

**Reintroduction of Tennessee Senate Bill 916/House Bill 1165 with a Restorative Justice
Amendment**

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Be a H.E.R.O- Help. Educate. Report. Overcome: A Policy and Advocacy Plan

Abstract

This paper examines the reintroduction of Tennessee Senate Bill 916, featuring an amendment designed to incorporate restorative justice measures targeting instances of bullying. Through a comprehensive analysis employing a rational theoretical framework, a thorough review of current literature, and an assessment of current policies, the paper explores the potential impact of this legislative endeavor. Important to this initiative is the branding known as "Be a H.E.R.O- Help. Educate. Report. Overcome." which is used to create a principle of proactive intervention against bullying behaviors and support for both the victim and the bully through restorative justice measures. In addition, the paper outlines a plan to form a coalition, emphasizing the importance of collaborative efforts among stakeholders to effectively implement and sustain the planned measures. It also explains a detailed media campaign strategy intended to create widespread awareness and engagement, which is critical in development of a supportive community environment. Lastly, an advocacy plan is proposed, describing actionable steps and strategies to garner support, engage policymakers, and navigate potential challenges in the adoption and execution of the reintroduction of this piece of legislation. This paper seeks to offer a detailed framework for understanding and implementing restorative justice measures, specifically addressing bullying behaviors through the lens of Tennessee Senate Bill 916/House Bill 165, emphasizing the importance of proactive intervention and community involvement in creating a safer and more supportive environment for all.

Topic of Focus

Policy Description

The identified social issue centers around the unsuccessful Tennessee Senate Bill 916, which aimed to mandate law enforcement reporting of various forms of mistreatment, including bullying, hazing, and cyberbullying. This legislative proposal, introduced by Republican representative Lowell Russell, specifically targeted law enforcement officers, school resource officers, and other school security personnel. Unfortunately, the bill faced failure on March 14, 2023. It sought to compel reporting to law enforcement agencies when there were suspicions of bullying, harassment, hazing, intimidation, or cyberbullying involving students or visitors under the age of eighteen.

The Tennessee Department of Education has stated that they agree with the General Assembly that a “safe and civil” environment is best for students to learn and achieve high academic standards (2023). The department’s goal is to ensure that these students do not have to deal with the large impact that bullying can have on these students. The primary issue that is addressed is how to keep these different forms of bullying from happening on the school grounds.

One of the provisions that the Tennessee Department of Education has utilized to stop bullying, is the use of technology. It was stated that “The increase of use of social media, and technology has changed the way educators teach, how students learn, and the way teachers and students communicate (2023). It was noted that there was not a big change in bullying across the usage of technology, but there was a small drop in cases being reported in this instance.

Targeted Population

This legislation was expressly designed for the attention of law enforcement officers, school resource officers, and other school security personnel. Its ramifications extend to individuals who find themselves entangled in allegations of bullying, hazing, harassment, intimidation, or cyberbullying, either caught in the act or under investigation. Moreover, the bill's reach encompasses those who intentionally obstruct the investigation of the alleged offense. In essence, the scope of this bill extends beyond its primary targets to include anyone implicated in or disrupting the process surrounding instances of mistreatment within the educational environment.

Potential Unintended Consequences

The unintended negative consequences of this policy alone could increase the school-to-prison pipeline. In an article from the Washington University Law Review, Baylor discusses how criminalized students who end up with criminal records at a young age end up with criminal records and are excluded and disconnected from school (Baylor 2022). It is important to make sure that police involvement does not criminalize the students. Other interventions are needed to help avoid promoting the school-to-prison pipeline.

Supporters and Opposition

Tennessee Republican Sen. Adam Lowe and Rep. Lowell Russell were the sponsors for the original bill. Republican representative Lowell Russell from Tennessee District 21 introduced the bill. The bill failed in the Senate judiciary committee, receiving three yes votes by Senator Kerry Roberts, Senator Brent Taylor, and Senator Dawn White and three no votes by Senator

Sara Kyle, Senator London Lamar, and Senator John Stevens, and two non-votes. The two non-votes were Senator Jon C. Lundberg and Senator Paul Rose.

Policy Context

The policy chosen to advocate for is Tennessee SB0916/HB 1165 and this policy failed on March 14, 2023. This bill intends to address the issue of bullying, harassment, and related offenses in schools, with a specific focus on ensuring that law enforcement agencies are informed about suspected incidents. This involves translating the policy intent into actionable measures, such as requiring school personnel, including school resource officers, to report these offenses to law enforcement. We are advocating for its reintroduction with an amendment that after police are involved, there should be a requirement for Restorative Justice Interventions for those individuals who are caught bullying, harassing, cyber-bullying, hazing, and/or intimidating others. Restorative justice is an approach to addressing harm, conflict, or wrongdoing that focuses on repairing the harm caused to individuals, relationships, and communities. It seeks to provide a more holistic and inclusive way of responding to criminal, harmful, or conflictual actions than traditional punitive justice systems.

Importance

This policy is important to address because bullying is a continuous issue in schools and still occurs despite previous attempts at controlling this issue. The current code, which is different from the one we are supporting, Tennessee code 49-6-4503, has been in effect, with several steps and guidelines when it comes to bullying, including training, contacting parents, and a vague description of punishment of those found guilty of bullying. Data released from the Tennessee Department of Education showed that for the 2021/2022 school year that there were

10,112 cases of bullying in Tennessee public schools (2023). The numbers reveal that there were more cases of bullying reported and confirmed during the school year. This strongly suggests that the current school policies against bullying might not be working very well.

It is important to put policies and laws into place to stop bullying and protect victims of bullying. In a study led by David-Ferdon and their research group, it was found that students who have encountered bullying are more prone to developing symptoms of depression, experiencing heightened anxiety, dealing with sleep disturbances, encountering challenges in their academic performance, and potentially quitting school (2019). An even more serious consequence of bullying is an increased risk of suicide. One meta-analysis discovered that students facing peer victimization are 2.2 times more likely to have suicidal ideation as well as 2.6 times more likely to attempt suicide than students not facing victimization (Gini & Pozzoli, 2013).

In addition to needing stronger programs to protect victims of bullying, there needs to be not just punishment for bullies, but restorative justice measures put into place in order to give them a better chance at changing the direction of their future and to empower the victim as well. Data from a particular study has revealed that 60% of boys who engaged in bullying during their middle school years had acquired at least one criminal conviction by the time they reached the age of 24, and 40% of them had three or more convictions.(van der Valk, 2014). Restorative justice programs have shown to be an important and effective tool, while those implementing it are properly trained in it (van der Valk, 2014). With this tool used properly, these statistics can have the potential to significantly decrease.

