

**HEALTH AND PUBLIC SAFETY COMMITTEE
MEETING AGENDA
January 23, 2020
7:00 PM, ROOM 231 City Hall**

I. Welcome and Roll Call

II. Public Participation

III. New Business

Action Items

Public Works (Public Safety Items)

1. Authorize the Department of Public Works to have Eversource Electric to install one (1) new street on the existing utility pole at the southwest corner of the intersection of St. Paul's Place and Park Street in accordance with the attached plan at an approximate cost of \$20 per month, to be paid for from Account No. 0140 21-5241.

IV. Old Business

Discussion Items

1. Bullying
2. Potential Preparedness Community Awareness Events



CITY OF NORWALK
Paul L. Sotnik, P.E.
Senior Civil Engineer
psotnik@norwalkct.org
P: 203-854-7891 / F: 203-857-0143
Norwalk City Hall
125 East Avenue, P.O. Box 5125
Norwalk, CT 06856-5125

MEMORANDUM

TO: Deanna D'Amore – Director of Health

FROM: Paul L. Sotnik, P.E. - Senior Civil Engineer 

CC: Anthony Carr, P.E., C.F.M. – Chief of Operations and Public Works
Dominick Di Gangi, P.E. – First Taxing District General Manager

REF: Request For Additional Street Lighting

DATE: January 14, 2019

Per our conversation, the Department of Public Works has received an e-mail from Mike Mushak and David Westmoreland requesting that a street light be installed on the existing utility pole at the southwest corner of the intersection of St. Paul's Place and Park Street. The pole is located on the northwest corner of the Green. There is currently no street light on that pole and it is at the intersection of the two streets.

I have reviewed the request with the Chief of Operations and Public Works, as well as Dominick Di Gangi, the General Manager of the First Taxing District and feel that the additional light at this location would provide a greater level of safety at this intersection. The Department is requesting that one (1) new 31 Watt LED street light be installed on the existing utility pole (see attached plan). Mr. Jeffrey Baxter from Eversource has previously indicated that the cost of the electricity for the 31 Watt LED light is approximately \$20.00 per month per light. I have attached copies of the e-mail to the Chief of Operations and Public Works requesting the light, the Outdoor Photometric Reports for the 31 LED light fixture provided by Eversource Electric, as well as a spreadsheet indicating the Requested Street Light Location and Estimated Cost for your reference.

Therefore, I would like to request that the following item be included on the agenda for the January 23, 2020 meeting of the Health and Public Safety Committee of the Common Council for approval, if the Committee determines that they would like to move forward with it.

- 1.) Authorize the Department of Public Works to have Eversource Electric to install one (1) new street on the existing utility pole at the southwest corner of the intersection of St. Paul's Place and Park Street in accordance with the attached plan at an approximate cost of \$20 per month, to be paid for from Account No. 0140 21-5241.

If you have any questions, please do not hesitate to contact me.



City of Norwalk
125 East Avenue
Norwalk, CT 06856
Office: (203) 854-7792
Fax: (203) 857-0143
E-mail: acarr@norwalkct.org
www.norwalkct.org
[Like us on Facebook](#)

From: Mike Mushak
Sent: Sunday, December 8, 2019 2:55 PM
To: Carr, Anthony <acarr@norwalkct.org>
Cc: Yeosock, Mike <MYEOSOCK@norwalkct.org>; Hebert, Kathy <KHEBERT@norwalkct.org>; Casey, Jessica <jcasey@norwalkct.org>; David Westmoreland ; Rilling, Harry <hrilling@norwalkct.org>
Subject: Missing streetlights on St. Paul's Place

CAUTION: EXTERNAL Email: Don't open links or attachments from untrusted senders

Anthony,

We're not sure who is responsible for streetlights in this location on St Paul's Place between Park Street and East Ave, but almost 2 years ago a large tree blew over on the green and took out 2 utility poles, one of which had a streetlight on it directly on front of the entry to our church, St Paul's on the Green.

Both poles were replaced but the streetlight was never replaced. This area is dangerously dark at night especially considering the church is used after dark and folks park on that street for various evening services and events at the church and even at the green at times.

St. Paul's Place is also a very busy cut-through for traffic bypassing the 5-way intersection on the other side of the green at East Wall, as well as the busy North Ave/Westport Ave (Route 1) and East Avenue light that limits left turns at peak times from northbound East Ave to southbound North Avenue.

For this reason it makes sense to have another streetlight on the pole on the corner right over the stop sign at the intersection, where there wasn't a light previously but you can observe how dark that intersection is if you go there after dark. The streetlights nearby on Park Place don't reach this intersection, and I believe all intersections in built-up areas like this should be lit up at night for safety reasons. Every other pole on the green has a streetlight on it, except for this one on the corner, and of course the one that was not replaced in front of the church entry after the tree fell.

So we'd like to request 2 new streetlights here to make the area safer for both pedestrians and cars on this busy stretch, one to replace the missing one seen in the photo attached (taken off Google Earth before the tree fell) and a new one on the corner pole at Park Street as indicated to light up the dark intersection that I think we'd all agree should be illuminated to improve safety here.

Thank you in advance for addressing this. If you need anything else from us let us know.

Mike Mushak
David Westmoreland

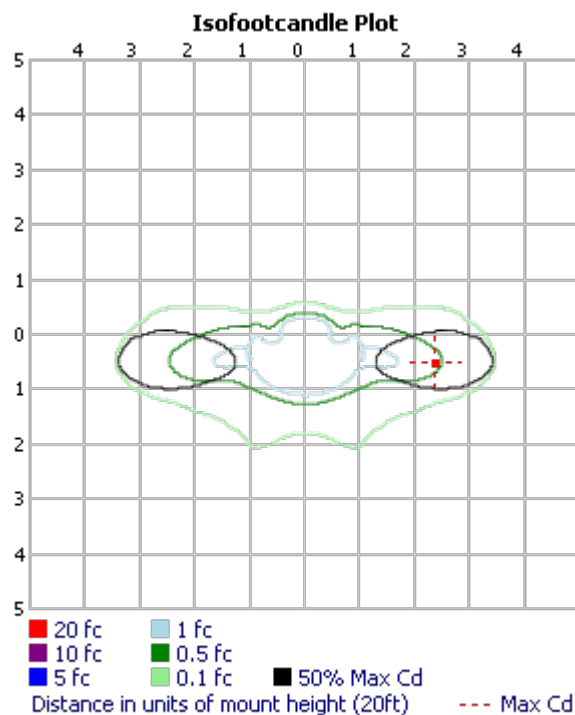
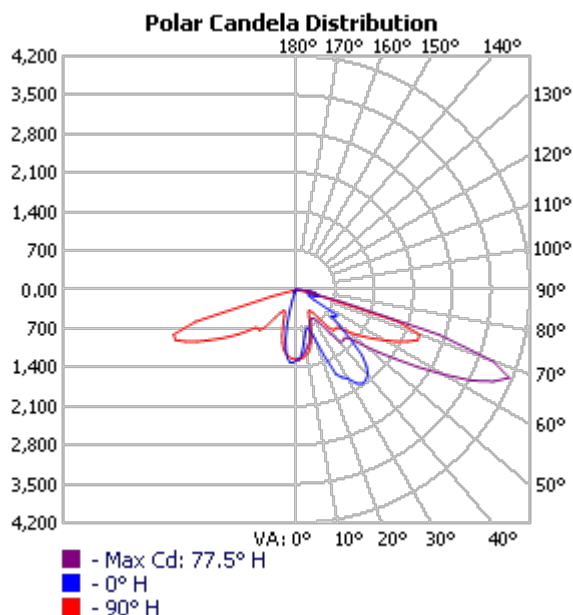


