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An Evaluation Of The Impact Of Custodial Adults' Identity In Addressing Incidences Of Bullying In A High School District

Dorothy J. Thompson

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PROJECT TITLE

AN EVALUATION OF THE IMPACT OF CUSTODIAL ADULTS’ IDENTITY IN ADDRESSING INCIDENCES OF BULLYING IN A HIGH SCHOOL DISTRICT

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Educational Leadership Doctoral Program

Submitted in partial fulfillment of the requirements of
Doctor of Education
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This document was created as one part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the Program Evaluation candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the Change Leadership Plan candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the Policy Advocacy Document candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

Works Cited
ABSTRACT

My dissertation focused on student safety and the adults’ role of identifying, intervening, addressing, and reducing the incidences of bullying and cyberbullying. The first part presents a process that began with adults in a high school district completing a survey to respond to their perceptions of bullying and cyberbullying, who should address it, who is responsible, and who could stop it. The data were used by the district for their climate committee to begin communication between the administrators and deans of the three schools in the district.
PREFACE

The program evaluation examined student safety and how it related to student performance. A requisite for student safety exists first and foremost in the minds of parents who send their children to school, and the administrators, teachers, and paraprofessionals who provide instruction and supervision to students as they arrive and leave school. Likewise, the need exists for students to be safe when traveling to and from school under the watchful eyes of community members who are trusted, interactive and involved with the school. Effective student safety solutions work best when all adults who impact students work together. Bullying and/or cyberbullying impact individuals in every race, age group, gender, in school, and away from school.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DIGITAL COMMONS DOCUMENT ORIGINATION STATEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>PREFACE</td>
<td>iv</td>
</tr>
</tbody>
</table>
SECTION ONE: INTRODUCTION

Purpose

The purpose of the program evaluation was to look at student safety and how it related to student performance. A requisite for student safety exists first and foremost in the minds of parents who send their children to school, and the administrators, teachers, and paraprofessionals who provide instruction and supervision to students as they arrive and leave school. Likewise, the need exists for students to be safe when traveling to and from school under the watchful eyes of community members who are trusted, interactive and involved with the school. Effective student safety solutions work best when all of the adults who impact students work together. Unfortunately, experiences occurring away from the watchful eyes of adults, such as what happens when traveling to and from or even at school, can negatively impact students’ safety and their ability to stay focused in the classroom. Bullying and/or cyberbullying impact individuals in every race, age group, gender, in school, and away from school. According to Espelage and Swearer (2011), “bullying comprises a complex set of antecedents, behaviors, and consequences. The reasons why children and adolescents bully one another (or each other) are complex, multiply-determined, and differently reinforced” (p. 3).

The program evaluation examined the current policy on bullying in a high school district, assessed the definition of bullying and its impact, and determined if there was a need to change the policy as well as create a greater awareness within the school community on the impact of bullying on students. In looking at this program evaluation, I delved into the workings of a system already in place. Patton's (2008) improvement-oriented, formative evaluation model says, "Using evaluation results to improve a
program turns out, in practice, to be fundamentally different from rendering judgment about overall effectiveness, merit and worth” (p. 116).

As I completed the program evaluation process, there were a number of things that helped to offer insight and influence a fresh outlook and framework using the data to affirm or not affirm the questions related to student safety. Members of the school district, teachers, and stakeholders were able to better understand how school staff and/or custodial adults’ identity impacted how bullying situations were addressed in the classroom and on school grounds. This aided in determining the impact of bullying on student performance while attending school.

Insights from many publishers and authors provide a working definition of bullying. Olweus (1993), considered the first author to study and write about bullying, defined bullying as “a student being bullied or victimized when he or she is exposed, repeatedly and over time to negative actions (i.e. physical, verbal, gestures or intentional exclusion)” (p.124). The *Fearon New School Dictionary* (Fearon, 1987) described a bully as “a person who takes pleasure in hurting or intimidating weaker people” (p. 133). Farrington and Ttofi (2010) depicted bullying as a “physical, verbal or psychological attack or intimidation that is intended to cause fear, distress, or harm to the victim” (p. 28). Chang, Lee, Chiu, Hsi, Huang, and Pan (2013) commented that bullying is “a situation where there is an imbalance of power between the victim and bully (i.e., spreading rumors, saying nasty things, taking the victim’s belongings, or physical violence)” (p. 454).

Chang et al. (2013) described “cyberbullying as a form of bullying that is emerging as a health problem, and further emphasized cyberbullying as bullying or
harassment through the Internet, cell phones, or other electronic devices used to transmit offensive or altered posts, photos or messages” (pp. 454-455). The U.S. Department of Health and Human Services’ “Stopbullying.gov” website “defined cyberbullying or electronic bullying as bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites” (U.S. Department of Health and Human Services, 2015).

In comparing the various definitions, there appeared to be a need to provide one working definition that must be shared among and by the administrators, teachers, staff, students, parents, and school community to ensure that everyone understands the meaning of bullying and/or cyberbullying.

I adapted a version of my working definition of bullying from Stopbullying.gov, “Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time” (U.S. Department of Health and Human Services, 2015). My working definition stated, bullying is unwanted, aggressive behavior among school aged children (and young adults) that involves a real or perceived power imbalance and (threat). The behavior can possibly be repeated without intervention or correction (U.S. Department of Health and Human Services, 2015).

The socioeconomic inequality of the exposure to bullying during adolescence was thought to be a factor. Due, Merlo, Harel-Fisch, Damsgaard, Holstein, Hetland et al. (2009) mentioned that bullying is determined by socioeconomic inequality and is a major determining factor as to whether or not a student was bullied. These researchers further
noted that an emphasis should be placed on looking at the social context when developing prevention and intervention strategies. One interesting finding presented by Due et al. (2009) was that students who are bullied are considered at risk or high-risk for certain aggressive behavior or victimization. Also, various factors increase students’ vulnerability to being bullied:

Research performed in Europe and North America … indicated students from poor families are more likely to be bullied than others according to the study. They emphasized that countries with the highest disparity of wealth had the highest rates of bullying, and social context needs to be considered when planning prevention and intervention strategies; they noted that socioeconomic status and disparity did not account for all of it. The authors argue that factors such as legal protections for children and differences in disciplinary measures may also play a role. (Due et al., 2009, pp. 907-908)

I agree with the statement of Due et al. (2009) that legal protection of students and disciplinary action are important when addressing incidences of bullying. In view of their comment, there is also a need to look at the climate and culture of the school. The climate and culture help to determine how adults relate to the students and help to determine how bullying is addressed. As a former assistant principal, area administrator, and principal, I noticed bullying situations existed even in schools where there were no socioeconomic or racial issues; these were sites where a large percentage of students come from the same racial and/or socioeconomic backgrounds.

Therefore, I looked beyond economic disparity and student-to-student interaction, and it became relevant to examine the role that adults played in how bullying was addressed in a school setting. The behavior of the adults in charge of students at school was relevant to how the adults monitored and addressed students’ interactions. The response of the adults helped determine how safe bullied students felt, and how the
bullies felt supported in their actions. The adults who are the administrators, teachers, and paraprofessionals or any adult employed by the school or district were labeled as “custodial adults.” How the “custodial adults” related to the students was determined by their identity. Fearon (1987) defined identity as “the fact of being what or who one is” (p. 518). In looking at this definition, it was determined that the identity of “custodial adults” was being determined by a person's perceptions, concepts and expressions of their own (self-identity) to their individuality or group affiliations, and how they related to other individuals who might or might not have similar backgrounds (i.e., - racially, socioeconomically, nationally and/or cultural identity, etc.). Their identity may or may not have determined how they intervened in a bullying situation; that is, whether they related more to the bullied or the bully, rather than doing what was right.

To get a better understanding of those who worked within the school, I looked at what shaped the greater collective thinking of those employed in a school and the children who attended the school. Kartal and Bilgins (2009) stated, the “terms school culture and school climate describe the environment that affects the behavior of teachers and students. Both have a considerable impact on the school environment. Climate carries a more intimate relational experience for students” (p. 210). In providing another explanation of the adults’ relationship with the students, Kartal and Bilgins (2009) quoted another source that stated, “‘school climate’ reflects the physical and psychological aspects of school that are more susceptible to change and that provide preconditions necessary for teaching and learning to take place” (Tableman as cited in Kartal & Bilgins 2009, p. 211). This lends itself to the notion of how adults in the school felt as they interacted with the students in relationship to their roles in connection to how adults
valued students. Gulemetova, Drury, and Bradshaw (2011) stated, “specifically, school staff member’s perception of their relationship with colleagues and school administrators, their perceptions of safety, and their overall sense of belonging …were associated with a greater likelihood of intervening in bullying situations” (p.13). Kartals and Bilgin (2009) wrote about the intervention of teachers and staff when bullying occurs:

The intervention of the teachers (and other staff) is very important to the students. They need to know that the staff will intervene, but generally, the staff did not know how to intervene or tell students to solve their problems on their own, or when they do intervene they use punishment which makes it worse. (p. 3)

This is interesting because it determined that some form of uniform training needs to be made available to all custodial adults to ensure that there is an understanding of the definition of traditional bullying and/or cyberbullying and how to intervene, address, and/or aid in the reduction of bullying within the school.

Rationale

Some students who are bullied in school spend fewer days in school and miss out on valuable classroom academics. Swearer, Espelage, Vaillancourt, and Hymel (2010) indicated that ample evidence related to bullied students indicated that they suffered from adverse academics and health issues. Victims who experienced cyberbullying also revealed that they were afraid or embarrassed to go to school. A study revealed a link between cyberbullying and low self-esteem, family problems, academic problems, school violence, and delinquent behavior (Hinduja & Patchin, 2007, 2008a, 2009; Patchin & Hinduja, 2010; Ybarra, Diener-West, & Leaf, 2007; Ybarra & Mitchell, 2004 as cited in Hinduja & Patchin, 2010, p. 22). It is significant to provide safety for students to benefit from the teaching and learning environment. Swearer et al. (2010), providing insight into
safety, indicated, “the relationship between bullying and school performance is a complex one, the challenge for educators is to create a safe learning environment so that all students can achieve optimally in school” (p. 39). Therefore, I selected a topic that evaluates the efforts related to student safety, addressing bullying in three high schools and examining the impact of intervention of bullying on high school students as observed by the custodial adults in the three high schools. My program evaluation looked at three high schools in a Chicago suburb.

