



Bullying Prevention Coordinating Committee Workbook



OLWEUS Bullying Prevention Program
Bullying Prevention Coordinating Committee
Workbook

Name of the School:



Sun Ridge Middle School

School's Address:

2210 Sun Country Drive

El Paso TX 79938

Name of School's Certified Olweus Trainer:

Lori Diaz

Date of the School's Coordinating Committee Training:

July 25 - 29, 2016

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Using This Workbook

This workbook is designed to cover all the key tasks that your Bullying Prevention Coordinating Committee will need to thoroughly discuss and plan for before your school's implementation of the *Olweus Bullying Prevention Program* begins. Use this workbook as your main discussion tool for your committee meetings, after your first committee meeting is held. (Note: There is an agenda for the first committee meeting on the Schoolwide Guide CD-ROM.)

You may want to assign one or more subcommittees to address some of these tasks more thoroughly.

It is recommended that your committee members keep an electronic copy of this workbook and that you revisit the workbook periodically throughout the school year to assess the degree to which plans are being carried out, examine whether strategies are working effectively, and make modifications to these strategies as needed.

These tasks are not meant to be exhaustive. Your committee is encouraged to examine additional tasks that may be important for your school's effective use of the *Olweus Bullying Prevention Program*.

Note: Your certified Olweus trainer may recommend that your school's committee keep this workbook up-to-date and that you periodically submit an electronic copy to him or her for purposes of ongoing consultation.

Establishing Committee Roles and Logistics

Task 1: Establish committee roles and other logistics.

Determine the roles within your school's Bullying Prevention Coordinating Committee (BPCC) and the logistics of future committee meetings.

Fill in the following information about your committee.

A. Your school's OBPP coordinator:

Lori Diaz, Assistant Principal

B. Your school's BPCC chair or co-chairs (if different from your coordinator):

Roberto Morales, Teacher

C. Your school's BPCC secretary:

Zulema Dickerson, Counselor

D. On what days/at what time should your BPCC meet?

Once a month on Wednesday's at 3:30 p.m.

E. Other logistical issues: Planning of Kick-Off, working with community for representation

a. Work with Campus OLWEUS Committee to establish Anti-Bullying Kick-Off.

b. Establish community relationships and invite to participate in Kick-Off.

Task 2: Coordinate *OBPP* with other prevention efforts.

How will the committee ensure that the activities of the *Olweus Bullying Prevention Program* are coordinated with other prevention programs at your school?

A. **What are your other related prevention programs?** Other programs include displaying student made posters around campus to prevent/report bullying incidents. On campus CIS Coordinator to establish meetings with parents and the community. Establish a student mentoring program on campus. Weekly classroom lessons provided by teachers. Participation in “Do the Write Thing National Writing Contest.” SRO classroom presentations. Yearly Anti-Bullying Kick-Off Celebration.

B. **What are some strategies you will use to coordinate *OBPP* with these programs?**

OLWEUS Committee meetings.

OLWEUS Weekly Classroom Lessons, parent meetings, community involvement.

Hot Spot coverage throughout the day and during period transition

Faculty and Staff will be assigned to mentor students in need of assistance and support.

Connect with Kids

Yearly Anti-Bullyig Kick-Off (invite, students, parents, and community businesses)

Training Your Staff

Task 1: Plan an *OBPP* training for all staff.

Make plans to provide an *OBPP* training for your entire school staff.

A. On what date and at what time will you provide your full-day *OBPP* training for all school staff?

July 25, 2016 Staff Development before classes resume for the year.

B. What will be the agenda for this training? (Note: Review the full-day training agenda with your certified Olweus trainer. He or she should guide the development of this training. A sample agenda is provided on the Schoolwide Guide CD-ROM.)

Agenda from OLWEUS Program, Staff Role Assignments, BPC Power Point, and expectations.

C. Which BPC members will assume responsibility for each portion of this full-day training?

L. Diaz – Assistant Principal

OLWEUS Campus Committee

Task 2: Make a plan to train staff who can't attend the all-staff training.

Develop a plan for training all non-teaching staff (including bus drivers, school nurses, administrators, office staff, school psychologists, cafeteria workers, and custodial staff who may not be able to attend the regularly scheduled training) about the *Olweus Bullying Prevention Program*. Make plans to periodically update them on activities and continue to solicit their input into your school's anti-bullying efforts.

A. What are the date, time, and strategy for training non-teaching staff (who cannot attend the staff training) about the *Olweus Bullying Prevention Program*?

Will train all faculty and staff during Staff Development in July, 2016 and continue having monthly meetings to include faculty and staff, and parent representatives.

