



ANOKA-HENNEPIN
SCHOOLS
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Anoka-Hennepin Anti-Bullying/Anti-Harassment Task Force 2013-2014 Report

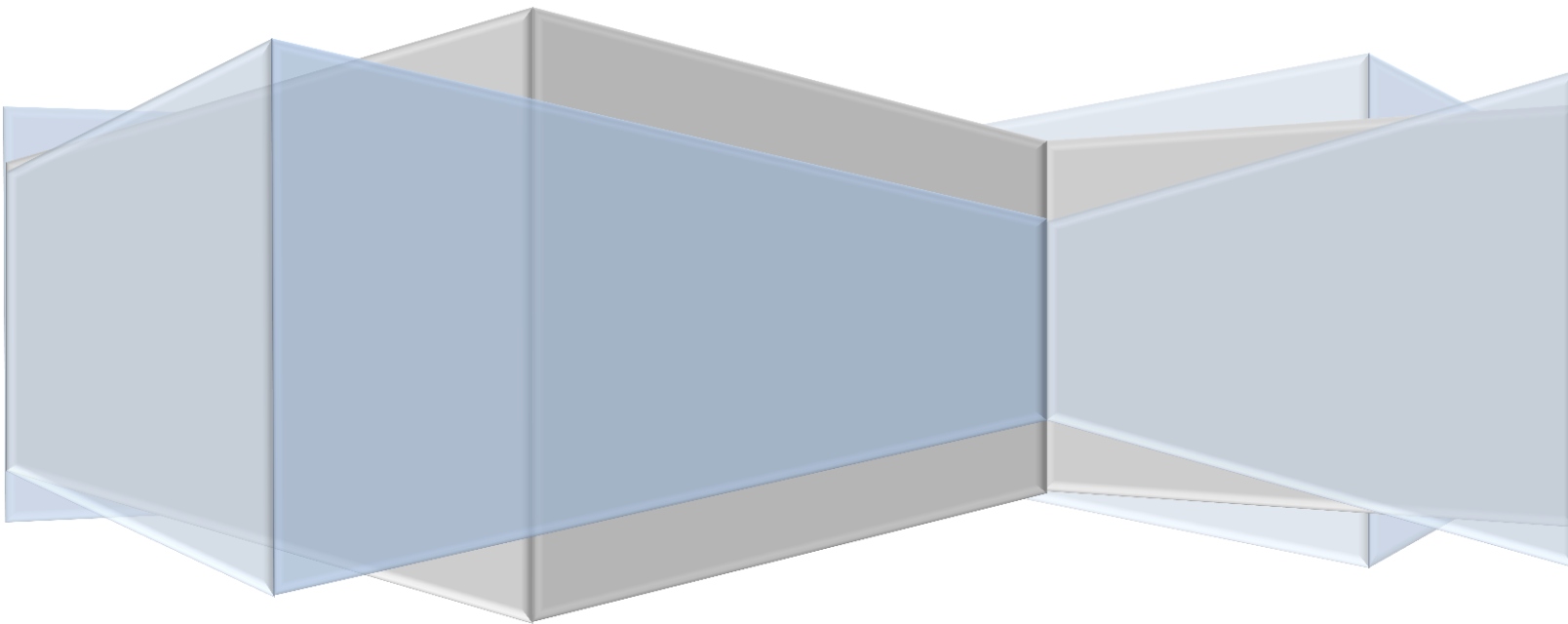


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Introduction

The Anoka-Hennepin School District is committed to creating an inclusive and positive climate in all of our schools, where all students feel comfortable, safe, and ready to learn. The Anti-Bullying/Anti-Harassment Task Force was initially assembled in September 2012 to advise the district regarding how best to foster a positive educational climate free of harassment. The task force continued its work during the 2013-2014 school year.

The task force included 29 representatives¹ including students, school and district employees, parents, and additional community members. Nineteen members from last year's task force continued to serve on this year's task force. Jennifer Cherry, Title IX/Equity Coordinator, coordinated and scheduled the task force meetings and work.

The task force was scheduled to meet monthly for two hours throughout the 2013-2014 school year. An orientation meeting for the 10 new members was held three weeks prior to the first regular task force meeting. Regular task force meetings were held in October, November, March, April, and May. The regularly scheduled January and February meetings were cancelled due to weather-related school closings; an additional meeting was held in March to make up for the cancelled meetings. Task force members also met in subcommittees outside of the regularly scheduled meetings. From November 2013 through April 2014, subcommittees explored areas of interest drawn from last year's recommendations.