Sent from my iPhone

OUTDOOR PHOTOMETRIC REPORT

CATALOG: ATBS C XXXXX R2 3K

TEST #: 107413P37
 TEST LAB: SCALED PHOTOMETRY
 TEST NOTES: SCALED FROM ABSOLUTE TEST: 107413P0
 TEST DATE: 10/25/2016
 CATALOG: ATBS C XXXXX R2 3K
 DESCRIPTION: ATBS C PERFORMANCE PACKAGE, 3000K COLOR TEMPERATURE, ROADWAY TYPE II DISTRIBUTION
 SERIES: AUTOBAHN ATBS
 LAMP CATALOG: LED
 LAMP: LED
 LAMP OUTPUT: TOTAL LUMINAIRE LUMENS: 3628.1, **ABSOLUTE PHOTOMETRY ***
 BALLAST / DRIVER: LED DRIVER, LED DRIVER
 INPUT WATTAGE: **31**
 LUMINOUS OPENING: CIRCULAR (DIA: 11.04")
 MAX CD: 4,142.9 AT HORIZONTAL: 77.5°, VERTICAL: 67.5°
 ROADWAY CLASS: MEDIUM, TYPE I



*TEST BASED ON ABSOLUTE PHOTOMETRY WHERE LAMP LUMENS=LUMENS TOTAL.

*CUTOFF CLASSIFICATION AND EFFICIENCY CANNOT BE PROPERLY CALCULATED FOR ABSOLUTE PHOTOMETRY.

VISUAL PHOTOMETRIC TOOL 1.2.46 COPYRIGHT 2017, ACUITY BRANDS LIGHTING.

THIS PHOTOMETRIC REPORT HAS BEEN GENERATED USING METHODS RECOMMENDED BY THE IESNA. CALCULATIONS ARE BASED ON PHOTOMETRIC DATA PROVIDED BY THE MANUFACTURER, AND THE ACCURACY OF THIS PHOTOMETRIC REPORT IS DEPENDENT ON THE ACCURACY OF THE DATA PROVIDED. END-USER ENVIRONMENT AND APPLICATION (INCLUDING, BUT NOT LIMITED TO, VOLTAGE VARIATION AND DIRT ACCUMULATION) CAN CAUSE ACTUAL PHOTOMETRIC PERFORMANCE TO DIFFER FROM THE PERFORMANCE CALCULATED USING THE DATA PROVIDED BY THE MANUFACTURER. THIS REPORT IS PROVIDED WITHOUT WARRANTY AS TO ACCURACY, COMPLETENESS, RELIABILITY OR OTHERWISE. IN NO EVENT WILL ACUITY BRANDS LIGHTING BE RESPONSIBLE FOR ANY LOSS RESULTING FROM ANY USE OF THIS REPORT.



107413P37
VISUAL PHOTOMETRIC TOOL

PUBLISH
PAGE 1 OF 4

OUTDOOR PHOTOMETRIC REPORT
 CATALOG: ATBS C XXXXX R2 3K

ZONAL LUMEN SUMMARY

ZONE	LUMENS	% LUMINAIRE
0-30	691.1	19%
0-40	1,176.3	32.4%
0-60	2,431.1	67%
60-90	1,197.0	33%
70-100	425.6	11.7%
90-120	0.000	0%
0-90	3,628.1	100%
90-180	0.000	0%
0-180	3,628.1	100%

LUMENS PER ZONE

ZONE	LUMENS	% TOTAL	ZONE	LUMENS	% TOTAL
0-10	110.7	3.1%	90-100	0.000	0%
10-20	243.9	6.7%	100-110	0.000	0%
20-30	336.5	9.3%	110-120	0.000	0%
30-40	485.2	13.4%	120-130	0.000	0%
40-50	604.7	16.7%	130-140	0.000	0%
50-60	650.1	17.9%	140-150	0.000	0%
60-70	771.5	21.3%	150-160	0.000	0%
70-80	365.0	10.1%	160-170	0.000	0%
80-90	60.6	1.7%	170-180	0.000	0%

ROADWAY SUMMARY

DISTRIBUTION:	TYPE I, MEDIUM	
MAX CD, 90 DEG VERT:	0.000	
MAX CD, 80 TO <90 DEG:	616.6	
	LUMENS	% LAMP
DOWNWARD STREET SIDE:	2,961.0	81.6%
DOWNWARD HOUSE SIDE:	667.8	18.4%
DOWNWARD TOTAL:	3,628.8	100%
UPWARD STREET SIDE:	0.000	0%
UPWARD HOUSE SIDE:	0.000	0%
UPWARD TOTAL:	0.000	0%
TOTAL LUMENS:	3,628.8	100%

LCS TABLE

BUG RATING	B1 - U0 - G1	
FORWARD LIGHT	LUMENS	LUMENS %
LOW(0-30):	427.5	11.8%
MEDIUM(30-60):	1,520.7	41.9%
HIGH(60-80):	956.3	26.4%
VERY HIGH(80-90):	56.5	1.6%
BACK LIGHT		
LOW(0-30):	263.9	7.3%
MEDIUM(30-60):	219.2	6%
HIGH(60-80):	180.8	5%
VERY HIGH(80-90):	3.9	0.1%
UPLIGHT		
LOW(90-100):	0.000	0%
HIGH(100-180):	0.000	0%
TRAPPED LIGHT:	0.000	0%