B. How will you periodically update these people on program activities and solicit input from them?

Monthly Meetings

Staff Development

Working side-by-side with School Officers

Working with Counselors

Task 3: Plan for record keeping of trainings.

Develop a plan for keeping records of who attends these trainings and who still needs to be trained. (Note: A sample All-Staff Training Log is provided on the Schoolwide Guide CD-ROM.)

A. Who will be responsible to maintain this record keeping of trainings?

Lori Diaz, Assistant Principal

Task 4: Develop a plan for ongoing training.

Remember that *OBPP* is an ongoing program and that each year you will have new personnel who will need to be trained. Develop a plan for ongoing training of new staff.

A. How will new members of your school's Bullying Prevention Coordinating Committee be trained?

District Trainings

Monthly campus OLWEUS Committee Meetings

Staff Development throughout the year

B. How will other new personnel (administrators, teachers, and non-teaching staff) be trained?

District OLWEUS Meetings/Trainings

Monthly Campus Meetings

Task 1: Introduce the four anti-bullying rules.

Introduce the four anti-bullying rules and make them visible and available to all students and staff at the beginning of the program. Examine how these rules fit within your school's existing behavior policies.

These are the four anti-bullying rules suggested by the *Olweus Bullying Prevention Program*:

Rule 1: We will not bully others.

Rule 2: We will help students who are bullied.

Rule 3: We will include students who are left out.

Rule 4: If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

A. Do you want to add any additional rules against bullying?

1. Protect and care for each other
2. Keep everyone safe and secure from Bullying
3. Act immediately on any reports of bullying
4. Contact parents immediately
5. Involve Counselors

B. Do these rules need to be translated into languages other than English? How will this be done? (Note: The anti-bullying rules poster and other program materials are available in English and Spanish on the Schoolwide Guide CD-ROM.)

Teacher/Student created posters,
District posters designed by students,
Campus Bulletin Board on Bullying

C. How will the rules be made visible and available to students and staff at the beginning of the term?

Display Posters throughout campus
Display writing samples in Student Union
BPCC on School Web Page
Classroom Weekly Lessons

D. How do these rules fit with your school's existing behavior policies?

They are included in the District/Campus Discipline Campus Plan

Task 2: Determine negative consequences and procedures for addressing bullying behavior.

Discuss possible negative consequences to use when the anti-bullying rules are broken. Discuss the general principles and procedures to use in applying these consequences.

A. What are some possible consequences for physical bullying?

Teacher warnings/parent contact

Lunch Detention (in SAC room)

Office Discipline Referrals (SAC, suspension)

Parent meetings

Report to officers (if consistent)

Counselor Referrals

B. What are some possible negative consequences for verbal bullying?

Teacher warnings/parent contact

Office Discipline Referrals

SAC assignment, lunch detention, school community service

Conferences with Administration/Counselor/CIS Coordinator/Parents

C. What are some possible negative consequences for cyber-bullying?

Teacher warnings/parent contact

Office Discipline Referrals

SAC assignment, lunch detention, school community service

Conferences with Administration/Counselor/CIS Coordinator/Parents

D. What are some possible negative consequences for engaging in social exclusion or other subtle forms of bullying?

Counselor/Administration Conferences

Group discussions

E. What are some possible negative consequences for encouraging/reinforcing bullying (addressing bystander behavior)?

One-to-one conversations

Show video from cameras (is possible to prove behaviors)

Counselor/Administration Conferences

Group discussions

Parent meetings

F. What (if any) general principles and procedures should be used when giving negative consequences for bullying behavior?

Investigation/witness statements

Discipline Referrals

Parent contact

Counselor/Administration Conferences

G. Do you want all staff to use the same negative consequences and the same procedures for applying them, or can staff have some leeway in these decisions?

Staff has leeway as per their Classroom Management Plan and Expectations

Task 3: Determine positive consequences and procedures for reinforcing positive behavior.

A. How will your school provide positive consequences/reinforcements for students who follow the rules and who are responsible bystanders in bullying situations?

Acknowledgement during morning announcements

Ice Cream Socials

Incentives provided by Partners in Education

Anti-Bullying Kick-off Celebration

Task 4: Establish procedures for tracking violations of your school's anti-bullying rules.

Investigation/witness statements

Discipline Referrals

Parent contact

Counselor/Administration Conferences

B. Will these same procedures be effective for tracking bullying violations? For example, how will teacher 1 know that teacher 2 has already disciplined a student twice for bullying another student? (Note: A Sample Bullying Incident Log is on the Schoolwide Guide CD-ROM.)

