



## GUIDANCE FOR OREGON SCHOOL LEGISLATORS ON BULLYING AND HARASSMENT

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This document has been drafted to provide some guidance for Oregon state legislators on issues associated with bullying and harassment in relation to issues associated with an effective response. Issues associated with strategies to reduce bullying and harassment and other forms of hurtful behavior are not addressed.

### **THE PROBLEM: WHAT SCHOOLS ARE DOING TO ADDRESS BULLYING OR HARASSMENT IS NOT WORKING**

On the *Youth Risk Behavior Survey*, there has not been a decline of student reports of being bullied from 2009 to 2017.<sup>1</sup> In some states with more comprehensive bullying prevention statutes, there appears to have been an increase. For example, in New York, which enacted a very comprehensive statute called the Dignity Act, in 2011, has seen an increase in student reports of being bullied from 18% in 2011 to 21% in 2017.<sup>2</sup>

Recent meta-analyses have raised attention to significant concerns associated with the current approaches to bullying prevention. As recently noted by Cohen and colleagues:

*There have been five meta-analytic studies published in peer-review publications that have focused on the efficacy of school-based bully prevention programs. These review studies indicate that the efficacy of school bullying prevention programs have varied (from no effects to low effect sizes) across countries and contexts.<sup>3</sup>*

A recent meta analysis conducted by Yeager and colleagues found that there was zero effectiveness of bullying prevention programs at the secondary level.<sup>4</sup>

### **OREGON DATA**

In Oregon, it is a bit challenging to assess the data. The Oregon Health Authority conducts two surveys, the Student Wellness Survey and the Oregon Healthy Teen.<sup>5</sup> Both have questions on bullying or harassment. The questions are different and obtain different responses. On the OHT, the bullying question was changed in 2015. It is not appropriate to compare the data from 2013 and 2015, which I have seen done.

From my perspective, the most helpful questions are on the SWS because the question for students asks about frequency. There is a difference in the potential of harm between a student who experiences someone being hurtful once a month and a student who is experiencing someone being hurtful 6 or more times a month. I have provided the 2018 SWS data and the 2017 OHT data.

There is also some additional very valuable data from Eugene 4J. Eugene 4J has conducted a local survey since 2009. As the rate at which students report being bullied or harassed on the 4J OHT and SWS surveys is in line with the state level, it can be assumed that the 4J data is reflective of what is happening in other districts.

The 4J survey asks about both bullying and harassment. Bullying was defined as “behavior that physically or emotionally harms another student, and therefore creates a difference in power between the two students; OR creates a situation where students do not feel safe to learn. Examples: Persistent teasing; rumor spreading; physical intimidation, threats, or harm; cyber-bullying (using computers; cell phones (texting); or other devices to create fear or harm). Harassment is when students are bullied because of their race, ethnicity, gender, sexual orientation, physical appearance, or because they have a disability. (Note this is basically protected classes, except for the unfortunate addition of physical appearance.

In 2018, 6.4% reported they had been bullied once a week or more and 5.5% reported they had been harassed once a week or more. Combining this data and eliminating duplicates, 8.8% of students reported they had been bullied or harassed once a week or more. When asked if they would tell a staff member to get help, 63% of those students who were bullied and 68% of those who were harassed once a week or more said they would not ask for help.

It will be insightful for you to look at the frequency data from Oregon’s SWS, which is provided at the end of this document.

As will be addressed more fully later, it is highly probable that the level of hurtful behavior these students experienced would not qualify as “Harassment, intimidation or bullying” under Oregon 339.351 because this statute only appears to address situations that would constitute essentially a “substantial disruption” sufficient to warrant a disciplinary response and these situations are more persistent, but minor. Further, given that two-thirds of these persistently bullied or harassed students are not willing to report, the statute will not provide any protections.