My personal experience with bullying helped to explain the need for custodial adults to be part of the conversation related to bullying, cyberbullying, and student safety. I grew up in the Woodlawn Community, and when I was in second grade there was a girl who would step on the back of my shoes. I would tell her to stop, but she didn’t stop right away. Instead, she persisted until she became worried that might attract the teacher’s attention. Perhaps I was picked on because my hair was not long or because my clothes were not new. Or, it could have been because she felt she could get away with picking on me. Although she stopped, I could have told my mother to come to school or asked her to speak to the teacher, but I did not say anything. At that time, I did not feel that I could approach one of the adults in the building to share what was happening to me. After the girl stopped provoking me, I did not have any other problems, but some students are not so fortunate. There are children who are currently in school who do not reach out to the custodial adults, i.e., teachers, paraprofessionals, administrators or other adults, employed in the building. There needs to exist a climate or culture where students feel comfortable enough to reach out to relevant custodial adults who can assist them.
As a teacher in the Bridgeport and Englewood communities, I observed students being picked on or bullied by someone who was bigger, stronger, more popular, or wearing better clothes. I would intervene in those situations. When I intervened, I had to listen to both sides of what happened. I was able to reprimand the one student and comfort the other, or in some instances, other students or adult had to be interviewed. Most of the time, the actions I took were sufficient to eliminate the bullying, but other times, I had to bring in parents and/or proceed with disciplinary action.

I remember an incident that happened with a student when she was switching classes for our middle school program. One student ran from her classroom with knives in each of her hands. She ran towards the other students and looked as if she wanted to stab someone. Her teacher unsuspectedly stood in the classroom with her other students and didn’t see the young lady rush out of the class. The security guard and I stood outside of the classroom. After seeing her, the guard grabbed her hands and I took the knives from her.

The incident ended without casualties. Incidents or issues happen to children every day. I reflect back on this particular incident, and I am not exactly sure what caused this situation to occur. But, it had to be something that made the student feel like she had to take matters into her own hands. The custodial adults were observant and intervened in this particular situation. We saw a student so angry because of what was happening to her, she attempted to lash out violently and could have hurt someone or herself. There was no prior indication of what happened or when it happened. The student did not explain what happened until she almost hurt someone else and participated in the criminal act.
My role as an administrator at Pullman Elementary and Parkside Elementary was to facilitate a culture where students felt safe. Therefore, when I received information from teachers, staff and students that students were being bullied by their classmates or another student, I made sure to investigate the incident or have another adult investigate it. One of the other things that I noticed as an administrator at one school was adults allowing students to be bullied without intervening or addressing the situation. I did not understand this, so when an adult was involved in any situation where a child was a victim, I would investigate the situation and issue disciplinary action for the student and the adult. For the most part, the incidences of bullying in the buildings decreased, but there were instances when things happened within the neighborhood, usually over the weekend and on the Internet. These incidences had a way of creeping into the school building, and we had to investigate them. There was a Facebook incident where there were students from one school threatening the students from another school. The incident was so complex that all the parents and administrators from the two schools, safety and security, and central office staff were brought together to discuss the issues and concerns. We were finally able to determine what happened, and the perpetrators were disciplined.

Although I have retired, I continue to read and receive information that shows that bullying numbers have not been eliminated but have changed to include cyberbullying. Olweus (2012) mentioned that cyberbullying has been studied “in isolation” without the context being studied with traditional bullying. Olweus (2012) believes that cyberbullying must be studied alongside traditional bullying to be placed in the correct context. The way that my evaluation was envisioned was to study the influence of fostering or significantly promoting evaluative thinking of the organization through
logical and clear communication. As I approached stakeholders in reference to my program evaluation, it was important to address Patton’s (2008) statement, “We as evaluators have our own values, our own ways of thinking, our own language, and our own reward system. … We are engaging them in a cross-cultural experience” (p. 152). His statement stood out so profoundly for me as an outsider to the high school district where my program evaluation was performed. I had my ideas, findings, and beliefs, but if the stakeholders and participants examined the results and determined they did not match the school community’s perceptions, they might try to influence those results or use the results in unintended ways.

I strove to build trust and relationships with the superintendent, administrators, leadership teams, teachers, and staff while completing the process. I was like a bridge between the school staff and district office, and this allowed me to be a fresh pair of eyes or a critical friend to a school district looking to change its climate and culture with the new information if needed. This environment represented a different culture for me to adjust to and become a part of, as I completed the program evaluation process. The endeavor was a learning experience for me, and I had a lot to learn as an evaluator and researcher seeking to gather information while trying to fit into the new environment.

Goals

The foundational focus started with the evaluation of the current bullying policy and student safety to determine the effectiveness of bullying programs in the three high schools where I performed my program evaluation. Examining the Student Handbook and its effectiveness helped me to determine if the custodial adults were familiar with the Student Handbook and what it said about bullying or cyberbullying. The evaluation
statement and questions informed me of the efforts of the schools to address the ways bullying impacted student achievement. My goal was to determine how bullying and student safety are related to achievement and its relationship to the effectiveness or lack of effectiveness of custodial or supervisory adults’ role in addressing the bullying incidents in a school.

Many adults in a school were hired to perform different roles about working with children, directly or indirectly. Some adults came from different backgrounds, races, socioeconomic statuses, cultural settings, and experiences. But, when adults were hired for their prospective roles, they might have had their own different worldviews when working with the children. Children come to school from homes that might be the same or different from the adults. The children could also come from homes that were similar or different than their classmates or peers. As documented in Chicago Public School’s Student Code of Conduct (Chicago Public Schools, 2015-2016, pp. 2-3), all students have rights, and they include the right:

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
• To express opinions, support causes, assemble to discuss issues and engage in peaceful and responsible demonstrations

The code of conduct referred to student rights in relationship to each other and in relationship to the adults they come in contact with at school on a daily basis. Therefore, I evaluated the impact of custodial adults’ identity in how incidences of bullying were addressed in a high school district and examined the ways bullying in high school impacted student performance – i.e., grades, attendance, behavior, etc. This created an opportunity for me to compare results of bullying for those who observed bullying, those who intervened in bullying situations, and/or those who addressed bullying or not.
SECTION TWO: LITERATURE REVIEW

Introduction

The literature review was written in a way to assist in documenting the need to focus on student safety related to bullying and/or cyberbullying. The authors of the literature provide insight within the program evaluation that highlights various situations related to the need for everyone to be involved in the different bullying scenarios. Those involved include the victim and perpetrator as well as the victim/perpetrator and/or the custodial adults who intervene or not. The themes of the literature overlap with a focus on the following areas: the historical conceptual background or history, the meaning or perceptions of what is or what causes bullying or cyberbullying and the adult’s identity or role in student safety at school, and the need to ensure that all adults intervene and identify ways or model ways of addressing bullying in schools.

One of the key items listed in the literature review was how bullying is defined and assessed. Looking at the history and impact of bullying helped to provide a clearer understanding of the conceptual background of researching and documenting traditional bullying, and the many definitions of bullying described by the authors. There was also a need to look at the climate and culture within the school, and the role or involvement of custodial adults in relationship to each other and the students. There was a phrase used some years ago called “Children First.” This phrase reflected on and was tied directly to the relationship that some custodial adults have with the students they see daily. It additionally determined how present custodial adults considered themselves to be for their students. Also, it raised the question: Did the adults consider children to be the problem in the school?
**Historical Conceptual Framework**

The need exists to develop or use a common definition in the school or district seeking to identify and address bullying incidences of any form. The definition and identification of bullying, whether traditional or cyberbullying, would place an emphasis on the development, implementation, and evaluation of bullying intervention and/or intervention policies and programs. I first reviewed the definitions of bullying in a chronological order, starting with Olweus (1993), who is considered the first author to write about and study bullying. He defined bullying as “a student being bullied or victimized when he or she is exposed repeatedly and over time to negative actions (i.e., physical, verbal, gestures or intentional exclusion)” (p.124). The *Fearon New School Dictionary* (Fearon, 1987) described a bully as a person who takes pleasure in hurting or intimidating weaker people (p. 133). Farrington and Ttofi (2010) interpreted bullying as a “physical, verbal or psychological attack or intimidation that is intended to cause fear, distress, or harm the victim,” and Chang et al. (2013) indicated that bullying is a situation where there is an imbalance of power between the victim and bully (i.e., spreading rumors, saying nasty things, taking the victim's’ belongings, or physical violence). Likewise, cyberbullying, a form of bullying, is emerging as a health problem. Chang et al. (2013) published that cyberbullying is bullying or harassment through the Internet, cell phones, or other electronic devices used to transmit offensive or altered post, photos, or messages (pp. 454-455). In comparing the definitions, there appears to be a need to utilize a common and working definition shared with and by the administrators, teachers, staff, students, parents, and school community so that everyone has an in-depth understanding of the meaning of bullying and/or cyberbullying.
One author tells us that there has been a documented history of bullying for over 40 years. Yilmaz’s (2010) report on bullying reflected on bullying having been a major issue in schools and quotes a 2002 U.S. Safe School’s Initiative Report that there were 37 school shootings from 1974 through 2000: “Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or other prior to the incident” (Yilmaz, 2010, p. 263).

Reflecting on the documented incidences of school shootings, Yilmaz (2010) indicated a need for adults to reflect on school culture and climate, highlighting the number of incidences of shootings in schools from 1974 to 2000. The words of Gulemetova, Drury, and Bradshaw (2011) provided greater insight into the role and expectations of adults, “specifically, school staff members perception of their relationship with colleagues and school administrators, their perceptions of safety, and their overall sense of belonging …were associated with a greater likelihood of intervening in bullying situations” (p. 13). Therefore, there exists a continued need for schools to improve the climate to help determine how adults relate to students to help address safety related to bullying and cyberbullying incidents.

*Perceptions and Safety Concerns in School - Climate*

Yilmaz (2010) and Swearer et al. (2010) provided support to what I experienced as an educator and administrator in the belief that unaddressed safety concerns in schools can adversely affect students’ ability to believe that school will offer them a stimulating and nurturing learning environment, which will allow them to achieve academically and be successful. The trust must exist between the students and adults, and students must believe that someone will and can intervene or address bullying situations and bring some
form of positive resolution to incidences within the school. Students must be aware of their rights, and they must feel safe enough to approach adults who instruct and supervise them. As documented in the Chicago Public School’s Student Code of Conduct (Chicago Public Schools, 2015-2016),

all students have rights, and they include the right:
1. To receive a free high-quality public education
2. To be safe at school
3. To be treated fairly, courteously, and respectfully
4. To bring complaints or concerns to the school principal or staff for resolution
5. To tell his/her side of the story before receiving a consequence
6. To be told the reason(s) for any disciplinary action verbally and in writing
7. To be given information about appealing disciplinary actions
8. To express opinions, support causes, assemble to discuss issues and engage in peaceful and responsible demonstrations. (pp. 2-3)

The Student Code of Conduct referred to student rights in relationship to each other and in relationship to the adults they came in contact with at school on a daily basis.

