WestEd

Western Educational
Equity Assistance Center

Welcome

We will begin in 2 minutes.

WestEd
Western Educational
Equity Assistance Center

From Policy to Practice:
Preventing and Addressing Bullying and Discriminatory Harassment

September 27, 2023

WestEd
Western Educational Equity Assistance Center

Technical Assistance

Professional Learning

- By request—school boards, governmental agencies
- Through equity-centered capacity building to better serve students who have experienced ongoing inequities in our educational system because of race, national origin, sex, or religion

WestEd
Western Educational Equity Assistance Center

WEEAC Webinar Series

Two-Part Bullying and Harassment Series

- Part I: Now Archived

  "Legal Rights and Responsibilities: Protecting Students From Bullying and Discrimination"

- Part II: Today

Six-Part Chronic Absence Webinar Series

- Recordings from sessions 1–4 available on our site, weeac.wested.org/library/
- Session 5: October 11 at 2 p.m. PST

  "Increasing Attendance and Engagement for Black/African American Students"

  Register using the link in the chat to attend.

WestEd
Western Educational Equity Assistance Center

Today's Presenters

Jenny Betz
WestEd

Adam Collins
Colorado Department of Education

Wes Ogburn
Denver Public Schools

Karen DeOrian
Madera Unified School District

Our Flow for Today

WestEd
Western Educational Equity Assistance Center

From Policy to Practice: Preventing and Addressing Bullying and Discriminatory Harassment

- Welcome and Introductions
- Setting the Stage
- Voices From the Field
- Discussion
- Audience Q&A
- Closing and Survey

WestEd
Western Educational Equity Assistance Center

Goals of Today's Session

- Share key information about bullying and harassment prevention
- Highlight real-world experiences from school districts
- Share resources to bolster success

WestEd
Western Educational Equity Assistance Center

Poll Questions

What is your role in education today?

- Superintendent
- Principal
- Teacher
- Advocate
- State leader
- District leader
- Site leader
- Parent
- Student
- Tribal education director

WestEd
Western Educational Equity Assistance Center

Ted-Ed Student Talks Video: Student Speak: Bullying

WestEd
Western Educational Equity Assistance Center

Defining Components of Bullying

- Unwanted
- Imbalance of power
  - Social status, physical strength, ability, identity, etc.
- Repeated
- Intentional harm

WestEd
Western Educational Equity Assistance Center

Bias-Based Bullying

- Power imbalance and intentional harm based on social identities: race, ethnicity, religion, ability, gender, sexual orientation, socioeconomic status, etc.
- Often reflects larger society
- Impacts individuals and communities
- Response is often complicated by adult issues (awareness, beliefs, bias, fear, etc.)

WestEd
Western Educational Equity Assistance Center

Comprehensive bullying prevention includes the following:

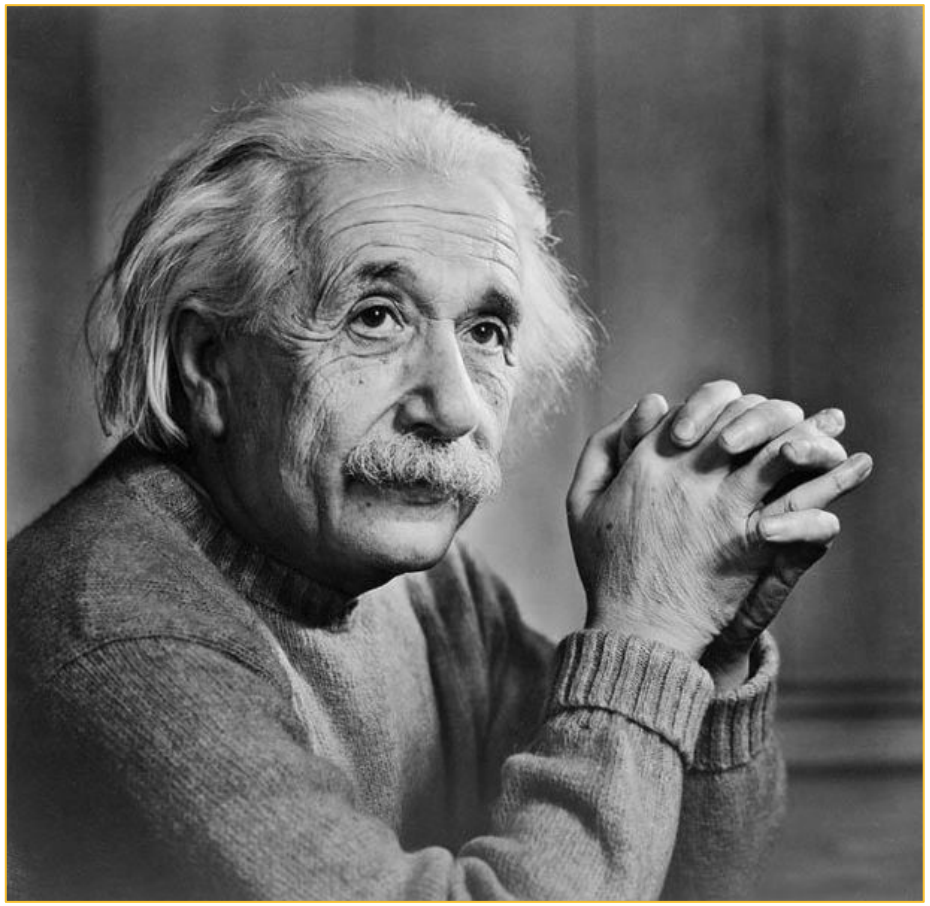
- School climate
- Evidence-based curricula
- Family and community partnerships
- Data-based decision-making
- Policy

WestEd
Western Educational Equity Assistance Center

Focus: School Climate

The learning conditions and quality of the school environment that affect attitudes, behaviors, and performance of both students and staff

WestEd
Western Educational Equity Assistance Center



"I never teach my pupils. I only attempt to provide the conditions in which they can learn."

