



PILOT IMPLEMENTATION OF EMBRACE CIVILITY

PROPOSAL FOR OREGON SCHOOLS

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This proposal is for the pilot implementation of *Embrace Civility*, a student leadership approach to engage and empower students to increase resilience, foster positive relations both at school and online, and resolve negative incidents in a restorative manner.

A companion program for staff and school leaders, *Engage Students to Embrace Civility*, addresses the need to increase staff-student connections and provides guidance on strategies to improve the manner in which staff and principals respond to reports of bullying, harassment, and other relationship concerns.

Embrace Civility and *Engage Students to Embrace Civility* are grounded in promoting positive social norms related to how students treat each other, and increasing student skills in fostering positive relationships and handling hurtful situations. The program also focuses on increasing student resilience and seeks to increase reporting to a trusted adult by students who are distressed or when students recognize that a peer is at higher risk.

BACKGROUND RELATED TO CONCERNS

Recent data from the Oregon Student Wellness Survey (SWS) and Oregon Healthy Teen (OHT) survey that focuses on emotional distress and related concerns of an increase in suicide behavior and bullying.

- In 2014, on the SWS, the percentages of Oregon students who reported good to excellent mental health was: 6th grade—93%, 8th grade—86%, 11th grade—82%. By 2016, this had dropped to: 6th grade—89%, 8th grade—79%, 11th grade—72%.
- Likewise, on the OHT, the percentages of Oregon students who reported good to excellent mental health in 2014 was: 8th grade—81%, 11th grade—75%. By 2016, this had dropped to: 8th grade—75%, 11th grade—66%.
- On the OHT, the percentages of students who reported being bullied increased from 30% to 31% between 2015 and 2017.
- On the OHT, there have also been increases in students reporting they felt sad and hopeless for an extended time, considered suicide, attempted suicide, missed school because they did not feel safe, and were threatened with a weapon at school.
- On the 2016 SWS students were asked if they took a weapon other than a gun, or a gun to school in the past 30 days. 6th grade weapon—2.4%, gun—0.7% 8th grade weapon—4.8%, gun—1.0%, 11th grade weapon—7.3%, gun—1.4%. In a 1,500 student high school, 109 students brought a weapon other than a gun to school and 21 students brought a gun to school in the 30 days before the survey.

- Based on data both from OHT and SWS for the entire years this question has been asked, around 25% of students do not think that a teacher or other staff member really cares about them. Based on consistent data from the SWS, around 40% of students do not feel they can talk freely and openly to teachers about their concerns.

This spring, throughout Oregon, there has been a significant increase in youth suicide attempts and an increase in completions in some regions. In discussions with behavioral health specialists about the suicides, it was revealed that common identified risk factors included bullying, break-up of intimate relationships, and interactions through social media. Family discord was also present.

This is not to say that these factors were a “cause” of youth suicide. Decisions to suicide always involve multiple factors. A recent article in *Pediatrics* documented that youth suicides are most prevalent during the school year.

Additionally, nationwide during Spring 2018, there has been an increase in school shootings. Many students now appear to be expressing a high level of anxiety regarding their safety while at school. Being bullied and suicide ideation has also been implicated in school shootings. A 2002 report on school shootings by the Secret Service and U.S. Department of Education documented that 71% of the shooters reported being or were found to have been bullied. Suicide is also associated with school shootings. the 2002 report indicated that 31% of the shooters had suicided.

It is known that long standing challenges in emotional well-being and an underlying lack of resilience are concerns associated with suicide behavior and school shootings.

Being bullied or harassed is also a contributing factor to school disruption, chronic absences, and drop-outs. Oregon has an exceptionally high level of chronic absences and drop-outs.

Going into the 2018-19 school year during election season, gives rise to concerns of increased challenges associated with contentions related to race, national origin, sexual orientation or identity, and sexual harassment, as well as concerns associated with school shootings given the anticipated pressure for greater gun control.

Thus, plans are underway to expand *Embrace Civility* slightly by adding insight related to intimate relations and social media, and to increase the focus on resilience. The program will also increase instruction related to intimate relationships and consent, break-up of friendships or relationships, and digital issues--which are all factors local behavioral health experts have indicated have been implicated in recent suicides and attempts. Further, a section will be added that provides gatekeeper training for students on recognizing warning signs of depression, suicide, and violence, with a focus on increasing self- and peer reporting.

