

Bullying Prevention: Data Review and 22-23 Plan



Oregon
Community Unit
School District 220

Overview

- Share feedback from a districtwide survey
- Highlight areas of strength
- Identify areas for improvement
- Share research informing our actions moving forward
- Next steps

Student Survey

616 Total Survey Responses

Oregon Elementary School: 269 Responses (70%, *3rd Grade +*)

David L. Rahn Junior High School: 184 Responses (90%)

Oregon High School: 163 Responses (36%)

Bullying Definition Provided:

Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening or leaving someone out on purpose. Bullying happens more than 5 times, it is one-sided, there is an unequal balance of power (age, popularity, size), someone is being hurt physically or emotionally on purpose.

Questions:

Using the definition above, have you been bullied this year at school?

Using the definition above, have you ever seen another student be bullied at school?

If you have been bullied at school, have you reported it to the school?

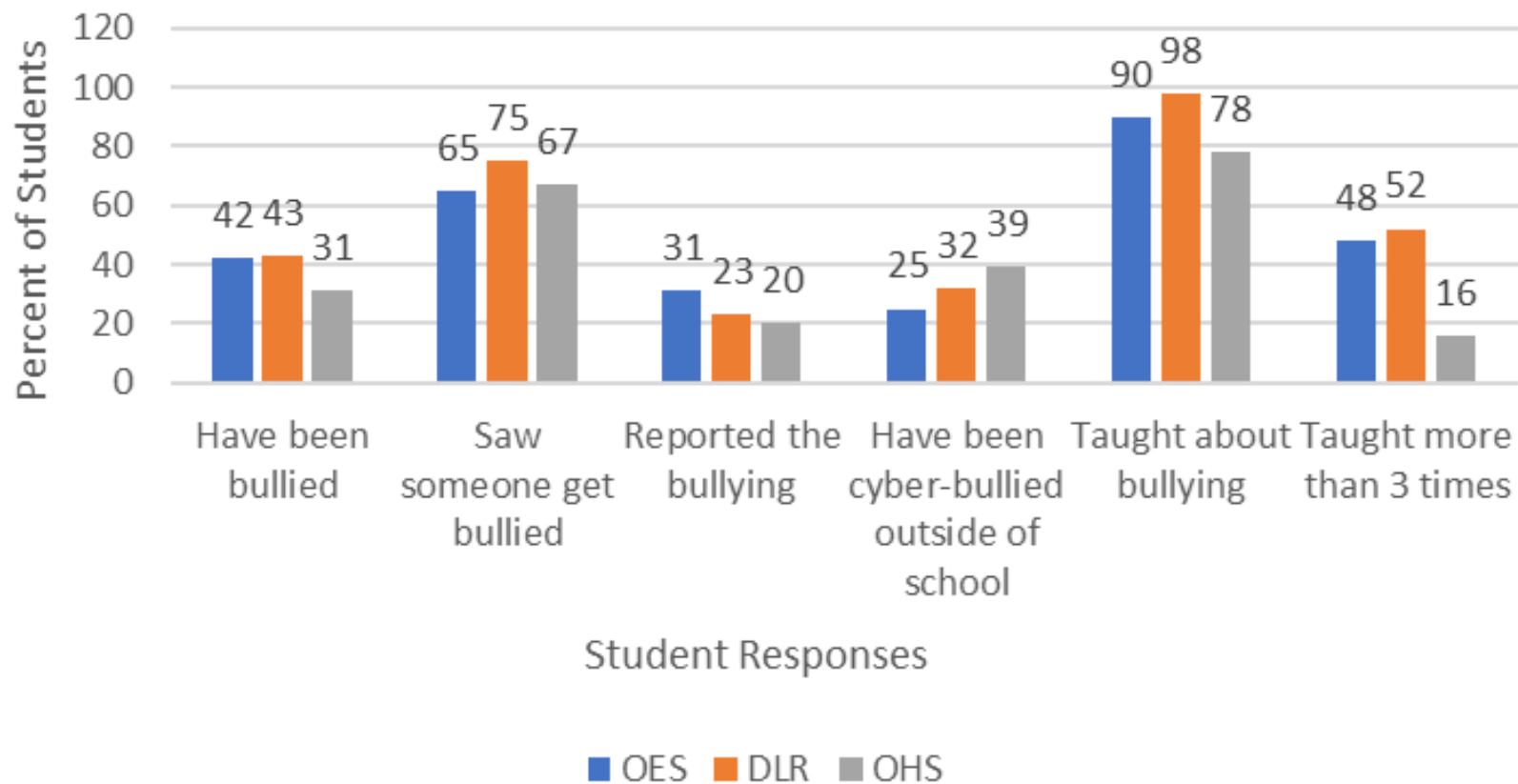
Have you been bullied outside of the school building via social media?

Have you ever been taught what bullying is by a teacher, counselor, or principal?

This year, how often have you been taught about bullying?

Has the school taught you how to respond to bullying? If so, what have they taught you?

Survey Results



Anecdotal Feedback

- Taught to walk away/ignore, stick up for others
- Taught to tell a trusted adult or teacher, and if it does not stop, report it to a principal
- Taught not to fight back
- Taught to be kind
- Belief that adults do not do anything to stop bullying or that punishment is not given appropriately/fairly
- Belief that adult attempts to intervene do not work all the time
- Older students prefer to handle things themselves

Areas of Strength

- Educating students on the definition of bullying
 - Classroom education
 - Leader in Me Curriculum
 - Counseling Lessons and Presentations
- Providing students with ways to respond to bullying at the formative levels

Additionally:

- OCUSD 220 is collecting data to inform action moving forward

Identified Areas for Improvement

- Decreasing the incidents of bullying
- Better education on how to report bullying
- Educating students on cyberbullying and providing community supports for outside-of-school prevention

Research

- When bullying occurs, bystanders are present 80 percent of the time.
- When bystanders to bullying intervene, bullying stops within 10 seconds 57 percent of the time.

¹ Espalage, D., Pigott, T., Polanin, J. (2012) "A Meta-Analysis of School-Based Bullying Prevention Programs' Effects on Bystander Intervention Behavior." *School Psychology Review*, Volume 41, No. 1, 47–65.

² Salmivalli, C., (2014) "Participant Roles in Bullying: How Can Peer Bystanders Be Utilized in Interventions?," *Theory Into Practice*, 53:4, 286-292, DOI: 10.1080/00405841.2014.947222. To link to this article: <https://doi.org/10.1080/00405841.2014.947222>

Our Next Steps

1. Systematic Prevention Measures

- a. Integrate activities: SEL and LiM Lessons

- b. Implementation of “See Something, Say Something” bystander programming***

- c. Educate students on ways to report bullying***

2. Increase Response Education and Toolbox

- a. Utilize Code of Conduct and Student Handbook

- b. Counseling and Support

3. Cycle for Review and Revision

- a. Staff professional development

- b. Data review