Rational Theoretical Framework

Gubba's Policy in Action Aspect of Policy Types Taxonomy focuses on the practical implementation of a policy (O'Connor & Netting, 2011). In the case of Tennessee SB 0916, which addresses the reporting of suspected offenses related to harassment, intimidation, bullying, hazing, or cyberbullying, as well as the criminal offense for interfering with law enforcement officers, school resource officers, or other school security officers during investigations, we can relate this policy to Gubba's framework. To implement the policy effectively, resources may need to be allocated for training school personnel on how to recognize and report suspected offenses, as well as for law enforcement agencies to handle these reports. There may be provisions for evaluating the effectiveness of the policy in addressing bullying and related offenses. The "Gubba's Policy in Action" aspect would refer to the practical steps and mechanisms taken to put the policy into practice. The framework can apply through implementation protocols, schools and law enforcement agencies to develop training programs to educate staff on identifying, responding to, and reporting suspected incidents that would involve designing, scheduling, and delivering training sessions. Moreover, data collection and reporting of bullying and harassment incidents, and communication and sharing between schools and law enforcement about suspected incidents. The aspect of this framework would encompass the tools and processes used for this communication.

In summary, Tennessee SB 0916HB 1165 aligns with Gubba's Policy in Action Taxonomy by specifying the operationalization of its intent to address bullying and related offenses in schools. Additionally, it may require resource allocation for training and evaluation. Although this policy is not solely focused on intent, it emphasizes the practical aspects of implementation and enforcement to address the identified issues of bullying effectively.

Researching the Issue and Literature Review

Nature of the Current Policy

Our focus is on the reintroduction of the Senate Bill 0916/HB1165. This is a bill that was not passed into law on March 14, 2023. The issue that arises from this is that since it was not passed, this means that Law Enforcement officers, school resource officers, and school personnel are not being required to report to a law enforcement agency about any suspected offenses of harassment, hazing, cyber-bullying, or intimidation of a student or visitor that is under the age of eighteen.

Harassment are words that threaten, intimidates, or demeans a person. Cyber-bullying is the usage of electronic communication to bully a person, typically by sending messages in an intimidating or threatening nature. Hazing means an intentional or reckless act on or off LEA property by one student acting alone or with others. The last one is intimidation. This is where one will intimidate someone or in the state of being intimidated.

The Tennessee Department of Education delivers some statistics on how many cases of bullying were reported in the 2021-2022 school year, and cases that involved race, gender, disability, and usage of electronic technology. Cases involving race, color, or origin were 5.8%, cases involving sex or gender were 8.7%, those involving a disability were 1.4%, and those involving a usage of electronic technology were 9.9%. From these statistics, it can be gathered that cyber-bullying is one of the higher reported cases of bullying that was happening in the 2021-2022 school year in the state of Tennessee. (The Tennessee Department of Education, 2023)

As mentioned, there were several types of negative consequences that come from bullying. Some of these included sleep disturbances, anxiety, depression, lower academic performance, and risk of dropping out of school. There are also consequences for those that bully without as well. These include increased risk of criminal behavior, increased risk for substance use, academic problems, and experiencing violence later in adolescence years.

The last action that was taken by the SB0916/HB1165 is that it had failed in the Senate Judiciary Committee, and it was taken off notice for calendar in the House Education Administration Committee.

Contextual Factors

History and Timeline of School Bullying

In 1999, two pivotal events transformed the recognition of school bullying as a significant societal issue in the United States. The infamous Columbine High School shooting, among a series of school attacks, was widely publicized as actions by victims of bullying seeking vengeance (Cornell & Limber, 2015). Additionally, the U.S. Supreme Court set a crucial precedent that held schools accountable for failing to prevent student-to-student sexual harassment, significantly impacting lawsuits related to bullying victims. Subsequently, the U.S. Department of Education's Office for Civil Rights mandated that specific forms of bullying must be addressed as civil rights violations (Cornell & Limber, 2015). These developments led to the passage of anti-bullying legislation in 49 of 50 states. This article explores the legal and policy aspects of school bullying stemming from these judicial and legislative changes. The movement to safeguard children from bullying represents a historic stride in children's rights, akin to advancements in laws concerning child welfare, protection, and other areas. This effort not only

aims to extend the fundamental right to safety to children but also intersects with critical civil and human rights concerns for various marginalized groups in the United States (Cornell & Limber, 2015).

Historically, bullying was not typically considered a criminal offense within the educational context and often received minimal attention or was treated as a disciplinary matter in schools (Cornell & Limber, 2015). Although existing criminal laws in all states could potentially be applied to specific bullying behaviors, such as when they meet the criteria for assault, battery, or other criminal acts like extortion, robbery, stalking, or threats, there has been a noticeable recent shift towards a more pronounced inclination to categorize bullying as a criminal act (Cornell & Limber, 2015). At present, seven state bullying laws have introduced the idea of imposing criminal sanctions for bullying by establishing protocols for school personnel to report bullying incidents that might involve violations of criminal law (Cornell & Limber, 2015).

Senate Vote Tennessee Senate Bill 0916/House Bill 1165

Tennessee Senate Bill 0916/House Bill 1165 faced a challenging vote in the Senate, resulting in a deadlock with three senators voting in favor – Senators Roberts, Taylor, and White – and an equal number of senators voting against it, including Senators Kyle, Lamar, and Stevens. This impassable divide among the senators emphasized the intense deliberation and differing perspectives surrounding the bill's content. Additionally, two senators, Lundberg and Rose, chose not to vote at all, further contributing to the uncertainty and indecision within the chamber. The bill's inability to secure enough votes for passage reflects the complexities of the issues it addressed and underscores the need for further debate and potential revisions to gain broader support.

Davis v. Monroe County Board of Education (1999)

It was determined that schools could be held liable for failing to stop student-to-student sexual harassment. The U.S. Department of Education's Office for Civil Rights (referred to as the "Office for Civil Rights") issued guidelines in 2010 stating that certain types of bullying should be treated as violations of civil rights, which have since been used as the foundation for numerous lawsuits filed across the country on behalf of bullying victims. Since 1999, anti-bullying laws have been passed in 49 out of 50 states. The Davis v. Monroe case has significant implications for bullying and has emerged as a turning point. To be more specific, a fifth-grade girl was the target of ongoing harassment in this case by a male classmate. Sexually provocative remarks, gestures, and inappropriate physical contact were all part of the harassment. The girl experienced severe suffering over the course of several months as a result of the harassment, saw her grades decline, and even wrote a suicide note. Parents took legal action by involving the police after becoming dissatisfied with the school's lack of response to the issue, which ultimately resulted in charges being brought against the male student. In the end, the boy admitted to sexual battery (Cornell & Limber, 2015).