Swearer et al. (2010) indicated, “Bullying is now recognized as a widespread and often neglected problem in schools around the world, and that has serious implications for children who are victimized by bullies and for those who perpetrate the bullying” (p. 38).

In looking at safety and the learning environment, our students must feel that no harm will come to them. Kartal and Bilgins (2009) emphasized the adults who help to shape environments should reflect on the connections they have with the institution or their connection within the institutions. This might include some of the perceptions they have prior to arriving to a school, some of the behaviors they meet when they get there or being told this is “the way we do things around here.”
There are some adults who come into the schools with the ultimate desire to provide students with the best exposure to safety and/or academic opportunities. This also relates to building a caring, nurturing, and professional relationship that the teachers and staff have with each other for the benefit of students. However, that is not always the case. That brings us to the culture and climate of a school, and the relevant sharing; Kartal and Bilgin (2009) indicated that school culture and school climate describe the environment that affects the behavior of teachers. This is represented by the shared ideas, assumptions, values, and beliefs provided in the organization or school related to its identity and standard for expected behavior. The climate reflects how the physical and psychological aspect of a school are susceptible to change, and this facilitates an optimal teaching and learning in the environment and enhances safety for the people in the school. Climate refers to the quality and consistency of interpersonal relationships among staff, staff and students, students and students, and staff and parents. Kartal and Bilgin (2010) addressed the role of climate when discussing bullying:

[The] climate is key in bringing about enhanced academic performance. They stress that students who are bullied feared coming to school, and they feared school as being unsafe and distressing. They investigate the feelings of elementary school students and teachers and their perceptions of safety in relationship to school climate. (Kartal & Bilgin, 2010, pp. 209-210)

There are instances when the culture in a school develops a life of its own. There are things that exist within the school walls that do not benefit the students. In this type of environment, the adults forget that they are employed by the school because they are there for the children. Within this same environment, there is a common thought that creates an unhealthy atmosphere for how issues are addressed between students and the adults in the school building. This also creates an unstable adult interaction. Kartal and
Bilgin (2010) quoted Peterson (1998) by saying, “schools develop dysfunctional values and beliefs or ‘toxic cultures’ where the staff views students as the source of the problem, and they often complain, criticize, discourage, and demoralize them. They do not share ideas or materials” (Peterson as cited in Kartal & Bilgins, 2009, p. 210).

Olweus (2010) indicated, “environmental factors such as attitudes, routines, and behavior of adults in the school environment play a major role in determining the extent to which the problems will manifest themselves in a classroom or a school” (p. 125). Victimization or bullying can impact or disrupt students’ ability to decode words and reading comprehension. Sideridis, Antoniou, Stamovlasis and Morgan (2013) noted, “achievement in word decoding and reading comprehension entered a state of uncertainty (chaos) when victimization reached a value, and may not only affect emotional functioning but also seriously disrupt both achievement and self-regulatory processes related to reading” (p. 228).

Cornell, Gregory, Huang and Fan (2013) reported, “of 276 Virginia public schools the prevalence of teasing and bullying (PTB) were perceived as predictive of dropout rates for a group of 9th graders after tracking them four years later” (p. 138). The authors also noted some conclusions were tied to the recognition of teasing and bullying in the school climate and indicated that peer victimization contributes to fostering the type of learning environment that educators seek to reduce dropout problems. Cornell et al. stated, “Not addressing teasing and bullying decay the social capital of school that creates an atmosphere of mistrust and alienation, animosity and fear that eventually force students to abandon their educational aspirations” (p. 147).
There exists a need for adults to intervene and address situations of bullying behavior. All adults are equipped with the necessary skills to help students feel safer in school and on school grounds.

*Understanding Bullying/Cyberbullying and the Need to Intervene and Address Bullying (Training)*

When bullying has been observed, documented, and reported, there is a problem. Then there is a need to address the problem. But there are times when someone has information about acts of bullying and does not know how to handle the problem. In looking at what bullying is, we need to look at what bullying is not. Olweus (2010) said, “we do not call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power fight” (p. 523).

There is an existing need to provide training that is tailored to the school and district. While conducting the initial part of my research, I had comments on the survey that indicated that some custodial adults were not sure what to do if an incident of bullying took place. Yilmaz (2010) mentioned in his study, “pre-service teachers knew what cyberbullying was and indicated the need for cyberbullying training during their university education. In view of this, training is something that should be made available to anyone working in a school” (p. 263).

The training should encompass the working definition of bullying and cyberbullying to be used by everyone in the school, district, and school community. There exists a language or categories within cyberbullying that was unknown to me as an administrator, but at the same time, it was relevant to learn and understand the meanings.
Yilmaz (2010) quoted Willard (2007) to explain how cyberbullying happens by defining the categories:

- **Flaming** – sending angry and vulgar messages;
- **Harassment** – sending nasty, mean, and insulting messages repeatedly;
- **Denigration** – sending or posting graphics or text messages to discomfort someone or damage their reputation or friendships;
- **Outing** – sharing someone’s confidential or embarrassing information, then posting the information or graphics to cyberspace;
- **Exclusion** – deliberately and cruelly excluding someone from an online group or environment;
- **Cyberstalking** – repeatedly and intensely harass and denigrate someone with threats or create serious fear. (Willard as cited in Yilmaz, 2010, p. 211)

Olweus (2012) argued against media-made claims that cyberbullying was exaggerated and considered low in comparison to traditional bullying. Olweus stated, “there was limited empirical scientific evidence to support the claims and argued that schools should focus most of their efforts on traditional bullying” (p. 520).

Later, Olweus (2012) defined cyberbullying, victims, and bullying and mentioned that cyberbullying increased within the past six years and the media, community members, and parents were discussing this rise. Olweus (2012) appeared to contradict himself in mentioning cyberbullying and its appearance. Therefore, the start of cyberbullying and increases appear to be one in the same. He did not discount the impact of cyberbullying, but he sought to discover the underlying connection between traditional and cyberbullying.

Olweus (2012) began to research the impact of cyberbullying in comparison to traditional bullying. He conducted a longitudinal study from 2007 to 2010, which began the task of looking at a number of schools and students:

He had four cohorts of schools within the period that was equal to 1,349 schools and 450,490 students in grades 1-12 that represented approximately 1 percent of the total students in the US. He also included
a sampling of 41 schools in Oslo, Norway and 9,000 students in grades 4th - 10th. (Olweus, 2012, p. 522)

The students in all three studies anonymously completed a Revised Olweus Bullying Questionnaire (OBQ) (Olweus, 1997) that included a detailed definition of traditional bullying and 39 key questions that are not included. Olweus’ (2010) definition of bullying includes the following:

We say a student is being bullied when another student, or several other students: (1) say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names, (2) completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose, (3) hit, kick, push, show around, or lock him or her inside a room, (4) tell lies or spread false rumors about him or her or send mean notes to try to make other students dislike him or her, and (5) other hurtful things like that. (Olweus, 2010, p.523)

Olweus (2010) added, “when we talk about bullying, these things may happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying when a student is teased repeatedly in a mean and hurtful way” (p. 523).

In keeping with the belief that students’ academic performance is impacted negatively, Yilmaz (2010) indicated that schools should take some action to not only deal with cyberbullying proactively to ensure students’ academic achievement is not negatively affected but also to avoid stress, emotional problems, and suicide, though it mostly occurs off-campus. There is a need for schools to establish preventive strategies to tackle the effects cyberbullying. Additionally, educators, parents, and students need resources such as training, workshops, brochures, lesson plans, and class activities. I would like to add that all custodial adults who interact with students should receive this
training on traditional bullying and cyberbullying and develop a comprehensive approach to creating a school-wide or school-community-wide program.

The Olweus Bullying Prevention Program (OBPP) is one example of a comprehensive, school-wide program that was designed to reduce bullying and improve peer relations for students in grades Kindergarten through nine. Olweus’ (2010) program was developed after the suicide deaths of three adolescents who were severely bullied in Norway. The Norwegian Ministry of Education initiated a national campaign against bullying in schools: “The OBPP was implemented in a 2.5-year longitudinal study that followed 2,500 school children from 1983 to 1985” (p. 126). The OBPP was an impressive and immediate solution, designed promptly after the three students’ deaths.

Olweus’ program shows that the solution lies within the total school community. Olweus (2010) quoted some of his previous works as he presented the OBPP goals to reduce existing bullying problems among school students, prevent the development of new bully problems, and achieve better peer relations (Olweus, 1993a; Olweus, Limber, & Mihalic 1999; Olweus et al., 2007 as cited in Olweus & Limber, 2010, p. 126). There is a need for a school-wide restructuring to reduce opportunities and rewards for engaging in bullying. There is also a need to build a sense of community among students and custodial adults with the school community (Olweus, 1993).

Olweus (1993) indicated that the:

OBPP program is based on four key principles for adults at school and possibly at home to: (a) show warmth and positive interest in their students; (b) set firm limits to unacceptable behavior; (c) use consistent nonphysical, non-hostile negative consequences when rules are broken; and (d) function as authorities and positive role models. (Olweus, 1993, p. 126).
The principles related to this program would force any school organization or school community to take a realistic look at their plans, and it is my belief that my research provides the foundation for that reflection.

Criticisms

To discuss the criticisms of the literature review, I have to say that the various sources support my program evaluation statement on student safety related to bullying and adult intervention. There was some integration of the impact of bullying and cyberbullying and its relationship to student performance, but it was not conclusive. There was definite support in the literature for schools to create a climate to see students in a way that allowed them to connect with the students. The literature provided support related to adults’ intervening in bullying situations and for students to feel safe going to school, at all times while at school, and returning home from school. The literature also focused on the need for adults to understand the definition of bullying and cyberbullying, get trained to address bullying and intervene appropriately, and the need for schools and districts to establish a bullying/cyberbullying prevention program to support the climate and culture of the schools. This would also lend itself to improved student performance.