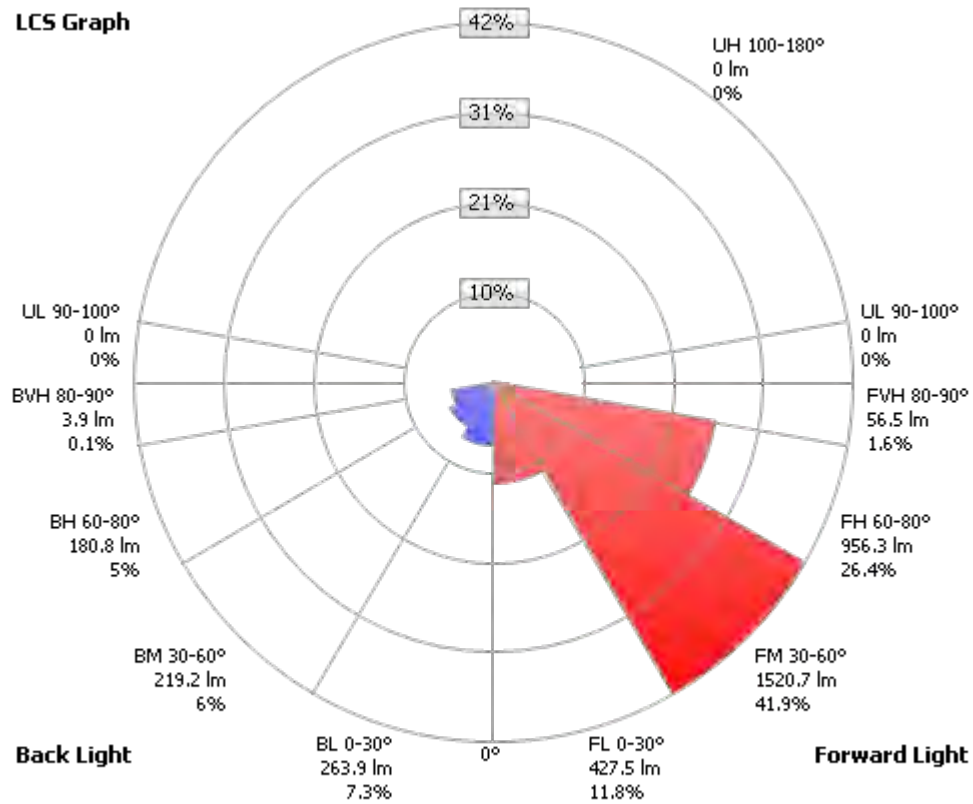

 107413P37
 VISUAL PHOTOMETRIC TOOL

 PUBLISH
 PAGE 2 OF 4

OUTDOOR PHOTOMETRIC REPORT
CATALOG: ATBS C XXXXX R2 3K



LCS Graph



Back Light

Forward Light

Scale = Max LCS %

Trapped Light: 0lm, 0%

OUTDOOR PHOTOMETRIC REPORT

CATALOG: ATBS C XXXXX R2 3K

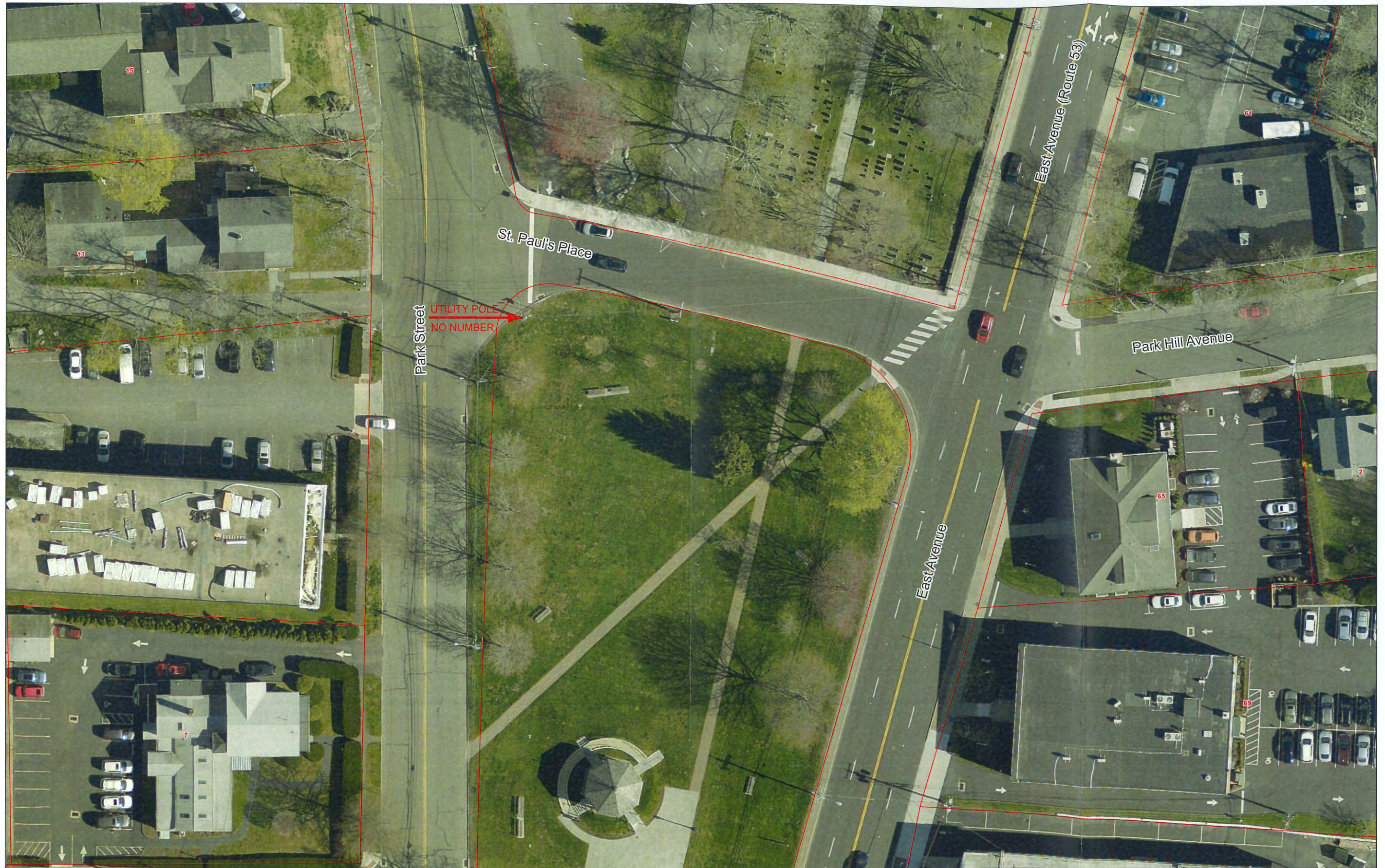
**CANDELA TABLE - TYPE C**

	0	15	25	35	45	55	65	75	85	90	105	115	125	135	145	155	165	175	180
0	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261	1261
5	1128	1072	1078	1093	1112	1136	1167	1189	1219	1234	1271	1291	1304	1312	1316	1319	1322	1323	1321
10	845	817	828	854	891	939	992	1052	1124	1164	1240	1247	1251	1229	1211	1189	1170	1164	1112
15	708	737	771	796	813	830	864	900	951	990	1064	1051	1009	952	880	824	783	762	681
20	912	1003	968	932	880	818	770	725	702	721	782	754	690	611	516	440	377	342	289
25	1679	1639	1492	1301	1135	989	824	634	528	522	543	501	422	336	244	176	147	138	99
30	1846	1819	1711	1529	1328	1108	873	637	480	439	372	293	202	132	88	72	65	64	63
35	2065	1960	1795	1542	1343	1271	1110	813	594	504	324	186	107	75	62	59	59	59	57
40	1992	1874	1755	1543	1319	1221	1204	1246	1046	876	391	150	69	53	49	52	57	58	57
45	1657	1598	1608	1544	1406	1298	1235	1230	1094	980	414	112	54	47	48	55	63	61	60
50	1008	974	1074	1204	1308	1418	1538	1551	1349	1154	331	65	48	43	44	57	55	51	49
55	856	707	585	593	869	1288	1996	2275	1793	1472	366	56	41	37	36	40	45	37	36
60	367	472	638	651	565	776	2323	3229	2320	1813	411	52	37	31	29	31	33	33	31
65	226	459	599	512	572	707	2003	3981	2999	2206	442	54	35	27	26	27	28	28	28
70	343	513	568	532	291	651	1140	3396	3363	2356	393	54	29	21	20	20	22	21	19
75	406	450	395	279	149	196	506	648	917	457	68	39	25	16	15	13	13	13	13
80	337	338	274	142	69	77	279	396	68	27	16	16	15	12	11	12	12	11	10
85	219	200	161	53	23	27	41	177	73	15	9	8	7	6	6	5	6	6	5
90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