—Albert Einstein

WestEd
Western Educational Equity Assistance Center

State-Level Expert

Adam Collins

Colorado Department of Education

Impact of Bullying

Internalizing Symptoms

- Headaches
- Stomachaches
- Anxiety
- Depression

Externalizing Symptoms

- Lower grades and test scores
- Substance abuse
- Truancy
- Delinquency
- Aggression
- Self-harming behaviors

Impact of Bias-Based Bullying

Gender and Sexual Orientation

- LGBTQ+ students more likely to be targets of bullying
- Gay, male students 3x more likely to be targets than straight, male students
- Bullied LGBTQ+ students: 3x more likely to attempt suicide

These impacts underscore the importance of Gender Sexuality Alliances (GSAs) and district policies

Source: Collins, A. & Harlacher, J. (2022). *Effective bullying prevention: A comprehensive schoolwide approach*. Guilford Press.

Impact of Bias-Based Bullying (cont.)

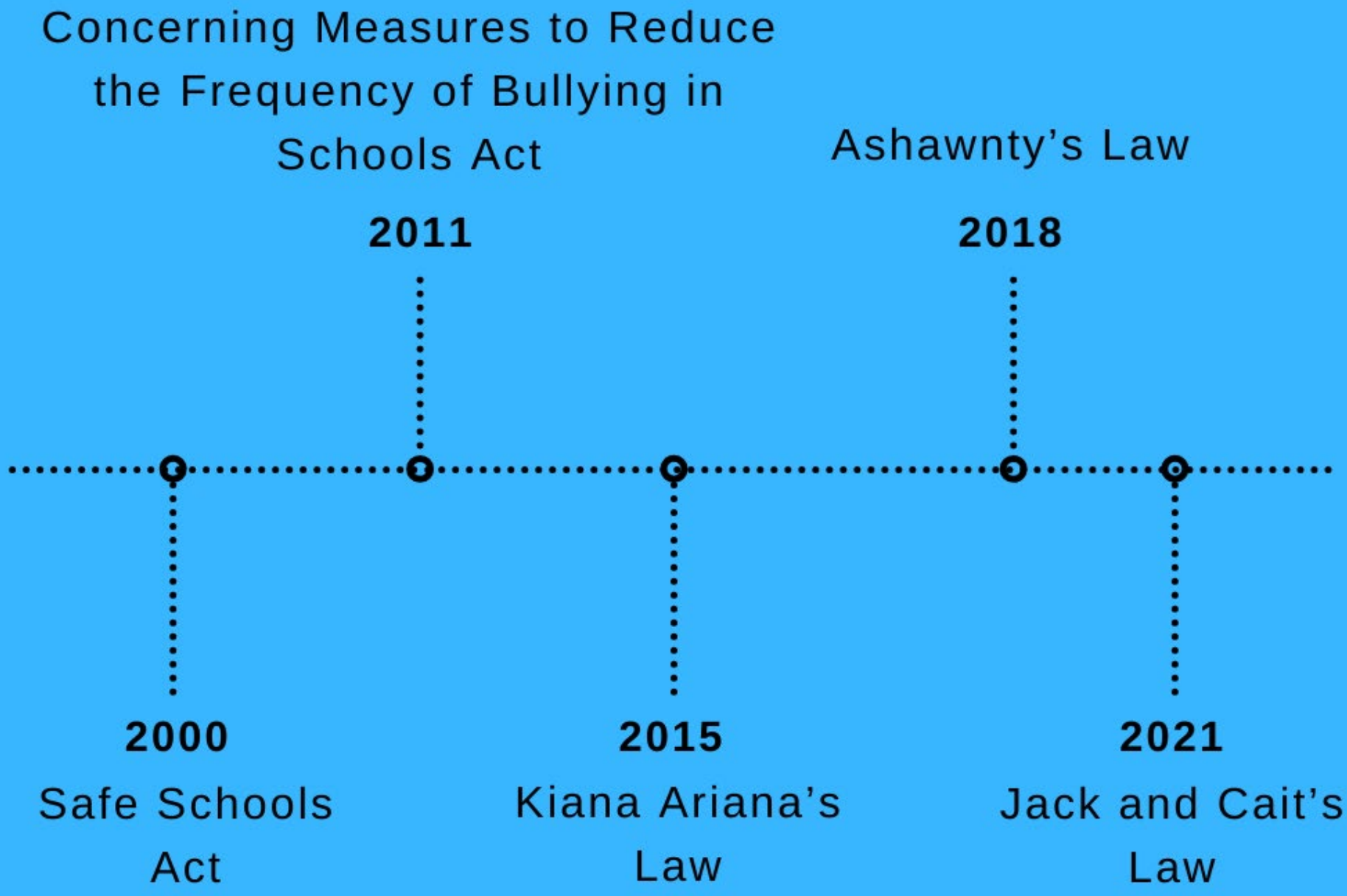
Race and Ethnicity

- Numerical minority students more likely to be bullied
- Black and Latino students, in general, more likely to be bullied
- Race second most-cited reason for being bullied (appearance)

A notable protective factor: Greater ethnic diversity in schools = lower rates of bullying

Source: Collins, A. & Harlacher, J. (2022). *Effective bullying prevention: A comprehensive schoolwide approach*. Guilford Press.