Summary

The cited authors’ beliefs, findings, and experiences assisted in emphasizing the need to address the safety of students related to bullying and/or cyberbullying. Their literature is presented to help identify various situations that relate to the causes that impact everyone involved in bullying – the victim and perpetrator along with the victim/perpetrator and/or the custodial adults who intervene or not. The writers sometimes contradict their own findings, which is evident when comparing new writing
to previous works. Although the themes of the literature overlap, there was always a consistent focus on the historical conceptual background, the climate that supports perceptions of what helps to create an environment for bullying and cyberbullying to flourish, and models for addressing bullying in schools.

The theme that resonated within the literature went back to how much the safety concerns in schools can adversely affect students’ belief that school will be the type of environment where they can learn and be successful. It is important to emphasize the need for custodial adults to be the vigilant ear, eye, or body to secure a safe environment and receive the necessary training to intervene.

Finally, there appeared to a slight debate on the impact or importance of traditional bullying over cyberbullying. Looking at the history and impact of bullying helps us to understand the conceptual background of traditional bullying and how it relates to cyberbullying. The key debate was the allocation of resources. Therefore, there is a need to address the safety of our students while they are on their way to school, while they are in school, and while they are on the way home. Also, because of the impact of cyberbullying, we must continuously monitor the safety of our students.
SECTION THREE: METHODOLOGY

Research Design Overview

The research question, “How does adult identity impact student safety related to bullying,” guided this process. When conducting my program evaluation, I had an opportunity to gather data by interviewing the assistant principal, dean of students, and the counselor working with bullying incidences. Also, I administered a survey to the adults in three school buildings; I had no way of gathering data related to bullying within the “Power School” discipline reporting system. Therefore, I relied on my survey responses and interview answers.

I reviewed the Student-Parent Handbook to see the current policy on bullying. I examined the data related to the school district. The research process included providing all of the adults in the three schools with an opportunity to participate in a bullying survey to share information on student safety as it related to them. An informed consent form was distributed to allow everyone to know about the survey and the process. The adults were given the opportunity to indicate if they wanted to participate in the process. The survey consisted of 13 questions that were to be completed online or as a hard copy, and the data were compiled.

The analysis of the data collected helped me to draw conclusions on whether the adults in the school understood the definition of bullying, how to address bullying and the perception of adults related to students’ safety in relationship to the impact of bullying and cyberbullying. Also, I gathered information on the impact of school climate and attendance related to acts of bullying on an average within a district. I reviewed the student handbook; there is currently no policy for the three high schools or the district. I
paid attention to the strategic plans that each team developed to address bullying. The “Bullying Policy” should have shown the definition of bullying, the method for creating an awareness of bullying, and the method for intervening and addressing instances of bullying. Likewise, resources should have been made available to the victims and certain bullies along with details on consequences for the person or people who do the bullying. Ideally, documentation and/or trend data should have been compared, but the trend data did not exist.

The interview participants were selected by principals from the three high schools. I provided each of the participants and principals with a copy of the consent form and secured their signature. Also, I provided everyone with a copy of the questions.

An article by Baxter and Jack (2008) served as the basis for my methodology. I looked at what I wanted to achieve and figured out how to complete the task. With this being my first attempt at this process after retiring, the task seemed to be daunting. The authors, the graduate students, and the researchers were unfamiliar to me. Through the pursuit of the case study methodology, I sought to understand more about what a case study was and how it could inform professional practice or evidence-informed decision making in both the clinical and policy realms.

My methodology was a mixture of quantitative and qualitative. I used mixed methodology because the quantitative data provided me with insight on trends and patterns through the surveys. At the same time, I believe the participants who were interviewed were able to share their views and add value through the important qualitative data. The survey questions provided the patterns and trends that were highlighted under different themes in various tables. The comment section on the survey
and interview questions provided that voice of the participants. James, Milenkiewicz, and Bucknam (2008) indicted,

Qualitative evidence can be words or pictures. Whether collected from individuals, throughout the process of change, or during an event, they emphasize having strategies that balance time and resource constraints while collecting enough evidence to rise above the subjective nature of understanding. …collect data from multiple sources and then compare results. (James et al., 2008, p. 83)

The methodology supported the results I obtained. It also helped me to make sure that the information collected was consistent and appropriate for the data that was gathered from stakeholders within the schools. The process also helped me to answer my research questions through the adults’ responses. James et al. (2008) offered a guiding voice that helped me to taper and possibly remove extra data that was not quite relevant to my research and make sure that all was accurate. James et al. (2008) also mentioned, “the people collecting qualitative data can take steps to ensure that their work is accurate and precise. …and they can work as critical friends to establish usable tools, double-check for bias, and adhere to regular timetable collection” (p. 84).

Participants

All of the adults in the three high schools were provided with an opportunity to participate in the 13-question survey process. They were provided with the informed consent forms and given the opportunity to complete the survey. Of the 430+ administrators, teachers, and paraprofessionals, only 81 individuals completed the 13-question survey online. They were provided with “yes” and “no” questions and an option to complete an extended response. The principals from each of the high schools selected one assistant principal, one dean, and one counselor to be interviewed and answer questions related to student safety, bullying, and student performance.
For the interview portion of the research, each assistant principal, dean of students, and counselor working with bullying incidences participated in a one-on-one structured interview in their classroom. These interviews took place in their offices, which offered seclusion, quiet, and comfort. While processing the data, I used Patton’s (2008) 4-part utilization framework that informs the novice researcher how to engage the findings. Patton’s frames are:

1. Basic Findings, Description and Analysis involves organizing raw data into a form that reveals how both qualitative and quantitative transforms into patterns that are basic, and results can be used by primary intended users for better understanding.

2. Interpretation involves determining the significance of and explanations of the findings or results. It helps primary users determine the meaning of the finding or results. It helps to engage findings with primary intended users.

3. Judgments bring values to bear to determine merit or worth of the results, and help in deciding whether the results are positive or negative.

4. Recommendations involve determining the action implications of the findings. Patton (2008) further indicated that “Primary intended users should be actively involved in all four of these processes so that they fully understand the finding and their implications” (p. 478). This makes me think back to the concept of ethics, and how we must be aware of what we do and how it impacts our participants.

Therefore, I collected various forms of data from participating teachers, ancillary staff, paraprofessional, deans, and assistant principals in the form of surveys with a
comment section. This also provided everyone with an opportunity to share in the conversation around student safety and bullying/cyberbullying.

Continuing with my data collection, I interviewed three deans and three assistant principals selected by the principal to answer the questions. The process took me approximately three days to get the answers for my one-on-one interviews. The qualitative data provided much insight into what everyone’s perspective was as it related to student safety, the definition of bullying and cyberbullying, and the perceptions of the impact of bullying on student academic performance and attendance.

Data Gathering Techniques

The data gathering process involved gaining input from those who observed someone being bullied and/or those who intervened in the bullying process. Refer to Appendix A to review the Survey Questions based on data about adults’ perceptions of students’ perception of safety for all students.

Each assistant principal, dean of students, and counselor working with bullying incidences were asked the same questions. The data were compiled based on the responses to look at trends and common themes. I recorded the interviews for those who agreed to have their interviews recorded. I used backup equipment to record the interviews, allowing for accuracy and detail of the answers provided. I made sure that all questions were understood and restated clearly to provide full disclosure. The interview allowed for five questions to be asked in an evidence-gathering nature. I also had two additional probing questions. The interviews were scheduled so that I was able to speak to each dean, assistant principal, and counselor in the respective offices in each building. Therefore, the surrounding areas were private, quiet, and comfortable to the interviewees.
To ensure that the data management was secure, and to protect the identity of the individuals and the answers, all data and information were stored on my laptop that is password protected. I have a backup copy on a password-protected drive. The laptop was stored in a locked cabinet in my home. The participants were given pseudonyms to protect their identities.

The data-gathering process required the input of those who documented or addressed the incidences and looked to remedy bullying, cyberbullying, and other altercations. James et al. (2008) said, "Qualitative methods probe the richness of human experience. Quantitative methods gather a snapshot of the experiences of a large number of people” (p. 63). The surveys were used to derive the quantitative data. The results of the comment section of the survey and answers to the interviews provided the qualitative data. The comments and interview response were anonymous, and the results or responses were coded to protect the privacy of the respondents and the information. The responses were combined and merged to show related themes.

Patton (2008) indicated:

The point of utilization-focused approach is not to assume either high or low expectations. The point is to find out what the expectations of intended users are and negotiate a shared understanding of realistic, intended use—a mutual commitment that can be met. (p. 101)

Surveys

The results from the survey were aggregated and compiled by the following themes surrounded by student safety and various forms of bullying. The top five responses were placed in themes for each of the nine (9) questions:

1. Students indicated feeling safe at school
2. Students indicated feeling safe on the way to and from school
3. Students indicated feeling safe on the school bus
4. Students believed to go to certain individuals with their problems
5. Students reported physical bullying
6. Students reported bullied verbally
7. Students reported social bullying
8. Students believed or reported racial bullying
9. Students believed, observed or reported bullying by gender
10. Adults felt that bullying and cyberbullying can be prevented by different individuals

Survey Comments

Common comments were combined, and the top five responses were put into common themes (see Tables 1-3):

1. Reported that bullying/cyberbullying can be prevented by teachers
2. Reported that bullying/cyberbullying can be prevented by students
3. Reported that bullying/cyberbullying can be prevented by counselors
4. Reported that bullying/cyberbullying can be prevented by deans and administrators

Interview Questions

Common responses were coded, merged, and combined. The five questions provided insight into the perceptions of the three deans, three assistant principals, and three counselors’ definitions of bullying and how all the adults in the building understood bullying. Interview questions also revealed insights into the existence of a strategic plan to address student safety related to bullying. Additional information emerged from the
responses of informed adults about bullying and the perception of student safety related to bullying and safety responses.

This information was of value to the intended users or school community to confirm that their students feel safe. Also, this information helped to determine whether or not the schools needed to improve their school environment to ensure that students are safe and feel comfortable in their learning environment. The questions definitely generated conversation around student safety.