107413P37
VISUAL PHOTOMETRIC TOOLPUBLISH
PAGE 4 OF 4

REQUESTED STREET LIGHT - LOCATION AND ESTIMATED COST

<u>Location</u>	<u>Fixed Cost</u>	<u>Monthly Cost</u>	<u>Notes</u>
St. Paul's Place - Intersection	\$ -	\$ 20.00	1 New Light at \$20/Mo./Light
TOTAL	\$ -	\$ 20.00	



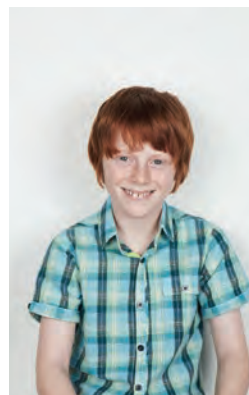
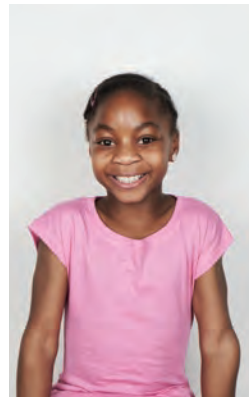
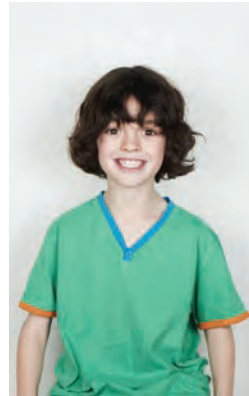
2019 AERIAL PHOTO DATA

1 inch = 20 feet

0 10 20 40 60 80 100 Feet

ST. PAUL'S PLACE STREET LIGHT

**End
bullying
in your
school**



NO BULLY

The bullying epidemic

Each year approximately 30% of students in schools are involved in bullying or cyberbullying. Lives are lost or forever changed.

Bullying is different from peer conflict. It occurs when a student or group of students repeatedly hurt, humiliate or isolate another less powerful student. Bullying and harassment cause lasting physical and mental harm, marginalize diverse students and negatively impact the entire school climate.

No Bully has developed a non-punitive and innovative solution that is grounded in the new research on empathy and transformative action.

The No Bully System® guides K–12 school leaders and teachers through a series of evidence-based interventions for ending bullying and building a positive school culture and climate.

It provides schools with an alternative to suspension, supports Common Core success by promoting a culture based on cooperation and respect and ensures compliance with state and federal anti-bullying laws.

NO BULLY





“No Bully has created a clear way to unpack a complicated societal issue in a culture where bullying is pervasive. They have empowered our school communities to intervene and to live up to the expectation of being places where everyone belongs.”

**– Dorrell Green, Assistant Superintendent,
Brandywine School District, Delaware**

The four steps to eradicate bullying



LEVEL 1

Prevent & Interrupt

All staff on campus prevent and interrupt student harassment, bullying and cyberbullying.



LEVEL 2

Check in and refer to a Solution Coach®

When a teacher or staff member discovers ongoing bullying or harassment, they check in with the target and refer the student to a school Solution Coach.



LEVEL 3

Hold a Solution Team and Follow Up

The Solution Coach - with the target's consent - convenes a Solution Team of students to bring the bullying to an end. If any student is stuck in the role of bully or target, the Solution Coach follows up to facilitate change.



LEVEL 4

Implement an Empathy-Building Action Plan

If a pattern of harassment or prejudice is apparent across an entire class or grade, the Solution Coach implements a plan to create a culture of acceptance.



A proven solution

The No Bully System is proven to end bullying.

Ongoing research has found that educators trained in the No Bully System are able to resolve incidents of bullying in over 90% of cases and this remained true at a three-month follow up.

In 2016 Ashoka Changemakers and the Robert Wood Johnson Foundation recognized No Bully as a Champion of Children's Wellbeing through its dedication to every child growing up with a sense of self, purpose, and belonging.

Since No Bully was founded it has:

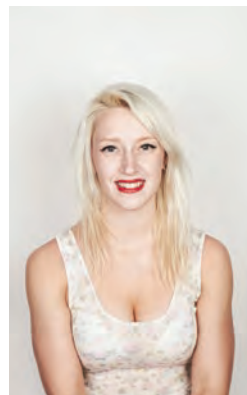
- Trained over 16,000 teachers in the No Bully System
- Created bully free campuses for over 300 schools
- Provided more than 200,000 students with proven solutions to bullying and harassment

NO BULLY



“We’ve run about 14 Solution Teams this year. It stopped the bullying in every case, and we are seeing mutual respect grow between the students. It taps into the fundamental human value that everyone is good at heart.”

**—Greg Barnes, Assistant Principal,
Bowditch Middle School, California**



This is how we do it

The No Bully school partnership provides schools with an integrated series of leadership coaching sessions, teacher trainings and parent workshops in how to implement the No Bully System and sustain a bully-free culture long-term.

LEADERSHIP COACHING 3 FACE-TO-FACE SESSIONS

School leaders are coached to create a new social vision for their school, to integrate the No Bully System into a written anti-bullying policy and to make a plan for teaching social and emotional learning.

NO BULLY FOUNDATIONAL TRAINING 3 HOURS, ALL ADULTS WHO WORK ON CAMPUS

This initial workshop gives all the teachers, staff and volunteers who work on campus a common language and a unified approach to stop student bullying and harassment.

BULLY-PROOF YOUR KID! THE NO BULLY PARENT AND GUARDIAN WORKSHOP 90 MINUTES

Support of parents and guardians is critical to creating a bully-free environment. Participants learn to recognize the new face of bullying and cyberbullying.

SOLUTION COACH TRAINING 1 DAY, SELECT TEACHERS AND STAFF

A core group of teachers and staff is trained how to become their school's Solution Coaches. They learn how to bring together Solution Teams of students to end the bullying of their peers and how to follow up with students stuck in the role of bully or victim.

ADVANCED SOLUTION COACH TRAINING 3 HOURS

This follow-up training brings together the school Solution Coaches to deepen their skills in running Solution Teams, and to learn how to address the marginalization of diverse students that so often underlies more complex incidents of bullying and harassment.