Colorado State Laws on Bullying



Colorado State Resources

Bullying Prevention and Education Grant (BPEG) Practice Profiles

BPEG Practice Profile: Positive School Climate		
Audience for this Practice Profile:	BPEG Implementation Team (BIT)	
Definition of Core Component:	The experience of students, families, and staff within a school that is marked by feelings of safety, trusting relationships, and a sense of belonging for all.	
How the Core Component is Essential to Reducing Bullying:	A positive school climate is foundational to effective bullying prevention. Research demonstrates a strong correlation between low levels of bullying and a positive school climate.	
Expected Use in Practice	**Developmental Use**	**Unacceptable Use**
The school supports all aspects of safety including physical, social, emotional, identity, and academic safety.	The school supports some aspects of safety but not all.	The school infrequently supports physical, social, emotional, identity, and academic safety.
All adults in the school immediately intervene in bullying situations.	Most adults in the school immediately intervene in bullying situations.	Some adults in the school immediately intervene in bullying situations and/or adults attempt to mediate bullying situations with the target and perpetrator together.
Staff actively supervise students in common areas (e.g., cafeteria) using a structured process.	Staff supervise students in common areas, but do not have a structured process for doing so	Staff are infrequently present in common areas when students are present and/or staff do not actively supervise students in common areas (e.g., staff chat with other staff)
Staff foster positive relationships between all members of the school community.	Staff are friendly to students and each another but do not make purposeful efforts to build relationships between all members of the school community.	Staff focus mainly on meeting academic performance goals with limited attempts to foster positive relationships between all members of the school community.

Colorado State Resources

BPEG Self-Assessment

Component: Positive School Climate

	In Continuous Improvement	In Progress	Not Yet Initiated
PSC1. The school supports all aspects of safety including physical, social, emotional, identity, and academic safety.			
1. Three-to-five schoolwide expectations have been defined (e.g., be safe, respectful, responsible).	2	1	0
2. Expected behaviors are defined in positive terms for each school setting.	2	1	0
3. Expected behaviors for each specific setting are taught in that setting at least twice each year.	2	1	0
4. Staff and students are trained on an anonymous reporting system (e.g., Safe2Tell) for all types of safety concerns and have a process for following up.	2	1	0
5. The school is intentional in refuting negative stereotypes and ensures that all students feel safe to express emotions and their unique identities.	2	1	0
6. The school ensures that students are encouraged to take academic risks to further their learning.	2	1	0