External, professional facilitators, Paula Forbes and Dawn Ellison, hosted the meetings. Meeting activities varied and were responsive to the particular objectives of each meeting. The underlying intention of every meeting was to create an inclusive and participatory space that honored diverse perspectives. The group acknowledged that members may not agree on everything, and all perspectives would be heard. Group norms and ground

¹ See Appendix A for list of task force members.

rules were established at the first meeting and reviewed at every meeting: *listen with attention and speak with intention; no fixing or advice; when you find yourself in judgment, seek to understand; all are responsible for the well-being of the group; no stories should be attributed or shared without the express permission of the storyteller.*

The task force's steering committee², which formed the first year, continued to plan the meeting agendas and co-write the final task force report. The steering committee met each month, prior to each task force meeting, to review meeting notes and drive the objectives for the next meeting.

The task force and the Anoka-Hennepin Anti-Bullying/Anti-Harassment Leadership Team established a communication protocol to coordinate work. The leadership team reviewed the task force's preliminary recommendations and made suggestions that the task force considered in finalizing its recommendations.

The charge of the task force is to

1. Bring forth concerns of students and parents related to harassment incidents and the District's overall climate.
2. Recommend strategies to prevent harassment and improve the educational climate.
3. Outreach strategies to parents and families to build awareness around, address concerns related to, and gain feedback regarding the district's anti-harassment efforts.

Last year's task force presented nine recommendations to the School Board July 8, 2013. The School Board directed the Anoka-Hennepin Anti-Bullying and Anti-Harassment Leadership Team to prioritize the recommendations. The leadership team reviewed, assessed, and prioritized the 2012-2013 recommendations. The leadership team worked in conjunction with the task force to develop actionable recommendations for 2013-2014.

² Steering committee members are identified with * in Appendix A.

Last year the task force identified two of the nine recommendations as priorities to explore during 2013-2014.

1. **Promote Positive Culture:** The task force recommended the district and task force continue to explore specific programs and strategies that promote a positive culture that include student leaders, families, community members and organizations, curriculum, training of all school staff members, and measures of effectiveness.
2. **Engage Families:** The task force recommended the district partner with families to achieve safe and welcoming schools and communities.

Considering these recommendations and the interests of the task force members, nine subcommittees formed to focus on items that the school district could implement during the 2014-2015 school year to support safe and inclusive schools for ALL. Each subcommittee worked to develop goals that were specific, measurable, attainable, realistic, and time-bound (SMART). Subcommittees shared their work with the task force and revised their goals based on feedback from the task force. Two subcommittees with similar focus combined to work toward a common goal. The goals were further refined based on feedback from the steering committee and leadership team. Consensus was reached to forward five of the eight goals as recommendations to the board; the task force will continue work on the remaining three goals next year. The three goals needing further work are mental wellness for teachers and students, family connection nights, and student education and student leadership.

Each of the five task force recommendations was supported by one hundred percent of the members present at the May meeting. An anonymous survey was sent to all task force members after the May meeting to obtain feedback on their satisfaction with the work of the task force this year and sought members' input on direction for next year's work. The survey also provided another opportunity for members to weigh-in on the recommendations. Of the members who completed the anonymous end-of-year survey, eighty-five percent supported all five of the recommendations.

Recommendations

The following recommendations have majority support from the 2013-2014 task force.

Recommendation 1: Increase awareness and acknowledgement of the variety of family structures & characteristics.

In order to gain awareness and acknowledge the variety of family structures within the Anoka-Hennepin School District, the Task Force recommends adding two questions related to family structure and inclusivity to the annual Parent Attitude and Satisfaction Survey, beginning May 2015.

Recommendation 2: Increase adult presence in unstructured common places in middle schools through the use of volunteer school ambassadors.

In an effort to increase safety, reduce discipline issues, and increase positive student interaction with peers and adults, the Task Force recommends middle schools recruit, train, and deploy additional community volunteers to help build positive school climate by interacting with students in hallways and other unstructured common places and encouraging healthy peer interactions, beginning September 2014.