When bullying stops, learning takes off

Contact us or visit our website to learn more about the No Bully System and how you can transform your school into a bully-free learning community.

www.nobully.org
email: office@nobully.org
415.767.0070

No Bully® is a US based non-profit organization that trains schools how to activate student compassion to stop bullying and cyberbullying.

Founder | President - Nicholas Carlisle is an attorney and psychotherapist. Having experienced firsthand the reality of bullying in high school, he is committed to creating schools where every child feels accepted by their peers. Nicholas graduated from Oxford University, qualified as a lawyer with a human rights focus and was chairman of the non-profit section of Amnesty International in Britain. Nicholas is a seasoned conference speaker, and national commentator on school bullying, diversity and inclusion.

NO BULLY





NO BULLY

THE MOST COMPREHENSIVE
PROFESSIONAL DEVELOPMENT
PROVEN TO ERADICATE
BULLYING AND ENHANCE
SCHOOL CULTURE

No Bully is leading the charge in improving childhood. Through our evidence-based prevention and intervention program, we have a 90% success rate of solving incidents of bullying. With 1 out of 3 students being targets of bullying, No Bully's mission to leverage student empathy has never been more important. Learn more about how to become a No Bully School!

"I HAVE BEEN DOING THIS WORK FOR 20 YEARS AND I HAVE NEVER SEEN A PROGRAM SO EFFECTIVELY AND SO QUICKLY STOP BULLYING AND MAKE ITS TARGET FEEL BETTER AND SAFER IN SCHOOL. I HAVE A GREAT APPRECIATION FOR THE NO BULLY SYSTEM AND ITS POSITIVE IMPACT ON MY SCHOOL CULTURE."

CHERYL MCWILLIAMS - ASSISTANT SUPERINTENDENT AT PAWTUCKET SCHOOL DEPARTMENT

"I REALLY ENJOYED WORKING WITH THE NO BULLY TEAM. I FEEL LIKE IT HAS REALLY MADE GOFF A KINDER PLACE."

RYAN ANDELLA - STUDENT AT GOFF ELEMENTARY SCHOOL



First Year Overview of the No Bully System

Foundational Training

All Faculty & Staff | 3 hours

This initial workshop gives all the adults who work on campus a common language and an unified approach to stop student bullying and harassment.

Leadership Coaching

3 one-on-one Sessions | Session 1: 2 hours, Session 2&3: 90 minutes

School leaders are coached to create a new social vision for their school, to integrate the No Bully system into a written anti-bullying policy and to make a plan for teaching social and emotional learning.

Solution Coach® Training

Select Teachers & Staff | 1 day (6 hours)

A core group of staff is trained on how to become their school's Solution Coaches. They learn how to bring together Solution Teams® of students to end bullying of their peers and how to follow-up with students stuck in the roll of bully or victim.

Parent & Guardian Workshop

Select Teachers & Staff | 1.5 hours

Support of parents and guardians is critical to creating a bully-free environment. Participants learn to recognize the new face of bullying and gain practical skills to prevent their child from becoming either a target or a bully.

Advanced Solution Coach Training

Select Teachers & Staff | 1 day (6 hours)

This follow-up training brings together the school's Solution Team Coaches to deepen their skills in running Solution Teams, and to learn how to address the marginalization of diverse students that so often underlies more complex incidents of bullying and harassment.

Want to learn more about becoming a No Bully partner? Please contact our Program Assistant, Hannah Apa, at hannah@nobully.org

NO BULLY

NO BULLY SOLUTION TEAM: OUTCOMES EVALUATION 2012-17

BY: MOIRA DENIKE, PH.D.

ABSTRACT

School bullying is increasingly recognized as a cause of short and long-term suffering for its victims and perpetrators, and as a potential impediment to student academic success. Rather than relying on traditional punitive approaches that have been shown to exacerbate the problem, many schools are searching for effective interventions that address bullying in a more meaningful way. No Bully, a U.S.-based nonprofit organization, has developed a system that schools implement for preventing and responding to student bullying and harassment. This report evaluates the effectiveness of one part of the No Bully System known as Solution Team. Under Solution Team a teacher or staff member trained by No Bully brings together a group of students that includes the bully, bystanders, and prosocial peers, and leads the team through a series of meetings to end the bullying of one of their peers by cultivating empathy and developing peer-driven solutions. Data from 300 Solution Teams were analyzed for this report. The Solution Team intervention was found to be effective in reducing the intensity of bullying for the target in 87.7% of cases, and in reducing the frequency of bullying for the target in 88% of cases. Average feelings of safety at school significantly improved for targets after the Solution Team intervention ($p < .0001$), and in 87% of the cases, the adult facilitator reported that the process had been "successful" or "very successful."

FREQUENCY AND IMPACT OF STUDENT BULLYING ACROSS THE U.S.

Research has shown that large numbers of children and youth experience bullying, irrespective of socioeconomic, racial, or urban/rural characteristics (Nansel et al., 2001). Studies find that between 30 and 45 percent of youth experience bullying in their peer group, either as a victim, bully, or both, and that most of this bullying occurs in schools (Dinkes et al., 2009; Kasen, et al., 2004; Nansel et al., 2001). Moreover, frequent victimization (occurring two or more times per month) is estimated to occur at a rate of 20 to 30 percent among students in grades 4-12 (Sawyer, Bradshaw, & O'Brennan, 2008). Being a target of bullying has been found to have a range of mental health impacts, including reduced self-esteem (Hodges & Perry, 1996; Olweus, 1993), depression and anxiety (Craig, 1998), depression with suicidal ideation (Klomek et al., 2008; Roland & Galloway, 2002; Seals & Young, 2003), and alcohol or drug use (Berthold & Hoover, 2000; Thompson, Sims, Kingree, & Windle, 2008). Negative symptoms and behaviors may persist into adulthood; many of these children experience adult depression, suicidality, and criminality (Rigby, 2000), as well as shame, difficulties in forming relationships, and heightened levels of anxiety and depression (Carlisle & Rofes, 2007). In addition to its effects on the psychosocial functioning of youth, bullying has serious consequences for school-related outcomes. Disengagement and low sense of school belonging are highest among students involved in peer victimization (Glew, et al., 2005; Juvonen et al., 2003).

SOLUTIONS TO BULLYING

Not all approaches to address bullying are equally effective. For example, research has shown that punitive "zero tolerance" approaches can exacerbate inequity, worsen school climate, and generally fail to address the underlying issues that fuel bullying and other disruptive behaviors (Evenson, et al., 2009; Harvard University, 2000; Reynolds, et al., 2008). By contrast, approaches that empower youth and give them a role in the resolution of bullying help to create more durable solutions and more positive school climates (Davis & Davis, 2007). One such approach is

Solution Team, which has been developed by the US-based nonprofit, No Bully (Steiger, 2010). Solution Team is the third level within the four-level No Bully System under which a Solution Coach (a member of school faculty or staff trained by No Bully) facilitates students in a process to resolve instances of ongoing bullying or harassment. No Bully describes the Solution Team process as follows:

...a Solution Coach brings together a team of students and leverages their empathy to end the bullying of one of their peers. The educator tells the team they are not in trouble, describes how it feels to be in the target's shoes and asks the team what they can do or stop doing to stop the bullying. The team includes the bully, the bully-followers and positive leaders from the peer group. The educator leads the team through two structured follow-up meetings, the final one attended by the target.