Tennessee Bullying and Harassment Compliance Report

The growing incidence of bullying caused serious concerns from the Tennessee Department of Education. According to the data, there were 5,478 confirmed bullying incidents during the academic year 2012–2013. In particular, 22% of these confirmed instances had associations with racial, ethnic, national, gender, or handicap characteristics. This report is the result of legislation that Senator Bill Ketron and Representative Charles Curtiss introduced in 2012. The ACLU-TN has been working with politicians, GLSEN, and other allies to create comprehensive anti-bullying legislation over the past few years. Additionally, since 2007,

ACLU-TN has collaborated with a range of stakeholders to encourage the implementation of thorough anti-bullying policies at the local level, including children, parents, teachers, advocates, and others (ACLU-TN, 2013). Advocates of comprehensive anti-bullying legislation, as emphasized by the ACLU-TN (2016), stress the importance of creating a secure and inclusive educational environment for all students. Central to their argument are the following points: safeguarding students from physical and emotional harm, ensuring equal access to education by preventing bullying-related absenteeism, addressing discrimination based on characteristics such as race and gender, promoting community well-being, providing support to both bullying victims and bystanders, and highlighting the significance of collaborative efforts involving diverse stakeholders. Ultimately, the drive for legislation akin to Tennessee Bill 0916 revolves around the principles of student safety, equity, and the cultivation of an inclusive and harmonious learning atmosphere, further strengthened through collaboration with a variety of allies.

In a study by Martinez et al. (2022), it states that Connecticut, in particular, has amended its legislation to involve parents in addressing bullying. A study was conducted analyzing data from 24 interviews and surveys involving school personnel from 300 schools in the state. The study identified four major challenges in implementing anti-bullying policies: difficulties in engaging parents, interpreting the term "bullying," emotional responses from parents, and conflicting norms between home and school. To effectively implement bullying policies, it is crucial to foster a positive school climate and promote a culture of parental engagement, ensuring the safety of children.

Lastly, Weaver & Swank (2020) identified five main themes with sub-themes. The first theme is the "different approach", which portrays the concept of incorporating Restorative Justice (RJ) in the classroom. The second theme, "RJ activities", encompasses two subthemes:

establishing a “respect agreement” and engaging in “letter writing”. The third theme, “relationships”, comprises two subthemes: fostering a “collective ‘we’ mindset” and encouraging “peer accountability”. The fourth theme, “meaningful consequences”, concentrates on applying sanctions within the RJ framework. Lastly, the “expectations” theme relates to establishing standards and objectives in collaboration with students. This study found that participants from different groups, such as administrators, teachers, and students, felt the strategy worked. Restorative Justice techniques could therefore be promising for schools looking to embrace a different disciplinary strategy.

Policy Impact

The implications and impacts of this policy can be different depending on the groups, populations, communities, and demographics affected. Abreu et al. (2016) looked into anti-bullying policies in United States school districts. They found that 70.5% had anti-bullying policies, and 23% to 100% of districts within the states also had anti-bullying laws. Within that percent, only 20.1% had anti-bullying policies that were inclusive to the LGB community, and 9.9% had anti-bullying policies inclusive to the LGBT community. Regarding the safety of LGBTQ+ students in the United States, out of 7,898 students of a diverse range, 55% felt unsafe due to their sexual identity. Another 36% disclosed having been physically harassed.

Acosta et al. (2019) conducted a randomized controlled trial for restorative practices, and its impact on creating positive school environments. It found that restorative practices and interventions are most effective at reducing bullying among students that are in middle school. While the findings could not directly find a correlation between restorative practices and

increasing the positive school environment, teachers reported less students victimized by bullying whether physical or online.

Hall (2017) reviewed anti-bullying policies' effect on subgroups, specifically the LGBTQ communities. This meta analysis pointed out the information that schools that specifically had anti-bullying policies that included protections for those with diverse sexual orientations, or different gender identities, were in turn more effective at protecting those in the community.

Hensums et al. (2022) this meta-analysis looked at who and what works best, and is impacted by anti-bullying interventions. The first finding was that anti-bullying interventions indicated a higher level of effectiveness for young individuals with increased levels of victimization in comparison to those with lower beginning victimization levels. The second finding was that this type of interventions are less effective with ages 12 and older. The reason being that after a certain age the need to be independent and gain a status, creates a different need intervention wise.

Patchin & Hinduja (2016) looked at the different levels and strategies of administering punishment regarding bullying. They looked at how the students perceived those strategies of punishment and whether it deterred them from bullying or continuing to bully. These included punishments administered by parents, the school, and the police. There was not a direct link between the severity of punishment or the threat of punishment and the extent to which students were deterred from bullying. Whether consequences were administered by the police, school authorities, or parents.

Ramirez et al. (2022) investigated bullying that is based on bias and has significant effects on the students that are often stigmatized, stereotyped, and marginalized. Biased-based bullying does not just affect racial and ethnic groups but groups concerning their sexual and gender identities. This is a problem that is prevalent and continues to grow. This study showed the current prevalence of such bullying, and its escalation in tandem with the growing discussions on issues related to race and ethnicity in society. The research highlighted that while policies and laws are in place, they do not specifically target biased bullying.

Swearer & Hymel (2015) investigated the impact multidimensional interventions would have in order to protect the diverse populations that are being affected by bullying. The study looked at how for those who are experiencing disabilities current policies state that to protect them from bullying and victimization, they should be kept separate from the other classrooms. However, it was found that this practice led to increased rates of bullying and victimization.

The research is evident that current policies and practices are not inclusive to all who are affected by bullying. Some populations and subgroups do not have adequate protections in place to best foster their safety in schools. The current research that exists on inclusive policies, and interventions, is very small as the need continues to grow.

Presentation of the Brand and Support Mapping

The Brand

The brand name “Be a H.E.R.O- Help. Educate. Report. Overcome”.; will be the campaign’s title. This powerful slogan aims to inspire proactive engagement from law enforcement officers, school resource officers, and other school security personnel. We would

hope to educate our schools, communities, and parents on making use of the restorative justice interventions. This is a type of intervention that can be used to help repair the damages made towards the victim and a holistic rather than a criminal approach towards the offender. The goal is to encourage them to promptly report any signs of bullying, including instances of harassment, hazing, intimidation, and cyberbullying, to a law enforcement agency when involving a student or visitor under the age of eighteen. By instilling a sense of responsibility and commitment to addressing these forms of mistreatment, the Be a H.E.R.O initiative seeks to foster a safer and more supportive educational environment for all.