During monthly meetings discuss certain discipline referrals

At-Risk Meetings (discuss discipline referrals per individual students)

Monthly Grade Level Meetings discuss certain students

Emails/Meetings to inform teachers of student's behavior

Task 5: Develop an anti-bullying policy for your school.

Develop a policy that defines bullying and clearly states that bullying is unacceptable behavior at your school. If your school or school district already has such a policy, review it to ensure that it includes the full range of bullying behaviors, including cyber-bullying. (Note: It is recommended that you use the *OBPP* definition of bullying, as outlined in the introduction to the Schoolwide Guide.)

A. Does your state or district have a model or sample policy on bullying?

Yes

B. Which committee and staff members will serve on a subcommittee to develop/review your school's policy regarding bullying?

Campus OLWEUS Bullying Prevention Committee

C. Does your school's policy on bullying need to be reviewed/approved by any groups/governing bodies before being released?

During 1st meeting of the year, discussed, edited, and modified by committee members.

D. How will the policy be communicated to school personnel, students, and parents?

Campus Student Handbook

Parent Teacher Conferences

Posters displayed around campus

OLWEUS Kick-Off (involve partners in education, community law enforcement, parents, students, faculty and staff)

Faculty and Staff professional development sessions

Reviewing and Refining Your Supervisory System

Task 1: Review and refine your supervisory system to address identified bullying issues.

Review and refine your supervisory system in light of the findings from your administration of the Olweus Bullying Questionnaire (for example, how will supervision be increased in the hallways/stairwells, on the playground, and in the classroom)?

A. How will supervision be increased at your school's "hot spots" for bullying?

Hot spot 1: Stair ways

Strategy to increase supervision:

One way halls and walking on the right side of the hall

Duty is assigned to school personnel based on hot spots

Security Guard rounds of the campus while classes in session

Police Officer on campus all day

Teachers greeting students at door during transition

Classroom passes used for bathroom breaks, etc.

Hot spot 2: Playground

Strategy to increase supervision:

5 Monitors assigned to cafeteria and outside areas

Administration on duty during all 3 lunch shifts

Security and Police Officer on duty during lunch in the playground/field

Hot spot 3: Restrooms

Strategy to increase supervision:

Administration/Monitors/Teachers on duty/Police Officers visible/Custodians

Hot spot 4: Afterschool-band parking lot area

4 Monitors assigned

Administration on duty in halls

Security in front of campus

Police Officer on street

B. How will the importance of supervision in each location be communicated to staff?

Duty schedule is shared with all staff members and announced weekly

Messages through email and during morning announcements

C. How will you monitor whether these new supervisory efforts are being done and are being effective at preventing or eliminating bullying?

Decrease in student bullying incident reports

Decrease in student discipline referrals

No Bullying Alert reports

Establishing Class Meetings

Task 1: Establish guidelines for holding regular class meetings to discuss bullying and related issues.

- A. How often should class meetings be held? (Note: It is recommended that class meetings be held at least once a week at the beginning of your program. For younger elementary students, you may want to meet more often.)

Weekly, on Fridays from 7:45 a.m. to 8:19 a.m.

- B. Should your school establish a consistent day and time for class meetings? If so, what is that day and time?

Yes. Weekly, on Fridays from 7:45 a.m. to 8:19 a.m.

- B. How long should these meetings be? (Note: It is recommended that class meetings be 15–30 minutes for younger elementary students and 30–40 minutes for upper elementary and middle school students.)

30 minutes

- C. Decide if your school might benefit from having a subcommittee review the information on class meetings in chapter 6 of the Teacher Guide and develop a recommended schedule for class meetings (that is, the topics to be covered in the first ten class meetings). Who on your committee and staff will serve on this subcommittee

A committee established and made up of Faculty, Staff, Parents, and Law Enforcement Officers.

Task 2: Determine if additional training on class meetings is needed.

Decide as a committee whether teachers or non-teaching staff may need additional training in facilitating class meetings (beyond information provided in your initial full-day staff training). (Note: Class meetings are often one of the most difficult tasks in *OBPP* for teachers to do, particularly if they have not led class meetings before.)

- A. What additional training is needed? What topics should be covered?

Will train on consistency of Weekly Lesson Presentations

Social Media, Cyber Bullying

- C. Who will provide the training(s)?

Campus Coordinator, Counselors, Officers, Campus Administration

- D. What should be the dates and times of these training(s)?

Monthly Committee Meetings on Wednesday at 3:30 p.m.

Presentation during Faculty and Staff Professional Development Sessions

Holding Staff Discussion Groups

Task 1: Establish procedures for holding staff discussion groups.

