



**LOVE, CARE, SERVE**

**SUPPORTING  
STUDENTS  
AND  
PREVENTING  
BULLYING**







**Every day, students across the country face bullying from others, resulting in depression, anxiety, self harm and even death. Bullying comes in many forms — both in person and increasingly through social media.**

**In 2019,  
22% OF STUDENTS  
ages 12-18 experienced bullying nationwide.**



# TYPES OF BULLYING

**15%**

were the  
subject of  
rumors

**14%**

made fun  
of, called  
names, or  
insulted

**5%**

pushed,  
shoved,  
tripped or  
spit on

**6%**

excluded  
from  
activities on  
purpose

**5%**

threatened  
with harm

# LOCATION BULLYING TOOK PLACE

**39%**

in the  
hallway or  
stairwell at  
school

**47%**

inside the  
classroom

**26%**

the cafeteria

**20%**

outside  
on school  
grounds

**16%**

online or  
by text

**11%**

in the  
bathroom or  
locker room

**10%**

on the  
school bus

**3%**

somewhere  
else in the  
school  
building

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019,  
<https://nces.ed.gov/programs/coe/indicator/a10>



ACADEMY AWARD® NOMINEE  
**MARK WAHLBERG**


JOE BELL

REDEMPTION IS A JOURNEY  
YOU CAN'T TAKE ALONE

BASED ON A TRUE  
FATHER-SON STORY

[illegible]

NIGHT REVENGE  
 ENDERBACH PATENT  
 ARGENT PICTURES  
 H R  
 G  
 VISION CHAOS  
 L  
 WOODRIDGE

#JoeBellMovie    /joebellthemovie | joebellthemovie.com

THIS SUMMER  
ONLY IN THEATERS





**The release of the movie “Joe Bell” in summer 2021 is based on the tragic death of La Grande student Jadin Bell. The movie’s themes focus on the need for schools and communities to provide emotional and mental health supports, and to prevent bullying from occurring.**

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**The La Grande School District strongly encourages use of the following resources to ensure that our students are safe and thriving.**





## OTHER PUBLICATIONS

# La Grande School District

- [LGSD Profile and Focus Guide](#) *see pages 11-13*
- [Suicide Prevention, Intervention and Postvention](#)
- [LGSD 2020-21 Strategic Plan](#)
- [LGSD Equity Lens](#) *see page 14*
- [School Bullying Practices Reference and Discipline Matrix](#)
- [Crisis Procedures](#)
- [Suicide Risk Assessment Process](#) *see page 15*

## Mental health supports

- [Addressing the Student Mental Health Emergency in the Wake of COVID-19](#)
- [How Schools Can Increase Mental Health Support to Students](#)
- [Mental Health Awareness Month](#)
- [Safety Alert: Student Mental Health & Wellness](#)
- [Student Mental Health a Growing Concern Amid COVID-19 Pandemic](#)
- [Student Mental Health in the Age of COVID-19: Keys to Managing Anxiety and Promoting Social and Emotional Wellness](#)  
*webinar recording*
- [Scott Poland Student Mental Health Webinar Presentation - May 2021](#) *PDF*
- [Strategies to Address Emotional and Physical Needs as Staff and Students Return to School](#) *webinar recording*
- [Kellie Gray-Smith Strategies for Emotional and Physical Needs Webinar Presentation - June 2020](#) *PDF*
- [Coping with the Coronavirus: Mental Health Tips for Families and Children](#) *webinar recording*
- [Mental Health Awareness Month Tip Sheet](#) *PDF*
- [The Importance of Social Emotional Development](#)



