



# 2017-2018 Anti-Bullying Policies & Practices Review

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# The “Why”

- Stakeholder (Parents, Board Members, and District Staff) interest in Bullying policies and practices which led to self-imposed review
- Per HB 116 (2012), Districts are required to have model policy and practices that are anchored in PBIS which promote safety, social competence and academic achievement for all students
- Important to reflect on our practices for the good of our students and staff
  - Nationally, 20-30% of students directly experience bullying and up to 75% experience some involvement
- Ohio Legislation
  - SB 196-197 (Williams)-introduced in Senate in September
  - HB 360 (Greenspan)-Passed in House, moved to Senate in April



# Board Policy 5517.01

Harassment, Intimidation or bullying means:

- A. any **intentional written, verbal, electronic, or physical act** that a student or group of students exhibits towards another particular student(s) **more than once** and the behavior causes **mental and physical harm** to the other student(s) and is **sufficiently severe, persistent or pervasive** that it creates an intimidating, threatening, or abusive educational environment for other students
  
- B. violence in a dating relationship.

# The “Who”

- Central office administrators
- Building administrators
- All classified and certified staff
  - Online survey, 14 questions
  - (n=392, 89% response rate)
- All students between grades 4-12
  - Online survey, 14 questions
  - (n=2290, 86% response rate)



# The “What”

- Are our policies at the district and building level up-to-date and compliant with Ohio law?
- Do the building-level administrators understand the policies and their role in working with teachers and student to prevent and intervene?
- Does the overall school climate support or prevent bullying?
- What anti-bullying, positive behaviors or student well-being approaches does the district currently have in place to prevent early bullying?
- If bullying is occurring, who is being bullied?
- Do we need to focus more on responding to bullying after the event or do we need to strengthen our preventative and proactive measures to related to school climate or both?
- Do we need to provide more information to parents and students on this subject so that we can better educate and prevent occurrences?



# District Wide PBIS Supports

- Peer Mediation
- Buddy Bench (PreK - 5)
- Terrific Kids, K-Kids, Builders Club (Kiwanis Partnership)
- Helping Hands (Grades K - 12)
- Bulldog Buddies
- Signs of Suicide (7th Grade)
- Life Act (8th Grade)
- Classroom Guidance Lessons (PreK - 8)
- Small Group Guidance Lessons (Social Skills & Friendship Groups)
- WEB (Where Everyone Belongs)
- LEAD (Lead-Educate-Advocate-Do)



## Next Steps:

- Engage with administrators, staff and students through further dialogue
- Continue to build capacity of our staff
- Expand and sustain student education throughout school year; extend education to parents, guardians and community members
- Develop common and visible language for staff, students, and parents
- Have transparent and easily accessible reporting and investigative procedures for staff, students and parents



# Contact Information

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