The survey information related to participating in the process to “Evaluate Student Safety Related to Bullying” was shared with teachers, ancillary staff, administrators, deans, and paraprofessionals. Electronic and paper copies of the survey and related information were provided to participants that included approximately 450 individuals. When looking at the results of the survey related to student safety and bullying at three schools in the district, there were 81 respondents who answered the 13 survey questions, resulting in an 18% response rate (see Appendix A).
SECTION FOUR: FINDINGS AND INTERPRETATION

Findings

The findings reflect responses from approximately 18% or 81 of the adults from three high schools. Findings were organized to reveal basic patterns or themes to ensure that the primary intended users could better understand the results related to student safety pertaining to bullying and/or cyberbullying. Based on the results of the survey, the data reveal that the adults have a perception of students based on their relationship with them or their lack of relationship. The findings indicated that these perceptions of safety issues may or may not have shaped the responses that were shared by the adults. The responses may or may not reflect individual observations of incidences involving students (see Appendices A, B and C).

Quantitative Data

Places Where Students Felt Safe - Responses to Questions 1-3

Reviewing the responses to Questions 1-3 by the adults, and based on the following findings, the answers to the questions asked were related to how safe students felt at school, on the way to and from school, and when they were on the school bus. Table 1 provides a summary of the responses.
### Table 1

*Student Safety Related to Bullying – Survey Results*

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did students feel safe at school?</td>
<td>51%</td>
<td>28%</td>
<td>21%</td>
</tr>
<tr>
<td>2. Did students feel safe on the way to and from school?</td>
<td>36%</td>
<td>46%</td>
<td>18%</td>
</tr>
<tr>
<td>3. Did students feel safe on the school bus?</td>
<td>53%</td>
<td>32%</td>
<td>15%</td>
</tr>
</tbody>
</table>

The “yes” responses indicated that students felt safe at school and on the bus, with responses of 51% and 53%, respectively, but only 36% of the student indicated they felt safe going to and from school. The extended responses for Questions 1-3 can be found in Appendix A with specific extended responses.

**Types of Bullying Experienced and Responses to Questions 4-8**

Questions 4-8 asked adults to indicate whether or not students felt they were bullied because of how they looked (physically), and approximately 33% responded “yes.” Additionally, “yes” was selected for those bullied verbally and bullied socially, 53% and 51%, respectively. However, those bullied racially and by gender represented 20% and 21%, respectively. The highest responses highlighted that students were bullied verbally and socially. According to the findings, the responses indicated that bullying by race and gender responded “no” by 80% and 79%, respectively. Also, 67% of students provided the answer “no” when the subject of physical bullying was broached, yet there was an overwhelming understanding that bullying is an issue. Table 2 shows a summary of these responses.
Table 2
Student Safety Related to Bullying – Survey Results for Questions 4-8

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Students indicated being bullied physically.</td>
<td>33%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>5. Students indicated being bullied verbally.</td>
<td>55%</td>
<td>45%</td>
<td>100%</td>
</tr>
<tr>
<td>6. Students indicated being bullied socially.</td>
<td>51%</td>
<td>49%</td>
<td>100%</td>
</tr>
<tr>
<td>7. Students indicated being bullied racially.</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>8. Students indicated being bullied by gender.</td>
<td>21%</td>
<td>79%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Responses Related to Who Students Shared Their Problems With - Question 9

The responses to Question 9 were related to whom students would talk when they had a problem. The results further showed who the adults believed students would reach out to if confronted with bullying situations. The responses indicated that teachers ranked first at 44%; others were next with 22%; (for “others,” no particular title was mentioned); no answers (provided) and parents tied at 11%; counselors at 7%, and at the bottom were siblings and administrators at 2% and 1% respectively. Table 3 depicts these responses.
Table 3
Student Safety Related to Bullying – Survey Results for Question 9

<table>
<thead>
<tr>
<th>9. Students Talk to the Following When They Have a Problem</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>44%</td>
</tr>
<tr>
<td>Others</td>
<td>22%</td>
</tr>
<tr>
<td>No Answers</td>
<td>11%</td>
</tr>
<tr>
<td>Parents</td>
<td>11%</td>
</tr>
<tr>
<td>Counselors</td>
<td>7%</td>
</tr>
<tr>
<td>Siblings</td>
<td>2%</td>
</tr>
<tr>
<td>Administrators</td>
<td>3%</td>
</tr>
</tbody>
</table>

The responses to the quantitative portion of the survey reflect adults’ perceptions of how students would respond. The findings show an interesting comparison regarding who they feel students would respond to and seek out for help.

Top Five Extended Responses for Preventing Bullying/Cyberbullying, Questions 10-13

The top five extended responses for Questions 10-13 are reflected by themes in Table 4, which indicates how adults perceived other adults could prevent bullying and cyberbullying. Some adults noted they did not know what to do to prevent bullying. Some mentioned that everyone could benefit from training, education, and workshops. There were others who mentioned intervention.
Table 4
*Top Five Extended Responses for Prevention of Bullying and Cyberbullying*

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. By Teachers</td>
<td>Supporting and relationship building</td>
<td>Intervening</td>
<td>Social Media</td>
<td>Don’t Know</td>
<td>Educational</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>31%</td>
<td>11%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>11. By Students</td>
<td>Decisions, behavior, and consequences.</td>
<td>Training, workshops, and student leadership.</td>
<td>Exercising personal safety and social media.</td>
<td>Stand up to friends, communicate with an adult.</td>
<td>Don’t Know</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>22%</td>
<td>19%</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>12. By Deans</td>
<td>Electronic and social media.</td>
<td>Respond to and handle bullying.</td>
<td>Education, encouragement, and involvement of everyone.</td>
<td>Interact with students and provide support.</td>
<td>Don’t Know</td>
</tr>
<tr>
<td></td>
<td>34%</td>
<td>26%</td>
<td>22%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>13. By Counselors</td>
<td>Intervening, monitoring and supporting.</td>
<td>Training, information, education for all.</td>
<td>Actions with students.</td>
<td>Don’t Know</td>
<td>It Can’t</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>29%</td>
<td>13%</td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Qualitative Data*

I utilized qualitative data as my way to investigate the thinking of the participants. My interview questions guided me through the experiences of those who had much to share related to their knowledge base as adults who interact with students in their roles as assistant principals, deans, and counselors. There were many questions used to better inform my program evaluation related to defining bullying (e.g., “Do all adults understand what bullying is?”) and the strategy used to develop a plan related to student
safety involving stakeholders. The responses below informed and supported my findings. Many of the responses to the interview questions substantiated my program statement.

Responses to Interview Questions 1-3

Question 1. A. Among the interviewees, 89% of the assistant principals, deans, and counselors were able to clearly define bullying, but there were still 11% of the respondents who gave a vague response. Question 1. B. When interviewees were asked if they believed the adults in the building had a clear understanding of bullying, 22% said “yes,” 67% said they were uncertain, and 11% had no definite understanding.

Question 2. A. When inquiring about how a strategic plan was developed to address student safety related to bullying, 22% of the responses were centered on adult concerns. Approximately 56% of the responses related to addressing adult and student-centered concerns, and 22% of the respondents were unclear or had no response. Question 2. B. Insight was shared on how adults respond to bullying incidences, with 44% of the respondents providing clearly detailed responses, and 56% of the interviewees providing no explanation or response.

Question 3. A. When asked about the data sources used to develop the Bullying Policy, 33% of the participants provided a clearly detailed response, and 67% provided no clear explanation. Question 3. B. The participants were asked how data were tracked. Approximately 22% provided a clearly detailed response, 11% provided a vague response, and 67% provided no clear explanation. Question 3. C. When asked about the impact of bullying on student performance, 22% provided a clearly detailed response (indicating that the incidences were low, had little impact), and 88% provided no response or explanation.
### Table 5
**Student Safety Related Bullying - Interview Question Responses**

<table>
<thead>
<tr>
<th>Question</th>
<th>Clearly Detailed Response</th>
<th>Vague Response</th>
<th>No Explanation/Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A. Bullying defined...</td>
<td>89%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>B. Adults in the building have a clear understanding of bullying...</td>
<td>Yes/All</td>
<td>Uncertain</td>
<td>No Definitive Understanding</td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>67%</td>
<td>11%</td>
</tr>
<tr>
<td>2. A. Strategic Plan developed for student safety related to bullying...</td>
<td>Adult-Centered</td>
<td>Adult &amp; Student-centered</td>
<td>None or Not Sure</td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>56%</td>
<td>22%</td>
</tr>
<tr>
<td>B. Adults’ response to incidences of bullying...</td>
<td>Clearly Detailed Response</td>
<td>Vague Response</td>
<td>No Explanation/Response</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>0%</td>
<td>56%</td>
</tr>
<tr>
<td>3. A. Sources of data utilized to develop Bullying Policy...</td>
<td>Clearly Detailed Response</td>
<td>Vague Response</td>
<td>No Clear Explanation</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>0%</td>
<td>67%</td>
</tr>
<tr>
<td>B. Data tracked by...</td>
<td>Clearly Detailed Response</td>
<td>Vague Response</td>
<td>No Clear Explanation</td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>11%</td>
<td>67%</td>
</tr>
<tr>
<td>C. The impact on student performance...</td>
<td>Clearly Detailed Response</td>
<td>Vague Response</td>
<td>No Response or Explanation</td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>0%</td>
<td>88%</td>
</tr>
</tbody>
</table>

**Interpretation**

My interpretation of the data revealed that many adults identified some safety concerns related to bullying and cyberbullying that needed to be addressed by the district and building level administrators related to the adults, parents, students, and school community. The results reflected in the surveys and the interviews showed a number of findings. The surveys indicated that the adults in the schools have a relationship with the
students, perceiving that when students have a problem, 44% sought out a teacher, 7% sought out a counselor, and 1% sought out an administrator to talk to. The adults’ relationships also indicated their views about the students that help to shape their responses to the survey.

The results turned out in a way that supported my initial question regarding adults’ identity and relationship with students to drive their reaction when informed about bullying situations. The responses provide by the adults’ revealed their personal interaction with students influenced how the questions were answered. The survey questions asked of school-based custodial adults focused on student safety. The responses showed that there is a need for education, training, and workshops that enlighten everyone within a school about student safety related to bullying. In reviewing the extended responses for Questions 10-13 (Table 4), responders mentioned that teachers can prevent bullying and cyberbullying through intervening, support and relationship building; students can prevent bullying through training, workshops, student relationships, and standing up to their friends. Respondents indicated that deans can respond to and handle bullying, education, and encouragement involving everyone. They interact with students and provide support. Finally, participants shared that counselors can intervene, monitor, support, and provide training that informs and provides education for those concerned. Unfortunately, within the same areas, there were adults who responded that they did know how the teachers, students, deans, and counselors could prevent bullying. Those who responded may have had different reasons for sharing their responses, but it appears some had answers to questions asked, while others did not.
Working with students or supervising them and seeking to keep monitoring them is a job for all adults within the school.

