



Bullying Prevention, Intervention and Postvention

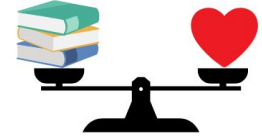
9/22/2022

**Goal 1: College and Career Ready**

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 2: Meet Social-Emotional and Academic Needs

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.

**Goal 3: Accelerate English Learner Achievement**

Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction.

Goal 4: Engagement and Leadership Opportunities for Youth

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.



Background Information:

Board Policy 5131.2: Bullying

- Spring 2022 Board approved updated Board Policy and Board Admin Regulations addressing bullying prevention, intervention, and postvention
 - The district updated the School Climate and Bullying Prevention and Intervention [webpage](#)
 - The district created Bullying Prevention and Intervention brochures
 - [English](#)
 - [Spanish](#)



Training - August 5th Zoom Presentation

Bullying Prevention and Intervention

- Participants:
 - Certificated staff
 - Classified staff
- Staff learned about:
 - Ed Code and Board Policy related to bullying, prevention, and postvention



Training - August 5th Zoom Presentation - continued

- Bullying Report forms
 - [English](#)
 - [Spanish](#)
 - Definition of bullying, types of bullying
 - Risk factors and protective factors (school connectedness)
 - Tiers of Support: Multi-Tiered Systems of Support (MTSS) approach for prevention and intervention to bullying
 - How to respond to bullying



Training - August 5th Site Collaboration

Bullying Prevention and Intervention

- Participants:
 - Certificated staff
 - Classified staff
- Admin lead site collaboration:
 - Reflection on video related to bullying
 - Tier I,II, and III strategies that are in place and possible future supports/interventions
 - Discuss scenarios and how/who would respond



Feedback from Staff about Professional Development

What did you appreciate about today's professional development session?

- “Appreciate that the district is taking bullying very serious and has resources for students, staff, and parents. Please continue to make this a priority. Please continue to have parent informational nights around this topic.”
- “The importance of having a safe environment for everyone in class and outside and strategies to overcome bullying.”



Feedback from Staff about Professional Development - continued

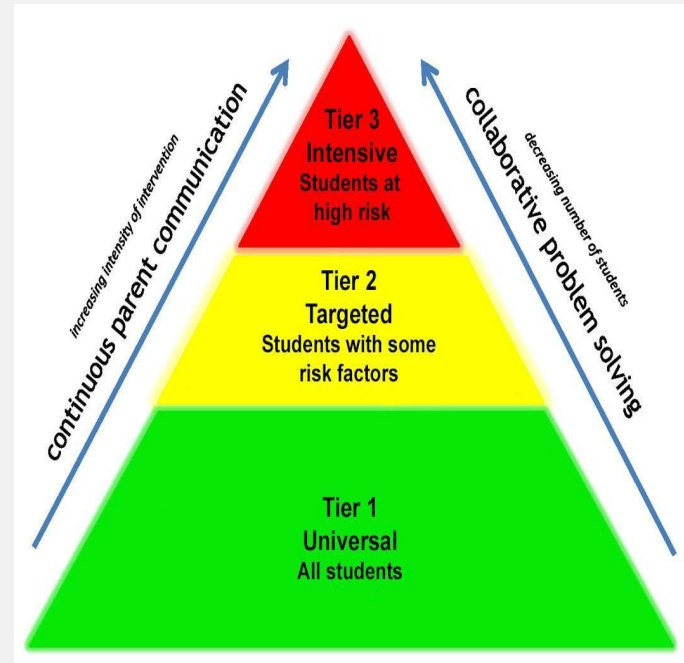
- “As for the bullying, our school discussion mentioned that kids and parents are quick to call things “bullying” instead of conflict. Education to both parents and students will be important.”
- “Great discussion about site tiers of bullying prevention we have in place and understanding the difference between bullying and conflict. **Time to put learning into practice.**”



Putting Learning Into Practice

MTSS Approach for Prevention and Intervention to Bullying

- Framework which includes school-based supports and interventions that address different levels of supports needed to address the academic, mental health, and emotional-behavioral needs of students.



Tier I: Universal Prevention

- Building relationships and reinforcing positive behavior expectations
- Proactive and preventative measures are in place to keep all students safe
- Providing guidance to all students on how to respond to bullying
 - [Elementary Social Emotional Learning Curriculum](#)
 - [School Connect Social Emotional Learning Curriculum](#)



Tier I: Universal Prevention- continued

- Building school connectedness (overall social and emotional climate of a school)
- Provide and increase supervision in less structured areas
- Assemblies and class presentations



Tier I: Universal Prevention (Common Language)

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES



Tier II: Selective Prevention

- School Counselors may deliver selective prevention and intervention supports to students via small group instruction
 - Students who are at a higher risk of engaging in bullying
 - Student are at-risk for being the target of bullying
 - Social Skills targeted teaching



Tier III: Indicated Interventions

May be in collaboration with School Counselor, Social Worker, Behavior Specialist, and Site Administrator

- More intense and tailored to specific needs
- May be a result of an incident or situation
- Safety plan for targeted students



Next Steps

- [Anti-bullying campaign](#) to begin in the month of October
- Elementary posters to create common language for conflict, mean, rude, and bullying
- Future trainings for parents to receive information on bullying prevention and intervention
- Share resources with families via social media during National Bullying Prevention Month (October)
- Upon board approval, engage in a third party evaluation of current practices for feedback on strengthening district wide practices and programs, including a system for monitoring data

