

Annual Summary Report on Bullying

Wood Dale School District 7
Board of Education
August 18, 2026

Components

- Bullying Prevention & Response Plans
 - Protocols developed at each school
- Policy Posted to District Website
- Report Results of Evaluation to Board of Education

def·i·ni·tion n. 1.
The teacher gave definitions of the new words.
of an image (picture)

- (1) placing the student or students in reasonable fear of harm to the student's or students' person or property;
- (2) causing a substantially detrimental effect on the student's or students' physical or mental health;
- (3) substantially interfering with the student's or students' academic performance; or
- (4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Summary Report Categories



- Frequency of Victimization
- Identification of areas of school where bullying occurs
- Types of bullying that happens
- Bystander intervention or participation
- Student, staff, and family observations of safety at school

Frequency of Victimization

Derived from each school's incident reports:

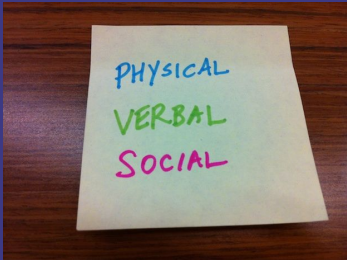


	ECEC	Oakbrook School	Westview School	Wood Dale Junior High
2021-2022	0	2	9	11
2022-2023	0	10	9	17
2023-2024	0	1	14	10
2024-2025	0	1	8	7
2025-2026	0	0	4	5

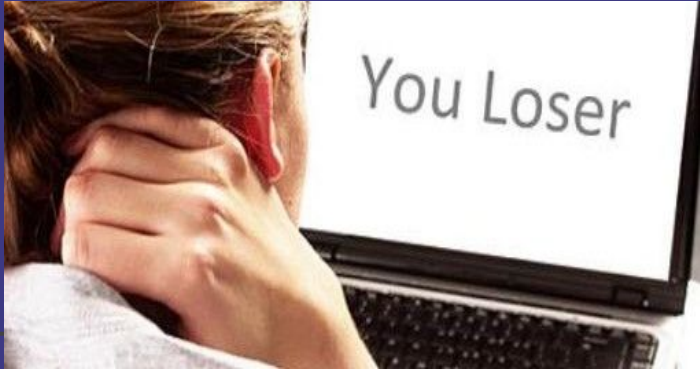
Identification of areas of school where bullying occurs (Derived from each school's incident reports:)			
Location	Oakbrook School 23-24 / 24-25 / 25-26	Westview School 23-24 / 24-25 / 25-26	Wood Dale Junior High 23-24 / 24-25 / 25-26
Bus	0% / 0% / 0%	14% / 13% / 75%	10% / 29% / 20%
Cafeteria	0% / 0% / 0%	14% / 13% / 0%	0% / 0% / 0%
Classroom	0% / 100% / 0%	43% / 13% / 25%	0% / 0% / 0%
Gym/Locker Room	0% / 0% / 0%	0% / 0% / 0%	10% / 0% / 20%
Hallway	0% / 0% / 0%	7% / 0% / 0%	10% / 14% / 0%
Online	0% / 0% / 0%	14% / 13% / 25%	60% / 57% / 40%
Out of School	0% / 0% / 0%	7% / 0% / 0%	70% / 0% / 0%
Playground	100% / 0% / 0%	14% / 25% / 0%	N/A / N/A / NA
Restroom	0% / 0% / 0%	0% / 26% / 0%	10% / 0% / 20%
Other	0% / 0% / 0%	0% / 0% / 0%	0% / 0% / 0%

Types of Bullying Occurrences

Derived from each school's incident reports:



Type of Bullying	Oakbrook School 23-24 / 24-25 / 25-26	Westview School 23-24 / 24-25 / 25-26	Wood Dale Junior High 23-24 / 24-25 / 25-26
Verbal	100% / 100% / 0%	50% / 63% / 100%	30% / 29% / 40%
Physical	0% / 0% / 0%	36% / 38% / 25%	20% / 14% / 20%
Cyber	0% / 0% / 0%	14% / 13% / 25%	60% / 57% / 40%



Bystander Intervention or Participation

Derived from each school's incident reports:

Bystander	Oakbrook School 23-24 / 24-25 / 25-26	Westview School 23-24 / 24-25 / 25-26	Wood Dale Junior High 23-24 / 24-25 / 25-26
Intervention	100% / 0% / 0%	0% / 0% / 0%	30% / 29% / 20%
Participation	0% / 0% / 0%	29% / 25% / 25%	10% / 29% / 20%



Student, staff, and family observations of safety at school

Derived from each school's annual parent survey:

My child feels safe at school: (# of responses)	ECEC (31 / 31 / 46) 23-24 / 24-25 / 25-26	Oakbrook School (28 / 40 / 62) 23-24 / 24-25 / 25-26	Westview School (118 / 48 / 49) 23-24 / 24-25 / 25-26	Wood Dale Junior High (60 / 64 / 42) 23-24 / 24-25 / 25-26
Always	82% / 96% / 96%	68% / 73% / 81%	66% / 73% / 78%	74% / 72% / 76%
Most of the Time	18% / 4% / 4%	29% / 27% / 19%	34% / 27% / 22%	25% / 28% / 24%
Never	0% / 0% / 0%	3% / 0% / 0%	0% / 0% / 0%	1% / 0% / 0%

Questions or Comments?

Good character education is simply good education. It helps solve behavioral problems and improve academic achievement.



SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