# Bullying and cyberbullying prevention

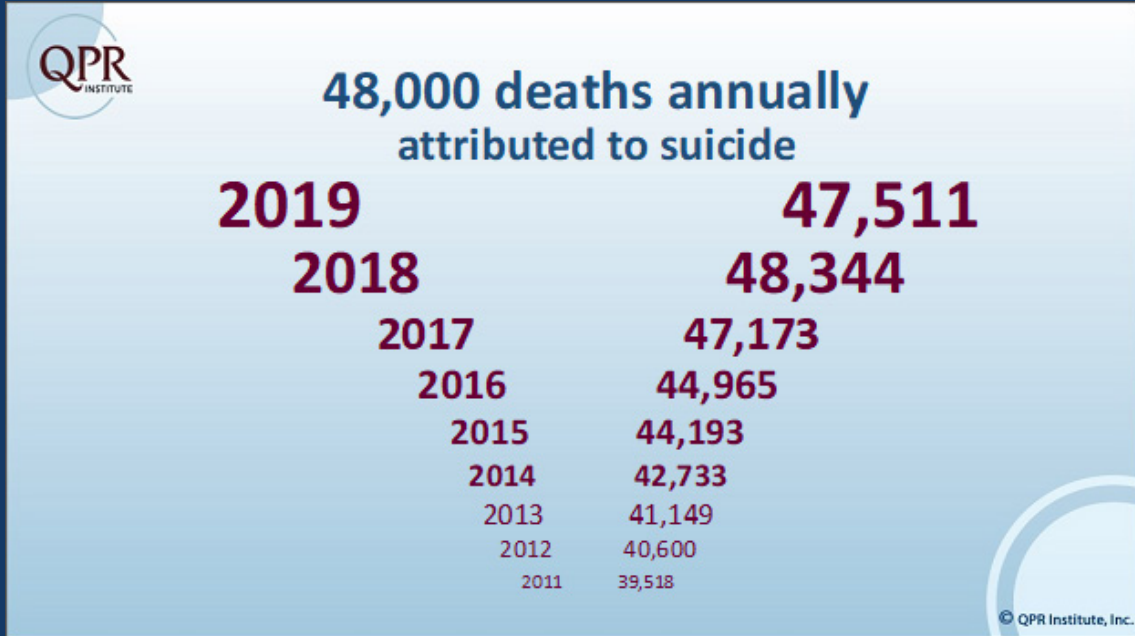
- [Back to School: Getting Ahead of Bullying](#)
- [Cyberbullying a Growing Concern](#)
- [CDC: The Relationship Between Bullying and Suicide](#) *PDF*

## Suicide prevention

- [Examining the Youth Suicide Crisis](#)
- [Safety Alert: Digital Self-Harm](#)
- [Safety Alert: Trauma & the Pandemic](#)
- [Suicide Awareness & Prevention](#)
- [Suicide Prevention Month: Supporting Schools' Youth Suicide Prevention Efforts](#)
- [Youth Suicide Prevention](#)
- [Youth Suicide Prevention, Intervention and Postvention in Schools](#) *webinar recording*
- [Scott Poland Youth Suicide Webinar Presentation - March 2020](#) *PDF*



## SUICIDE STATISTICS AND INFORMATION



Timing of USA suicides

**ONE SUICIDE**  
**EVERY**  
**11 MINUTES**  
*or*  
**130**  
**SUICIDES**  
**EVERY DAY**

**5954**  
**YOUNG PEOPLE**  
**(AGE 15-24)**

die by suicide each year  
(2019) at a rate of one  
suicide every two hours.  
Second leading cause  
of death in Oregon for  
ages 15-34

Estimates of  
attempted suicide

**25**  
**ATTEMPTS**

for each documented death

**NOTE:** 48,000 suicides translates  
into 1,200,000 attempts annually

**90%**

of those who died by  
suicide had a diagnosable  
mental health condition at  
the time of their death

**SCOPE OF THE**  
**PROBLEM IN**  
**OREGON**

On average, one person  
dies by suicide every  
**11 HOURS**  
in the state. More than  
six times as many people  
die by suicide in Oregon  
annually than by homicide

**WHILE IT IS OUR**  
**MOST PREVENTABLE**  
**DEATH....**

“More teenagers died from  
suicide than from cancer,  
heart disease, AIDS, birth  
defects, stroke, pneumonia  
and influenza, and chronic  
lung disease combined.”