Between 2012 and 2017 No Bully trained personnel from 78 schools across California, Colorado, Delaware, Hawaii, Rhode Island, and Utah, on how to implement the No Bully System. This included a foundational training for all staff and faculty, training for key staff and faculty at each school in how to serve as their school's Solution Coaches, parent workshops, and one-on-one coaching for school administrators. Data from 300 Solution Teams conducted between fall 2012 and spring 2017 have been compiled and analyzed here to evaluate the effectiveness of Solution Teams to improve experiences for the targets of bullying. Please note that this analysis does not consider the entire No Bully System, only the Solution Team intervention.

METHODS

The data for this report were derived from Solution Team Logs. When No Bully trains Solution Coaches, they are asked to complete a log each time they attempt to address an instance of bullying using the Solution Team process. The log serves as a record of the process for evaluation purposes, while simultaneously guiding the Solution Coach through the process, thereby helping to ensure fidelity to the model. The log tracks students' demographic data as well as the circumstances of the bullying situation. At three points in the Solution Team process the bullying target is asked by the Solution Coach to report on his or her current experience in terms of the intensity and frequency of bullying, on a scale of one-to-ten (with ten signifying "very bad" and "very often"). Bullying targets are also asked at these three data collection times to estimate their current sense of safety at school, on a scale of 1-5 (with five signifying "very safe"). The first data collection point is at the time that the bullying first comes to the attention of the Solution Coach, the second is directly following the Solution Team intervention, and the third is at a follow-up check-in three months later. Bullying targets provide their responses orally and Solution Coaches complete the Solution Team Log.

Data from 300 Solution Team Logs were shared with the outside evaluator who ran an independent analysis of targets' outcomes. The evaluator calculated mean scores for bullying intensity and frequency, and for sense of safety, at baseline, post intervention, and three-month follow-up, and also quantified the proportion of bullying targets who reported improvements. Some of the Solution Team logs did not have every field completed, particularly for the three-month follow-up data collection point. Rather than eliminate these cases from the analysis, we provide the "n" for each aspect of the analysis.

DEMOGRAPHICS OF BULLYING TARGETS

Among the targets, 44.9% were male, 53.8% were female, 1.3% identified as other. Participants' ethnicity is listed in the adjacent table (please note that some targets identified as two or more ethnicities, so the total exceeds 100%

Ethnicity	n	%
White	122	38.5%
Latino	100	31.5%
African American	58	18.3%
Asian	9	2.8%
Middle Eastern	6	2.2%
Other/Refused	17	5.4%

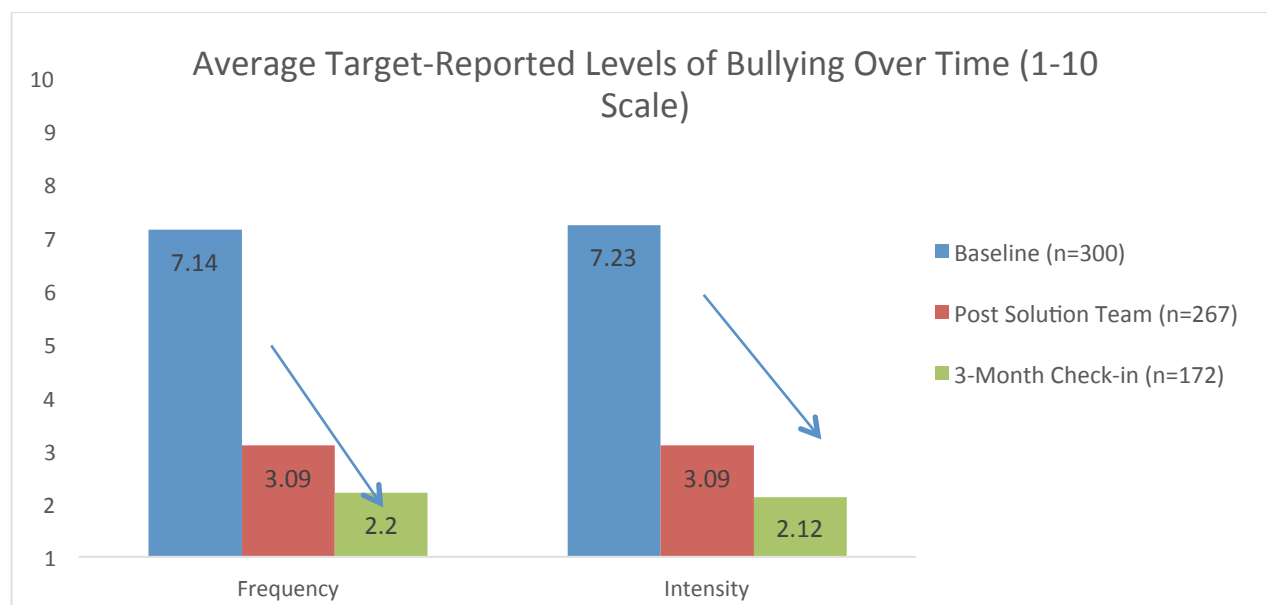
of the targets).

Across school levels, 52.8% of the targets were elementary schoolers (grades 1-5), 43% were middle schoolers (grades 6-8), and 4.2% were high schoolers (grades 9-12).

REDUCTION IN INTENSITY AND FREQUENCY OF BULLYING

Bullying targets who participated in Solution Teams were asked to rate the frequency and intensity of bullying that they were experiencing on a scale of one to ten, with ten being equal to extreme levels and one indicating no bullying at all. At the beginning of the process, before the Solution Team intervention was initiated (Baseline), the average levels of frequency and intensity reported by targets were 7.14 and 7.23, respectively. As shown on the graph below, these average levels dropped precipitously and *significantly*¹ after the Solution Team intervention to 3.09 and 3.09. While not all Solution Coaches followed the protocol to conduct a three-month check-in (three-month follow-up data were only available for 57% of cases where baseline data were recorded), in those cases where data were available they showed further decreases in the average frequency and intensity of bullying (2.20 and 2.12).

Looking at the data differently, in terms of the proportion of the targets that reported to their Solution Coaches that they had experienced reductions in the intensity and frequency of bullying, we found that, among the 266 cases where there were complete data for both baseline and the initial follow-up, 88% showed reductions in the frequency of bullying after the Solution Team intervention, and 87.7% showed reductions in the intensity of bullying. Complete pre-post data from the three-month check-in were only available for 173 cases. Among these, 91.3% showed reduced frequency and 93.5% showed reduced intensity of bullying between the baseline measurement and the three-month follow-up.