Colorado State Resources

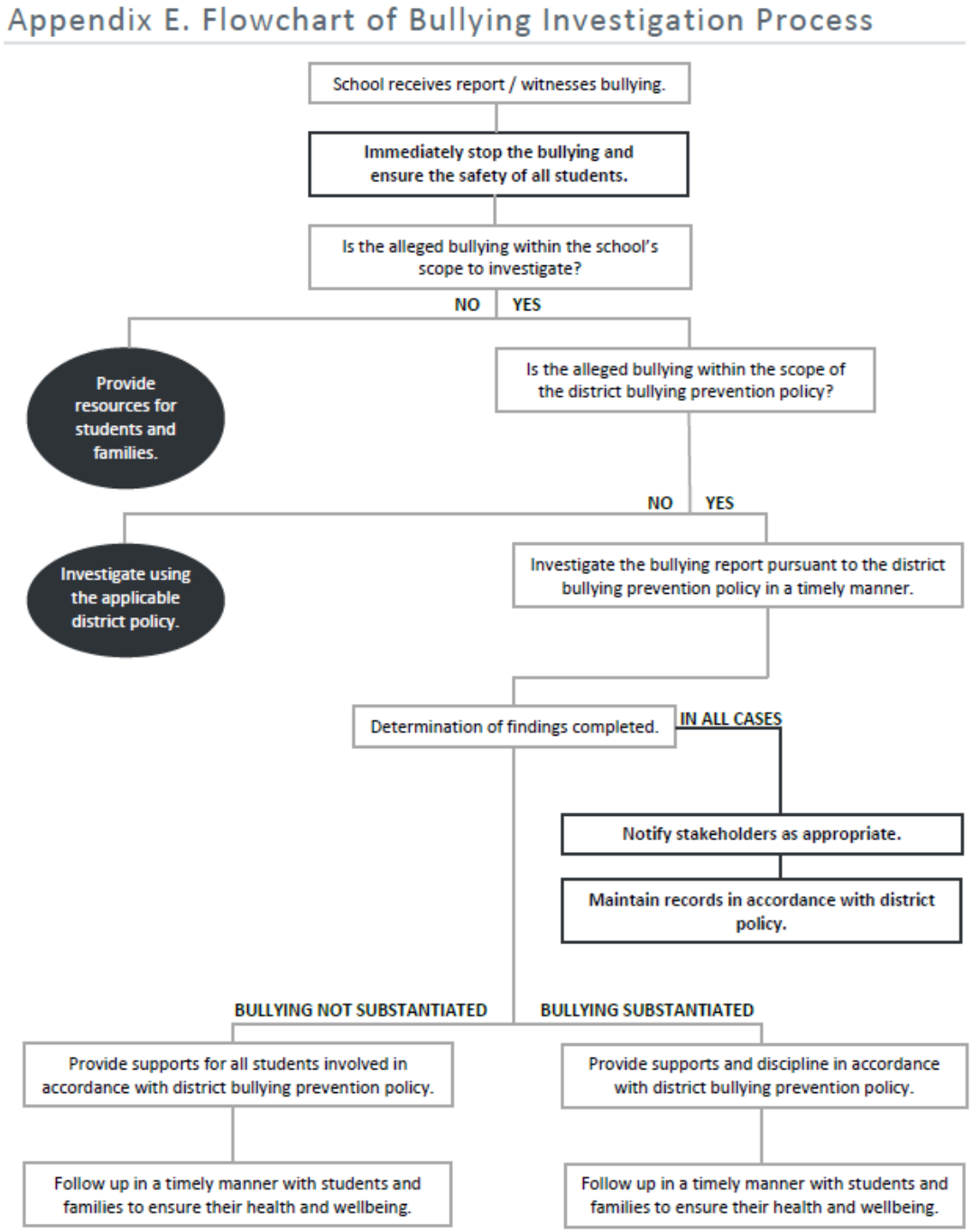
BPEG Implementation Guide

YEAR 1 – BPEG Implementation			
Roles	**Goals**	**Grantee Activities**	**Evidence of Completion**
August 2022			
BPEG IC	1.1 BPEG IC is prepared to lead first BIT meeting.	• BPEG IC attends training with BPEG Grant Coordinator to receive training on teaming best practices and the goals of first BIT meeting.	Registered and attended training with BPEG Grant Coordinator.
September 2022			
School Admin/ BPEG IC	1.2 A representative team is finalized to lead the BPEG.	• The BIT is finalized and includes representation of staff, families, and the community. • The BIT includes at least one member who has decision-making authority for the school/district.	BIT formed or the responsibilities of the BIT adopted by an existing school team.