**SOURCE:** U.S. Public Health  
Service (1999)

MOST OFTEN IT IS NOT **JUST ONE THING** THAT LEADS TO DEATH BY SUICIDE OR A SUICIDE ATTEMPT.



## Strongest Predictors:

- Previous suicide attempt
- Current talk of suicide/making a plan
- Strong wish to die/preoccupied with death  
(i.e., thoughts, music, reading)
- Depression  
(hopelessness, withdrawal)
- Substance use/abuse
- Recent attempt by friend or family member

## Behavioral Clues:

- Any previous suicide attempts
- Acquiring a gun or stockpiling pills
- Co-occurring depression, moodiness, hopelessness
- Putting personal affairs in order
- Giving away prized possessions
- Giving away their pets
- Not eating or sleeping
- Sudden interest or disinterest in religion
- Chronic truancy, running away
- Drug or alcohol abuse, or relapse after a period of recovery
- Unexplained anger, aggression, and irritability
- Impulsivity/Increased risk taking
- Self-destructive acts (i.e., cutting)
- Perfectionism
- Clinical depression is a major risk factor. Sudden cheerfulness in someone who has been seriously depressed may mean they have decided to die by suicide.

## Situational Clues:

- Being expelled from school or fired
- Family problems or alienation
- A recent unwanted move
- Loss of any major relationship
- Death of a friend or family member, especially if by suicide
- Diagnosis of serious or terminal illness
- Sudden unexpected loss of freedom or fear of punishment
- Financial problems  
(their own or family)
- Feeling embarrassed or humiliated in front of peers
- Victim of assault or bullying
- Fear of becoming a burden to others
- Change in interaction with family and friends
- Recent disappointment or rejection
- Sudden decline or improvement in academic performance
- Physical symptoms: eating disturbances, changes in sleep patterns, chronic headaches, stomach problems, menstrual irregularities
- Increased apathy



## **OUR MISSION:**

Empower La Grande's learners to learn,  
staff to thrive, and our community to prosper.

## **OUR VISION:**

Preparing all La Grande students for their  
brightest future!

## **CORE VALUES:**

The La Grande School District is Committed to:

### **Safety and Caring**

We strive to create high quality, integrity-driven, equitable educational experiences by providing safe and caring environments in which to learn and grow.

### **Social Emotional and Individual Well-being**

We focus on the well-being of all students and staff members. This includes social, emotional, and academic needs.

### **Relationships**

We aspire to have effective communication and respectful relationships in all school district and community interactions.

### **Real World Education**

We believe exceptional education creates life-long learners, develops students to their potential, and builds positive character traits and job skills. In addition, we highly value involvement in meaningful community service and beneficial partnerships.



