Poisson regression models were used to determine factors associated with recovery.

**Results** Overall, 5,887 LE injuries were reported. Expected TL after LE injury differed across gender (p<0.001), division (p<0.001), season (p=0.001), and injury site (p<0.0001), conditional on the random effect (i.e. latent severity). Expected TL after LE injury in women’s basketball was 50% higher than men’s basketball for injuries of similar severity. Expected TL in Division I athletes was 56% lower than Division III athletes. Expected TL for hip/groin, lower leg/Achilles, and thigh injuries was lower than ankle injuries; knee injuries had 95% higher TL than ankle injuries. No TL differential was observed between injuries of different mechanisms or surfaces.

**Conclusions** There were several factors that had an impact on the recovery process following LE injury. Female athletes had a longer recovery time on average compared to their male counterparts. Recovery was shorter for DI athletes compared to DIII. Knee injuries had the longest expected recovery time of LE injuries.

**Significance and contributions to injury and violence prevention and science** Modeling TL as a count of days lost is a novel and clinically meaningful method of examining injury recovery. This approach can lead to context-specific injury recovery and rehabilitation strategies to aid in safely returning athletes to participation.

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**School violence**

**217** **THE IMPACT OF ANTI-BULLYING POLICIES AT THE SCHOOL LEVEL: A MIXED-METHOD ANALYSIS OF IMPLEMENTATION PRACTICES**

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**Statement of Purpose** All 50 states have adopted anti-bullying legislation in an effort to reduce bullying in schools. However, little research has been conducted to understand how schools implement their anti-bullying policies. This study illustrates how Maine schools implemented their district’s anti-bullying policies and presents facilitators and challenges to implementing these policies.

**Methods/Approach** Semi-structured interviews and surveys were administered to twenty-two school personnel involved in the implementing anti-bullying policies (administrators, counselors, teachers, and support staff) across six schools in the state of Maine. Respondents were asked to recount how bullying allegations are reported, their experience investigating bullying allegations, how safety measures and responses plans are implemented, and discuss the content of the anti-bullying training provided.

**Results** Respondents identified many challenges to implementing the policy that included limited time and resources to investigate bullying allegations. Contextual challenges to reporting bullying allegations also emerged (e.g., fear of retaliation). One major challenge that emerged across all interviews was related to investigating cyberbullying allegations. Rural schools overall indicated it was easier to implement the anti-bullying policy when compared to urban schools.

**Conclusions** Interview findings have shown that implementation of anti-bullying policies is a complex process that involves substantial effort and time for schools to carry out Maine’s required policy guidelines. School staff acknowledged...