These are not significant additions to the program. Many of the resilience strategies will be incorporated into additional student-led activities.

EMBRACE CIVILITY PROGRAM

Embrace Civility is a newly developed program of Embrace Civility in the Digital Age. *Embrace Civility* uses a student leadership approach to encourage positive social norms, increase resilience, and to teach important relationship skills.

The *Embrace Civility* program also incorporates *Engage Students to Embrace Civility*, which is a 2 hour video training for all staff, as well as a book for school leaders that specifically focuses on improved approaches to investigations and interventions. This includes guidance for all school staff on how to intervene in a restorative manner in more minor incidents and detect incidents that are more serious, as well as guidance for principals on how to more effectively investigate and intervene in the more serious situations.

RESEARCH BASIS

Embrace Civility is thoroughly grounded in a broad range of research insight. Greater insight into the thinking an research behind this program is available through the two videos that are on the Embrace Civility in the Digital Age web site: <http://www.embracecivility.org/engage-students/>. Schools that are reviewing this program are highly advised to watch these videos to determine whether their thinking is in accord with the research and principles outlined in these videos.

Briefly, the research insight that has been integrated into *Embrace Civility* and *Engage Students to Embrace Civility* includes the following.

RESILIENCE

A key understanding within the context of an understanding of the impact of trauma or toxic stress is the potential that incidents may occur that lead a student to trigger and overreact. To reduce the potential of this, it is necessary to focus on increasing student resilience. Insight from the Center for the Developing Child on Resilience is helpful. From this site:

Research has identified a common set of factors that predispose children to positive outcomes in the face of significant adversity. Individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. Yet when these positive influences are operating effectively, they “stack the scale” with positive weight and optimize resilience across multiple contexts. These counterbalancing factors include

- 1. facilitating supportive adult-child relationships;*
- 2. building a sense of self-efficacy and perceived control;*
- 3. providing opportunities to strengthen adaptive skills and self-regulatory capacities; and*
- 4. mobilizing sources of faith, hope, and cultural traditions*

Strategies to increase student resilience include:

- **Self-regulation.** Increasing students ability to self-regulate through the practice of mindfulness and deescalation skills.
- **Problem-Solving.** This is discussed more extensively below.
- **Character strengths.** Allowing each student to identify his or her personal character strengths and encouraging students to use such strengths in the context of relationship problem-solving.
- **Connections and kindness.** Encouraging students to increase positive connections by engaging in acts of kindness and by identifying trusted adults. *Engage Students to Embrace Civility* also encourages staff to focus on positive staff-student connections.
- **Personal power.** Increasing student’s personal power by encouraging them to stand tall and not allow the actions of others to affect how they feel about themselves.
- **Gratitude.** Paying attention to the good things happening in their lives,
- **Future focus.** Maintaining a focus on their future through goal setting and action planning.

These approaches have been incorporated throughout the student program, especially to support students who have been treated badly. However, this is a key aspect of Embrace Civility that will be expanded in the newly revised version. This will primarily be accomplished through additional activities for the student leaders to coordinate. These resilience strategies also play a key role in the guidance in *Engage Students to Embrace Civility*. This guidance encourages principals to determine whether any student involved in a hurtful situation could use support in becoming more resilient and to create a Positive Action Plan for that student.

SELF DETERMINATION THEORY

The Self Determination Theory (SDT) has focused on the social-contextual conditions that facilitate the natural processes of self-motivation and healthy psychological development. The focus is on factors that enhance intrinsic motivation, self-regulation, and well-being. The three key factors identified as universal human desires are:

- **Autonomy.** The urge to be in control of our own life.
- **Competence or Mastery.** Skills and insight necessary to control the outcome of our experiences.
- **Relatedness or Purpose.** The desire to interact, be connected to, and experience caring for others and to engage in actions that have a higher purpose.

Embrace Civility engages students in responsible positions to foster personal relations, increases students’ relationship skills, and focuses on the larger purpose of establishing an environment where everyone feels safe and welcomed.

