

Existing tasks

- 1.) **Collaboration between teachers and administration to address specific and systemic issues.** Teachers try not to escalate an issue when addressing bullying instances. This is perhaps because one, it is more efficient to resolve any behavioral issues in a timely manner if fewer people are involved; and two, because teachers want to keep control of their classroom and be an authority figure in the eyes of the students. Keeping control of the classroom potentially curbs future behavioral problems in the classroom. Teachers prefer to resolve the issue by asking their peers, school counselors, or a close administrator for advice on how to address student behavioral issues and talking to students frankly and directly.
- 2.) **Reporting instances of aggression or bullying with details like description, time, and locational data.** Current reporting systems are mostly done in person: the student who was bullied or witnessed bullying reports the incident to the teacher perhaps after class. The student sometimes also reports the bullying incident to their parent(s). Many students are extremely reluctant to approach a teacher or an authority figure about a problem that needs reporting for fear of being involved in the problem, being ostracized by their peers, or provoking an increase in the severity of the bullying out of retaliation by the bully.
- 3.) **Managing data regarding previous instances of bullying.** Administration has various ways of tracking and sharing behavioral information and student backgrounds often tied to other information such as grades. For example, a middle school in Chicago, IL, uses Power School to keep a database with behavioral profiles of the students and their academic history.
- 4.) **Tracking of the success of newly introduced curriculum and policy changes.** The effects of the policy changes implemented are not tracked in any official manner; rather, they are tracked by informal methods, e.g., personal judgment or impression.

New tasks

- 1.) **Creating and evaluating a community health overview using previously recorded data.**

Besides an intervention regarding a specific event, the school can address problems by making changes to curriculum, schedules, providing PSAs and other positive environment building techniques.

2.) **Specific identification of problems and suggested solutions.** Currently, the database that schools use to keep their bullying incident reports is a repository and does not provide any actionable information. Separate from a community health overview, we will leverage the data compiled by the reports to provide trends and recommend actions to be taken to solve recurring problems. Examples might include physical areas that see more problematic behavior (lunchroom, north hallway) or behavior trends (negative reactions to incorrect answers in class or preference of music).