Recommendation 3: Honor and celebrate the contributions of diverse people and families in our community, country, and world, including the LGBT community.

In an effort to affirm and celebrate the diversity represented by district students, families, and employees, the Task Force recommends Anoka-Hennepin Schools recognize, affirm, and assess specific LGBT activities including, but not limited to, continuing to support student-led Gay Straight Alliance clubs; hosting school-related family nights for our diverse populations, including LGBT families and LGBT students and their parents; and creating public displays honoring LGBT history month each October beginning in 2014.

Recommendation 4: Provide comprehensive communication about safety and inclusiveness for all people in our schools.

In an effort to provide comprehensive communication about the District's anti-bullying and anti-harassment efforts, the Task Force recommends adopting the Anti-Bullying/Anti-Harassment Communication Plan³. The Communications Department, in collaboration with appropriate staff, will maintain and expand communication with designated internal and external audiences regarding district anti-bullying efforts using a series of specific and measurable objectives defined by the communication plan.

Recommendation 5: Increase messages of kindness in the Anoka-Hennepin community.

In an effort to promote kindness in our community, the Task Force recommends the Anoka-Hennepin School District, in collaboration with community agencies, develop and implement specific messaging strategies to Anoka-Hennepin adults, throughout the 2014-15 school year. District staff will distribute the messages through school newsletters, the Focus on Anoka-Hennepin, school marquees, and the Anoka County newsletter. Messages will give examples of kind acts; challenge readers to try kind responses to situations; encourage reaching out; encourage accepting differences; and encourage being proactive in promoting kindness.

Summary

The Anoka-Hennepin School District's Anti-Bullying/Anti-Harassment Task Force developed five recommendations intended to meet the district's commitment to create a school climate where all students feel welcome, safe, and ready to learn. These were forwarded to the School Board for their consideration. Additional information regarding the work of the task force may be found at: www.anoka.k12.mn.us/antibullytf.

³ See Appendix B for Anti-Bullying/Anti-Harassment Communication Plan.

Appendix A
Task Force Members

The 2013-2014 Anti-Bullying/Anti-Harassment Task Force included the following members.

- Paul Anderson, principal (Sand Creek Elementary School)
- Alyssa Beddoe, community member (recent graduate of Andover High School)
- Mark Bryant, parent (Roosevelt Middle School)
- * Jennifer Cherry, PhD, Title IX/equity coordinator (Anoka-Hennepin School District)
- Angela Diep, student (Blaine High School)
- Jacob Ericson, student (Andover High School)
- Mike Farley, principal (Anoka High School)
- Lucy Geezay, student (Champlin Park High School)
- * Jinger Gustafson, EdD, associate superintendent of middle schools (Anoka-Hennepin School District)
- * Beth Hentges, parent (Jackson Middle School, Champlin Park High School)
- Leslie Houghtaling, analyst, (Hennepin County Human Services)
- Janet Irakunda, student (Coon Rapids High School)
- Nita Kumar, PhD, mental health consultant (Anoka-Hennepin School District)
- Bryan Lindquist, parent (Franklin Elementary School, Anoka High School)
- Donna McDonald, violence prevention coordinator (Anoka County)
- Sara Messerli, parent (Johnsville Elementary, River Trail Learning Center)
- Jimmy Nyembwe, student achievement advocate (Anoka Middle School for the Arts)
- Stephanie Ochocki, school social worker (Andover Elementary School)
- Roland Oyou, student (Anoka High School)
- * Mary Olson, director of communication and public relations (Anoka-Hennepin School District)
- * Judi Orland, parent (Rum River Elementary School, Andover High School)
- John Pena, assistant principal (Anoka Middle School for the Arts)
- Kirsten Rasmussen, teacher (Champlin Park High School)
- Kathy Riddle, parent (Oak View Middle School, Andover High School)
- * Linda Rodgers, parent involvement coordinator (Anoka-Hennepin School District)
- Tom Shaw, principal (Coon Rapids Middle School)
- Simone Simon, teacher (Coon Rapids Middle School)
- John Swisher, community member (retired middle school teacher, Anoka Middle School for the Arts)
- Amanda Vickstrom, community relations coordinator (Anoka County Attorney's Office)

Facilitators: * Dawn Ellison, MD and * Paula Forbes, JD

Recorder: Laurie Rasmusson

- * Steering committee member

Appendix B
Anti-Bullying/Anti-Harassment Communication Plan

Anti-Bullying/Anti-Harassment Communication Plan*May 2014****Need statement**

The Anoka-Hennepin School District wishes to create greater awareness among all stakeholders of the district's efforts to eliminate bullying and harassment and provide a safe learning environment for all students and to share information with all stakeholders about the role they play in eliminating bullying and harassment.