POSITIVE SOCIAL NORMS

While it appears that being hurtful may be an effective strategy to achieve social dominance, the reality is the vast majority of students do not like to see this happening and admire students who are kind and respectful and those who step in to help.

The social norms theory suggests that people misperceive the attitudes and behaviors of others and this influences their own actions. When people learn about the actual positive norms of their peer group, they are more willing to abide by those norms.

Embrace Civility clarifies the actual positive norms of the students by conducting a norms survey, sharing the data, and engaging students in discussions about their values and norms.

PROBLEM SOLVING

When students gain problem-solving skills, they are more resilient in figuring out how to respond if someone has been hurtful to them, if they witness hurtful behavior, or if they have been hurtful and are trying to figure out how they can make things right.

The I Can Problem Solve approach focuses on: Means-ends thinking by planning a step-by-step, sequenced means to reach an identified goal. Identifying alternative solutions to a stated problem. Consequential thinking to consider what might happen. Weighing pros and cons to decide what to do.

An excellent intervention approach for students who have engaged in problem behavior is called Collaborative Problem Solving (CPS). The CPS model engages students to resolve problems associated with their behavior in a collaborative, mutually satisfactory manner.

Embrace Civility teaches students a process similar to I Can Problem Solve to Think Things Through. A CPS-like approach has been integrated into the recommended intervention approach in both minor and more serious hurtful situations.

PSYCHOLOGY OF INFLUENCE

The Psychology of Influence has identified key principles or approaches that can effectively influence behavior:

- **Reciprocity—the Golden Rule.** “How would you feel if someone did that to you?”
- **Commitment and Consistency.** “How does this fit with your personal values?”
- **Social Proof.** “What would others think about your actions?”
- **Liking.** “What would those whom you admire think about your actions?”
- **Authority.** “What would your mom or dad or other adult who you respect think about your actions?”
- **Scarcity or Possible Loss.** “How could this damage your reputation and friendships?” “How might this get you into trouble?”

These influences have been incorporated into the *Embrace Civility* student program and into the *Engage Students to Embrace Civility* Accountability Process for students who were hurtful and their supporters.

RATIONALIZATIONS

To hold those who have engaged in wrongdoing accountable requires that they accept personal responsibility for the harm they have caused. Very often, students and adults will rationalizing their wrongdoing. The four most common rationalizations are:

- **Spin It.** “It was a prank.” “Boys will be boys.”
- **Deny Personal Responsibility.** “Everybody does it.” “It wasn’t my fault.”
- **Deny the Harm.** “It wasn’t that bad.”
- **Blame the Victim.** “She deserved it.”

Embrace Civility teaches students to recognize and challenge these rationalizations. The *Engage Students to Embrace Civility* Accountability Process also incorporates a focus on such rationalizations to assist students in accepting personal responsibility.

IMPULSIVE RETALIATION

A significant amount of hurtful behavior appears to be bidirectional hurtful behavior or impulsive retaliation. These research-based strategies can help students reduce both impulsive behavior and retaliation:

- **Self Regulation.** Increased ability to remain calm.
- **Personal Power.** “I choose not to give anyone the power to control how I feel about myself or act.”
- **Growth Mindset.** Know that others can change.
- **Problem Solving Skills.** Know to think things through.

The *Embrace Civility* student program teaches students how to avoid impulsive retaliation. The Investigation Guide in *Engage Students to Embrace Civility* seeks to alert the principal in determining whether such retaliation has occurred and to guide the intervention accordingly—requiring all students who have engaged in hurtful acts to accept personal responsibility and remedy the harm.

STUDENT LESSONS

The following are the lessons currently taught through *Embrace Civility*. Several additional lessons that address intimate relationships, consent, and social media will be integrated.

INCREASE POSITIVE PEER INTERVENTION

Reach Out

- ✓ I reach out to be kind to those who have been treated badly or left out.
- ✓ I help others think things through or resolve conflict.

Say “Stop”

- ✓ If it is safe, I publicly tell someone being hurtful to stop.
- ✓ I help someone who was hurtful stop, own it, and fix it.

Report Concerns

- ✓ If it is a serious situation, I tell an adult who can help.