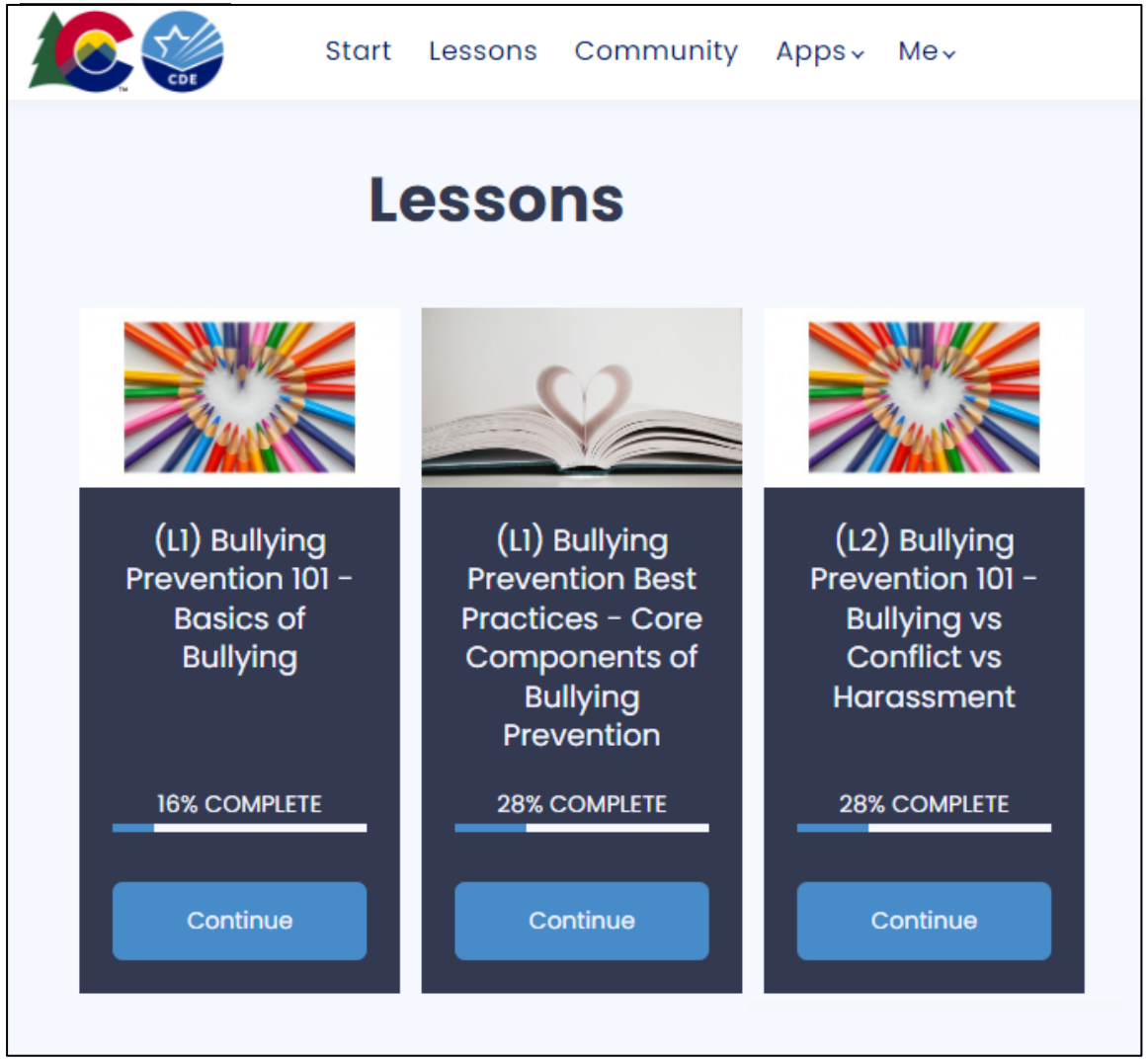
Colorado State Resources

Colorado Model Bullying Prevention Policy

https://bit.ly/CDEModelPolicy



Colorado State Resources



Online Academy

COMTSS.LearnWorlds.com

WestEd
Western Educational Equity Assistance Center

District-Level Expert

Wes Ogburn

Denver Public Schools

#KindnessMatters
#Belonging2Blooming

SCHOOL CULTURE/ BULLYING PREVENTION

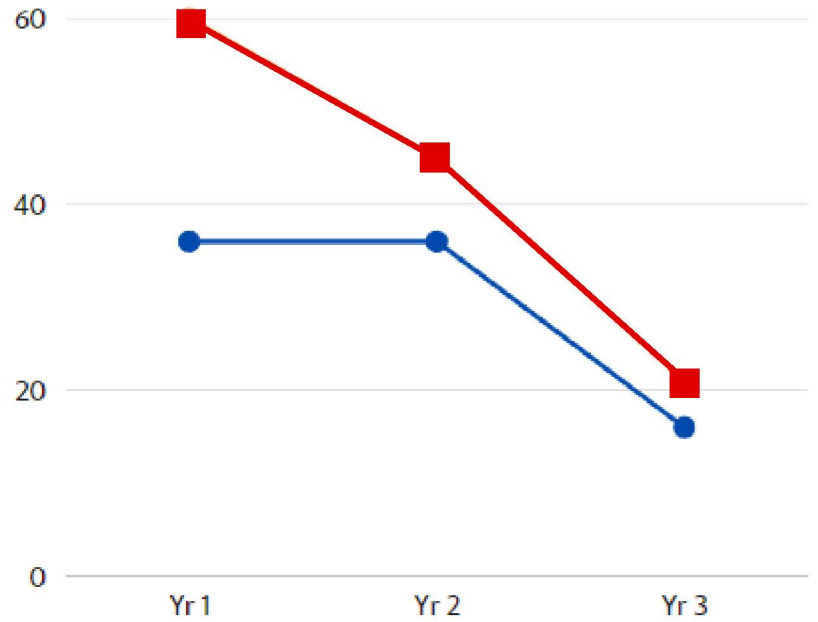
Lake Knights

WE BELONG
DENVER
PUBLIC

Bullying Data

■ Witnessed Bullying (% Yes)

● Been Bullied (% Yes)



WHAT'S WORKED

Planning and development for school culture* (adults & students)

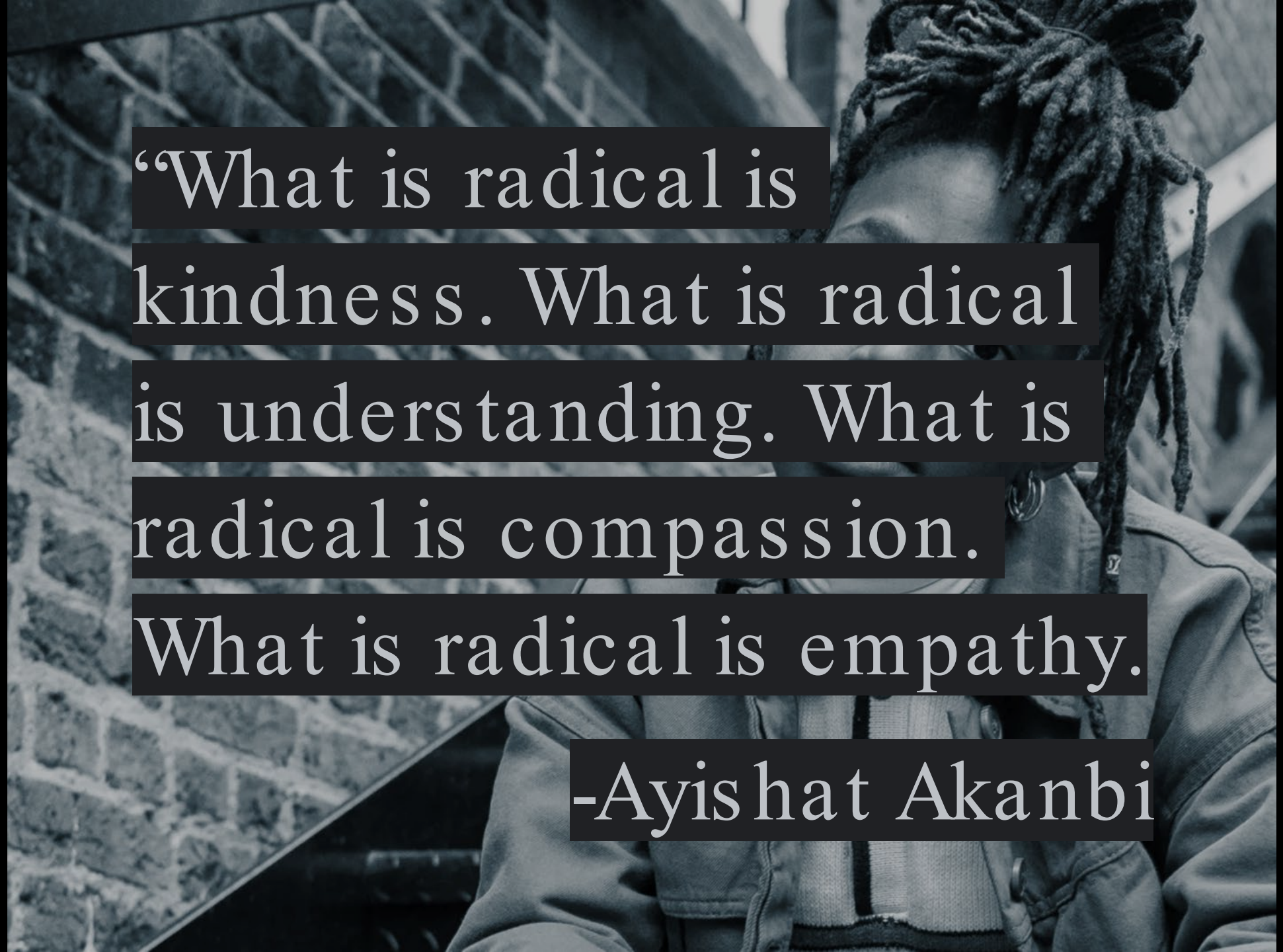
Differentiating bullying from other related behaviors

Response & intervention protocols

Including student voice (student groups)

Including parents

Data collection (survey and explanation of survey)


“What is radical is kindness. What is radical is understanding. What is radical is compassion. What is radical is empathy.
-Ayishat Akanbi