Situation analysis:

- The Anoka-Hennepin School District formally began work to stop bullying in 2003 with awareness brochures for all students and families, a poster and essay contest, and a variety of programs at individual schools. The district was seen as a leader in anti-bullying efforts and was frequently asked to share its efforts with other districts and media.
- This perception changed in 2011 when the district became the subject of a federal lawsuit regarding bullying and harassment of GLBT students. The lawsuit ended with all parties agreeing to a consent decree in March 2012 that outlined a five-year plan of action and monitoring; it included formation of a community task force.
- Surveys by Decision Resources found improvement in community perception regarding bullying. The percentage of respondents who indicated bullying was the most serious issue facing the district dropped from 12 percent in 2012 to 10 percent in 2013.
- The percentage of respondents who described the district's reputation as "bullying" dropped from 3 percent in 2012 to 2 percent in 2013.
- The district's earlier anti-bullying campaign had good awareness among parents; 85 percent of parents surveyed reported awareness in 2005, 92 percent in 2006 and 96 percent in 2007 (the last year the question was asked).
- The district monitors students' experience with and perceptions of bullying through an annual survey. The fall 2013 survey indicates that while the vast majority of students surveyed report never being bullied, approximately two percent of students report being bullied daily. The percentage of students who indicated they report bullying to an adult dropped slightly.
- The Anti-Bullying, Anti-Harassment Task Force of students, community members and staff developed a number of recommendations in spring 2013, including a recommendation that the district develop a communication plan to share information regarding district efforts.

Goals:

- Provide information to all audiences on the district's efforts to eliminate bullying and harassment and provide a safe, respectful learning environment for all students.
- Students and staff will understand the role they play in eliminating bullying and harassment, know what to do and take action when they see bullying and harassment.

Key action steps:

- Share information with families about positive anti-bullying activities in which their children are involved.
- Provide families and the community with information about how they can support anti-bullying efforts.
- Share information about the districts' character education efforts and ways in which schools help instill the district's core values of respect, responsibility, appreciation of diversity, integrity and compassion.

Common key messages for all audiences

- We take bullying and harassment seriously.
- We are committed to creating a safe and respectful environment, free of bullying and harassment, so all students can succeed.
- We acknowledge that it takes the entire community to end bullying and harassment, therefore, we will engage all stakeholders in working toward this goal.

*The Anti-Bullying/Anti-Harassment Task Force reached consensus in support of the plan May 22, 2014.

Common key messages for all audiences

- We take bullying and harassment seriously.
- We are committed to creating a safe and respectful environment, free of bullying and harassment, so all students can succeed.
- We acknowledge that it takes the entire community to end bullying and harassment; therefore, we will engage all stakeholders in working toward this goal.

Audience: students

Objectives	Specific Messages	General Communication Strategies	Tactics/Tools	Staff/Responsibility	Timeline	Evaluation	Budget
100% of students will receive information annually about bullying and harassment.	You can help make your school and neighborhood safe for all by taking action against bullying and harassment.	Tweak existing programs to ensure key messages are delivered.	Review student/parent bullying brochures annually and revise as needed (consider splitting elementary brochure, K-2 and 3-5); distribute annually (print or electronic)	Jennifer C, Barry S, Kay V and Mary O	Review in June/July; Reprint July/Aug.	Accomplished? Yes/No	12 hours staff time \$3,000 printing
100% of grades 3-12 students will receive information on cyber bullying annually.	If you are bullied or harassed, or see someone being bullied or harassed, tell an adult so they can help!	Use website.	Provide key messages twice annually to schools and direct that they be incorporated into their Individual school anti-bullying efforts	Mary O and Jennifer C Put on calendar for years into future	September and February	Percentage of schools that incorporated antibullying messages into their School Improvement Plans	2 hours staff time
100% of student will have access to information about how to report incidents of bullying or harassment.	Bullying hurts. It's not a joke.	Capitalize on school's annual review of discipline, bullying and harassment policies.	Provide student-friendly Web resources	Jennifer C, Barry S, Kay P	Ongoing, review annually in May	Monitor web hits to determine if resources are accessed.	Initial creation 8 hours, 4 hours for annual update
100% of students will receive information on the role of bystanders in stopping bullying.	If you see someone being bullied, take action. Stop it!	Capitalize on existing character education program.	Include segments on bullying/harassment in discipline policy communication/training	Jennifer C, Greg C, Barry S, Stephanie O, Comm and PR	Initial discussion spring 2014	Brief student survey (3 - 5 questions)	\$20,000 - \$30,000
<u>Evaluation of impact of all strategies used with students</u>							
<u>The percentage of students who report they have never been bullied will increase by 2</u>							