The survey was completed by teachers who have direct contact with the students daily. Also completing the survey were ancillary staff, deans, counselor, assistant principals, and paraprofessionals who deal with students daily, but who do not necessarily interact with the same students on a daily basis. The counselors have students that are assigned to them based on the grade level, and that helps them establish a relationship with their students. The assistant principal and deans typically see students usually when there is an issue, and they might or might not have a relationship with students. The paraprofessional and other adults possibly see the students in the main office, lunchroom, and/or hallways. Therefore, it appeared that all of the adults in the school might or might not be in a position to establish relationships with students, since they are not in contact with or interact with the same students on a daily or weekly basis.

This brings me to the interview questions and answers shared during the one-on-one interviews with the assistant principals, deans, and counselor. The results revealed that 89% of the respondents gave a clear answer to the definition of bullying and cyberbullying, and 67% were uncertain whether all adults in the building had a clear understanding of bullying. The plan to address student safety related to bullying revealed that the responses were 56% adult and student-centered. (The responses revealed that seeking to involve students in the strategy planning process and/or provide incentives for students were included.) When asked whether adults knew how to intervene in incidences of bullying, 44% provided a clearly detailed response. The answers to which sources of data were used to develop the bullying policy and the tracking showed that
33% had a clear response and 67% had no explanation. The answer related to the impact on student performance indicated that 22% had a clearly detailed response. It appeared numbers varied based on the different responses. The common themes that were revealed to me during the interview process was the appreciation to having someone listen to them, and the need for greater communication between the counselors, deans, and assistant principals since they all handle discipline.

While going through the research process, I had to reflect on what Patton (2008) said about data: “Interpretation goes beyond the data to add context, determine meaning, and tease out substantive significance” (p. 478). This process helped me to develop a clearer picture of how to gather information and look into the thinking process of those sharing information. This process also aided me when going through the data, looking for themes, and making sure that I stayed true to ensuring that the data reflected the true responses and anonymity of the responders, which was important to me. This helped to create trust for the next section of the process.
SECTION FIVE: JUDGMENT AND RECOMMENDATIONS

Judgment

My evaluation statement and questions should help inform the schools’ efforts to address the ways bullying impacts student safety. Looking at how bullying and student safety are related to achievement, there appears to be an indirect relationship to the effectiveness or lack of effectiveness of the roles and relationships that custodial adults can play in addressing the bullying incidents in the schools. There appeared to be various perceptions from the adults who completed the survey indicating what the deans, students, counselors, and assistant principals can do to possibly eliminate bullying and cyberbullying. These decided roles embraced by adults may have required them to interact with students daily, weekly, or sporadically. This helped to determine the level of contact, or lack thereof, that adults have when interacting with students. I found that my results would offer some insight, which will help to provide opportunities for the entire school to look at bullying and cyberbullying as something that needs to be addressed to provide a clear understanding for all adults and students, clarifying their roles related to students’ safety.

It was mentioned that student safety was a concern, and the findings supported safety concerns related to traveling to and from school, while at school, and on the school bus. The “yes” responses indicated that students felt safer at school and on the bus (51% and 53%, respectively), but only 36% of the student respondents indicated they felt safe going to and from school. This reflected on the need to actually find out how this issue could be addressed and by whom.
Recommendations

*Student Safety*

An analysis of the survey results revealed what the adults’ viewed as what needed to be identified as issues related to student safety. The adults indicated that students’ decisions, behavior and consequences caused 29% of their problem; not exercising personal safety and social media reflected 19% of their problems. And 18% of the respondents indicated that students should stand up to friends and communicate with adults.

The adults’ relationship or lack of relationship with students indicated they felt the students were the greatest cause of the problem. There were some adults who mentioned they didn’t know how bullying or cyberbullying could be prevented by teachers, students, deans, and/or counselor. The surveys represented approximately 81 respondents or 18% of the adults in the district. If we look at the number of adults in the district, this would show that there are many more adults and students who do not know the answer to these questions.

*Common Definition, Training, and District and School Policy/Program Needed for Student Safety*

The data indicated that there is a need to provide everyone with an education, workshops, or training on bullying and cyberbullying. Everyone needs to receive the same training. There exists a code in the Student and Parent Handbook (pp. 31-32) under the Discipline Guidelines section entitled Offense. Based on the results, everyone is not familiar with this code. There needs to be a bullying policy and/or program to help
address safety issues and better equip everyone to clearly understand bullying and cyberbullying.

*Improved Climate and Culture to Improve Adult and Adult-Adult-Student Interactions*

It is up to the adults to create a student-centered learning environment that would help allow students to feel accepted and take some ownership of safety situations related to bullying and/or cyberbullying. Administrators must set the tone and communicate that adults and students are appreciated and recognized, and all adults need to model by their actions that students are welcomed and valued.
References


doi:10.1080/17405629.2012.706463


APPENDIX - A - SURVEY

The purpose of this survey is to evaluate student safety and bullying at school.

Bullying Survey for Administrative, Teachers, Ancillary Staff, and Paraprofessionals.

* Required

**Did students indicate that they feel safe at school?** *
- [ ] Yes
- [ ] No
- [ ] Other:

**Did students indicate feeling safe on the way to or from school?** *
- [ ] Yes
- [ ] No
- [ ] Other:

**Did students indicate feeling safe on the school bus?** *
- [ ] Yes
- [ ] No
- [ ] Other:

**Who did students talk to when they had a problem at school?** *
- [ ] Parent/Guardian
- [ ] Sibling
- [ ] Counselor
- [ ] Administrator
- [ ] Teacher
- [ ] N/A
- [ ] Other:

**Did students indicate that they were bullied physically?** * Yes ___ No ___
i.e.- Hit, pushed, shoved, slapped, kicked, spit at or beaten up, had property taken/stolen

**Did students indicate that they were bullied physically? Please respond, if you answered "Yes" above, or type/write N/A if you answered "No."** * Yes ___ No ___
i.e.- Hit, pushed, shoved, slapped, kicked, spit at or beaten up, had property taken/stolen.

**Did students indicate that they were bullied verbally?** *

50
Did students indicate that they were bullied verbally? Please respond, if you answered "yes" above, or type/write N/A if you answered "No." *Yes ___ No ___
i.e. - called names, teased hurtfully, insulted, humiliated, threatened.

Did students indicate that they were bullied socially? *
i.e. - Excluded, made to look dumb, rumors spread, gossiped about -Yes ___ No ___

Did students indicate that they were bullied socially? Please respond, if you answered "yes" above, or type/write N/A if you answered "No." * Yes ___ No ___
i.e. - Excluded, made to look dumb, rumors spread, gossiped about

Did students indicate that they were bullied racially? * Yes ___ No ___
i.e. - Excluded, treated different/bad, culturally, ethnically

Did students indicate that they were bullied racially? Please respond, if you answered "yes" above, or type/write N/A if you answered "No." * Yes ___ No ___
i.e. - Excluded, treated different/bad, culturally, ethnically

Did students indicate that they were bullied by gender Yes ___ No ___
i.e. - Left out/treated badly because you are a girl or boy; heard comments related your gender

Did students indicate that they were bullied by gender? Please respond, if you answered "yes" above, or type/write N/A if you answered "No." * Yes ___ No ___
i.e. - Left out/treated badly because you are a girl or boy; heard comments related your gender

How can bullying/cyberbullying be prevented by teachers?
Please explain below.

How can bullying/cyberbullying be prevented by students?
Please explain below.

How can bullying/cyberbullying be prevented by counselors?
Please explain below.

How can bullying/cyberbullying be prevented by deans and administrators?
Please explain below.
11 RESPONSES TO SURVEY QUESTIONS 1-9:

(These are the percentages of the responses. See Appendix C below for Specific Responses to these questions. *)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Response Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did students indicate that they feel safe at school?</td>
<td>Yes</td>
<td>41</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>23</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Other, please specify</td>
<td>17</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Total Respondents</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>2. Did students indicate feeling safe on the way to or from school?</td>
<td>Yes</td>
<td>29</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>37</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Other, please specify</td>
<td>15</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Total Respondents</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>3. Did students indicate feeling safe on the school bus?</td>
<td>Yes</td>
<td>43</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>26</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Other, please specify</td>
<td>12</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Total Respondents</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>4. Who did students talk to when they had a problem at school?</td>
<td>Parent</td>
<td>9</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Sibling</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Administrator</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>36</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>9</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Other, please specify</td>
<td>18</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Total Respondents</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>5. Did students indicate that they were bullied physically?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td>Total</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>28</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>57</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

6. Did students indicate that they were bullied verbally?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>54%</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>46%</td>
</tr>
</tbody>
</table>

7. Did students indicate that they were bullied socially?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>51%</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>49%</td>
</tr>
</tbody>
</table>

8. Did students indicate that they were bullied racially?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>20%</td>
</tr>
<tr>
<td>No</td>
<td>69</td>
<td>80%</td>
</tr>
</tbody>
</table>

9. Did students indicate that they were bullied by gender?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>21%</td>
</tr>
<tr>
<td>No</td>
<td>66</td>
<td>79%</td>
</tr>
</tbody>
</table>
APPENDIX - C

*EXTENDED COMMENTS FOR QUESTIONS (1-9) AND RESPONSES FOR QUESTIONS (10-13) BELOW (Please note that there was only one response unless indicated.):

1. Did students indicate that they feel safe at school?
   No – 23
   Yes – 41

   Responses: 14
   - Yes = At times yes, at other times no
   - Yes = I have never asked, were we asked to?
   - Yes = I have not discussed this issue with students
   - Yes = Most of the time – 2
   - Yes = Most of the time students tell me that they feel safe
   - Yes = My students rarely come right out and say whether or not they feel safe at school, but there have been many students who have expressed that they feel unsafe walking to school for various reasons and others who have expressed that they are regularly teased, ridiculed, etc.
   - No = Not always
   - No = Nothing has been said
   - Yes = Some do some don’t
   - Yes = Sometimes
   - Yes = Somewhat
   - Yes = Students generally express that they are not happy with the environment and/or conditions of the school (i.e. physical and safety)
   - Yes = Students have never made comment to the matter
   - Yes = Students indicated that they feel unsafe sometimes