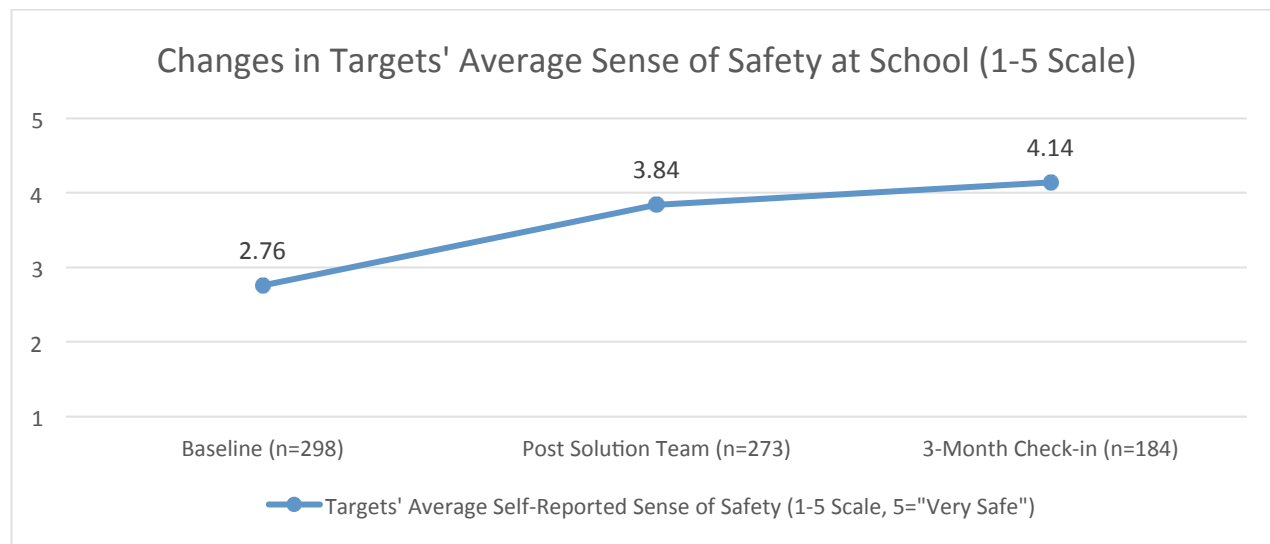
Many participants (38.2%) experienced *total cessation* of bullying at the time of the Solution Team, as indicated by a frequency score of "1" after the Solution Team. Furthermore, by the 3-month follow-up, a majority (58.9%) of the students for whom data were available reported that they were no longer experiencing any bullying.

¹ T-tests show the drop between Baseline and post-Solution Team check-in to be statistically significant ($p < .0001$).

Only 7.5% of targets for whom there were data showed no reduction in the frequency of bullying at either the post-Solution Team check-in or at the three-month check-in (20 cases). And only 7.3% of cases showed no reduction in intensity at either check-in (19 cases).

IMPROVED FEELINGS OF SAFETY AT SCHOOL

The targets on behalf of whom Solution Teams were run were also asked to rate how safe they felt at the three data collection points. In the graph below are the average (mean) self-reported safety scores of Solution Team participants at the three data collection points, with 5 indicating feeling “very safe.” The change in perceived safety between baseline and post-Solution Team were found to be statistically significant ($p < .0001$).



Among the 270 cases where target's sense of safety was recorded for baseline and either post-Solution Team or at the three-month check-in, 72.2% showed improvements.

FACILITATOR IMPRESSIONS OF THE PROCESS

Among the 300 Solution Team logs, 238 included data on the facilitator's impression of how effective the Solution Team process had been in resolving bullying. In 87% of cases (207) the Solution Coach reported that the process had been either “successful” (47.5%) or “very successful” (39.5%).

CONCLUSION

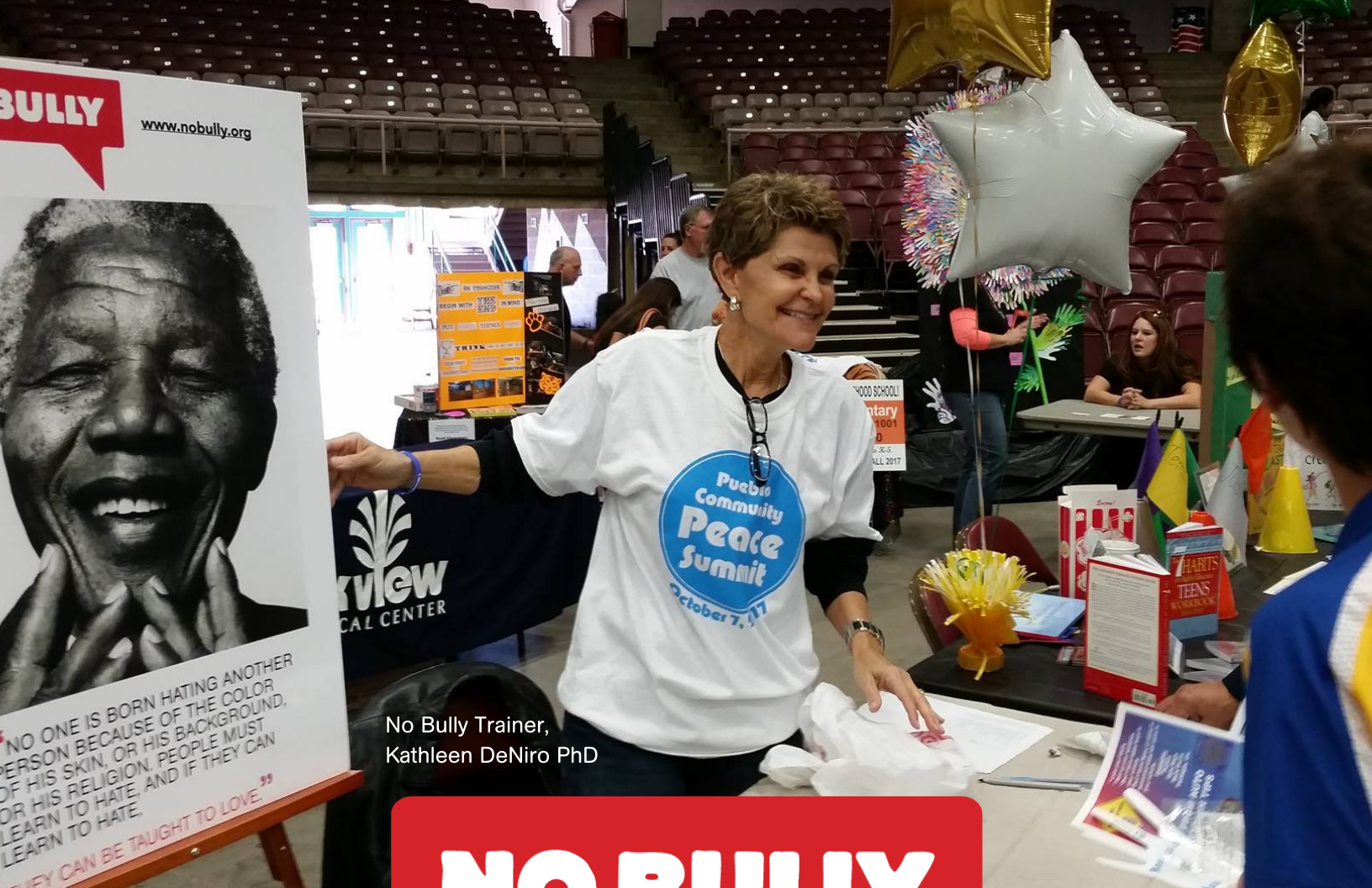
This report provides evidence that school personnel trained in Solution Team achieve a high level of success in remedying, and in many cases completely resolving incidents of student bullying. While not part of a large scale randomized study, these findings are promising for a field that is still struggling to find effective interventions. The data suggest that Solution Teams could be a worthwhile tool for schools seeking to improve school climate, engage alternatives to suspension, and mitigate the physical and mental health impacts of bullying.