## **ACKNOWLEDGING THE HARMS AND RISKS**

A recent commentary in *Pediatrics*, outlined the harms associated with being bullying:

*Bullying can have life-long health consequences. It has been associated with stress-related physical and mental health symptoms, including depression, anxiety, post traumatic stress, and suicidal ideation. When bullying is motivated by discrimination or an attack on someone’s core identity (eg, their sexual orientation), it can have especially harmful health consequences. The effects of bullying are not limited to the bullied. Bystanders who witness bullying may experience mental health consequences (eg, distress) as well.<sup>6</sup>*

A report by the American Educational Research Association, entitled *Prevention of Bullying in Schools, Colleges, and Universities: Research Report and Recommendations*, also provided an overview of concerns:

- 1. Bullied students experience higher rates of anxiety, depression, physical health problems, and social adjustment problems. These problems can persist into adulthood.*
- 2. Bullying students become less engaged in school, and their grades and test scores decline.*
- 3. In high schools where bullying and teasing are prevalent, the student body is less involved in school activities, performs lower on standardized tests, and has a lower graduation rate.*
- 4. Students who engage in bullying are at elevated risk for poor school adjustment and delinquency. They are at increased risk for higher rates of criminal behavior and social maladjustment in adulthood.*
- 5. Students who are bullied but also engage in bullying have more negative outcomes than students in bully-only or victim-only groups. ...*
- 6. Cyberbullied students experience negative outcomes similar to those experienced by their traditional counterparts, including depression, poor academic performance, and problem behavior. ...<sup>7</sup>*

According to the Centers for Disease Control and Prevention, outcomes of bullying can include depression, anxiety, participating in interpersonal or sexual violence, substance use, poor social functioning, and low school performance and attendance. Those who engage in bullying, those who are bullied and those who witness bullying

are all at higher risk of suicide. Bullying contributes to vulnerability when present with other risk factors. Risk is especially acute among lesbian, gay, bisexual, transgender and questioning (LGBTQ ) youth.

There is an association between bullying and suicide.<sup>8</sup> It is known that suicide is multidimensional, involving many factors at many levels of influence. A recent study released in *Pediatrics* found that youth suicides are most prevalent during the school year.<sup>9</sup> A news story announcing these findings was sobering:

*It's no secret the school year can bring students plenty of stress and other problems. But a study published Wednesday in the journal Pediatrics indicates the school year also corresponds with an increase in hospital visits for suicide attempts and serious suicidal thoughts among America's youth.*

*"We noticed that anecdotally here in our own hospital over the last several years, we would have a fairly quiet summer as far as kids coming in for mental health issues, then right about four to six weeks after school started, we became inundated," says Dr. Greg Plemmons, the study's lead author ... "We found it really is consistent across all regions of the country."<sup>10</sup>*

This was the first study that looked directly at the link between school year and incidents of suicide. Given the significant increased rate of youth suicide and now the clear understanding that such suicide is associated with what is happening in school. more proactive attention by educators to the emotional well-being of students is essential.

Persistent absenteeism is also a major concern associated with student success. A recent study focusing on YRBS data that compared the responses on being bullied in-person and electronically and missing school because of feeling of lack of safety demonstrated that students who were bullied in either venue were more likely to miss school, with those who were bullied in both venues at the highest risk of missing school.<sup>11</sup>

There are significant concerns regarding the association of bullying and school violence. A comprehensive study of school shootings by the Secret Service published in 2004, demonstrated that bullying is associated with shootings.<sup>12</sup> The specific findings were:

*Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident (71 percent, n=29).*

*In several cases, individual attackers had experienced bullying and harassment that was long-standing and severe. In some of these cases the experience of being bullied seemed to have a significant impact on the attacker and appeared to have been a factor in his decision to mount an attack at the school. In one case, most of the attacker's schoolmates described the attacker as "the kid every one teased." In witness statements from that incident, schoolmates alleged that nearly every child in the school had at some point thrown the attacker against a locker, tripped him in the hall, held his head under water in the pool or thrown things at him. Several schoolmates had noted that the attacker seemed more annoyed by, and less tolerant of, the teasing than usual in the days preceding the attack.<sup>13</sup>*

Based on an analysis of the 2015 YRBS data, in a recent study published by *Pediatrics* students who are bullied were twice as likely to bring weapons to school.<sup>14</sup> However, the researchers in this study looked more deeply. They found that the victims of bullying were more likely to bring weapons if they had also been in a fight, been threatened or injured at school, or skipped school out of fear for their safety. Each additional risk factor increased the likelihood of bringing a weapon to school. Clearly, the students who bring weapons to school are the ones who do not feel safe while at school.

It is necessary to "connect the dots" between bullying and traumatic stress disorders. One recent study revealed a high incidence of Post Traumatic Stress Disorder (PTSD) symptoms among students who reported they were bullied and a strong association between frequency of exposure to bullying and such symptoms.<sup>15</sup> Further, those students with the worst PTSD symptoms were the students who both engaged in and were bullied.