2. Did students indicate feeling safe on the way to or from school?
   No – 37
   Yes – 29

   Responses: 15
   - Yes = At times yes, at other times no
   - No = I have never asked, were we asked to?
   - No = I have not discussed this with students/I have not discussed with students - 2
   - Yes = Most of the time
   - Yes = Mostly yes, some no
   - No = No, but not because of bullying; because of bus driver skill
   - No = Not always – 2
   - Yes = Some do and some don’t
• Yes = Sometimes
• Yes = Some students indicate they do not feel safe before/after school as it is dark
• Yes = Students do not feel safe when they witness physical altercations. Also, one of my students was beaten up on his way home from school earlier this year and it was posted on social media.
• Yes = Students have discussed different incidents that occur on or off school property
• Yes = There have been instances they have mentioned of suspicious people that have tried to engage them

3. Did students indicate feeling safe on the school bus?
   No – 26
   Yes – 43

Responses: 12
• No = I have never asked, were we asked to?
• No = Did not mention anything
• No = Haven't heard either way
• No = I am positive that if students feel unsafe when at school and within their community, there are safety concerns on the school bus as well
• No = I did not discuss with students
• Yes = At times yes, at other times no
• No = Not Always
• Yes = Sometimes
• Yes = Sometimes it gets a little wild
• Yes = Students do not feel safe when the bus driver has to pull over due to a verbal and/or physical altercation
• Yes = Students have discussed different incidents that occur on or off school property

4. Who did students talk to when they had a problem at school?
   Parent/Guardian – 9
   Sibling – 2
   Counselor – 6
   Administrator – 1
   Teacher – 36
   N/A – 9

Responses: 18
• Deans – 3
• Fellow student/peer
• Friends, teachers, sometimes counselor or dean
• Have not discussed with students
• I am not sure.
• I have never asked, were we asked to?
• It depends on the student
My students often say that they are just going to tell (usually a sibling or friend) about an issue. Sometimes they talk to teachers and I’ve heard my students talking about getting their parents involved as well.

- Multiple of the above - parents, teachers, friends
- On many occasions, all of the above
- Peer
- Peers and fellow classmates
- School Social Worker/Social Worker - 3

5. Did students indicate that they were bullied physically? (Hit, pushed, shoved, slapped, kicked, spit at or beaten up, property taken or stolen):

No – 57
Yes – 28

Responses: 17
- Yes = A female student expressed being physically hit by other female peers and males
- Yes = All the time
- Yes = Bumping, negative language/social media, fighting
- Yes = I have a couple of students who had a bullying issue that was eventually taken care of by their dean, and there was reported violence involved
- Yes = I have had students indicate that physical bullying took place
- Yes = I teach freshmen, so most physical bullying deals with poking and minor issues. I have seen an increase in punching & shoving
- Yes = In gym class and in classrooms
- Yes = In the locker room. Freshmen students being Pants; - a group holds down one and removes his shorts and underwear
- Yes = Some students did
- Yes = Students bumping into students on purpose, coming into personal space as a form of threat
- Yes = Students don’t have to indicate this; it happens in the halls quite frequently
- Yes = The deans get students that often say that bullying is what causes their behavior. They deal with it for a while but then go off
- Yes = Threatened with robbery and/or were robbed at local nearby gas stations
- Yes = Yes. They are specials needs students and sometimes they have a hard time explaining or over exaggerate
- Yes = When that happens, it usually turns into a fight
- Yes = They are bullied every day by their peers by the way they talk to each other
- Yes – N/A - 6

6. Did students indicate that they were bullied verbally? (Called names, teased hurtfully, insulted, humiliated, threatened)

No – 37
Yes – 48
Responses: 27

- Yes = All the time. Students make threatening comments to others verbally and over social media
- Yes = All the time
- Yes = Because of what clothes they wore or brands of attire they had on
- Yes = By their peers
- Yes = Comments and inappropriate remarks
- Yes = Harassed and threatened by individuals in the neighborhood who are no longer enrolled students
- Yes = I’ve had students get bullied in my class and have had to intervene
- Yes = Many students did
- Yes = in the lunchroom and school bus
- Yes = In locker room, on teams, in classrooms
- Yes = Not only have my students told me about verbal bullying, but I am constantly addressing the issue, redirecting negative comments and hearing it daily.
- Yes = Occasionally, usually handled quickly and completely
- Yes = Negative comments
- Yes = Several
- Yes = Some racial comments; one student received a couple of anonymous letters calling her a lesbian, claiming she had chlamydia
- Yes = Social Media is most prominent
- Yes = Some students commented that other students make fun of the clothing they wear or how they speak – 2
- Yes = The ladies especially
- Yes = Students have shared with me that they were verbally bullied
- Yes = Students have indicated being called names outside of their birth given names
- Yes = They talk all the time about social media bullying or at least that is a lot of where fights start
- Yes = There were verbal threats made on more than one occasion
- Yes = There is an issue in one of my classes where students are saying things like, “That’s gay!” based on a person’s behavior or who they hang with
- Yes = Yes, students call my students slow
- Yes = Yes. Name calling and put-downs and threats
- Yes = Yes. Also, in writing via social networking sites
- Yes - 20

7. Did students indicate that they were bullied socially? (Excluded, made to look dumb, rumors spread, gossiped about)
No – 42
Yes – 43
Responses: 21
- Yes = A lot of social bullying is taking place
- Yes = All the time
- Yes = Appearances or clothing was a focus
- Yes = My students are usually bullied about the shoes they’re wearing or some sort of physical attribute that their peers find entertaining to laugh about
- Yes = On Social Media – Twitter, Snapchat, chat groups, etc. and spreading rumors – 8
- Yes = One girl got into fight at school because of social bullying – 2
- Yes = Students indicate it happens often
- Yes = Students have voiced being shunned and humiliated by their peers.
- Yes = There are cliques within the school and it happens
- Yes = The incident involved a group of girls
- Yes = Two students have indicated this, and one student actually skipped my class for 1-2 weeks. The other had an ongoing issue from middle school.
- Yes = Yes, again being label different by other students
- Yes = Yes. Ostracizing students

8. Did students indicate that they were bullied racially? (Excluded, treated different/bad, culturally, ethnically)
   No – 69
   Yes – 16

Responses: 11
- Yes = By Teachers
- Yes = There are comments about certain things being representative of one specific culture in their conversations (e.g., you like parkour, that’s _____)
- Yes = This happens sometimes.
- Yes = YES! Mostly from black students toward Latino students. (e.g. “Go back to Mexico; or go cut some grass”). Also black students toward white students
- Yes – 5
- Yes – N/A - 2

9. Did students indicate that they were bullied by gender? (Left out/treated badly because you are a girl or boy; heard comments related to your gender)
   No – 66
   Yes – 19

Responses: 19
- Yes = Female students have complained that male students slap females’ bottoms. Have seen in the hallway students pretending to choke each other but couldn’t.
- Yes = Girls always feel harassed by boys and homosexuals feel bullied constantly.
- Yes = Sometimes depending on how bad it is. Or how well other people know the person. -3
• Yes = There is an issue in one of my classes where students are saying things like, That’s gay! based on a person’s behavior or who they hang with.
• Yes = This happens sometimes, more so to females.
• Yes = Yes. Also, by sexual orientation.
• Yes – N/A-7
• Yes – Yes -4

10. How Can Bullying/Cyber Bullying Be Prevented by Teachers?
Explanations: 25
Don’t Know: 3
?
N/A
Don’t know

Social Media: 3
• Being aware of what students actually post on social media on a daily basis.
• Ban the use of electronic communication devices from the building at all times, including during the lunch periods

Supporting and Relationships Building: 10
• Be more aware of surroundings
• Stories from other areas as examples; be aware of what the students are saying and how they are acting to one another and create a safe environment
• Report any abuse brought to their attention or that they witness
• Communicate with students
• Build rapport and relationships with students allowing for open communication when they feel like they have a problem
• By not letting students feel lonely
• Perform immediate proper action and have a zero tolerance for bullying. Teachers should engage and communicate with students.
• By building trusting relationships with students, which makes them comfortable to talk openly when being bullied
• Be aware
• Be alert and have ears open all the time

Intervening: 8
• By creating an atmosphere of accountability and openness
• By listening to kids’ conversations and notice behavior changes; Awareness and conversations had about it
• By talking about it in class, addressing situations that they hear in the classroom immediately
• If a teacher see's something going on they can say something and not just sit there and watch

59
• They clearly see when someone is getting bullied so all they have to do is step in and say stop doing that
• Take note) if students are attempting or using their cell phones constantly
• Honestly, create a fake page in watch over your students it has to be a believable page
• Making sure students are not on their cell phones during class and mentoring the students

Educational: 2
• By teaching all students to respect each other and having the culture of respect in the classroom
• By incorporating the issue into a lesson

11. How Can Bullying/Cyber Bullying Be Prevented by Students?
Explanations: 84
Training, Workshops and Student Leadership-17
• Conflict resolution should be taught in school
• Choose student leaders to set the example and make it known that bullying is not cool
• Have students attend a workshop by trained professionals or counselors.
• Learning perspective taking so students can see what it may be like for others
• Educating Students-2
• Displaying respect for self and one another
• Help students realize how big of an issue this is
• Perhaps teaching about avoiding bullying in all forms can be built into the Freshmen curriculum
• Peer mediation programming when there is a bullying conflict may help prevent future incidents.
• Not using cell phones in the classroom
• More awareness
• There has to be proactivity from the parents, teachers, students, and community in an effort for effectiveness to create change
• Student need to be taught the value of all human beings, continue to be reassured; make it some kind of honor thing
• Social emotional learning, character building, system changes, whole school initiatives, paradigm shifts
• Students should attend bullying workshops
• This can be done through speakers, movies/documentaries, etc. Students need to be educated about the different types of bullying and healthy ways

Exercising Personal Safety and Social Media-15
• Being careful
• Be careful what you entertain via social media
• Be careful what is revealed on social media
• Avoid using sites that easily allow cyber bullying
• By being smart and selective with what they post, how they communicate, and with whom they communicate
• By not accepting every student as their friend and limiting things they place on the web
• Refrain from excessive use of social media/report anything you see to a dean or administrator.
• Not to be on the social media sites
• Setting accounts to private rather than public
• Stay off of social media or not to respond to negative comments
• Students can leave their electronic devices in their lockers throughout the day and this will help prevent them from being on many social media sites
• Students must understand the power of posting and reposting on Social Media. Through educating first, then discipline
• Students should be reminded of improper behaviors
• Students should block the person attempting to bully them, show the threats to a dean, counselor or teacher