Determine the logistics of holding regular staff discussion groups to talk about bullying-related issues.

- A. How will staff discussion groups be formed? How will staff be assigned to groups? (Note: It is recommended that each staff discussion group have at least four and no more than fifteen members.)

Monthly meetings (Agenda, allow committee to select their assignments)

- B. Who will lead each staff discussion group? (Note: It is recommended that committee members lead these groups, with committee members who are teachers leading groups of teachers from the same or similar grade levels.)

Lori Diaz, Assistant Principal/OLWEUS Coordinator

- C. How often will your staff discussion groups meet? (Note: It is recommended that the staff discussion groups meet regularly for about 60 minutes at a fixed time, ideally every two weeks but at least monthly during the beginning of the program.)

Monthly, after school

D. How will your committee document the frequency of these meetings, staff attendance, and topics of discussion? (A Staff Discussion Group Log is provided on the Schoolwide Guide CD-ROM.)

Staff Agendas and minutes

E. What should the date and time be for your first staff discussion groups? What should be the first topic of discussion? (Note: It is recommended that you first work through one or two chapters in the Teacher Guide per meeting.)

Plan of action that include expectations, faculty and staff assignments, etc. for the new school year.

E. What are the dates, times, and topics for additional staff discussion groups? Fill in the following table. If each group meets at a different date/time, have the leader of each group fill out this form.

None established at this time except for monthly meetings

Staff Discussion Group Log

Staff Discussion Group Meeting Number	Meeting Date	Meeting Time	Topic(s) to Be Covered
1	July 25 - 29, 2016		Faculty and Staff Training/Hot Spot assignments
2	Sept. 10, 2016	12:00 p.m. to 3:00 p.m.	Anti-Bullying Kick-Off Event
3	October, 2016	1 day during month	Provide survey to campus
4	Monthly Meetings	Wednesday @ 3:30 p.m.	Discuss OLWEUS Campus program with committee
5	April, 2016	Staff Development Day	Presentation of OLWEUS Student Survey Data
6	April 2016	3:30	Survey Information
7			
8			

G. What are the dates and times for any subsequent staff discussion groups?

As new teachers come in, meet one-on-one to discuss program expectations.

Dealing with Individual Interventions

Task 1: Develop a plan for supporting students who are being bullied.

- A. Discuss how your school will respond to ensure the safety of a student who is being bullied by others. (Note: Guidelines on how to help students who are being bullied are presented in chapter 10 of the Schoolwide Guide.)

Follow OLWEUS Campus Plan, contact parents, counsel student

Task 2: Develop a plan for dealing with students who are bullying others.

- A. What procedures will be used to intervene with students who are bullying others? (Note: Procedures for how to deal with students who are bullying others are provided in chapter 10 of the Schoolwide Guide.)

On the spot intervention, apply consequence

Task 3: Develop a plan for notifying and involving parents in bullying situations.

Discuss the principles of how and when to notify and involve parents of students who are being bullied and those who are bullying others. (Chapter 9 in the Teacher Guide provides some guidelines.)

Teachers, Counselors, and or Administration will contact parents

A. How and when should parents be notified of their child being bullied?

Immediately before investigation begins (on day it was reported and/or investigated)

B. How and when should parents be notified of their child's bullying and of the steps your school has taken to intervene in the situation?

At the beginning of the year during Parents Conferences (steps campus takes)

As soon as report is made, inform parents immediately of what will occur during investigation, consequences, and support provided to student being bullied.

Task 4: Determine if additional training is needed on how to do individual interventions.

A. What additional training is needed? What topics should be covered?

Any type of bullying incidents How to deal with bullying situations happening at home.

B. Who will provide the training(s)?

Teachers, parents, students, BPCC Committee, District Personnel

C. What should be the dates and times of these training(s)?

Not established at this time

Task 1: Develop a plan for informing and involving parents.

Develop mechanisms for informing all parents about the *Olweus Bullying Prevention Program* and involving them in the program's planning and activities.

A. How will parents be informed about the *Olweus Bullying Prevention Program*? (Note: See chapter 13 of the Schoolwide Guide for recommended methods.)

Parent Conferences

OLWEUS Kick off Rally

School Messenger

Marquee information

Parent calls

B. What information should be included in the above (for example, the parent pamphlet and summary findings from the Olweus Bullying Questionnaire)? (Note: The parent pamphlet is provided in English and Spanish on the Schoolwide Guide CD-ROM.)