Persuasive Arguments for Support

The two prominent potential supporters in the middle of the positional map are Local Boxing Organizations and Coca Cola Bottling United. When discussing the critical issue of school bullying and the need for implementing restorative justice practices, it is essential to engage potential supporters with compelling arguments. Restorative justice offers a unique and promising approach to addressing bullying, one that prioritizes healing, accountability, and long-term solutions over punitive measures (Jackson, 2021). By shifting the focus from merely punishing the offenders to actively involving all stakeholders in the resolution process, restorative justice fosters empathy, understanding, and the opportunity for bullies to recognize the consequences of their actions. In this introduction, we will explore the multifaceted reasons why supporters should champion restorative justice in schools, emphasizing its potential to create safer, more inclusive, and more nurturing educational environments (Jackson, 2021).

To begin with, when advocating for requiring law enforcement to report any signs of bullying, hazing, and cyberbullying, several compelling arguments can be made to sway

potential supporters toward this advocacy plan. To begin with, the essential need of child safety must be emphasized. Supporters are more likely to comprehend the seriousness of the situation by emphasizing that reporting these issues of any type of bullying to law authorities ensures the safety and well-being of children and young people. This proactive strategy, in which law enforcement and school security work together to ensure a secure environment for all students, is crucial for efficient learning and personal development.

Furthermore, incidents of cyberbullying, hazing, harassment, intimidation, and bullying may result in further criminal activity. In 2015, Wolke and Loreya's research found a strong correlation between bullying behavior and a higher risk of committing various crimes as a young adult, including violent and property crimes, traffic offenses, delinquency, aggression, impulsivity, and psychopathy, as well as encounters with the police or the legal system and serious criminal charges. School security plays a significant role in preventing the progression toward more severe criminal activity by quickly reporting these signs, underlining the urgent need for early intervention.

Additionally, the effect on the atmosphere of the school is another compelling reason. The environment of a school has a big impact on the academic success and general wellbeing of its students. By tackling bullying and harassment issues, school security can help to build an environment that is more welcoming and inclusive, improving academic outcomes and promoting healthy personal development.

The advocacy plan proposes early intervention for at-risk youth. Bullying in schools must be addressed with a well-planned strategy. In order to effectively implement a comprehensive program designed to combat bullying, law enforcement personnel' participation is crucial in

reducing the prevalence of fear and violence in our educational institutions. In addition, by involving law enforcement, school security officers enable these at-risk youth to receive the support and resources they need, such as counseling, mentoring, or access to mental health services, which is crucial in addressing the root causes of such behavior.

Lastly, it is essential to build trust within the community. When school security officers and law enforcement work together to resolve these issues, it communicates a proactive approach to ensuring the safety of students. This strengthens ties between the community and law enforcement, which ultimately benefits everyone by making the environment for kids and young visitors safer and more welcoming.

Legislative Allies and Detractors

We will need to target several legislators in Tennessee to and seek to increase support or persuade them to support our advocacy campaign. See Appendix (A) for the Positional Map of Legislators in which we identified allies and detractors. The positional map shows some of the lawmakers who have expressed public support for or opposition to SB 916/HB 1165 on the positional map. The oppositional legislators are Sen. Sara Kyle, Sen. London Lamar, and Sen. John Stevens. Sen. Adam Lowe and Rep. Lowell Russell were the ones that sponsored the bill, and near them are the senators that voted yes, and on the other side are the senators that voted no. Additional legislators are ones that are on the education committee, so I feel it is safe to say that a safe and productive school environment would be a high priority for them. The neutral senators are those that chose not to vote on the bill. Lastly, there are no other representatives from the house bill since it was taken off notice for cal. In Education Administration.

Opposition

The opposition legislators are those who voted against the original piece of legislation. Despite extensive efforts to identify additional opponents, including searches for Tennessee legislators opposing anti-bullying policies, those against restorative justice in schools, and any opposition to other anti-bullying legislation, the search yielded no results. Our investigation failed to uncover any further information or individuals opposing the measures in question.

Plans to Form a Coalition

Logical Partners

There are several organizations that would make great logical coalition members in our campaign. First, Chattanooga in Action for Love Equality and Beneficence (CALEB) is an organization that is very focused on restorative justice practices in education. Their experience helps guide the campaign, informs stakeholders, and guides leadership in education to make this a successful piece of legislation. Secondly, another great organization would be the Hamilton County Education Association. They would be a highly beneficial partner in our anti-bullying restorative justice campaign. This organization wholeheartedly supports teachers and the students under their guidance, fostering relationships with the community and families to create nurturing and inclusive school environments. Their existing political action committee presents an excellent opportunity for us to join forces in advocating for this crucial bill.

Third, Centerstone is an organization that provides mental health and support services. They also currently are providing these services in schools. They would be a great coalition partner to offer support based on their experiences with mental health in schools, as well as

de-escalation and restorative justice measures. They would be a great advocate due to the connections that they already have in the community which could assist in spreading the news of our piece of legislation, as well as them being named as a supporter would help gain the trust of stakeholders. Lastly for logical partners, Metro Nashville Public Schools Restorative Practices Program is a school system that is already familiar with a program/policy similar to what we are seeking to implement in the entire state. They would be an ideal coalition member because they could support us by advocating in our campaign by sharing how the program has changed lives in their schools, and offering reassurance to stakeholders as well that restorative justice programs work as well that that their guidance will be used on how such programs should be run based on the trial and error they have experienced in implementing this at their schools.

Odd Bedfellows

Local boxing organizations can have a role in our campaign because they can have community engagement programs that allow students to go after school and practice boxing to blow steam in a safe and controlled environment. Sports are often a positive influence in students' lives, growing friendships, a sense of community, and raising self-esteem. They would be good odd bedfellows because people generally do not think of boxing organizations having a role in politics. Though they may not typically oppose this sort of legislation per se, they typically have no role in it. Coca Cola Bottling United has previously partnered with Hamilton County Schools to provide a multitude of support avenues for student growth and immersion in real-world possibilities. We feel that they would welcome joining our campaign, as well as also adding support services to our specific issue.

Media Campaign

Campaign Goals

The ultimate goal in addressing the critical issue of bullying in Tennessee schools is the successful reintroduction and passage of Tennessee SB0916/HB1165, a bill that faced a setback on March 14, 2023 and the implementation of restorative justice interventions. To achieve this paramount objective, we are prepared to launch a comprehensive media campaign, targeting diverse audiences throughout the state.

Our multifaceted campaign will be underpinned by several pivotal components. Firstly, it will prioritize the task of raising awareness about the significance of Senate Bill 916/House Bill 1165 and the imperative role of law enforcement in addressing bullying, hazing, harassment, intimidation, and cyberbullying. By emphasizing the importance of these issues and their profound impact on student safety, we seek to mobilize public support and create a groundswell of endorsements.