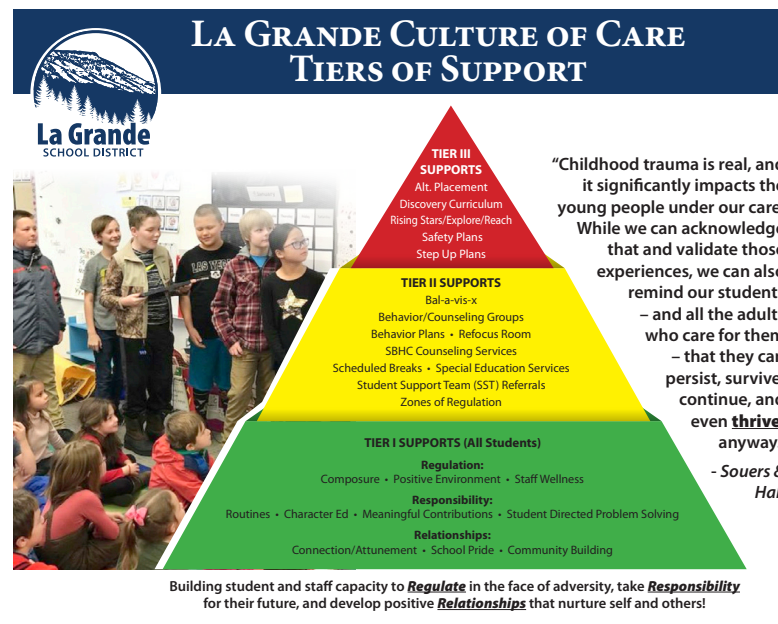
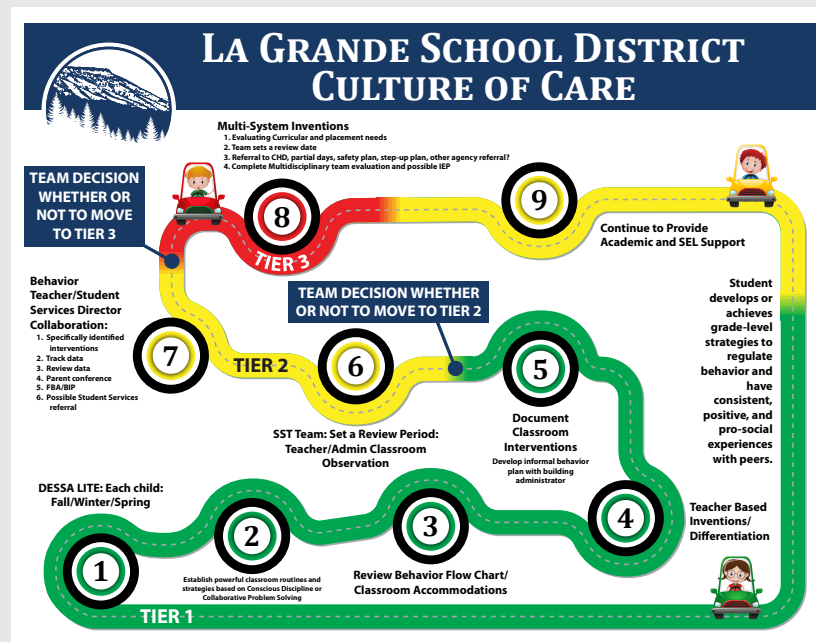
## CULTURE OF CARE

La Grande School District recognizes that our schools provide students much more than learning in reading, writing, and math. All students, regardless of age, need support navigating life's challenges, developing positive pro-social behaviors, and becoming successful and healthy adults. In the La Grande School District we call these services and support The La Grande Culture of Care. All students access these services through their school sites and we are constantly working to update and improve so students benefit from updates strategies, training, and resources.





For students who need additional support to develop social emotional skills and competencies we provide tiered supports for students and families. Parents, teachers, students, administration, and support staff work to determine the needs of the child, develop plans, and monitor of the growth of the child together. As a team, we determine what skills to focus on and strategies that will be used to meet the student's needs. We celebrate with students and families when these social emotional skills have been learned and the student can enjoy better and healthier relationships with their peers and family.







# La Grande EQUITY LENS

## SCHOOL DISTRICT



The La Grande School District is committed to “preparing all La Grande students for their brightest future!” This commitment means student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, gender, gender identity, sexual orientation, disability, or initial proficiencies.



### Mission/Vision

1. Is the decision aligned with our district mission, vision, and strategic plan?

### Engagement

2. How are all stakeholders considered or engaged in the decision-making process?

### Barriers

3. What are the barriers that prevent more equitable outcomes?  
How does this decision increase or decrease identified barriers

### Impact

4. What groups or individuals does the decision affect both positively and negatively?
5. Does the decision increase or decrease existing disparities or produce other unintended consequences?