Students who witness hurtful behavior can be a: Hurtful Participant. Passive Observer. Helpful Ally. Helpful Allies can engage in these positive actions: Reach Out. Say “Stop.” Report Concerns. Research-based strategies to increase positive peer intervention include:

- Focus on personal factors, including motivation, Personal Power, and self-efficacy.
- Address social-environmental factors including friendships, the school climate, and Positive Social Norms.
- Address perceived barriers, which are often a lack of knowing how to safely intervene and Rationalizations for when they want to intervene, but do not.

The Report Concerns portion of the program will be enhanced with an expanded focus on how to identify warning signs of suicide ideation or the potential for school violence and how to respond.

INFLUENCE HURTFUL STUDENTS TO STOP AND REMEDY THE HARM

Stop, Own It, and Fix It

- ✓ I always remember that my choices show who I truly am.
- ✓ I will stop myself and make things right if I have been hurtful.

The research-based strategies to influence students to not be hurtful and to make things right if they were include:

- Increase their understanding of Positive Social Norms to reduce the potential they will perceive their peers support such hurtful behavior.
- Use principles from the Psychology of Influence to encourage the adoption of positive values and actions and encourage students to accept personal responsibility.
- Help all students recognize Rationalizations as excuses for engaging in hurtful behavior.
- Reduce Impulsive Retaliation in response to being treated badly.
- Encourage Problem Solving to help students accept responsibility and remedy the harm.

EMPOWER STUDENTS WHO ARE TARGETED

Be Positively Powerful

- ✓ If someone is hurtful, I will respond in a powerfully positive way.
- ✓ I focus on the good and make a positive difference.

The strategies to empower all students—especially those who are targeted or marginalized students who are hurtful—build upon the key resilience strategies of problem solving, self-regulation, character strengths, connections and acts of kindness, keeping their personal power, gratitude, and maintain a focus on their future. In addition students learn how to effectively respond if treated badly.

POSITIVE NORMS SURVEY

The key distinguishing component of this innovative new program is the use of a local positive norms survey for students that clearly demonstrates that the majority really do not like to see students being hurtful, do not admire those who are hurtful or create "drama," and truly admire those who are kind and compassionate, and they especially admire those who step in to help.

The use of students' own data causes students to "lean in." This positive norms approach can influence the behavior of witnesses to increase their willingness to step in to help, those who are hurtful to decrease hurtful behavior and increase positive resolution, and those who are targeted to allow them to realize that the majority of their peers do not support such hurtful behavior.

The survey also includes incident questions that are used for evaluation purposes. This is considered an important component. Even at such time that this program has been evaluated to determine effectiveness, the use of a local survey is deemed important to encourage ongoing assessment of effectiveness.

STUDENTS AS LEADERS

The approach to select members of the Students Leadership Team will likely need to be flexible, depending on pre-existing student engagement approaches in the participating schools. A recommended approach to select student leaders and participants is:

- Ask students to identify students who consistently demonstrate leadership in being kind and respectful to other students and are students they trust and would feel comfortable approaching about a concern.
- Ask students who are in minority populations within the school to identify kind, inclusive and compassionate students they think would be strong representatives to express concerns faced by their community.
- Ask school staff to nominate students using who appear to be kind, compassionate, and inclusive leaders among different groups of students in the school.
- Allow students to apply using an application form that solicits reasons for their interest, what they would like this group to accomplish, and how they have handled recent incidents. Unless it is obvious that this application was not submitted in good faith any student who takes the time to apply should be included.

As many/most middle and high schools in Oregon use an advisory group approach, where a multi-grade group of students meet on a weekly basis to discuss social/school issues, it may be important to ensure that several members of each advisory group are part of the Student Leadership Team. These students would then be able to bring insight from this group and activities developed by this group into their respective advisory groups.

Recognizing the degree to which educators understand the nature of their school environment, efforts will be made to work collaboratively with each school to identify a student leadership and instructional delivery approach that makes sense for the school. While the term Student Leadership Team has been used in this proposal and the program materials, it is recommended that the students choose a name for themselves.