WestEd
Western Educational Equity Assistance Center

District-Level Expert

Karen DeOrian

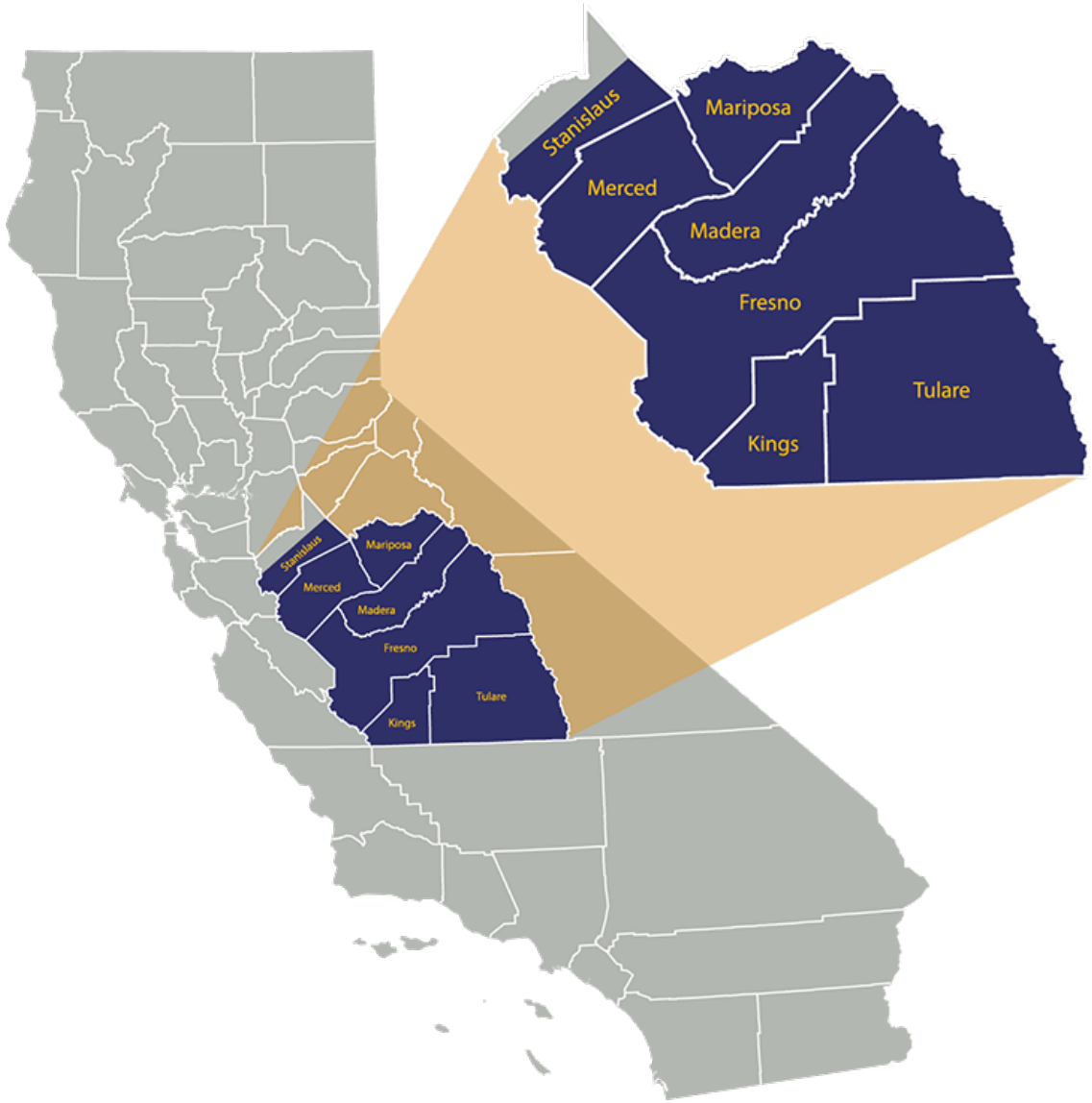
Madera Unified School District

Our Journey in Madera Unified School District: Preventing and Addressing Bullying and Discriminatory Harassment