The association between bullying and PTSD was described:

*People who have experienced events of an interpersonal nature show significantly higher levels of PTSD symptoms than those who have experienced other types of events. Bullying is an interpersonal event, and there are many salient aspects of children's development that may make repeated bullying experiences especially*

*harmful. Bullying happens at a time when the brain is undergoing development in several bio-psycho-social systems that regulate behavior. During childhood and adolescence there is a gradual development and strengthening of brain systems involving a variety of cognitive, emotional and behavioral systems, from self-regulation and emotional processing to executive functions, from social connectivity to perception of threat. In adolescence, bullying might affect the development of executive functioning, including attention, response inhibition, organization and planning. The effects of bullying on the development of these biopsychosocial systems are not known, but a developmental perspective on trauma is needed both for understanding how the diagnosis of PTSD can be applied to this population, as well as for how potential traumatic effects can be reduced.*<sup>16</sup>

Additional research is increasing the understanding of the connections between bullying and trauma disorders. Vaillancourt and colleagues have outlined how the experience of being bullied by peers becomes biologically embedded in the physiology of the developing child, which in turn modifies health and behavior.<sup>17</sup>

A new study has documented that the brains of high school students who experienced persistent bullying appeared to have actually shrunk in size in a manner similar to adults who experienced early life stress, such as childhood maltreatment.<sup>18</sup> This study clearly shows that unrelenting victimization appears to actually be reshaping the teens' brains in a manner that has profound implications for their mental health.

The National Child Traumatic Stress Network describes two forms of traumatic distress.<sup>19</sup> Acute traumatic events involve experiencing, witnessing, or a threat of a serious injury to yourself or another. Chronic traumatic situations that occur repeatedly over periods of time and result in feelings of fear, loss of trust in others, decreased sense of safety, guilt, and shame. Bullying situations could involve acute trauma, chronic trauma, or both. However, normally the situation is more chronic.

## **BULLYING LAWS AND CIVIL RIGHTS LAWS**

### **ANTI-BULLYING STATUTES AND DISTRICT POLICIES**

There is no federal law addressing bullying. All 50 states have enacted statutes governing bullying. Most of these statutes were enacted or revised based on guidance that was provided in 2010 by USDOE. USDOE issued a document and maintains a page on the Stopbullying.gov web site entitled *Key Components in State Anti-Bullying Laws*.<sup>20</sup>

What the state statutes have done has been to reduce the focus of schools in situations of bullying to the establishment of rules, setting up a student reporting system, investigating upon a report, and making a determination of whether the accused student committed acts that warrant a disciplinary consequence, generally a suspension. This is at the same time that schools are under significant pressure to reduce suspensions. Thus the guidance provided to principals is in conflict: Suspend students who engage in bullying. Don't suspend students.

There are several concerns about bullying prevention statutes that are important to understand:

- There is no evidence that any of these laws are having any positive impact in reducing bullying or supporting a more effective response to bullying by the school. In some states with more comprehensive statutes, the rates of reporting bullying are increasing. There has been no decline in Oregon in student reports of being bullied.
- The protections under the statute are only present if the bullied student reports. The vast majority of bullied students do not report because this does not often resolve the situation and very often makes things worse. Based on 4J data, two-thirds of students who were being bullied or harassed once a week or more indicated they would not report.
- Because the focus is on the creation of a disciplinary policy, the primary emphasis of principal has been directed to a determination of whether the accused student has committed an act that has caused such a significant disruption at school to warrant a suspension.