ROLE OF ADULTS

As noted, the above programs focus solely on the students. It is considered very important to also incorporate aspects of the program that will provide insight for schools on how to improve staff practices. There are two areas where this is most important:

STAFF ADVISOR

It is recommended that at every school there be one or two staff advisors, with back-up from an assistant principal or principal. The advisors will assist the Student Leadership Teams as they design and implement various activities.

As one advisor for a similar program stated, the most important role of the advisor is to listen, follow the insight of the students, and support their desired directions.

STAFF-STUDENT CONNECTIONS

A critically important component of a plan to increase youth resilience is a focus on connections with trusted adults. As the OHT and SWS data shows, one in four Oregon students does not think that there is a staff member who really cares about him or her and from the SWS, around 40% do not feel comfortable discussing concerns with a staff member.

Embrace Civility will encourage students to reach out to establish a connection with a trusted adult. There should be an equivalent responsibility of school staff to ensure that every staff member knows that the establishment and maintenance of such relationships is imperative. A Relationship Mapping approach from the Harvard Graduate School of Education will be recommended together with a recommended focus on increasing staff positive acknowledgement of students.

EFFECTIVENESS IN RESPONDING TO CONCERNS

A significant focus in both bullying prevention and suicide prevention is to “tell an adult” if they are having a concern or know of someone having a concern. The challenge in the quest to encourage students to ask for help from a trusted adult relates to the data from the bullying arena. The vast majority of students who are being bullied and are distressed do not report to a school staff member and those who do report often do not experience a positive outcome.

Reporting on concerns of a break-up of an intimate relationship is even less likely because breaking up is not a violation of the disciplinary code. Further, if nude images have been shared, the threat of law enforcement involvement becomes more likely and likely has a further dampening impact on student reporting.

Assuming similar issues are present in encouraging the reporting of suicide ideation or possible school violence, it is imperative to assess and improve the effectiveness of school staff in responding to student reports of any of these concerns.

Engage Students to Embrace Civility contains guidance on strategies for school staff to intervene in the incidents they witness, resolving the more minor incidents following the same principles that are taught to the students or determining that what was witnessed is evidence of a more serious situation that needs to be reported. *Engage Students to Embrace Civility* also includes

RESOURCES

The *Embrace Civility* resources include:

- **Implementation Guide.** Provides guidance on the establishment of student leadership team and activities, research-based insight on fostering positive relations, along with instructional objectives and recommended approach.
- **Student Guide.** A 6 page reproducible document.
- **Slideshow for Students.** This slideshow incorporates local social norms data and skills. The slides can be used for posters
- **Embrace Civility Student Surveys.** Two version are provided: An online survey that solicits school climate and incident data and insight into student norms and values. A more brief discussion survey that solicits norms and values.
- (Under development). **Grant Proposal.** A template grant proposal that could be used to seek all or partial funding is under development.

There is flexibility in the manner in which this program can be implemented by the school. During the pilot implementation, Embrace Civility in the Digital Age will work with school teams to shape the program in a way that fits within the school environment.

In addition, participating schools will be able to provide access to the *Engage Students to Embrace Civility* training videos for all staff, who can receive Professional Development Units for watching the videos. Schools will also receive a digital version of the *Engage Students to Embrace Civility* book, which can be reproduced.

During the pilot program, Nancy Willard will personally provide training for the staff facilitators and key students who will be involved in directing the program. After several trainings have been held, this training will be recorded so that it will be easily available for training for additional staff or students. It is envisioned that a private web site and discussion group will be developed where students in different schools can share their local extension plans.

A separate workshop will also be held for principals, counselors, school psychologists, and special education staff to address the issue of investigation and intervention.

QUALIFICATIONS AND BACKGROUND

Nancy Willard, M.S., J.D., has a background as a special education teacher of emotionally challenged students, law, and educational technology.

In the 1990's, she helped develop the original plans for the establishment of the Oregon Public Education Network and then assisted approximately 40% of Oregon school districts in drafting their first Technology Literacy Plan.

As students began using the Internet, she shifted her focus to issues on youth risk, when using technologies. This focus also incorporated associated legal issues. During the 2000's she focused primarily on digital safety concerns.