The campaign seeks to garner support for SB0916/HB1165 by advocating for its examination in relevant committees and pushing for its passage in the Tennessee Senate. Once passed, the goal is for the bill to be signed into law by the governor of Tennessee. The media campaign aims to get other sponsors to join Sen. Adam Lowe in influencing other lawmakers to get SB0916/HB1165 passed (see Appendix A). For potential coalition members, the campaign aims to recruit members accompanying this advocacy to raise awareness and secure additional sponsors, urging them to join in supporting the bill. Additionally, the campaign seeks to engage coalition members and collaborative partners to amplify the message through social media,

public events, and testimonies during committee hearings, effectively advocating for the importance of addressing bullying-related issues in the state.

Be a H.E.R.O- Help. Educate. Report. Overcome. Also has a media campaign goal to educate and influence the public, lawmakers, and stakeholders about the issue and potential benefits and wide-ranging impact of the policy. The goal includes orienting law enforcement agencies, school officials, parents, and students to support the campaign by signing a petition, spreading the social media message across the state to thousands of Tennessee residents, writing letters to the committee chairman, and contacting their legislators to show their support and urge its passage in the Tennessee Committee. Their insights and support will be instrumental in shaping a policy that promotes a safer educational environment.

Media Avenues

One way that we will meet our goals is by using several media avenues. We plan on using a few different forms of media to promote our piece of legislation. We will have a post/advertisement that will run on Facebook, Instagram, and X (formally Twitter). We also will have an ad that will show up on YouTube directed at residents of Tennessee. There will be a letter script that can be used in email or mail format to be sent to legislators. We will also have a phone script to use while calling legislators. We will also run television advertisements to reach the audience that does not use social media and are important stakeholders.

Media Content

For the media campaign on Facebook, Instagram, and Twitter(X) there will be details about the mission and focus of our policy advocacy group. Our various social media posts will

be shared, scheduled to post biweekly. Some are sharing statistics about bullying and restorative justice, some are just simply telling people to support the bill, and others are sharing bullying and restorative justice stories. Included in these posts will be links to access our fact sheet, email and letter prompts supporters can use to send to relevant legislators, and phone scripts they can utilize if they plan on calling legislators instead. For those running the youtube ads and television advertisements, included will be detailed scripts they can utilize to further share the information of this campaign.

Implementation Steps

1. November 6, 2023: We will meet and plan our social media strategy including which influential pages we should follow, including politicians and organizations, so that they hopefully follow us back as well as share our message.
2. November 13, 2023: We will have all of our social media posts designed and ready to go up, as well as our two YouTube ads, and our television ad recorded in a studio and ready to be implemented.
3. November 20, 2023: Our campaign's official social media pages will be launched, influential people and organizations followed, and our initial social media posts will be up for each outlet. We will also pay for each social media outlet to boost/promote our posts so that the word gets out and we get more followers.
4. November 21, 2023: Our first YouTube ad will start showing on YouTube for Tennessee residents using the platform. This first ad will be paid to run for a month.
5. November 21, 2023: Our first television ad will also launch on ABC, NBC, Fox and CNN on this day and will run for three months.

6. Throughout November and December 2023: Our various social media posts will be shared, scheduled to post biweekly. Some are sharing statistics about bullying and restorative justice, some are just simply telling people to support the bill, and others are sharing bullying and restorative justice stories.
7. December 21, 2023: Our second YouTube ad will be launched and is scheduled to play for one month on the platform directed toward Tennessee residents.
8. January 2024 - Until Voted On: We will continue to post social media ads in the same way and format as mentioned above.

Advocacy Plan

Focus and Target Population

The focus of this policy is the Tennessee state legislature. One of the intended beneficiaries of this policy would be students. Both victims and bullies would benefit from a safer and more supportive school environment. The victims of bullying would receive support, healing, and resolution, while bullies are given a chance to learn from their actions and reform. Another beneficiary would be the teachers and staff at the schools because they would be given the tools to address bullying more effectively should our legislation pass and these measures be put into place. Parents and guardians would also benefit knowing that their children are attending school in an environment that is proactively addressing bullying issues. The community would also benefit from this legislation. Some ways they would benefit is that the restorative justice measures would be a proactive way to reform potential future criminals.

Advocacy Strategies

Research and successful precedents in states that have enacted legislation addressing bullying and integrating restorative justice highlight a predominant focus on education in their advocacy strategies. California, for instance, implemented restorative justice practices in schools, with districts receiving federal Safe and Supportive Schools funding being encouraged to utilize grants for this purpose (Fronius et al., 2019). The emphasis was on enhancing school climate and minimizing reliance on punitive responses to student misbehavior, encompassing issues such as bullying, vandalism, and harassment.

A strategic approach for any social policy advocacy campaign involves developing a plan to convincingly engage the target audience in the desired campaign outcomes and assess the effectiveness of the efforts. Anti-bullying advocates face the challenge of defining a framework to guide their advocacy initiatives. Given that lobbying can be resource-intensive, especially for groups with limited resources, it is essential to establish a clear path for moving forward when recognizing the need for a more effective policy approach that is likely to yield superior results.

Another effective strategy approach in garnering support for policies involves the strategic communication and presentation of quantitative evidence highlighting their effectiveness (Reynolds et al., 2018). As evidenced by the comprehensive study conducted by Reynolds et al., (2018), the articulation of numerical data pertaining to the efficacy of a specific policy not only imparts crucial information but also induces an elevation in participants' perceptions regarding the policy's efficacy in addressing the central issue. It is clear from this noticeable improvement in participants' perceptions how important it is to use quantitative evidence as a persuasive tool when arguing for policy support. As a result, careful dissemination

of empirical data can act as a powerful stimulant to encourage a more positive response to policy among various stakeholders.

According to Britton (2018), leveraging community engagement is recommended for influencing public policy. This study identifies six engagement strategies for non-profit organizations to effectively involve low-income individuals and communities. Firstly, active community involvement and the acquisition of community knowledge are crucial for seamless information exchange and relationship-building. Demonstrating commitment and capacity is equally vital to acknowledge and prioritize community engagement for public policy advocacy.

Moreover, providing decision-making roles emerges as a potent engagement strategy. Specifically in the context of SB0916/HB1165, granting decision-making roles to those with personal insights into the impact of bullying not only diversifies the policymaking process but also deepens the understanding of existing challenges. Establishing multiple points of organizational access, such as convenient locations and extended operational hours, enhances accessibility.

Participating in a community resource network is another pivotal strategy. In relation to SB0916/HB1165, active involvement in these networks facilitates information dissemination and offers nuanced insights into the distinctive challenges faced by low-income individuals in combating bullying. This collaborative approach ensures that anti-bullying policies are not only inclusive but also rooted in the collective experiences and perspectives of the communities they aim to serve (Britton, 2018).