- The vast majority of bullying incidents do not meet the standards of “substantial disruption.” Most students who are experiencing persistent bullying are experiencing ongoing hurtful acts from other students and staff that are of a more minor nature. The significant emotional harm is the result of the ongoing, chronic nature of the hurtful behavior, as well as the failure of school staff to get this hurtful situation to stop.
  - It is important to focus on the combination of these factors: “I am frequently being treated badly AND even though staff see this or I have reported this, nothing has been done to stop this.”
- In states that require annual public reports of bullying the situation is far worse, because the principal is highly motivated to not consider any report to be “bullying.”
- Many statutes use the term “harassment” in the acts to be prohibited. USDOE suggested that the statutes reference classes of students who are more often bullied—essentially the identification of classes of students who receive protection under civil rights statutes. This has created significant confusion for principals—causing them to think that all reported incidents or situations should be addressed under the policy, which only calls for an assessment of whether the accused student should be punished. As will be evident in the following, if a student is a member of a protected class, the civil rights regulations call for a significantly more comprehensive response.
- The statutes rarely call for more extensive measures to reduce bullying behavior. Sometimes, the statutes call for training of staff. However, most often, such training is limited to a focus on what bullying is under the statute, what the policy and rules are, and how to enforce the rules. There is no focus on proactive efforts to reduce bullying or to assist staff in the steps necessary to establish a more positive climate and respond to a wide range of hurtful incidents.

Essentially, the state anti-bullying statutes are a huge part of the problem. This is why when a student or that student’s parent reports bullying, the school’s response most often is not effective.

## CIVIL RIGHTS PROTECTIONS

It is important to distinguish between “bullying” and “discriminatory harassment.” Several federal laws, as well as state laws, govern discriminatory harassment based on “protected class.” “Protected classes” are those minority groups that have traditionally been discriminated against. At the national level this includes race and national origin, sex and sex role stereotyping, and disabilities. At the state level, religion is generally also specifically included. It is not necessary that the student be a member of the “protected class.” The laws also protect students who are being treated badly because of the perspective they are a member of a “protected class.”

These laws are enforced through agency actions by the U. S. Department of Education’s Office for Civil Rights OCR or the state departments of education. Filing a complaint in this manner will start what is called an “agency action” to determine whether the district’s actions are in accord with the laws and regulations. Withholding funds is the outcome of a negative finding. As this would have a negative impact, districts are normally responsive if a well-documented action is commenced to address such concerns.

The federal civil rights statutes are these:

- **Title VI of the Civil Rights Act of 1964.**<sup>21</sup> Prohibits discrimination on the basis of race, color, or national origin in any educational program or activity receiving federal funds. Title VI includes discrimination based on religion, if grounded in national origin.
- **Title IX of the Education Amendments of 1972.**<sup>22</sup> Prohibits discrimination on the basis of sex by an educational program or activity receiving federal funds. Title IX also prohibits gender-based discrimination, including sex-role stereotyping based on sexual orientation or identity.
- **Section 504 of the Rehabilitation Act of 1973 (Section 504).**<sup>23</sup> Prohibits discrimination on the basis of disability in programs or activities receiving federal funds.
- **The Americans with Disabilities Act of 1990 (ADA).**<sup>24</sup> Prohibits discrimination on the basis of disability.

## WHAT CONSTITUTES DISCRIMINATORY HARASSMENT

OCR issued what is called a *Dear Colleague Letter* in 2010. *Dear Colleague Letters* provide guidance to school districts about what OCR thinks the laws and regulations require. This *Dear Colleague Letter* outlined what constitutes discriminatory harassment as follows:

*Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. When such harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that OCR enforces.*<sup>25</sup>

What the school is required to do under civil rights laws and regulations if a hostile environment is suspected is conduct a prompt, thorough, and unbiased investigation. If a hostile environment is found to be present, the school must take prompt and effective steps reasonably calculated to end the hurtful conduct, prevent it from recurring, remedy its harmful effects on the target, and correct the hostile environment to reduce the potential the hurtful acts will continue.<sup>26</sup>

These requirements provide the basis for knowing what schools should do—but often do not do in response to a report of bullying under the state statute. Normally what principals do is investigate to determine whether the accused student's actions created a sufficient disruption to constitute a violation of the disciplinary code and therefore sanctions should be imposed. This is likely a primary reason that the way schools are responding to reports of bullying or harassment is not effective.

Let's break this down to questions:

- Was a student seriously, persistently, or pervasively being harassed by one or more students or staff member based on the student's membership or perceived membership in a "protected class?"
- Was the harassment sufficiently serious to significantly interfere with the student's learning or activities at school? If this is the case, it is considered that the hurtful behavior has created a "hostile environment."
- Did a staff member who had authority to take corrective action, which includes teachers, know of the hurtful conduct or should a staff member have known of the hurtful conduct?
- Did the school fail to take prompt and effective steps reasonably calculated to end the hurtful conduct, correct the hostile environment, prevent it from recurring, and remedy its effects?