Stand-up to Friends and/or Communicate with an Adult-14
• Call out others who are bullying support friends
• By notifying adults
• By just learning if they see or hear something, say something.
• Communicate with adults
• If you see someone getting bullied, help them out
• Report it, assist those being bullied (as opposed to standing up to a bully which would more than likely result in violence)
• Report to staff if see any sign of bullying
• Report it when they see someone doing it and don't react to it, which leads to the bullying continue with their actions
• Report any bullying and respect others
• Students need to bring the matter to attention of teachers and administrators as well as to other students
• Students need to report things they see that seem like bullying to a trusted adult.
• Students can let an adult know if someone is getting bullied before it goes too far
• They need to report it if they see it
• Talking to someone, informing an adult. Snitching needs to happen more, kids are so against it

Decision, Behavior and Consequences-23
• Tolerance and understanding
• They can be nice
• To think before they act
• Treat everyone with respect and report it when experienced or witnessed-2
• If they didn't respond to negativity
• Harsher punishments for bullies and send students to sensitivity training
• Don’t do it
• It is their decision. They are making their own choices based on their morality which they get through family values
• If you don't have anything nice to say don't say it at all
• Engage in appropriate behaviors
• Don't do it and if you see it stop it or tell an adult
• Making kids aware of consequences, keeping our ears open
• No way to prevent it, but serious disciplinary consequences can motivate students to use better judgment
• Not gossiping about it, not encouraging it, not taking part in it
• Respect one another
• Stop engaging in hallway behaviors such as name calling, taunting and pushing. If they don't engage, the behaviors might stop
• Simply stop
• Suspension
• They have to choose not to participate
• They have to want to stop it
• They need to be more opened minded about everything.
• Zero tolerance

Support from Adults-3
Listening and watching
PARENT SUPERVISION
Through active communication

Don’t Know-11
• I don’t know – 4; unless you change society and social media
• Not sure
• No idea
• No idea that doesn't sound really schmaltzy.
• Now this is the hard because students are mean and it’s always an audience around to make the person bully feel good

N/A-2

You Can’t-1
• It's hard to prevent. Social media is prevalent.

12. How Can Bullying/Cyber Bullying Be Prevented By Deans And Administrators?
RESPONSES AND EXPLANATIONS: 77

Education, Encouragement, and Involvement of Everyone-21
• Hold every adult accountable, implement solid school policies, encourage teachers and mentors, and provide resources.
• Issue information about prevention and consequences for violations.
In the end, this is a systemic issue that definitely needs to be addressed immediately; it is ineffective to deal with cases individually.

Not allowing electronics in school, social emotional learning, character building, system changes, whole school initiatives, paradigm shifts.

Make announcements, posters, and strict school discipline policies that encourage positivity and discourage bullying.

Training
There has to be proactivity from the parents, teachers, students and community in an effort for effectiveness to create change.

Teach students the effects of it. Watch out for students who are at risk to becoming bullies, or those who are bullied. Also, have strict consequences for bullies.

Provide stop the bullying campaigns during lunches and/or disturbing literature to students during lunches.

Support and advocacy of successful programs.

Having a clear definition of bullying and an enforced policy to address it would be a great first step.

Host workshops.

Have a non-bullying campaign with incentives for kindness.

All of those invested in assisting students should use the same strategies that are taught in conflict resolution class.

Encouraging speaking with good purpose and accepting everyone.

By enforcing it.

Being in the hallways and speaking directly with the students when they hear bullying, see pushing. Commenting.

Creating an open and accepting atmosphere at school.

Communicate with students.

Educating Students.

Electronics and Social Media

Being proactive, monitoring social media, asking questions, being alert to the issues talked about the staff and students.

Deans/Administrators should limit their presence on social media and avoid all reference to school/students/staff; additional training.

Dean and Admin. must understand the power of posting and reposting on Social Media. Through educating first, then discipline.

Keep school environment free of cell phones!!! Students will be more focused on studies than on their phones.

We need to be more aware of what is being posted on Twitter/SnapChat/Instagram. Students have moved on from Facebook for the most part.

Respond and Handle Bullying

Deans and administrators can try to mentor more when they detect bullying and handle it.
• Be aware of student actions and respond if there is a threat of bullying at any time
• Be allowed to discipline students for actions
• Be aware of student actions and respond if there is a threat of bullying at any time
• Continue to enforce the policies that exist on the books as well as continue to develop new ones that address specific behaviors.
• Create harsher punishments and sensitivity training
• Consequences
• Enforcing a strict ‘no bullying’ policy
• Enforce more serious disciplinary actions for cyber bullying.
• Follow through and consequences when these incidents occur
• Hold students accountable for severe consequences
• If you see someone getting bullied, help them out.
• Investigate matters that are reported, continue peer mediations, keep the parents involved/informed
• When cyberbullying occurs, a stern consequence needs to be issued and this needs to be CONSISTENT
• Issue consequences to the bully as soon as the offense is made to the person being bullied.
• More discipline
• No way to prevent it, but serious disciplinary consequences can motivate students to use better judgment
• Zero Tolerance-2
• Those that are doing the bullying need to be put out the school, where they would attend an alternative school. ZERO TOLERANCE POLICY FOR BULLYING
• Support the teachers and counselors when bullying does occur and that doesn't mean caving into parents’ demands. Enforce your policies seriously!
• Support the individuals that bring up the bullying offenses and provide appropriate consequences
• They need to follow up with a zero-tolerance policy
• The Deans address the issue as best they are allowed to
• Take serious action, involve the parents

Interact with Students and Provide Support-12
• Have a principal that actually knows the kids and is present in the building on a regular basis
• Deans and administrators must support the efforts of the counselors, teachers, and students, as well as do more than just punish, but enforce mediation
• Interact with more than just the students sent to see them
• Listening and watching
• Listen to students
• Monitor the students also inform parents. Do home visits to see what type of environment they live in and try to help them the best way possible
• To have an open-door policy with your students. The deans/administrators should have open communication with their students
• Same as above, while supporting the infrastructure and atmosphere of the same
They must investigate and lead cyber groups that will monitor and assist students
Partner with the counselors/social workers to have anti-bullying workshops for students
Follow up on leads, concerns or complaints from staff/students
Get involved sooner than waiting for a problem to happen

I Don’t Know-7
• ? - 2
• It really can't be prevented by them.
• I don’t know-3
• Unsure

They Can’t/ N/A-6
• Deans and administrators are really never around to catch or stop bullying
• It can't
• They can't not with students all the time
• It's doubtful.
• No way to prevent it, but serious disciplinary consequences can motivate students to use better judgment
• n/a

13. How Can Bullying/Cyber Bullying Be Prevented By Counselors?
Explanations: 78

Training, Information, and Educations for All-23
• All of those invested in assisting students should use the same strategies that are taught in conflict resolution class
• By implementing programs and comfort zones for students, while building trusting relationships
• Being more available
• Counselors might put together school-wide assemblies with guest speakers, or create some sort of t-shirt or other paraphernalia to promote acceptance
• Education
• Educating students
• Have an assembly on bullying
• Have an anti-bullying assembly or workshops for the students
• Have more training for staff and students to be more aware
• Host workshops
• Introduce students to motivational speakers
• Not allowing electronics in school, social emotional learning, character building, system changes, whole school initiatives, paradigm shifts
• Not allowing the use of cellphones in the classroom and providing workshops
• Offer sessions/small groups for support
• Open group discussions about the effects of cyberbullying
• Training -2
• Perhaps some sort of sensitivity training/empathy workshops should be available for kids who bully
• There has to be proactivity from the parents, teachers, students and community in an effort for effectiveness to create change
• Workshops and videos are shown by counselors with Q & A discussions afterward. Perhaps group sessions per class level?!?
• All students should see their counselors at least once or twice a month to see how they are feeling at home and at school
• By reporting it

Intervening, Monitoring and Supporting: 34
  • Continue to be an open resource for communication
  • Calling students out on the behaviors in the hallways that go without comment by adults.
  • Communicate with students
  • Encouraging speaking with good purpose and accepting everyone
  • Creating an open and accepting atmosphere at school
  • Have meetings with students to discuss the problem
  • Fully address the situation as it occurs with FORCE
  • FOLLOW UP ON STUDENTS CONCERNS OR COMPLAINTS
  • Having discussions with the students they counsel
  • Have sessions regarding bullying with the students in small classroom settings or small group assembly settings
  • Listening and watching
  • Listen to students
  • Having discussions with the students they counsel
  • Having group meetings with students, checking up on students individually and having conversations. Also talking to teachers
  • Identify possible victims of prey, kids that get picked on often meet, or fit certain criteria.
  • Inform students of consequences.
  • If you see someone getting bullied, help them out.
  • Mingle more with students outside of office
  • Monitor for warning signs of bullying in general (and cyberbullying in particular)
  • Make efforts to address bullying, model kindness, and support students.
  • Monitor the students and also have them inform parents
  • Of responding. Also, we preach to students to notify an adult; however, from my conversation with students, adults are not listening
  • Talking to the kids
  • Work with the students that are feeling
  • They can talk to the students more
  • Zero tolerance
  • Student conferences
  • Take necessary steps right away by contacting parents of involved parties.
● Teach students the effects of it. Watch out for students who are at risk of becoming bullies or those being bullied
● Speak directly with students involved in such activity and review the consequences of such behavior
  ● Through classroom lessons and assemblies
  ● They could talk with all of the students
  ● Take serious action, involve the parents

Actions with Students-10
● Counselors should be visible, have the students know who they are, and be there for students so they know what's going on
● Counselors should have the same caseload for all 4 years so that they can better serve students' needs
● Counselors need a forum to report cyber bullying
● Counselors must explain and constantly repeat the importance of people rights. Every child has the right to learn in a proper atmosphere
● Counselor meetings by class to address this issue and invite outside organizations that address this issue to speak to them
● Counselors should limit their presence on social media and avoid all reference to school/students/staff; additional training
● To have an open-door policy with your students. The counselors should have open communication with their students
● Social education programs by the counselors for student awareness are a means.
● Proactive with their caseload

I don’t know-8
  ● ? -2
  ● No idea
  ● I don’t know-5

It can't-3
  ● No way to prevent it, but serious disciplinary consequences can motivate students to use better judgment
  ● Nothing to prevent it; they help more after the fact
  ● They can’t. Not with the students all the time.