page to record answers to the first question, so be sure to save extra pages before writing a #2 at the top of another sheet for the second question. Start each answer on a new line. If an answer takes more than one line, be sure to indent in order to indicate a continued answer.

Choose 2 writing instruments that are comfortable for you and easily read by the person who will be typing all the group responses.

Have a copy of the questions ready to read or write each question at the top of your notebook page.

3. Be welcoming and pleasant as the group gathers.

4. Once everyone is seated, read the *RA Circle: Adult Group Leader's Script* to the group. (With students, please use the *RA Circle: Student Group Leader's Script*.)

5. Explain the purpose of the activity.

6. It is important to write as much of the speaker's ideas as you can. Take care to use their words, without substituting your own. Write quickly, but don't feel rushed. Ask them to repeat what they said if you didn't get it down. Recording accurately is your job. The group should adjust to your pace. When you have finished writing, say thank you. This will signal the time to pass the talking piece.

## RESTORATIVE ACTION

# RA Circles: Group Leader's Questions Adult Staff Groups

## *What Does Bullying Look Like And Sound Like?*

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### Staff Group

1. *What kinds of student-to-student bully behaviors have you seen in your school? What specific examples of student-to-student bully behaviors have you seen in a classroom, hall, lunchroom, or other area where students gather? Please do not use names of students.*
2. *What kinds of adult-to-adult bully behaviors have you seen, or personally experienced, in your building or district? Remember not to use names.*

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### RA Circle Extension Questions for Staff

*Groups that feel safe sharing in an RA Circle usually take up to an hour or more to complete the two questions. In the list below are the next three extension questions that are usually used in future RA Circles in the order indicated below. These extension questions can also be used by circle leaders with groups that don't feel safe enough to share during the first RA Circle and finish before the allotted time. The building administrator should share with the RA Circle Leaders that these extension questions are to be used only if the group finishes early from the initial first questions.*

3. *What kinds of bully behaviors have you used with others? You may not use the names of adults or students.*
4. *How safe do you feel confronting an adult bully in school? You may not use the names of adults or students.*
5. *How safe do you feel confronting a student bully in school? You may not use the names of adults or students.*



# RESTORATIVE ACTION

## RA Circle Questions *Advanced Staff Circle*

*The RA Circles are to be reconvened in the same groups as after the bullying video. The questions below are to be read to the circle group in sequential order. The circle process should be the same as before with the same introduction read to the circle members. The Circle Group Leader will give the recorded notes to the principal for typing and distribution to the staff.*

*The questions below are intended be used over a few circle sessions.*

### **Staff Group**

1. What could you do differently to minimize your perceived adult-to-adult bullying behaviors?
2. What could we do as a building to minimize our perceived adult-to-adult bullying behaviors?
3. What could you do differently with your students to minimize the perceived student-to-student bullying behaviors?
4. What could you do differently with your students to minimize the perceived student-to-adult bullying behaviors?
5. What are examples of adult-to-adult words you don't want to hear or see from adults in our building?
6. What are examples of student-to-student words you don't want to hear or see from students in our building?



# RESTORATIVE ACTION

## RA Circles: Group Leader's Questions Adult Parent Groups

### *What Does Bullying Look Like And Sound Like?*

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#### **Parent Group**

1. *What kinds of student-to-student bully behaviors have you seen in this school? What specific examples of student-to-student bully behavior have you seen in a classroom, hall, lunchroom, or other area where students gather? Please do not use students' names. (Please only share what you have seen, not what others have told you they have seen.)*
2. *What specific student-to-student bullying behaviors has your child experienced in this school? Remember not to use names.*
3. *What specific adult-to-student bullying behaviors has your child experienced in this school? Remember not to use names.*

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#### **Extension Questions for Parents**

4. *What specific kinds of student-to-student bully behaviors did you experience when you were in school?*
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## MEMORANDUM

**TO:** Principals  
**CC:** Bill Gronseth, Assistant Superintendent  
**FROM:** Keith Dixon, Superintendent  
**RE:** *School Climate & Bullying (OCR Complaint Agreement)*  
**DATE:** January 28, 2011

The issue of school climate and bullying is a topic of national concern and conversation. The Duluth school district shares this concern, and actively seeks solutions. Over two years ago we began conducting a pilot program which was successful in reducing bullying and harassment. A little over a year ago, a parent filed a harassment complaint with the OCR, and we began working on an agreement with the parent. In development of the agreement, we shared work being conducted on the pilot program and that work was incorporated into the agreement. The agreement states that we will review bullying policies with middle and high school students and staff and present an age appropriate video.