Lastly, providing policy education and community advocacy opportunities is identified as a critical engagement strategy. Comprehensive community understanding of the advocated

policy, as emphasized by Britton (2018), is crucial. Involving those directly affected by bullying in the advocacy process allows for nuanced and empathetic policy changes. The incorporation of storytelling as part of this advocacy strategy enables a powerful reframing of the issue, humanizing the policy discourse and making it more relatable and compelling.

In essence, following these strategies ensures that anti-bullying policies are not only well-informed but also deeply rooted in the authentic voices of those they aim to protect. This approach establishes a more inclusive and impactful framework for combating bullying within our communities. The campaign should adhere to these strategies to formulate plans for ongoing dialogue and education, particularly for individuals unfamiliar with SB0916/HB1165.

Beneficiaries Involvement Plan

By organizing an in person and virtual workshop, to inform and train beneficiaries; students, families, and school staff of the policy issue and how they can help. The first way parents and school staff can help is by helping strategize, organize efforts to broaden our partnerships with policy makers and stakeholders, while also helping contact legislators. They could also assist by reposting and sharing our links and social media pages. The students can help by calling and writing legislators sharing their stories at their discretion. Students could be helpful in creating posts for the social media page, while also being pivotal in sharing the links encouraging their peers to get the word out as well. Finally, include all the beneficiaries on an email chain informing them of opportunities where they can attend meetings, visit the local senate, or attend senate meeting live stream watch parties.

Positive and Negative Ramifications

Positive and negative ramifications are important to be aware of, for the success of this campaign. The first positive ramification for involving beneficiaries would be building a community and a network for students, their families, and school staff. Involving students, families, and school staff helps our advocacy campaign more credible to legislators since these are those that are directly affected by the bill. The next positive ramification is diversity among the beneficiaries. This fosters a broader perspective from individual experience. Thus when beneficiaries interact with legislators, policymakers, and stakeholders there is more to offer than just one voice, one perspective. Another positive is beneficiary involvement and that it can help empower the community to take responsibility in advocating for more change in the future. The final positive would be the strengthening and broadening of our partnerships with policy makers, and stakeholders. There could be parents or school staff that have relationships or connections to those that would offer support to the campaign that are not yet.

The first negative ramification could be scheduling between various time commitments and obligations of the beneficiaries. The next negative ramification could be beneficiaries that are families of a bully or a victim may be prone to differ and conflict on aspects of the proposed change. Another negative is that some of the victims and offenders may have difficulty with the subject matter discussed. Meaning that talking about past history of being bullied or being a bully may be triggering for the individual. The final negative ramification is connected to the fact that the advocacy process can be long and at times discouraging. This could lead to certain beneficiaries separating themselves from the campaign due to burnout.

Potential Opposition

As demonstrated by both positional maps, an opposition would be the legislators who voted for no for the passing of this legislation. One of the groups that were against the use of restorative justice interventions is a group called Professional Educators of Tennessee located in Nashville, Tennessee.

The Professional Educators of Tennessee believed that this form of intervention is not concerned with rehabilitating the offender but is avoiding the nature of consequences such as harsher punishment.

I feel that I would use the approach of having this group look at other legislators on why they are leaning towards supporting utilizing restorative justice interventions. Not only for the victim but for the offender as well. Other legislators are for a more holistic approach for both parties involved.

Elected Officials to Approach

We plan on approaching campaign constituents in support of SB 916/HB 1165, such as sponsors Sen Adam Lowe and Rep. Lowell Russell as well as their staff, and other proponents listed on our positional map. We plan to equip them with the fact sheet, policy letter, and real-life stories of families, students, and teachers who have been affected by bullying so that they are prepared to respond with statistics and gain empathy with the stories of those who have been affected by bullying and restorative justice. The campaign will contact Sen. Adam Lowe's assistant, Raelyn Stuart, via phone call to set up a meeting with Sen. Adam Lowe. As well as Rep. Lowell Russell, at their respective offices in Nashville, TN. They were both the prime sponsors for SB 916/HB 1165 and have direct knowledge of SB 916/HB 1165, which is crucial

to bringing significance to the campaign. We would contact them also to ask them to sponsor the reintroduction of the bill with the additional restorative justice aspect added. Additionally, Sen. Kerry Roberts, an advocate for supporting the bill, will be contacted via email or through his executive secretary, Janet Batchelor, to schedule a meeting to discuss their support. In contacting these representatives, we would ask them for their support and advocacy in the reintroduction of this important piece of legislation.

Furthermore, phone calls will be made, and letters will be written and mailed to all state lawmakers likely to support the advocacy campaign's primary purpose, including the supporting legislators who voted yes to the passing of SB 916/HB1165 including Sen. Adam Lowe, Sen. Kerry Roberts, Sen. Brent Taylor, Sen. Dawn White, and Rep. Lowell Russell, as well as other legislators that are likely to support our campaign due to their invested interest in education, such as Sen. Todd Gardenhire, Se. Jon Lundberg, Sen. Bill Powers, and Sen. Raumesh Akbari. We will also identify and approach relevant staff members that work with these officials, sharing the advantages of our bill, emphasizing our coalition's strength, and spotlighting the community support of our legislation.

In our engagement strategy, we intend to involve individuals statewide via our social media initiative to connect with their local senators, regardless of party affiliations, to advocate for Senate Bill 0916/House Bill 1165. We will provide individual advocates with information on their senators' names and contact details in specific voting districts through our social media outlets and on our website. Additionally, we'll encourage coalition supporters to participate in a petition, showcasing widespread backing for the campaign. This petition, by amassing a higher number of signatures, becomes harder to overlook, capturing the attention of both the public and our targeted decision-makers.

In a strategic move, a scheduled meeting with Tennessee Governor Bill Lee will be arranged at the governor's office in Nashville. This meeting will center around the advocacy for the passage of Senate Bill 0916/House Bill 1165 and the implementation of restorative justice in schools. The aim is to clarify how such measures could bring about positive outcomes for students, their families, school resource officers, and the school staff, mirroring the successes observed in other states and countries.

Key Talking Points

If given the opportunity to discuss the main points of this social issue with a legislature, the topics would entail:

1. The Tennessee Department of Education confirmed that in the 2021-2022 school year, there were over 10,112 cases of reported bullying (The Tennessee Department of Education, 2023).
2. The fact sheet provides some negative consequences that come out of those who are being bullied, and some without include sleep disturbances, anxiety, depression, risks of substance use, and lower academic performance.
3. We are proposing that the SB0916/HB1165 be reintroduced with an amendment utilizing a restorative justice intervention approach.
4. This approach would allow for damages to be repaired that were made towards the victim and to create a holistic rather than a school to pipe-line approach towards the

offender. It would also allow for the offender to be reintroduced into the school after a case of bullying has been reported and addressed.

5. Our group believes that this approach will help bring out a more positive, safer, and brighter outlook for our students and anyone who was impacted as they move forward in this process.