If a school is deliberately indifferent to a hostile environment it knows or should have known about, this can warrant an adverse agency action. If the school is deliberately indifferent to a hostile environment it knows about, this supports liability in a law suit.

## CRITICALLY IMPORTANT WORDS

There are three critically important words to note: "*serious, persistent, or pervasive.*" The hurtful behavior or incidents may be considered *serious*—that is has involved physical violence, threats, or other serious incidents that have caused a substantial disruption.

However, these civil rights statutes also apply if the student is being *persistently* being treated badly by one or a small a group of students or if the hurtful treatment is more *pervasive*—that is many different students are being hurtful. The persistent or pervasive language may or may not be incorporated into state statute. Even if it is, the principal may be more inclined to ignore this because in the thinking of the principal, a student should not be subjected to disciplinary action for behavior that has not been *serious* and caused a substantial disruption in the school.

## INTERVENTION IN DISCRIMINATORY HARASSMENT

Another webpage, also on the StopBullying.Gov web site, describes the difference between the bullying prevention statutes and actions schools are supposed to take if there are concerns of discriminatory harassment under civil rights laws.<sup>27</sup> The most important text on this page is this:

### ***What are a school's obligations regarding harassment based on protected classes?***

*Anyone can report harassing conduct to a school. When a school receives a complaint they must take certain steps to investigate and resolve the situation.*

- *Immediate and appropriate action to investigate or otherwise determine what happened.*
- *Inquiry must be prompt, thorough, and impartial.*
- *Interview targeted students, offending students, and witnesses, and maintain written documentation of investigation*
- *Communicate with targeted students regarding steps taken to end harassment*
- *Check in with targeted students to ensure that harassment has ceased*
- *When an investigation reveals that harassment has occurred, a school should take steps reasonably calculated to:*
  - *End the harassment,*
  - *Eliminate any hostile environment,*
  - *Prevent harassment from recurring, and*
  - *Prevent retaliation against the targeted student(s) or complainant(s).*

### ***What should a school do to resolve a harassment complaint?***

- *Appropriate responses will depend on the facts of each case.*
- *School must be an active participant in responding to harassment and should take reasonable steps when crafting remedies to minimize burdens on the targeted students.*
- *Possible responses include:*
  - *Develop, revise, and publicize:*
    - *Policy prohibiting harassment and discrimination*
    - *Grievance procedures for students to file harassment complaints*
    - *Contact information for Title IX/Section 504/Title VI coordinators*
  - *Implement training for staff and administration on identifying and addressing harassment*
  - *Provide monitors or additional adult supervision in areas where harassment occurs*
  - *Determine consequences and services for harassers, including whether discipline is appropriate (Note the very limited perspective on discipline of the hurtful student, not a primary focus.)*
  - *Limit interactions between harassers and targets*
  - *Provide harassed student an additional opportunity to obtain a benefit that was denied (e.g., retaking a test/class).*
  - *Provide services to a student who was denied a benefit (e.g., academic support services).*

The *Dear Colleague Letter* from OCR in 2010 informed schools that they must respond to situations of discriminatory harassment that they know or reasonably should know about.<sup>28</sup> The examples included make clear that to avoid an adverse agency action, schools must not only intervene in reported incidents, they must engage in comprehensive efforts to change the school culture that underlies such incidents. The need to address the school culture was thoroughly addressed throughout the *Dear Colleague Letter*. The requirements set forth included:

*When responding to harassment, a school must take immediate and appropriate action to investigate or otherwise determine what occurred. The specific steps in a school's investigation will vary depending upon the nature of the allegations, the source of the complaint, the age of the student or students involved, the size and administrative structure of the school, and other factors. In all cases, however, the inquiry should be prompt, thorough, and impartial.*

*If an investigation reveals that discriminatory harassment has occurred, a school must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. These duties are a school's responsibility even if the misconduct also is covered by an anti-bullying policy, and regardless of whether a student has complained, asked the school to take action, or identified the harassment as a form of discrimination. ...*

***When the behavior implicates the civil rights laws, school administrators should look beyond simply disciplining the perpetrators. While disciplining the perpetrators is likely a necessary step, it often is insufficient. A school's responsibility is to eliminate the hostile environment created by the harassment, address its effects, and take steps to ensure that harassment does not recur. Put differently, the unique effects of discriminatory harassment may demand a different response than would other types of bullying.***<sup>29</sup>