Many of our current efforts, which are related to the pilot program, go beyond the OCR agreement. Our current efforts include the following:

- To ensure consistent reporting, the District has updated its student handbook and consequences for serious behaviors.
- Principals received training in bullying and harassment policies and procedures in October, along with training related to the video *Bullying...Starting the Conversation*.
- High school Student Executive Boards and Students for the Future also received such training in October and November.
- While the OCR agreement does not require training for elementary students and staff, the District's work on bullying and harassment includes the elementary level.
- Following recommendations from the principals and Quality Steering Committee, and to facilitate completion of an age-appropriate video for elementary students, training for staff will take place in January. Training for elementary, middle and high school students will follow in late February / early March. This allows all staff and students to receive training within a relatively short time period of each other.
- School administrators, administrators within the District's Human Resources office and the District's Violence and Harassment Prevention Specialist review complaints of bullying and harassment received by the District.

KD/skt



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## **MEMORANDUM**

**TO:** Principals  
**CC:** Bill Gronseth  
**FROM:** Keith Dixon, Superintendent  
**RE:** *Principals Meeting Follow-up ~ Bullying Work*  
**DATE:** February 22, 2011

Thank you for your leadership on our District-wide bullying efforts. I hope your early release day last Friday went well. If you need assistance or advice, please give me a call.

Please review the following summary of our discussion at the 2/16/11 Principals' meeting.

- **Staff Summary from First Early Release**
  - If you have not yet sent your summary, please do so in the next few days.
- **Date for Student Conversations**
  - Please let Sue know your date/s for *Student Conversations* (we will post a district-wide schedule for your information).
  - Please schedule a date no later than Friday, April 1<sup>st</sup>.
- **DVDs, Additional Staff and/or Student Resources**
  - Because of restrictions on the DVDs, would you please return your copy to Sue.
  - Also work with Sue to identify the number of DVDs you will need so we can get them to you prior to your date for students.
  - Please also let us know if you want additional staff and/or student support from other schools to help you – we will help coordinate that effort.
- **Student Survey**
  - **Middle & High School Principals:**
    - Administer the survey prior to showing the DVD.
    - Please forward completed surveys to me.
    - Please plan to administer the survey again about a month later and also forward those results.
  - **Elementary Principals:**
    - Please let me know if you think certain higher grades can take the survey.
    - Based upon your feedback, I'll let you know if there is a general consensus.
- **Posters**
  - I will send you each a set of posters with the messages you received in your packet.
  - If you create your own, please use all messages.
  - The posters are to be posted immediately after the student conversations.

*Again, thank you for your leadership.*

KD/skt

# RESTORATIVE ACTION

## RA Circle: Student Group Leader's Script

(May choose to use adult script with high school students)

### ***What Does Bullying Look Like And Sound Like?***

*Please read to your class at the beginning of the Restorative Action Circle after everyone has been seated in the circle.*

- 1. Welcome to our RA Circle! I will be the circle keeper for our circle today.*
- 2. We want this to be a safe place for everyone to talk/share. You may not use other people's names when you talk today. No one in this group will share with others outside this group, except your parents, what we talk about here today. Raise your hand if you understand and agree that what we talk about here today is private and you may not tell others what we said, except your parents. Also, you can't use anybody else's name when talking in here. Raise your hand if you agree to do that here today.*
- 3. This will be our talking piece. (Select something that won't be too large or distracting.) It will be your turn to talk only when you are holding the talking piece. When someone else has the talking piece, your job is to listen. When you hear others' ideas, it might make you think of things you want to say. You'll have to wait until it is your turn to speak. You don't have to come up with a new idea because it is okay to agree with what somebody has already said. It is also all right to add your own ideas to what someone else has already shared. If you have already had a turn, we'll see if we have time to let you add more ideas later.*
- 4. After I ask the first question to the whole group, I will pass the talking piece to the person on my left. (Explain clockwise direction if appropriate.) Whenever it is your turn, you may choose to answer my question or say, "Pass". Please speak loudly enough for everyone in the circle to hear you.*
- 5. I will be writing all of your ideas on my notebook paper. I will try to write everything you say. I may need to ask you to repeat your answer or to explain something you said. When I have finished writing, I will say, "Thank you." You may then pass the talking piece to the person next to you. (On your left.)*
- 6. It is our job in the circle to hear what everyone truly believes. It is not appropriate to judge what someone says as right or wrong. We don't want you to worry what others will think of your ideas.*
- 7. If you agree with all that I have said, please raise your hand.*