She wrote the first book ever published on cyberbullying—*Cyberbullying and Cyberthreats*, published in 2007. While writing this book, she realized that some of the things educators were being told about those who engage in bullying was not accurate and the “adult control” approach of rules, reporting, and sanctions simply was not going to be effective in the digital age.

Since 2010, she has maintained a strong focus on seeking insight into positive strategies to better address bullying and harassment, including the need to ensure compliance with federal and state civil rights regulations. As insight into trauma informed care and a focus on positive psychology has emerged, she has focused on integrating principles from this research insight into her work.

She has also thoroughly researched the legal issues involved in state and federal civil rights law and regulations and has integrated this insight into the investigation and intervention approach that is recommended, with the desire of reducing the potential for litigation.

During she has engaged in this work, she has faced challenges in communicating insight related to student empowerment and accountability strategies because the primary approach being encouraged by the federal government has focused on the enactment of statutes that require a disciplinary code approach. As this approach has not documented any evidence of effectiveness—as evidenced by the fact that the rate of student bullying on the Youth Risk Behavior Survey has not declined since 2009—it is anticipated that alternative approaches may be of greater interest at this time.

Nancy is a frequent contributor to the magazine *District Administration* and other publications for school leaders.

Since the late 2000's, Nancy has facilitated a Google email discussion group of professionals from throughout the world who focus on digital safety issues. Readers might note that Melania Trump just re-released a digital safety guide that had been earlier created by the FTC. Members of the FTC team that created this guide were members of this group as they were creating this guide. Nancy and several other members of the group provided private guidance.

SIMILAR PROGRAMS

There are a number of student leadership programs that address some of the issues that are addressed by *Embrace Civility*. These programs, and discussion of costs and differences, are presented:

- **Sources of Strength.** <https://sourcesofstrength.org>. Sources of Strength is an evidence-based upstream suicide prevention program that uses trained peer leaders to increase access of sources of strength and help-seeking. The program is initiated with training for adult mentors, preferably at least two per school for 4 - 6 hours. Then there is the identification of peer leaders from diverse student populations who also receive training, for a period of 3 to 6 hours.
 - Reportedly, the costs for training school staff members is \$6,000 per staff member. In addition, there is a \$10,000 fee per school for implementation guidance. There is an ongoing cost of \$500 per year.
 - SOS does not specifically focus its efforts on addressing the concerns of bullying and harassment, digital safety, or the break-up of personal relations. However, the focus on connections and resilience likely has a positive impact on these concerns.
- **Hope Squad.** <http://hopesquad.com/>. Hope Squad is a suicide prevention program that appears to be primarily gatekeeper-focused. The program provides training on suicide prevention to advisors and 3 students from each school. A group of diverse students at the school then receive training in how to recognize when a peer might be experiencing distress and to report this to an adult. In year two of the training, the Hope Squad members gain insight into resilience and mental health issues.
 - At the middle school level, the program reportedly costs \$3,000 per school for the first year of implementation, \$1,500 for the second year and \$500 for continued membership. At the high school level, the program costs \$3,500 in the first year, \$1,500 in the second year, \$750 in the third year and \$500 for continued membership.

- This program functions more at the gatekeeper level—identifying students who are at higher risk and encouraging them to reach out for help or reporting the concern. The program does not specifically focus its efforts on addressing the concerns of bullying and harassment, digital safety, or the break-up of intimate personal relations.
- **Safe Schools Ambassadors.** <http://community-matters.org/programs-and-services/safe-school-ambassadors>. The Safe Schools Ambassador program is from Community Matters. This evidence-based program engages and mobilizes socially-influential leaders from the school's diverse student groups to stop emotional and physical bullying and improve school climate. The recruited students then participate in a two-day interactive training along with several adults who serve as program mentors.
 - Community Matters trains up to 40 elementary, middle, or high school students and 5-8 adults for a cost of \$6,500 each year. A “refresher” training option for those who have been previously trained is \$3,800. Other half day or full day trainings for staff or administrators are \$2,200 or \$3,000.
 - This program does not appear to specifically address the concerns of suicide, digital risk, or school violence, however the activities likely will have a positive impact on these concerns.
- **Where Everybody Belongs (WEB).** <http://www.boomerangproject.com/web/what-web> WEB is a middle school orientation and transition program from The Boomerang Project that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success.
 - The program is initiated with a 3-day training for coordinators at a cost of \$2,595 per participant.
 - This is an excellent student leadership approach that promotes overall positive connections for students just entering middle school. This program does not appear to specifically address resilience, bullying, or suicide. However improvements in connections between students that do occur likely have this kind of positive impact. If a school has implemented the WEB approach, *Embrace Civility* could easily be merged into this approach.

