Introduction to Bullying Prevention

This section is designed to provide guidance to school corporations in the development of bullying prevention programs for the prevention of bullying behavior in schools, in accordance with P.L. 285-2013. Included below, is the required content with corresponding statutory requirements. Each school corporation has local control over the content of the bullying prevention programming except that the plan must contain, at a minimum, the following components, as set forth in P.L. 285-2013:

* Development and implementation of a bullying prevention program using age appropriate, research based information *(IC 5-2-10.1-12(d))*
* No later than October 15 of each year, each school in the corporation shall provide age appropriate, research based instruction as provided under IC 5-2-10.1-12(d)(1), focusing on bullying prevention for all students in grades 1 through 12 *(IC 20-30-5-5.5)*
* Instruction indicated above should be delivered by a school safety specialist, school counselor or any other person with training and expertise in the area of bullying prevention and intervention *(IC 20-30-5-5.5)*
* A definition of bullying as defined in IC 20-33-8-0.2 (a) and that will not be interpreted to impose any burden or sanction on, or include in the definition of the term, any of the actions outlined in IC 20-33-8-0.2(b)

The recommendations are divided into three sections:

*Section 1: Elementary Program Outline and Resources*

This section provides a program outline specific to bullying prevention targeted for elementary schools. An overview of developmental characteristics of elementary students is included to assist with the development of age-appropriate instruction. The outline offers a three-tiered approach when responding to the requirements of P.L. 285-2013: a) tier one minimally meets the requirements of the law, b) tier two builds upon minimum requirements to offer additional program components that contribute to increased program effectiveness, and c) tier three contains all elements of tiers one and two. Additionally, tier three provides strategies to help schools build a data-driven comprehensive bullying prevention and intervention program. This data-driven programming provides administrators with the information necessary for informed decision-making and continual program improvement that best meets the needs of their students. Resources to aid in a school’s program development are also offered. Please use these resources as you find appropriate.

*Section 2: Middle School Program Outline and Resources*

This section provides a program outline specific to bullying prevention targeted for middle schools. An overview of developmental characteristics of middle school students is included to assist with the development of age-appropriate instruction. The outline offers a three-tiered approach when responding to the requirements of P.L. 285-2013: a) tier one minimally meets the requirements of the law, b) tier two builds upon minimum requirements to offer additional program components that contribute to increased program effectiveness, and c) a tier three approach contains all elements of tiers one and two. Additionally, tier three provides strategies to help schools build a data-driven comprehensive bullying prevention and intervention program. This data-driven programming provides administrators with the information necessary for informed decision-making and continual program improvement that best meets the needs of their students. Resources to aid in a school’s program development are also offered. Please use these resources as you find appropriate.

*Section 3: High School Program Outline and Resources*

This section provides a program outline specific to bullying prevention targeted for high schools. An overview of developmental characteristics of high school students is included to assist with the development of age-appropriate instruction. The outline offers a three-tiered approach when responding to the requirements of P.L. 285-2013: a) tier one minimally meets the requirements of the law, b) tier two builds upon minimum requirements to offer additional program components that contribute to increased program effectiveness, and c) a tier three approach contains all elements of tiers one and two. Additionally, tier three provides strategies to help schools build a data-driven comprehensive bullying prevention and intervention program. This data-driven programming provides administrators with the information necessary for informed decision-making and continual program improvement that best meets the needs of their students. Resources to aid in a school’s program development are also offered. Please use these resources as you find appropriate.