## RESTORATIVE ACTION

# RA Circles: Group Leader's Questions Student Groups

### *What Does Bullying Look Like And Sound Like?*

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#### **High School Students**

1. *What kinds of student-to-student bully behaviors have you seen in your school? What specific examples of student-to-student bully behaviors have you seen in a classroom, hall, lunchroom, or other area where students gather? You may not use names of students.*
2. *What specific examples of student-to-student bully behaviors have you personally experienced? What kinds of bullying have happened to you? Remember not to use names.*

#### **Extension Questions**

1. *What kinds of bullying behaviors have you used with others? You may not use names of adults or students.*
  2. *What specific examples of adult-to-student bully behaviors have you seen, or personally experienced, in your school? You may do not use names of adults or students.*
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## RESTORATIVE ACTION

# RA Circles: Group Leader's Questions Student Groups

## *What Does Bullying Look Like And Sound Like?*

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### **Middle School Students**

1. *What kinds of student-to-student bully behaviors have you seen in your school? What specific examples of student-to-student bully behaviors have you seen in a classroom, hall, lunchroom, or other area where students gather? You may not use names of students.*
2. *What specific examples of student-to-student bully behaviors have you personally experienced? Describe a bullying experience that has happened to you. Remember not to use names.*

### **Extension Questions**

1. *What kinds of bullying behaviors have you used with others? You may not use names of adults or students.*
  2. *What specific examples of adult-to-student bully behaviors have you seen, or personally experienced, in your school? You may do not use names of adults or students.*
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## RESTORATIVE ACTION

# RA Circles: Group Leader's Questions Elementary Student Groups

### *What Does Bullying Look Like And Sound Like?*

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#### **Elementary School Students (Intermediate)**

- 1. What kinds of bullying have you seen in this school? Please share an example of bullying that you've seen students do to each other in a classroom, hallway, lunchroom, playground or other area where students are together. You may not use names of students.*
- 2. Share a bullying experience that has happened to you in this school. It could be something that was said or done to you. Remember not to use names.*

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#### **Elementary School Students (Primary)**

##### **When students are familiar with bullying, the following questions may be used:**

- 1. What kinds of bullying have you seen one student do to another student in this school? Please share some bullying that you've seen or heard in a classroom, hallway, lunchroom, playground or other area where students are together. You may not use names of students when you share.*
- 2. Share a time when another student in this school bullied you. It could be something that was said or done to you. Remember not to say anyone's name.*

##### **When students are not familiar with bullying, the following questions may be used:**

- 1. What kinds of hurtful things have you seen one student do to another student in this school? Kids can also hurt each other with the words that they say. Please share something you have seen or heard in the classroom, hallway, lunchroom, playground or any other place where students are together. You may not use names of students when you share.*
- 2. Share a time when you were hurt in this school by another student. You might have felt the hurt on the outside from what someone did or on the inside from something that was said to you. Remember not to say anyone's name.*



# Restorative Action Safety Questionnaire

We would like to know how students in the Duluth Public Schools define and describe bullying experiences in school. Your views and opinions about bullying are extremely important to the staff, administration, and school board.

There are no right or wrong answers to this survey, only your personal opinions about bullying. Please do not put your name on this paper. Your responses are kept anonymous and confidential. This survey is completely voluntary in nature and it is your choice whether or not to take it. Additionally, you may choose at any time during the survey to stop and have your responses removed.