The action steps that were outlined in this *Dear Colleague Letter* included:

- Separate the accused harasser and the target, provide counseling for the target and/or harasser, or take disciplinary action against the harasser.
- Provide training or other interventions not only for the perpetrators, but also for the larger school community, to ensure that all students, their families, and school staff can recognize harassment if it recurs and know how to respond.
- Provide additional services to the student who was harassed in order to address the effects of the harassment, particularly if the school initially delays in responding or responds inappropriately or inadequately to information about harassment.
- Take steps to stop further harassment and prevent any retaliation against the harassed student, the person who made the complaint or against those who provided information as witnesses.
- Make sure that the harassed students and their families know how to report any subsequent problems, conduct follow-up inquiries to see if there have been any new incidents or any instances of retaliation, and respond promptly and appropriately to address continuing or new problems.

Correcting a hostile environment requires more actions than simply investigating to determine whether the hurtful student violated the disciplinary code, deciding on a punishment, and then telling the targeted student that the situation has been handled.

## CONCLUSION

**My opinion is that any bullied student, regardless of membership in a protected class or not, deserves an investigation of situations that are suspected to meet the standard for a hostile environment and an intervention that is in accord with the civil rights regulations, specifically prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring.**

Amending ORS 339.351 to 339.364 to better encompass not only serious, but also persistent or pervasive hurtful situations, as well as to require a more comprehensive approach in intervention should help to increase the willingness of students to report concerns and the effectiveness of schools in responding.

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  - 14 <https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Victims-of-Bullying-Twice-as-Likely-to-Bring-Weapon-to-School.aspx>.
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  - 22 Title IX of the Education Amendments of 1972. 20 U.S.C. §§ 1681-1688.
  - 23 Section 504 of the Rehabilitation Act of 1973. 29 U.S.C § 794.
  - 24 The Americans with Disabilities Act of 1990. 42 U.S.C. §§ 12131-12134.
  - 25 U.S. Department of Education, Office for Civil Rights (October 26, 2010) *Dear Colleague Letter on Harassment and Bullying*. <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>.
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  - 29 *Id.*, pp. 3-4.

## 2018 Student Wellness Survey Data

Table 11: Student Perception of Safe Environment at School

	Grade 6 State %	Grade 8 State %	Grade 11 State %
Did not go to school one or more times in the past 30 days because you felt unsafe at school or on your way to or from school	12.3	10.5	12.9

Table 12: Student Witnessed Bullying

	Grade 6 State %	Grade 8 State %	Grade 11 State %
Heard another student bully others by saying mean things, teasing or calling other students names in your school or on the school bus	69.5	73.3	65.1
Seen another student bully others by hitting, kicking, punching or otherwise hurting them in school or on the school bus	55.1	56.4	40.1
Heard another student spread mean rumors or leave other students out of activities to be mean in your school or on the school bus	65.7	71.0	65.5

Table 13: Student Harassment Experience at School

	Grade 6 State %	Grade 8 State %	Grade 11 State %
Your race or ethnic origin	10.8	13.8	10.5
Someone said you were gay, lesbian, bisexual or transgender	15.5	14.2	7.0
Your friends	22.0	22.1	14.0
Your weight, clothes, acne or other physical characteristics	28.7	31.2	19.3
Unwanted sexual comments or attention	7.9	12.6	11.3
E-mail, social media, chat rooms, IM, web sites, texting or phone	22.8	23.5	15.6
For other reasons	14.7	17.5	12.8
Any harassment in the past 30 days	49.1	50.0	37.2

#### A.2.4 Harassment and Bullying

Table 106: Any harassment in the past 30 days

	Grade 6 State %	Grade 8 State %	Grade 11 State %
No	50.9	50.0	62.8
Yes	49.1	50.0	37.2

Table 107: In the last 30 days, how many times have you been harassed at school, on a school bus or going to and from school because of your race or ethnic origin?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
0 times	89.2	86.2	89.5
1 time	5.7	6.6	4.7
2 or 3 times	2.9	3.8	3.3
4 or 5 times	0.7	1.1	0.7
6 or more times	1.5	2.3	1.7