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<p>percent annually.</p> <p>The percentage of students who witness bullying and take no action will decrease by 2 percent annually.</p>			Continue existing middle school lessons on Internet safety, including cyberbullying	Jinger G in concert with principals	ongoing	Review data on anti-bullying survey regarding cyberbullying	Varies by school depending on implementation
			Posters, specific for each level	Barry S	Review annually in May, purchase, print, distribute	Accomplished? Yes/No	10 hours
			Brief video on anti-bullying survey results shared with secondary students	RET, Principals, Comm and PR, superintendent	Video created annually by Jan. 30; presentation to staff in February	Accomplished? Yes/No	10 hours
			Provide Character Education in all schools	SSWs and principals, Barry S.	May 2015, Reviewed annually in August	To what extent is character education included in schedule of activities	50 hours
			Superintendent meetings with student representatives	Superintendent, Jennifer C, appropriate associate	ongoing	Included in annual monitoring and assessment plan required by consent decree	81 hours per year
			Include the mental health contact for each school on the school contact info magnets families get each fall.	Mary O will work with principals and print shop to revise magnets	ongoing	Accomplished? Yes/No	2 hours
			Recommendations from the Anti-bullying/Anti-harassment Task Force may be added here				

Common key messages for all audiences

- We take bullying and harassment seriously.
- We are committed to creating a safe and respectful environment, free of bullying and harassment, so all students can succeed.
- We acknowledge that it takes the entire community to end bullying and harassment; therefore, we will engage all stakeholders in working toward this goal.

Audience: parents

Objectives	Specific Messages	General Communication Strategies	Tactics/Tools	Staff/Responsibility	Timeline	Evaluation	Budget
100% of parents/guardians will have access to information about definitions of bullying and harassment, school procedures for addressing them, and consequences for students who bully and/or harass others by spring 2016.	Bullying is not a normal part of childhood. The school can help address bullying and harassment. Parents who have concerns about their children should contact the principal.	Use existing communication vehicles to communicate with parents/guardians, including website, school and district newsletters and print newsletters, weekly elementary classroom folders, etc. Capitalize on school's annual review of discipline policy handbook.	Modify parent/guardian signoff of policy handbook to incorporate our key messages about bullying and harassment and call attention to the Bullying Prohibition Policy and the Harassment, Violence and Discrimination Policy	Mary O	June 2014	Percentage of parent signoffs returned	1/2 hour
100% of parents/guardians will have access to information about how to report incidents of bullying or harassment by spring 2016.			Share information annually on results of the anti-bullying survey	Johnna R Mary O	Annually in winter Focus newsletter and electronic media	Accomplished? Yes/No	2 hours
100% of parents/guardians will have access to information about their role in helping their children deal appropriately with bullying by spring 2016.			Create a parent resources page on the district website. Link school sites to resource page	Kay V Barry S	Fall 2014 Review; update annually as needed	Monitor web hits to determine if resources are accessed; Get feedback through brief survey on site: Was this helpful? What additional information would you like?	12 to 15 hours first year; 2 hours in following years
100% of parents/guardians will have access to information about the district's efforts to prevent and address bullying							