Karen DeOrian -- Director of School Culture and Climate

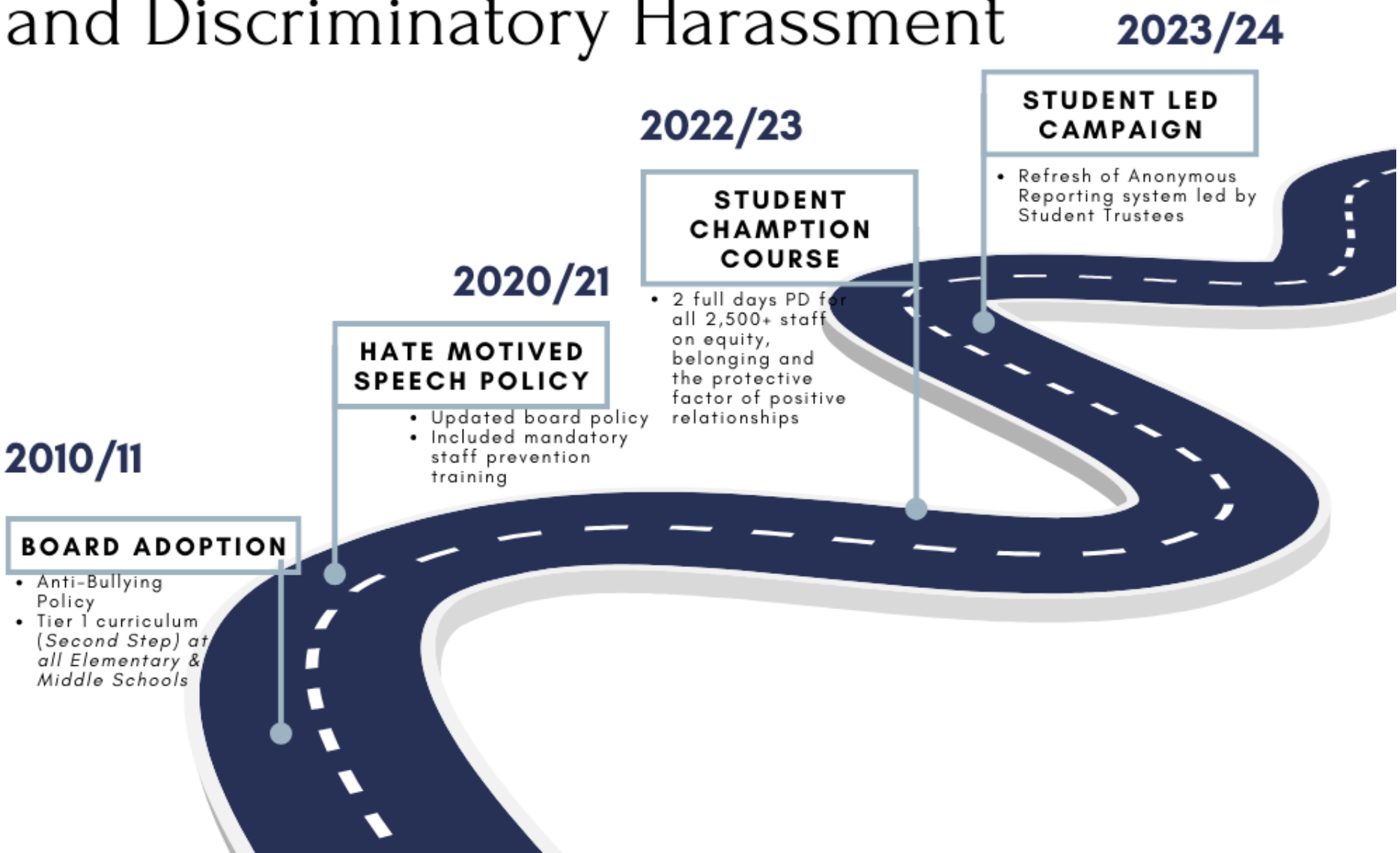
Madera Unified School District

- Located in the middle of the Central Valley
- Largest of 9 districts in Madera County, with 21,000+ students
- County poverty rate 32.7%
- 89%+ MUSD student are Socio-economically Disadvantaged (SED)
- 91.7% Hispanic students
- 24% English learners
- 35% of residents ages 25 and older do not possess high school diploma or GED
- Less than 10% of residents over 25 hold a bachelor's degree.
- County's illiteracy rate 29% (4th highest in CA)