Table 108: In the last 30 days, how many times have you been harassed at school, on a school bus or going to and from school because someone said you were gay, lesbian, bisexual or transgender?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
0 times	84.5	85.8	93.0
1 time	6.7	5.1	2.6
2 or 3 times	4.1	4.1	2.2
4 or 5 times	1.3	1.3	0.6
6 or more times	3.5	3.7	1.6

Table 109: In the last 30 days, how many times have you been harassed at school, on a school bus or going to and from school because of who your friends are?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
0 times	78.0	77.9	86.0
1 time	11.8	10.5	6.8
2 or 3 times	5.8	6.7	4.5
4 or 5 times	1.6	1.7	1.1
6 or more times	2.8	3.1	1.5

Table 110: In the last 30 days, how many times have you been harassed at school, on a school bus or going to and from school because of how you look (weight, clothes, acne, or other physical characteristics)?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
0 times	71.3	68.8	80.7
1 time	12.5	12.5	8.6
2 or 3 times	7.8	9.2	6.0
4 or 5 times	2.8	3.2	1.6
6 or more times	5.7	6.3	3.1

Table 111: In the last 30 days, how many times have you been harassed at school, on a school bus or going to and from school because you received unwanted sexual comments or attention?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
0 times	92.1	87.4	88.7
1 time	4.0	5.0	4.5
2 or 3 times	1.9	3.7	3.5
4 or 5 times	0.7	1.5	1.4
6 or more times	1.3	2.4	1.9

Table 112: In the last 30 days, how many times have you been harassed at school, on a school bus or going to and from school through e-mail, social media sites (Facebook, Twitter, YouTube, etc.), chat rooms, instant messaging, web sites, texting or phone?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
0 times	77.2	76.5	84.4
1 time	9.6	9.1	6.0
2 or 3 times	5.8	6.3	5.1
4 or 5 times	2.0	2.5	1.5
6 or more times	5.4	5.7	3.0

Table 113: In the last 30 days, how many times have you been harassed at school, on a school bus or going to and from school for other reasons?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
0 times	85.3	82.5	87.2
1 time	6.9	7.4	5.3
2 or 3 times	3.7	4.6	3.9
4 or 5 times	1.4	1.8	1.4
6 or more times	2.7	3.7	2.2

Table 114: How often have you seen another student bully others by hitting, kicking, punching or otherwise hurting them in school or on the school bus?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
Never	44.9	43.6	59.9
Once or twice per year	31.5	33.9	30.1
Once or twice per month	12.4	12.6	6.1
Once or twice per week	7.5	6.5	2.7
Every day	3.5	3.4	1.3

Table 115: How often have you heard another student bully others by saying mean things, teasing or calling other students names in your school or on the school bus?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
Never	30.5	26.7	34.9
Once or twice per year	25.6	24.5	27.0
Once or twice per month	16.2	18.7	18.0
Once or twice per week	14.6	15.8	12.4
Every day	13.1	14.3	7.7

Table 116: How often have you heard another student spread mean rumors or leave other students out of activities to be mean in your school or on the school bus?

	Grade 6 State %	Grade 8 State %	Grade 11 State %
Never	34.3	29.0	34.5
Once or twice per year	24.8	24.0	23.8
Once or twice per month	16.8	18.8	19.3
Once or twice per week	13.0	14.9	12.9
Every day	11.1	13.2	9.4

## 2017 Oregon Healthy Teen data

Table 77: During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?

	Grade 8 State %	Grade 11 State %
0 days	90.9	93.4
1 day	5.2	3.3
2 or 3 days	2.4	2.2
4 or 5 days	0.6	0.5
6 or more days	0.9	0.6

Table 81: During the past 30 days, have you been bullied by someone using any kind of technology, such as through social media, cell phones, or video games?

	Grade 8 State %	Grade 11 State %
Yes	14.9	11.1
No	85.1	88.9

Table 82: During the past 30 days, have you ever been bullied at school (or on the way to or from school) in relation to any of the following issues?

	Grade 8 State %	Grade 11 State %
I have not been bullied	69.1	79.4
Bullied for any reason	30.9	20.6
Bullied about your race or ethnic origin	5.8	4.3
Unwanted sexual comments or attention	6.9	5.7
Bullied because someone thought you were gay, lesbian or bisexual	6.1	2.8
Bullied about your weight, clothes, acne, or other physical characteristics	13.6	7.4
Bullied about your group of friends	7.6	4.3
Other reasons	16.8	10.3