*In the lines below, please write your own personal definition of bullying. Write anything down that you feel defines or explains what bullying means, feels, and/or looks like to you.*

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- 1) What grade are you in? \_\_\_\_\_
- 2) What is your age? \_\_\_\_\_
- 3) Are you Male \_\_\_\_\_ or Female \_\_\_\_\_?
- 4) What is your race/ethnicity?  
 Caucasian \_\_\_\_\_ African-American/African \_\_\_\_\_ Latino/Hispanic \_\_\_\_\_  
 Asian-American/Asian/Pacific Islander \_\_\_\_\_ Native American \_\_\_\_\_
- 5) What is your estimated Grade Average? (Please circle one)  
 A      A-      B+      B      B-      C+      C      C-      D+ or lower



## Restorative Action Safety Questionnaire

***During the past month how many times have others done this to you?***

- |  |   |   |   |   |   |   |    |
|--|---|---|---|---|---|---|----|
| 8. How many times did someone write hurtful, negative, and/or untrue things about you on paper and/or somewhere else in school in the past month?  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 9. How many times did someone make a face or make hurtful and/or negative comments when you asked a question and/or said something to the teacher in school in the past month?             | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 10. How many times did someone say hurtful and/or negative things about your race, ethnicity, and/or color in school in the past month?  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 11. How many times did someone say hurtful and/or negative things about your gender in school in the past month?   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 12. How many times did someone say hurtful and/or negative things about your religion and/or spiritual beliefs in school in the past month?  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 13. How many times did someone say hurtful and/or negative things about your sexual orientation and/or gender identity in school in the past month?  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 14. How many times did someone call you “gay” or any other names regarding sexual orientation and/or gender identity in school, regardless of how you identify yourself in the past month? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 15. How many times did someone say something hurtful and/or negative about your weight, athletic ability, and/or body image in school in the past month?                                   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 16. How many times did someone say something hurtful and/or negative about you and/or your parent'(s)' and/or guardian'(s)' social status in school in the past month?                     | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 17. How many times did someone say something hurtful and/or negative about you and/or your parent'(s)' and/or guardian'(s)' financial status in school in the past month?                  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |

## Restorative Action Safety Questionnaire

***During the past month how many times have others done this to you?***

- |   |          |          |          |          |          |          |           |
|---|----------|----------|----------|----------|----------|----------|-----------|
| 18. How many times did someone say something hurtful and/or negative about your choice of clothing, dress, and/or style in school in the past month?    | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |
| 19. How many times did someone say something hurtful and/or negative about your political beliefs and/or affiliations in school in the past month?      | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |
| 20. How many times did someone say something hurtful and/or negative about your academic problems in school in the past month?                          | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |
| 21. How many times has a principal or assistant principal said something that you felt was hurtful and/or negative to you in school in the past month?  | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |
| 22. How many times has a teacher or substitute teacher said something that you felt was hurtful and/or negative to you in school in the past month?     | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |
| 23. How many times has a school counselor or social worker said something that you felt was hurtful and/or negative to you in school in the past month? | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |
| 24. How many times has a support staff adult said something that you felt was hurtful and/or negative to you in school in the past month?               | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |
| 25. How many times did someone bully you at school in the past month?   | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6+</b> |

## Restorative Action Safety Questionnaire

***During the past month how many times have you done this to others?***

26. How many times did you bully another person at school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
27. How many times did you call someone a hurtful and/or negative name at school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
28. How many times did you touch another student in a physically hurtful and/or negative way at school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
29. How many times did you verbally threaten and/or intimidate another student with the words you said at school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
30. How many times have you gossiped about others at school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
31. How many times did you exclude a person from being with you and/or in a group that you were in at school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
32. How many times did you write hurtful, negative and/or untrue things about someone online via text message, Facebook, Twitter, and/or any other electronic methods in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
33. How many times did you write hurtful, negative, and/or untrue things about someone on paper and/or somewhere else in school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
34. How many times did you make a face or make hurtful and/or negative comments when someone asked a question or said something to the teacher in class in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
35. How many times did you say hurtful and/or negative things about someone's race, ethnicity, and/or color in class in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
36. How many times did you say hurtful and/or negative things about someone's gender in school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
37. How many times did you say hurtful things about someone's religion and/or spiritual beliefs in school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
38. How many times did you say hurtful and/or negative things about someone's sexual orientation and/or gender identity in school in the past month?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>