Additional note: All of these programs appear to focus on a select group of students who are the “official” Student Leadership Team. It is recommended that schools allow more flexible entry into this group. In one school where an earlier pilot of this program was implemented, the resulting student group grew to around 85 members.

PILOT ARRANGEMENTS

Under the Every Student Succeeds Act, this approach is considered to be an “evidence-based” under the category of “Demonstrates a Rationale. This guidance was provided by the U.S. Department of Education (USDOE).

Demonstrates a Rationale. *To demonstrate a rationale, the intervention should include:*

- 1) *A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and*
- 2) *An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention.*

As noted, the Embrace Civility program includes use of a survey as part of the program—to solicit student norms and insight. However, this survey also includes questions that assess climate and incident rates to be used for evaluation. Use of a survey in an ongoing manner is advised. It is said that “what you measure is what gets focused on.”

As noted earlier: Nancy has coordinated a successful Google email group for years. In the late 1990’s, Nancy traveled through the rural areas of the state working through the ESDs to provide assistance to the districts in creating a Technology Literacy Plan. Considering the ongoing costs of the similar programs, it appears that much of these costs are for training and ongoing support.

Considering the number of Oregon schools that would benefit from a student-leadership approach to foster resilience and positive relations, the continuing funding challenges of Oregon schools, the distances some educators and students would have to travel to receive training, and the advantages that could be achieved through greater use of digital technologies to support training and community-based support, Nancy’s objective is to implement and evaluate an approach whereby staff and students who are using this program can use digital technologies to build an *Embrace Civility Digital Community* where

student and staff members can support each other and new arrivals and share information about the creative ideas they have developed and implemented or resources they have found. Alternatively, this community may be created at an ESD level.

To achieve a higher ranking for “evidence-based” under ESSA, a more effective evaluation is necessary. Therefore, as part of the pilot implementation of this program, schools will be asked to make the pre-and post anonymous data available to Embrace Civility in the Digital Age to use for evaluation purposes. It will be necessary for schools to provide an informed consent opt-out letter to parents to allow their child to participate in this survey.

Ideally for the initial trainings, it will be possible to group staff and students from a number of schools into the training. This may occur at the district level with a larger district or at an ESD level. The trainings will be for one or more staff members who will serve as advisors, a principal or assistant principal, and 3-4 students from each school who will play a leadership role within the Student Leadership Team. A reason to hold this training within a larger group is to stimulate the connections between staff and students at different schools so that they can begin to form a mutual support community. If a single school located at some distance wants to participate, arrangements will be made to connect the staff and students from this school through digital technologies.

COSTS

Given the various sizes of schools in Oregon, rather than charge per school—which disadvantages smaller schools, a base rate of \$1.00 per student will be charged (typical average school population) for the program itself.

An additional \$500 per school will be charged for the one day training. A school or the ESD will need to provide the facility and facilitate digital connection to a remote site, if necessary.

However, if a group of schools in an ESD region are interested in participating, these costs can be reduced.

There will be no additional charge for staff to be able to watch the two online videos on the Embrace Civility in the Digital Age web site. Districts can provide Professional Development Units to staff for watching these videos. An additional video will be created that specifically addresses staff roles in increasing staff-student connections, positive acknowledgement, and resilience and responding to the hurtful incidents they witness in a manner that supports resilience and resolution.

A digital copy of the *Engage Students to Embrace Civility* book, which includes template forms for Investigations, Positive Action Plan, Protections Plan, Accountability Process, and Accountability Agreement, will be provided. This can be reproduced within the school.

Current plans are to charge \$350 per year for ongoing participation in the *Embrace Civility Digital Community*.

Embrace Civility in the Digital Age is developing a template that can be used by schools to seek full or partial support from local companies or foundations.