Progress Monitoring Plan

We would monitor the progress by checking in often with our potential sponsor to see if they agreed to sponsor the bill, as well as once it is drafted if it ends up on the docket. Once the bill is on the docket, we can monitor it by using the LegiScan website and sharing that progress in realtime on our website and social media pages. We will also stay updated on the legislative calendar, committee hearings, and floor debates related to the reintroduction of Tennessee SB 0916/HB 1165. Once voted on and passed, we would compare yearly statistics from assessments to baseline assessments taken prior to the bill being passed, to mark the progress that has been accomplished with the reintroduction of this piece of legislation. We would also adapt and adjust as necessary per the updated data that we receive. We would follow up on the Department of Education regarding their working guidelines for implementing the policy, and check in to see what the different school districts are doing.

Conclusion

In light of this information, our aim is to reintroduce the Senate Bill 0916/House Bill 1165, which discusses once law enforcement become involved with a case regarding acts of bullying such as intimidation, cyber-bullying, hazing, or harassment, a warrant of restorative

justice interventions will take place. By implementing restorative justice interventions, it will allow for repair of damages against the victim and to prioritize a holistic over criminal approach towards the offender as well. Our group strongly believes that this bill should have been passed into law, because this would help ensure that law enforcement officers, school resource officers, school personnel such as the principal are required to report any signs of bullying that is taking place towards a student or visitor that is under the age of eighteen. We are hoping that this will shed some light on why reporting is so important, and how we can keep everyone safe and to help create a brighter future for our school communities.

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Appendix B. Fact Sheet

Building Bridges:

A Restorative Vision for a Bully-Free World

www.restorativejusticebullying.org

The Problem

Although there are existing anti-bullying measures implemented in Tennessee schools, the problem persists. During the 2021/2022 school year, Tennessee public schools reported a staggering 10,112 cases of bullying³. Furthermore, there is a noticeable lack of comprehensive interventions aimed at facilitating the rehabilitation of the bullies themselves.



Tennessee Bullying Policy

- Tennessee SB0916 aimed to address bullying and various types of harassment by swiftly involving law enforcement officers, school resource officers, and other school security personnel⁴
- This approach primarily focused on individuals who were either caught bullying or were being investigated for acts like bullying, hazing, harassment, intimidation, or cyberbullying⁴
- Nevertheless, it fell short in providing essential support for both the victim and the offender, hindering their ability to remain within the school community, which is crucial for fostering educational achievement and mental well-being.

What Is Restorative Justice?

Restorative justice in schools brings together those impacted by wrongdoing to address consequences, support victims, help offenders reintegrate, hold them accountable, and avoid lengthy legal processes.

Our Solution

We support the reintroduction of Tennessee SB0916 with a proposed amendment. This amendment suggests that once law enforcement becomes involved, it should mandate the implementation of Restorative Justice Interventions for individuals caught engaging in acts of bullying, harassment, cyberbullying, hazing, or intimidation. The aim is to facilitate their reintegration into the school community by addressing any underlying issues that might have driven their bullying behavior. This approach is essential for preventing a cycle of misconduct and reducing the likelihood of students entering the criminal justice system through what is often referred to as the "school-to-prison pipeline."

Consequences for Youth That Are Bullied:

- Adverse outcomes, including depression, anxiety, sleep disturbances, lower academic performance, and the risk of dropping out of school¹
- Increased risk of suicide among these individuals¹

Consequences for Youth That Bully Without:

- Increased risk of criminal behavior into adulthood²
- Increased risk for substance use, academic problems, and experiencing violence later in adolescence and adulthood¹

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A Brighter Future for
Victims and Bullies

Building Bridges:

A Restorative Vision for a Bully-Free World

www.restorativejusticebullying.org

Supporters of our Solution

- STOMP Out Bullying Tennessee
- Tennessee Anti-Bullying Coalition
- Tennessee Voices for Children
- Stand for the Silent Tennessee
- Metro Nashville Public Schools Restorative Practices Program
- Restorative Justice Project
- National Association of Community and Restorative Justice
- stopbullying.org
- National Association of People Against Bullying
- stopbullying.gov

Restorative Justice Works

After Aaron Sampson, 15, was robbed by some boys who'd been bullying him at school, a restorative justice meeting gave him a chance to regain his confidence. As for his bully, Anthony, he learned from this experience that he's no longer hanging round with the same boys any more (that pushed him to bully), and has more focus on what he wants to do with his life.⁵



¹Farrington, D., & Baldry, A. (2010). Individual risk factors for school bullying. *Journal of Aggression, Conflict and Peace Research*, 2(1), 4-16. <https://doi.org/10.5042/jacpr.2010.0001>.

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⁴LegiScan. (2023). Tennessee SB0916 (2023-2024 Regular Session). Retrieved from <https://legiscan.com/TN/bill/SB0916/2023>

⁵Restorative Justice Council. (n.d.). Aaron's Story. Retrieved from <https://restorativejustice.org.uk/resources/aarons-story>

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A Brighter Future for
 Victims and Bullies

Appendix B. Policy Brief

Restoring Justice Against Bullying in The School Systems Putting an End to Bullying in Tennessee's Schools

What is the Problem being Presented?

The issue that is being presented is that bullying is still happening in our school systems. The SB0916 bill that failed on March 14, 2023. Due to this bill not being passed into law, it is not holding law enforcement, school resource officers, or other school personnel accountable in reporting any sightings of cyber-bullying, hazing, and intimidation against students or visitors under the age of eighteen. The Tennessee Department of Education has confirmed that there were over 10,112 cases of bullying reported in the state of Tennessee in the 2021-2022 school year. Tennessee Department of Education, 2021-2022¹

Some of the negative consequences of bullying can include anxiety, depression, sleep disturbances, lower academic performances, and risks of dropping out of school. There is also increased risks of suicide in these cases as well. Those who were bullied without struggling with increased risk of criminal behavior, substance usage, academic problems, and experiencing forms of violence in their adolescence years.

Current Policy Situation and Gap

The current policy that we are fighting for is currently not a law. Our government tried to get it passed earlier this year, but it failed on March 14, 2023. Our current gap that we have with this policy is that there is no support being given to either the victim or the offender in this situation.

Policy Recommendation

Our policy recommendation focuses on having school resource officers, school personnel, and law enforcement be required to report an alleged offense of bullying if a student or visitor in the school is under the age of eighteen. We are also hoping that with this comes restorative justice interventions. This would allow for harm being repaired against the victim and for a holistic approach being done instead of a criminal approach towards the offender. According to the Department of Tennessee, there were over 10,000 cases of bullying being reported. If we were to enforce these two policy recommendations, we would be able to put an end to bullying.