## Restorative Action Safety Questionnaire

***During the past month how many times have you done this to others?***

- |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|----|
| 39. How many times did you call someone “gay” or <i>any</i> other names regarding sexual orientation and/or gender identity in school, regardless of how you identify yourself in the past month? | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 40. How many times did you say something hurtful and/or negative about your weight, athletic ability, and/or body image in school in the past month?  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 41. How many times did you say something hurtful and/or negative about someone or someone’s parent’(s)’ and/or guardian’(s)’ social status in school in the past month?                           | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 42. How many times did you say something hurtful and/or negative about someone or someone’s parent’(s)’ and/or guardian’(s)’ financial status in school in the past month?                        | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 43. How many times did you say something hurtful and/or negative about someone’s choice of clothing, dress, and/or personal style in school in the past month?                                    | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 44. How many times did you say something hurtful and/or negative about someone’s political beliefs and/or affiliations in school in the past month?   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 45. How many times did you say something hurtful and/or negative about someone’s academic problems in school in the past month?   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 46. How many times did someone say something hurtful and/or negative about your academic achievement in school in the past month?   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 47. How many times did someone say something hurtful and/or negative about your intelligence in school in the past month?   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 48. How many times have you said something hurtful and/or negative to a principal or assistant principal in school in the past month?   | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 49. How many times have you said something hurtful and/or negative to a teacher or substitute teacher in school in the past month?  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |
| 50. How many times have you said something hurtful and/or negative to a school counselor or social worker in school in the past month?  | 0 | 1 | 2 | 3 | 4 | 5 | 6+ |

## Restorative Action Safety Questionnaire

***During the past month how many times have you done this to others?***

51. How many times have you said something hurtful and/or negative to a support staff adult in school in the past month?      **0    1    2    3    4    5    6+**

52. How many times did you bully another person at school in the past month?      **0    1    2    3    4    5    6+**

53. Where have you been bullied in the last **month** in school? Please **circle all** that apply.

Classroom	Hallway	Locker Room	Bathroom	Bus
Lunch <small>(in or out of building)</small>	Parking Lot	Gymnasium	Library	Computer Lab
Sports Event or Activities	School Grounds	Extracurricular Event or activities	Online	Outside of School

Other (please explain): \_\_\_\_\_

54. What did you do about being bullied in the last **month** in school? Please **circle all** that apply.

I talked to a friend	I told others what the person did to me	I talked to a parent / guardian	I talked with a teacher whom I felt comfortable with	I talked to an adult in school whom I felt comfortable with
I talked to a counselor whom I felt comfortable with	I talked to a principal / assistant principal whom I felt comfortable with	I asked a friend to talk to the bully about leaving me alone	I tried to ignore the bullying	I avoided places where the bully may hang out
I did the same behavior back to the bully	I did the same behavior that happened to me to another person	I responded in a meaner way back to the bully	I asked someone to get back at the bully for me	I spread gossip / rumors about the bully
I spoke directly to the bully about not bullying me	I skipped class	I skipped an entire day of school	I avoided doing my homework or studying	I did nothing

Other (please explain): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Restorative Action Safety Questionnaire

55. What do you think was the reason that someone bullied you in the past **month** in school?  
Please **circle all** that apply.

Getting Even	Dislike	Hurt	Disrespect
Anger	Boredom	Entertainment	Jealousy

Other: \_\_\_\_\_

56. What were your reasons for bullying others in the past **month** at school? Please **circle all** that apply.

Getting Even	Dislike	Hurt	Disrespect
Anger	Boredom	Entertainment	Jealousy

Other: \_\_\_\_\_

57. Do you feel that this survey helped you understand more about bullying? Yes \_\_\_ No \_\_\_

58. What new concepts and/or ideas have you learned about bullying by taking this survey?

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# RESTORATIVE CULTURE

RL Safety System

***“I Didn’t Think That...”***

## Poster Series A Middle & High School Levels

The posters should be put up as soon as possible after students have seen the bullying video and participated in Restorative Action Circles.