About the Author: Dr. Moira DeNike holds a doctorate in sociology. She serves as an independent consultant for various nonprofits and school districts in the design and evaluation of programs to improve student outcomes. Some of her work includes planning for the implementation of positive school discipline, evaluating full-service community schools, and supporting schools in the adoption of evidence-based interventions to reduce the use of suspension and increase racial equity in school discipline practices.

REFERENCES

- Berthold, K. A., & Hoover, J. H. (2000). Correlates of bullying and victimization among intermediate students in the Midwestern USA. *School Psychology International*, 21, 65-78.
- Carlisle, N., & Rofes, E. (2007). School bullying: Do adult survivors perceive long-term effects? *Traumatology*, 13, 16-26.
- Craig, W. M. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children. *Personality and Individual Differences*, 24, 123-130.
- Davis, S. and Davis, J. (2007). *Empowering Bystanders in Bullying Prevention*. Champaign, IL: Research Press.
- Dinkes, R., Kemp, J., & Baum, K. (2009). *Indicators of school crime and safety: 2008* (NCES 2009-022/NCJ 226343). National Center for Education Statistics, Institute of Educational Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.
- Evenson, A., Justinger, B., Pelischek, E., & Schulz, S. (2009). "Zero tolerance policies and the public schools: When suspension is no longer effective." *National Association of School Psychologists Communiqué*, 37(5).
- Glew, G. M., Fan, M., Katon, W., Rivara, F. P., & Kernic, M. A. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Archives of Pediatric and Adolescent Medicine*, 159, 1026-1031.
- Harvard University (Advancement Project and The Civil Rights Project). (2000). *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies*.
- Hodges, E. V. E., & Perry, D. G. (1996). Victims of peer abuse: An overview. *Journal of Emotional and Behavioral Problems*, 5, 23-28.
- Juvonen, J., Graham, S., & Schuster, M. A. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. *Pediatrics*, 112, 1231-1237.
- Kasen, S., Berenson, K., Cohen, P., & Johnson, J. G. (2004). The effects of school climate on changes in aggressive behavior and other behaviors related to bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 187-210). Mahwah, NJ: Erlbaum.
- Klomek, A. B., Sourander, A., Kumpulainen, K., Piha, J., Tamminen, T., Moilanen, I., & Gould, M. (2008). Childhood bullying as a risk for later depression and suicidal ideation among Finnish males. *Journal of Affective Disorders*, 109(1-2), 47-55. doi:10.1016/j.jad.2007.12.226
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simmons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among us youth prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094-2100.
- Olweus, D. (1993). "Victimization by peers: Antecedents and long-term outcomes." In K. H. Rubin & J. B. Asendorff (Eds.), *Social withdrawal, inhibition, and shyness* (pp. 315-341). Hillsdale, NJ: Erlbaum.
- Reynolds, C.R., Skiba, R.J., Graham, S., et al. (2008). "Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations." *American Psychologist*. December 2008.

- Rigby, K. (2000). Effects of peer victimisation in schools and perceived social support on adolescent well-being. *Journal of Adolescence*, 23,1, pp 57-68.
- Roland, E., & Galloway, D. (2002). Classroom influences on bullying. *Educational Research*, 44(3), 299-312.
- Sawyer, A. L., Bradshaw, C., & O'Brennan, L. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of "bullying" on self-report measures. *Journal of Adolescent Health*, 43, 106-114.
- Seals, D., & Young, J. (2003, Winter). Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression. *Adolescence*, 38(152), 735-747.
- Steiger, A. (2010). *Solution Team: A program evaluation of an anti-bullying intervention* (Unpublished doctoral dissertation). California Institute of Integral Studies, San Francisco, CA.
- Thompson, M. P., Sims, L., Kingree, J. B., & Windle, M. (2008). Longitudinal associations between problem alcohol use and violent victimization in a national sample of adolescents. *Journal of Adolescent Health*, 42, 21-27.



No Bully Trainer,
Kathleen DeNiro PhD

NO BULLY

Pueblo City Schools

In the fall of 2016, No Bully was invited to partner with the Colorado Department of Education and implement our system in 26 Pueblo City Schools. In Pueblo, a mid-sized town of about 110,000 people, 90% of all students qualify for free or reduced lunch. It also faces high levels of violence, with double the murder rate of Brooklyn, New York. Early on in the three-year initiative, we asked one of the administrators in the Pueblo City Schools District what she wanted to accomplish through our partnership. Without hesitation, she replied, "We need to give people hope. That's what this town needs more than anything right now." We set out to do just that...

NO BULLY

We began by providing faculty and staff at the 26 schools with SEL training to support teachers with direct instruction. Parents and guardians were also offered a workshop to build foundational knowledge and skills for recognizing and resolving bullying. No Bully provided training to select staff and faculty in how to facilitate Solution Teams to resolve instances of ongoing bullying and harassment. In parallel to this No Bully coached school leadership in how to implement and sustain the No Bully System across their campuses.

- 85% of the trainees reported that the Solution Coach model was a more positive and productive response to bullying than what they had done before.
- 82% reported that the training gave them concrete tools to use to intervene effectively when they became aware of a bullying incident.
- 84% said that what they learned would enable them to be more effective in their role at school.
- In 90% of the Solution Teams conducted in Pueblo, the bullying target experienced an improvement in both the frequency and the intensity of bullying at the check in 3 months later

We hosted a Peace Summit for the community to bring everyone together. We knew from organizing previous Summits that sustainable change requires building a coalition, and so we worked with the Pueblo City Schools District to bring together the local government, public health institutions, nonprofits, religious communities and community-based businesses. The first community-wide Peace Summit was held on October 10, 2017 and was attended by nearly 500 students, parents, district staff, and members of the community. It was so successful that the school district decided to make it an annual tradition.

A core group of teachers and administrators responsible for implementing the No Bully initiative at their school were so inspired by the Peace Summit that they decided to set a goal to make their next parent night the most successful in the school's history. Their biggest priority was to create a night where parents learned about the school's efforts to stop bullying in partnership with No Bully. They dubbed the event a "Peaceful Night at Bessemer." The average turnout for a parent night before this event had been between 5 and 15 people. Thanks to the tremendous efforts of Bessemer's No Bully leadership team, more than 200 people participated in the parent night, the largest turnout for a parent night in the school's history. We are excited for Bessemer's record-breaking event because it demonstrates that real change can happen when the leaders of each school become the leading protagonists in the fight to end bullying.