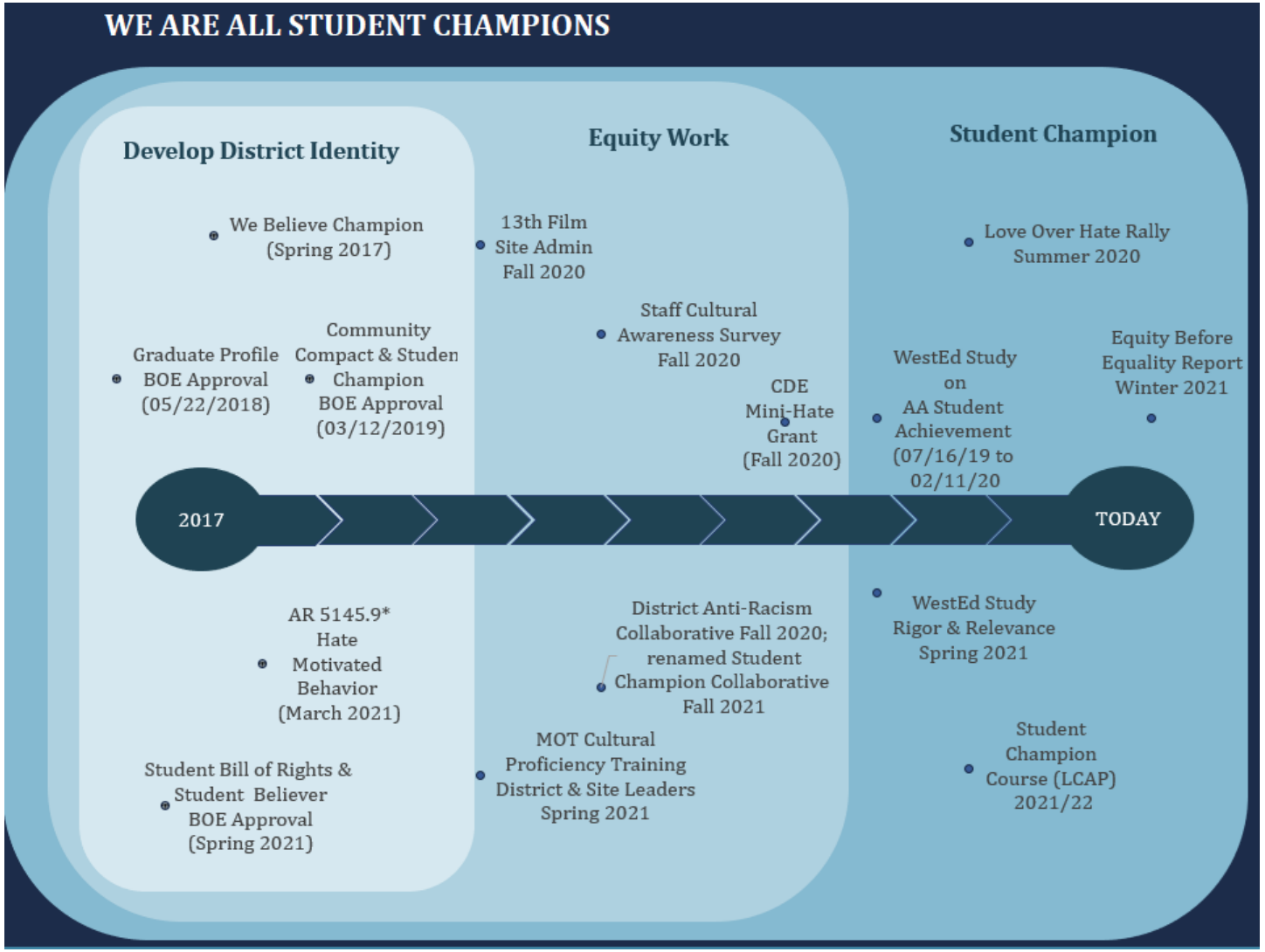


MADERA UNIFIED'S JOURNEY IN

Preventing & Addressing Bullying and Discriminatory Harassment



Student Champion Journey



- Graduate Profile
- Community Compact
- Student Champion
- AR 5145.9 Hate Motivated Behavior
- Student Bill of Rights
- Student Believer
- Panorama Staff Survey- Cultural Awareness & Action
- AA Achievement Study
- Equity Before Equality Report
- Rigor & Relevance Study
- Student Champion Google Site

Student Board Trustees

Board Bylaws 9150 updated in February 2020 to enhance communication and collaboration between the Governing Board and the student body and teach student the importance of civic involvement.

Inaugural MUSD Student Trustee 2020/21

WE BELIEVE MADERA UNIFIED

STUDENT BOARD MEMBER HANDBOOK 2022/2023

August 3, 2022

ALTERNATIVE EDUCATION

STOPit App Video & Poster Refresh

Universal Posters
in every
4th -12th Grade Classroom,
Throughout Campuses, downloadable app, on students' Chromebooks & linked on school & district websites

MUSD StopIt App Feature Video

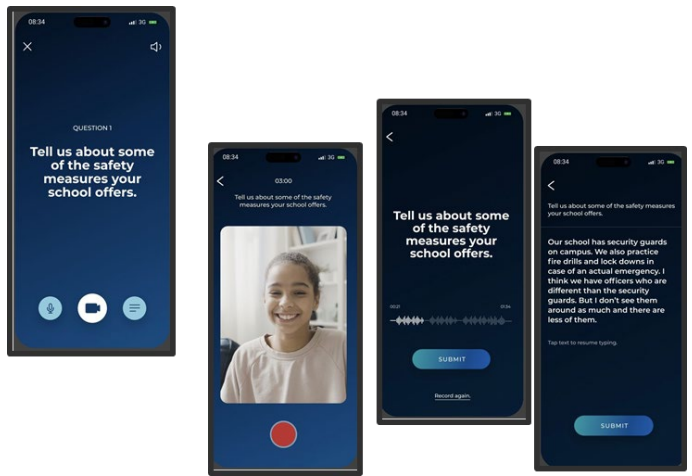
Next Steps: Amplifying Student Voices

Designing a Student App to:

1. Provide holistic picture of students' socio-emotional wellbeing

2. Provide school and district administrators direct access to student feedback and high level themes

3. Ability to continuously learn and refine learnings through customizable surveys



Madera Unified Resources - Student Listening videos

- History of Madera Unified video
- African American Student Voice Video
- Alternative Ed Student Voice Video
- Special Education Student voice video
- English Learners' Parent video
- Community Voice: Student Champion Day 2 Culture video
- 2023/24 All Staff Institute Day Video - Superintendent Message
- 09/06/2023 STOPit App Video Release
  - News Coverage:
    - ABC30: Click here to view
    - KSEE24: Click here to view
    - CBS47: Click here to view
    - FOX26: Click here to view interview 1 Click here to view interview 2

WestEd
Western Educational Equity Assistance Center

How have school districts leveraged state and federal supports to conduct their bullying prevention work?

WestEd
Western Educational Equity Assistance Center

What positive impacts of your bullying and harassment prevention work have you observed?

WestEd
Western Educational Equity Assistance Center

What considerations would you offer to others interested in conducting this type of work?

WestEd
Western Educational Equity Assistance Center

What's next for your program or agency?

Colorado State Resources

- Colorado Model Bullying Prevention Policy
- Colorado BPEG Self-Assessment
- Colorado BPEG Implementation Guide
- Colorado Online Academy
- Bullying Prevention Month Materials

WestEd
Western Educational Equity Assistance Center

Please share your questions for our presenters in the chat.

WestEd
Western Educational Equity Assistance Center

Please complete the evaluation form.

Chronic Absence Series

October and December

WestEd
Western Educational Equity Assistance Center

- Increasing Attendance and Engagement for Black/African American Students
  October 11, 2023 | 2–3:30 p.m. PST

- Increasing Attendance and Engagement for Multilingual Learners
  December 6, 2023 | 2–3:30 p.m. PST

WestEd
Western Educational Equity Assistance Center

Connect with us.

Scan the QR Code below to subscribe to the WEEAC newsletter.

@WEEAC_WestEd

WEEAC@WestEd.org

WestEd
Western Educational Equity Assistance Center

Thank you.

Thank you for your time and participation.

Please complete the evaluation form and tell us how we did!

A Project of WestEd

WestEd is a nonpartisan, nonprofit agency that conducts and applies research, develops evidence-based solutions, and provides services and resources in the realms of education, human development, and related fields, with the end goal of improving outcomes and ensuring equity for individuals from infancy through adulthood. For more information, visit WestEd.org.

The contents of this presentation were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.