Pamphlets will be sent home

Campus Web Page

C. How can parents be involved in meaningful ways in the program?

Become more involved in the school

Volunteering on campus

Program Kick-Off

Assign spot around campus during transitions

Task 2: Determine when and how class-level (or team-level) parent meetings will be held.

- A. When will class-level (or team-level) parent meetings be held? (Note: It is recommended that teachers hold two to three class-level or team-level meetings per year.)

CIS Monthly Meetings, OLWEUS Campus Kick-Off, SRO presentations during parent meetings

Task 3: Determine how parents should be encouraged to bring bullying concerns to the attention of school staff.

- A. Who should parent contact with concerns about bullying? For example, should they contact their child's teacher first or should they be encouraged to talk with a school counselor or administrator?

They can contact administration and/or any faculty and staff member

Anonymous Alerts

Parents are always encouraged to speak to Counselors.

Administration has Open Door Policy

- B. How should parents be encouraged to contact school personnel about bullying (for example, by phone, email, or an in-person visit)?

Telephone, meetings, email

C. How will you inform parents of the procedures for bringing bullying concerns to the attention of school staff?

Pamphlets, CIS Coordinator parent meetings and individual parent contact

Task 1: Plan how you will introduce the program to students.

A. How will you inform all students about *OBPP* at the beginning of the program (for example, a schoolwide kick-off event or assembly, grade-wide meetings, school television/PA system announcements, or individual class meetings)? (Note: Chapter 11 in the Schoolwide Guide provides guidance on this topic.)

OLWEUS Anti-Bullying Kick off

Posters around campus and the community businesses

Classroom Lesson, Weekly Lessons & Videos, and community presentations

Morning announcements

Task 2: Involve students in the program in meaningful ways.

A. How might students be involved in meaningful ways to help plan the implementation of the *Olweus Bullying Prevention Program* and its specific activities?

Writing Samples and displayed in Student Union for all students to read

Classroom meetings, student/student clubs involvement during Kick-Off

Videos

Create Skits

Posters displayed throughout the campus

Developing Community Partnerships

Task 1: Develop a plan of how community members/organizations might help support *OBPP* within your school.

(Note: See chapter 14 in the Schoolwide Guide for more information.)

A. What financial support might be available from the community?

Partners in Education Donations

Businesses, Law Enforcement, etc. involved during Kick-Off

B. What human support (such as volunteers and mentors) might be available?

Parent Volunteers, Faculty and Staff

C. What material support might be available?

District pamphlets

Web Page announcements

School wide bulletin board, posters

Task 2: Develop a plan for sharing the messages and principles of *OBPP* in your community.

District and Campus Web Pages

Messenger Call outs

Open House

Teacher Parent conferences

Parent Volunteers/Communities in Schools Coordinator

OLWEUS Anti-Bullying Kick-Off

Task 3: Develop a plan for involving the press in raising awareness about the importance of bullying prevention and/or *OBPP* in your school.

During kickoff and bullying prevention week request/involve the District PR Department participation and display in monthly newsletter (SISD and El Paso Times) and TV

Continuing Your Efforts

Task 1: Establish a means of ongoing communication between staff and your committee.

- A. How will your BPCC inform teachers and other staff of additional program initiatives (beyond the initial staff training)?

Grade Level and Department Meetings, Staff Development Trainings, Web Page

- B. How will your BPCC know what is working well/not working well with *OBPP*? (Note: Chapter 16 in the Schoolwide Guide discusses evaluation methods.)

Discipline Referrals

Counseling Referrals

Campus Survey

Teacher meetings

Monthly Committee Meetings

- C. How will new members be brought on to your Bullying Prevention Coordinating Committee each year?

Assigned roles by Administration

Volunteer

New teachers will be automatically assigned to committee

D. How will your school ensure that there is funding to continue the program from one year to the next?

District Initiative

E. What strategies will be used to evaluate the outcomes of *OBPP*?

Number of Discipline and Counseling Referrals pertaining to bullying

Campus Survey

E. What strategies will be used to monitor the ongoing process of implementation (for example, keeping a portfolio of events, photos, or using the implementation checklists)?

Survey results

Anonymous alert reports

Parent reports

Kick-Off Pictures of participation

Parent Sign-in Logs to meetings

Additional Tasks

Task 1: Discuss the additional challenges that must be addressed at your school to fully implement the program.

Task 2: Updating Hot Spot locations

Hot spots are consistently evaluated.

Task 3: Monitor Survey Results and evaluate effectiveness

Focus on consistently improving low areas as per survey results

Task 4: Training for students and Staff

Keepng up with Monthly meetings

Task 5: Maintain the program

Involvement of all faculty, staff, and the parent community