Conclusion

To conclude, the problem is that the Senate Bill 0916/HB1165 was not passed on March 14, of this year, and we are trying to get it passed into law. If this bill were to be passed, it would help reduce the number of cases of bullying, because law enforcement, school resource officers, and school personnel are reporting alleged cases of bullying that are happening in the school systems in the state of Tennessee.

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Appendix C. Social Media Post

Facebook, Instagram, and Twitter (X) Ad:

Be a H.E.R.O - Help. Educate. Report. Overcome.



Image:<https://uclearningandteaching.files.wordpress.com/2015/04/inclusive.jpg>

The Be a H.E.R.O a policy advocacy group invites you to join the campaign to reintroduce Tennessee SB 0916/HB1165, in order to amend that the bill include restorative justice interventions in response to bullying. Last school year there were over 10,000 cases of bullying in the public schools here in Tennessee (2023). The addition of Restorative justice to this bill will address harm, and trauma for both parties. While supporting the victims, and helping the offenders reintegrate after punishment and intervention. For more information on upcoming dates please follow us on all platforms @BeaHERO. For facts, information, and resources that will help you support, look for the Linktree on all the social media platforms in the bio or page description. The Linktree will have all the links to our fact sheet, email/letter prompts for writing legislators, and phone scripts (linktr.ee/beahero).

Appendix C. Email/Letter for Legislators

Email and or Letter for Legislators:

Be a H.E.R.O: Reintroduction and Amendment of SB0916

Dear (Recipient's Name),

I hope this message finds you well. My name is (insert your name), and I am writing to you today as a concerned Tennessee resident regarding an issue that is important to me and my team of advocates.

I strongly believe that the addition of restorative justice is crucial to address this issue effectively. Last school year there were over 10,000 cases of bullying in the public schools here in Tennessee (2023).

We wish to reintroduce and amend Tennessee SB 0916/HB1165, this bill seeks to require reporting to law enforcement for investigation into suspicions of bullying. It also creates a criminal offense for those that actively interfere with said investigation. A negative consequence of this bill would be the criminalization of students further increasing the school to prison pipeline.

Our amendment would be that the bill includes restorative justice interventions in response to bullying. The addition of Restorative justice to this bill will address harm, and trauma for both parties. While supporting the victims, and helping the offenders reintegrate after punishment and intervention.

I kindly request the opportunity to discuss this matter further with you or a member of your team. Additionally, for facts, information, and resources that will help you support, look for the Linktree on all the social media platforms @BeaHERO, in the bio or page description. The Linktree will have all the links to our fact sheet, email/letter prompts for writing legislators, and phone scripts.

It is my hope that together, we can make a significant difference in our schools.

Thank you for your time and consideration.

Best regards,

(Insert your name)

(423)xxx-xxxx

On social media: @BeaHERO

Linktree: linktr.ee/beahero

Appendix C. Phone Script

Hello, my name is (your name -insert here-), and I'm calling regarding reintroducing and amending SB 0916/HB1165. May I speak with (legislator name) or someone on their staff?

-response-

You: I'm calling because I strongly believe that the addition of restorative justice is crucial to address this issue effectively. Last school year there were over 10,000 cases of bullying in the public schools here in Tennessee (2023).

Tennessee SB 0916/HB1165 this bill currently mandates the action of reporting to law enforcement for investigation into suspicions of bullying. It also creates a criminal offense for those that actively interfere with said investigation. A negative consequence of this bill would be the criminalization of students further increasing the school to prison pipeline.

-response-

I am passionate about the need for restorative justice when we are talking about anti-bullying policies. If possible could you please relay my message to (legislator name) or someone on their staff?

-response-

You: My advocacy team and I wish to reintroduce and amend Tennessee SB 0916/HB1165, so that the bill includes restorative justice interventions in response to bullying. The addition of Restorative justice to this bill will address harm, and trauma for both parties. While supporting the victims, and helping the offenders reintegrate after punishment and intervention.

-response-

You: I appreciate your help. what would be the best way I could follow up (legislator name) or someone on their staff, on this issue?

-response-

You: Thank you for your help. I'll send an email with facts, information, and resources that will help you support. Look for the Linktree on all the social media platforms @BeaHERO, in the bio, tagline of emails, or page description. The Linktree will have all the links to our fact sheet, email/letter prompts for writing legislators, and phone scripts. Have a good day. Goodbye.

Appendix C. Youtube Ad Transcript

Speaker 1: “Do you want to join us in advocating for change in our schools?”

Speaker 2: “If so, you can join us as we: Help, Educate, Report, and Overcome. Focusing our efforts on addressing bullying in our schools today”

Speaker 1: “Bullying is very prevalent in Tennessee today, with over 10,000 cases taking place last school year. Current policies lack what is needed to address, repair, and restore both victim and offender.”

Speaker 2: “So how can you be a help? By joining us as a coalition member, we will campaign to reintroduce Tennessee SB 0916/HB1165, The bill currently mandates the action of reporting to law enforcement for investigation into suspicions of bullying. It also creates a criminal offense for those that actively interfere with said investigation. This leads to the consequence of criminalizing students further increasing the school to prison pipeline. Our amendment would be requiring restorative justice interventions for both victim and offender.

Speaker 1: “And what is Restorative Justice?”

Speaker 2: “Restorative justice addresses the harm that has been done, provides interventions for both the victim and the offender, and presents an opportunity for those involved to be reintegrated into the school community.”

Speaker 1: “For facts, information, and resources that will help you support, look for the Linktree on all the social media platforms @BeaHERO, in the bio, tagline of emails, or page description. The Linktree will have all the links to our fact sheet, email/letter prompts for writing legislators, and phone scripts.

Speaker 2: “Thank you for your time.

Appendix C. Television Ad

Narrator: "Bullying is more than just a schoolyard issue. It affects our children's lives, their futures."

Parent: "I worry about my child's safety at school."

Teacher: "We need a change. We need a solution that truly makes a difference."

(Scene shifts to the Tennessee State Capitol with our sponsoring senator speaking)

Senator: "Hello, Tennessee. I'm Senator _____, and I believe it's time for change. That's why I'm reintroducing Senate Bill 916/House Bill 1165 with an essential addition - the inclusion of restorative justice measures for bullies."

Narrator: "Senate Bill 916/House Bill 1165 is more than just a piece of legislation. It's a commitment to our children's safety and well-being."

Senator: "Restorative justice measures teach accountability, empathy, and understanding. It's about healing, not just punishing."

Narrator: "Let's stand together to support Senate Bill 916/House Bill 1165, ensuring a safer, more empathetic learning environment for our children. With your support, we can make Tennessee schools a place where every child feels safe, respected, and valued. Contact your local senators and congressmen and tell them to vote yes on Senate Bill 916/House Bill 1165. Together, let's make a difference."