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<p>and harassment by spring 2016.</p> <p>100% of parents will receive information annually on how to report bullying/harassment by spring 2016.</p> <p>100% of parents will receive information about the role bystanders play in stopping bullying by spring 2016.</p>			<p>Review student/parent antibullying brochure annually and revise as needed; distribute annually (print or electronic). Include parent talking points and information on how they can help their children.</p>	<p>Jennifer C, Barry S, Kay V and Mary O</p>	<p>Review in June/July; Reprint July/Aug.</p>	<p>Accomplished? Yes/No</p>	<p>12 hours staff time \$3,000 to \$6,000 printing depending on distribution plan</p>
			<p>Continue Internet Safety Family Information Night; make it an annual event.</p>	<p>Community Education, Technology Committee, Barry S</p>	<p>Each fall</p>	<p>Audience evaluation form</p>	<p>20 hours</p>
			<p>Translate policy handbooks into district's top five languages</p>	<p>Mary O and translation committee</p>	<p>Fall 2014</p>	<p>Accomplished? Yes/No Brief survey of language groups</p>	<p>\$110 to \$120,000 30 hours staff time</p>
			<p>Translate student/parent bullying brochures into top five languages</p>	<p>Mary O and translation committee</p>	<p>Fall 2015</p>	<p>Accomplished? Yes/No Brief survey of language groups</p>	<p>Unknown at this time</p>
			<p>Share information about district core values and Character Education program via school newsletter</p>	<p>Mary O will provide content, principals will incorporate in newsletters</p>	<p>Develop content by May 2015 and send to principals annually; principals share in newsletters on ongoing basis</p>	<p>Accomplished? Yes/No Add item to PASS</p>	<p>13 to 15 hours</p>
			<p>Communicate general news of anti-bullying/anti-harassment and character education efforts underway at schools and district through news releases, media pitches, district</p>	<p>Comm and PR</p>	<p>Ongoing news as it happens</p>	<p>Item in PASS and Community Survey</p>	<p>20 hours annually</p>

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			print and electronic media				
			Recommendations from the Anti-bullying/Anti-harassment Task Force may be added here				

Common key messages for all audiences

- We take bullying and harassment seriously.
- We are committed to creating a safe and respectful environment, free of bullying and harassment, so all students can succeed.
- We acknowledge that it takes the entire community to end bullying and harassment, therefore, we will engage all stakeholders in working toward this goal.

Audience: staff

Objectives	Specific Messages	General Communication Strategies	Tactics/Tools	Staff/Responsibility	Timeline	Evaluation	Budget
<p>100% of staff complete annual online anti-bullying/anti-harassment training so that they:</p> <ul style="list-style-type: none"> • know procedures for handling reports of bullying and harassment from students and/or parents/guardians. • understand the effects of bullying on students and the school environment. • use their knowledge to address any incidents of bullying and harassment they encounter or are reported to them. • understand the effects of bullying on students and the school environment. <p>100% of staff will have access to information about the district's efforts to prevent and address bullying and harassment.</p>	<p>See it, Say it, We it, Close it!</p> <p>Know, No, Know</p> <p>All staff have a crucial role and responsibility in creating a safe and respectful environment, free of bullying and harassment, so <u>all</u> students can succeed.</p>	<p>Use of staff development to convey responsibilities, policies and procedures.</p> <p>Use of existing district communication vehicles.</p> <p>Use face-to-face communication and meetings for sharing information.</p>	Provide annual online anti-bullying/anti-harassment training	Employee services	Deployed for completion May 16, 2014; annually thereafter	Survey to be conducted by RET	\$90,000 and 200 hours
			Share anti-bullying survey results with school staff during staff meeting using video and discussions questions	RET, Principals, Comm and PR, superintendent	Video created annually by Jan. 30; presentation to students in February	School leadership feedback reported annually in monitoring and assessment plan	10 hours
			Share anti-bullying survey results through In the Know newsletter and website	Comm and PR	Annually in January	Accomplished? Yes/No	30 minutes
			Communicate general news of anti-bullying/anti-harassment and character education efforts underway at schools and district through <i>In the Know</i> newsletter	Comm and PR, Jennifer C, principals	Ongoing as news happens.	Employee Engagement survey question #28	20 hours annually

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			Provide news of student education related to anti-bullying efforts	Comm and PR, Jennifer C, principals	Ongoing as news happens.	Accomplished? Yes/No	10 hours
			Provide See It, Say It, We It, Close It bookmarks to all staff each year	Comm and PR	September	Accomplished? Yes/No	10 hours \$1,000 printing annually
			Recommendations from the Anti-bullying/Anti-harassment Task Force may be added here				

Common key messages for all audiences

- We take bullying and harassment seriously.
- We are committed to creating a safe and respectful environment, free of bullying and harassment, so all students can succeed.
- We acknowledge that it takes the entire community to end bullying and harassment, therefore, we will engage all stakeholders in working toward this goal.