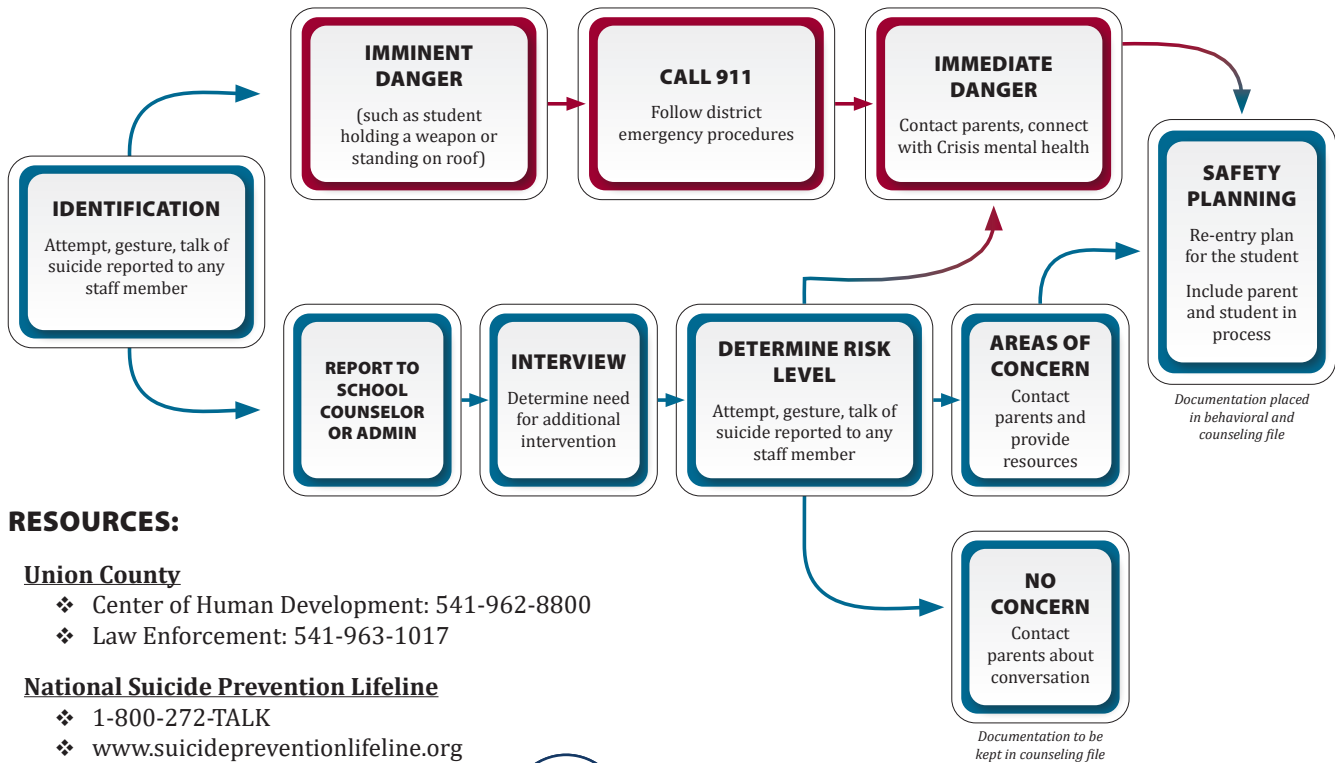
### Sustainability

6. Is the decision sustainable?

Recognizing each student has a unique identity is central to our work in education. District, school and classroom decisions, policies, and practices affect each student differently depending on the components of a student’s identity. Our commitment to equity supports fostering an inclusive and barrier-free environment in which all students will fully benefit. To that end, the La Grande School District Equity Lens was developed to assist district staff and leaders when making decisions.



# SUICIDE RISK ASSESSMENT PROCESS FLOW CHART



## RESOURCES:

### Union County

- ❖ Center of Human Development: 541-962-8800
- ❖ Law Enforcement: 541-963-1017

### National Suicide Prevention Lifeline

- ❖ 1-800-272-TALK
- ❖ [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

### Oregon Youth Line

- ❖ 1-877-968-8491







**OREGON SCHOOL BOARDS ASSOCIATION**  
COMMUNICATION SERVICES  
INFO@OSBA.ORG | OSBA.ORG