	MESSAGE
A1	I didn’t think that <u>name-calling</u> is bullying.
A2	I didn’t think that <u>teasing</u> could be bullying.
A3	I didn’t think that <u>gossiping</u> is bullying.
A4	I didn’t think that <u>criticizing others</u> could be bullying.
A5	I didn’t think that <u>making fun of others</u> is bullying.
A6	I didn’t think that <u>yelling at others</u> could be bullying.
A7	I didn’t think that <u>excluding others from a group</u> could be bullying.
A8	I didn’t think that what I <u>write about others</u> could be bullying.
A9	I didn’t think that <u>sarcasm</u> could be bullying.
A10	I didn’t think that <u>saying negative things online</u> is bullying.

I didn't think that...



name-calling is bullying.

**Duluth Schools' Bullying Project**

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# RESTORATIVE CULTURE

## RL Safety System

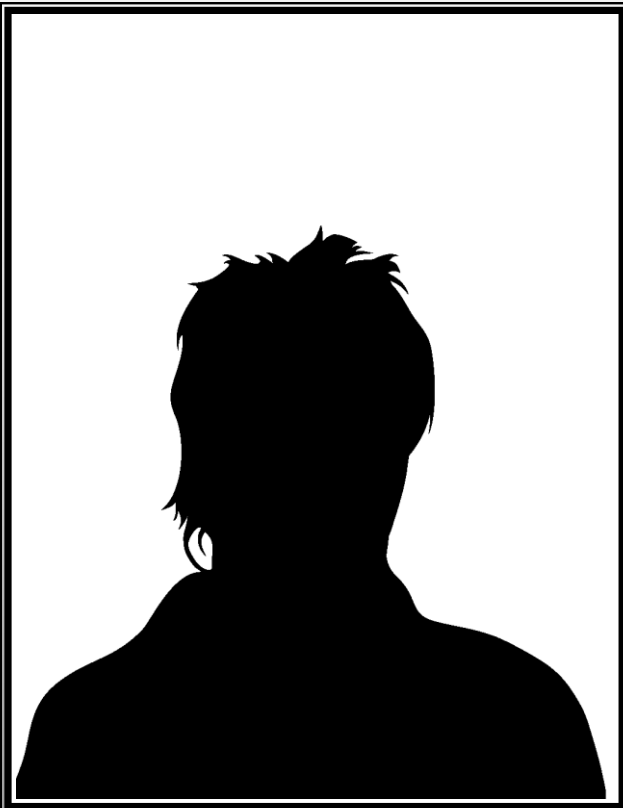
### ***“I Didn’t Think That...”***

#### **Poster Series B Elementary Level**

**The posters should be put up as soon as possible after students have seen the bullying video and participated in Restorative Action Circles.**

	<b>MESSAGE</b>
<b>B1</b>	<b>I didn’t think that <u>name-calling</u> is bullying.</b>
<b>B2</b>	<b>I didn’t think that <u>teasing</u> could be bullying.</b>
<b>B3</b>	<b>I didn’t think that <u>gossiping</u> is bullying.</b>
<b>B4</b>	<b>I didn’t think that <u>criticizing others</u> could be bullying.</b>
<b>B5</b>	<b>I didn’t think that <u>making fun of others</u> is bullying.</b>
<b>B6</b>	<b>I didn’t think that <u>yelling at others</u> could be bullying.</b>

I didn't think that...



teasing could be bullying.

**Duluth Schools' Bullying Project**

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# I CAN



1. Say  
**"Stop."**

2. Say  
**"No."**

3. Say  
**"That doesn't  
work for me."**

4. Do  
**Walk away.**

5. Do  
**Talk to a friend  
and/or an adult.**

# BULLYING

WORD BODY

**I WILL**



**RL**  
**STOP**

**Name-Calling**

**Making Faces**

**Teasing**

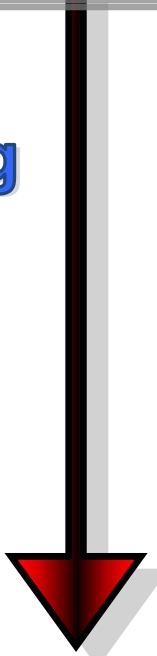
**Pushing**

**Gossiping**

**Hitting**

**Criticizing**

**Gesturing**



**BULLYING**  
WORD BODY