Audience: Bus drivers (contracted service providers)

Objectives	Specific Messages	General Communication Strategies	Tactics/Tools	Staff/Responsibility	Timeline	Evaluation	Budget
<p>All bus drivers will know and understand bullying and harassment policies.</p> <p>All bus drivers will know procedures for handling reports of bullying and harassment from students and/or parents/guardians.</p> <p>All bus drivers will use their knowledge to address any incidents of bullying and harassment they encounter or are reported to them.</p> <p>All bus drivers will understand the effects of bullying on students and the school environment.</p>	<p>All bus drivers have a crucial role and responsibility in creating a safe and respectful environment, free of bullying and harassment so all students feel safe traveling to and from school</p>	<p>Use print materials</p> <p>Use existing annual training</p> <p>Capitalize on media interest surrounding bullying and harassment</p>	<p>Present information on bullying and harassment policies and procedures, and on effects of bullying on students and the school bus environment</p>	<p>Jennifer C, Keith P</p>	<p>Annually in the fall during regular meetings or back-to-school workshop</p>	<p>Check to see if bus companies do a meeting evaluation we could participate in</p>	<p>7 hours each year</p>
			<p>Provide handouts regarding policies – check with Keith on overlap of district and vendor policies</p>	<p>Jennifer C, Keith P</p>	<p>Annually in the fall during regular meetings or back-to-school workshop</p>	<p>Accomplished? Yes/No</p>	<p>\$25 copying costs</p> <p>1 hour</p>
			<p>Aggressively pitch to media positive stories about our success in addressing bullying and harassment</p>	<p>Comm and PR</p>	<p>Ongoing as potential stories come up</p>	<p>Monitor media stories.</p>	
			<p>Position district staff to be seen as experts on bullying and harassment related issues</p>				
			<p>Recommendations from the Anti-bullying/Anti-harassment Task Force may be added here</p>				

Common key messages for all audiences

- We take bullying and harassment seriously.
- We are committed to creating a safe and respectful environment, free of bullying and harassment, so all students can succeed.
- We acknowledge that it takes the entire community to end bullying and harassment; therefore, we will engage all stakeholders in working toward this goal.

Audience: General community

Objectives	Specific Messages	General Communication Strategies	Tactics/Tools	Staff/Responsibility	Timeline	Evaluation	Budget
Community members will have access to information about definitions of bullying and harassment, school procedures for addressing them, and consequences for students who bully and/or harass others.	Emphasize everyone has a role in addressing and preventing bullying and harassment.	Use existing communication vehicles to communicate with community members including website, print and e-newsletters, social media, and news media. Use face-to-face communication and meetings for sharing information. Use story-telling techniques when possible to share stories of real students.	Communicate general news of anti-bullying/anti-harassment efforts and character education efforts underway at schools and district through news releases, media pitches, district print and electronic media	Comm and PR	Ongoing news as it happens	Item in PASS and Community Survey	20 hours annually
Community members will have access to information about how to report incidents of bullying or harassment.			Speaking engagements with civic groups, coordinated jointly through Comm and PR, superintendent's office	Jennifer C and other appropriate staff	Ongoing as needed	Feedback from audience and facilitator	Time commitment varies with requests
Community members will have access to information about their role in helping children deal appropriately with bullying.			Aggressively pitch to media positive stories about our success in addressing bullying and harassment	Comm and PR	Ongoing as potential stories come up	Monitor media stories	Varies with opportunities
Community members will have access to information about the district's efforts to prevent and address bullying and harassment.			Position district staff to appear as expert spokespersons for media on anti-bullying/ anti-harassment topics	Comm and PR	Ongoing as opportunities arise		Varies with opportunities

			Implement community messaging campaign	Linda Rodgers with vetting from AB/AH Leadership Team, Comm and PR	Draft messages summer 2014 Deliver throughout 2014-15 school year	Add to Decision Resources survey	10 hours
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Additional audiences for future consideration:

Faith community

Anoka and Hennepin County Social Services

Community athletic associations

Elected officials – city, county, state, federal