

Olweus Bullying Prevention Program

Workbook for Bullying Prevention Coordinating Committees

Farragut Community Schools

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This workbook was last updated on July 31, 2007

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Agenda for August 17, 2007

The schedule for the in-service was set and assignments of the content selected. The schedule is as follows:

- | | |
|--------------------------|--|
| 10:00 to 10:40 am | Introduction (slide 1)
Introduction of committee
Remarks by Mr. Lutt
Video (30 mins.)
Denise Jardon |
| 10:40 to 11:05 am | Carousel Activity in the library
(Slide 8)
Mary Ann Stuart |
| 11:05-11:15 | Definition of Bully, Board Policy
and new law (slides 8-15)
Colleen Slavik |
| 11:15-11:25 | True/False Quiz
(make copies and hand out)
Toby and Samantha
Split into elementary and high
school groups |

11:25 - 11:45

Discussion of Quiz

(Slides 31-52)

Toby and Sandy - secondary

**Mary Ann and Denise -
elementary**

11:45 - 12:00

Elements of Program and

timeline. (slides 3-6)

(Committee)

Using This Activity Workbook

The tasks listed in this workbook are considered important to effectively implementing the Bullying Prevention Program. Each will require some degree of discussion by members of the school's Bullying Prevention Coordinating Committee in order to develop the school's strategy for implementation.

The workbook was designed to help Coordinating Committee members develop these initial strategies during its first several meetings. It is recommended that committee members revisit this document throughout the school year to assess the degree to which plans are being carried out, examine whether strategies are effective, and make modifications to strategies where necessary.

These tasks are not meant to be exhaustive. Committees are encouraged to examine additional tasks that may be important for their school's effective implementation of the Bullying Prevention Program.

BULLYING PREVENTION COORDINATING COMMITTEE MEMBERS

Write the names of your school's Bullying Prevention Coordinating Committee members in the space below.

Program Coordinator: Carol Johnson and Cinda Rachow

School Administrator: Jay Lutt and Sandy Hilding
Role/Job Title at School: Superintendent and Principal

Grade Preschool Teacher: MaryAnn Stuart

Grade: 5th Grade Teacher: Denise Jardon

Grade: Jr. High Teacher: Samantha Moyer

Grade: High School Teacher: Toby Young

School Counselor: Colleen Slavik

School-Based Interventionist: Ronda Hughes

Parent: Peggy Laughlin and Kathleen Lorimor

Community Representative: Pastor Fred Bryson

AEA Members: Carma McLaren and Roger Hartman

Committee Logistics/Functioning

Task: Determine the logistics of future meetings of this group and the roles within the committee.

Strategy:

- A. Secretary: Colleen Slavik
- B. Leader(s)/Convener(s): Sandy Hilding
- C. On what days/at what time should the committee meet?
July 31, 2007
- D. Date/time of first meeting: July 30 - 31, 2007
- E. Other logistical issues:
If a member cannot attend a meeting, Sandy will meet with him/her to inform him/her of what the committee had done.

Task: Determine how information/feedback will flow between the Coordinating Committee and teachers and staff.

Strategy:

- A. How will the Committee inform teachers and staff of program initiatives (beyond the initial staff training)?
 - 1. Hour late start
 - 2. E-mail
 - 3. Staff meetings
- B. How will the Committee know what is working well/not working well?
Mr. Lutt will handle data collection and the committee will analyze that data for progress.

Feedback from email, meetings and incidences of bullying.

Task: How will the committee ensure that the activities of the Bullying Prevention Program and other violence prevention programs at the school are coordinated?

Strategy:

The School-Based Interventionist will be on the Coordinating Committee, if possible.
E-mail to teachers, staff meetings and late starts.

Development of Rules/Sanctions/Positive Consequences

Task: Formulate consistent school rules against bullying and make them visible and available to all students and staff at the beginning of the school term. Examine how rules fit with the school's existing behavior plan.

Strategy:

A. School-wide rules against bullying:
We will adopt the Owelus rules and add "the school's definition of bullying is defined by board policy and printed in the handbook and on the website."

B. How will rules be made visible and available to students and staff at the beginning of the term?
Junior High Activities will make 12 posters

C. How do the rules fit with the school's existing behavior code?
Follows Board policy - it conforms to the existing code.

Task: Discuss possible sanctions to use when bullying rules are violated. Discuss general principles to use in applying sanctions.

Strategy:

A. Possible consequences for physical bullying:

See handbook and follow handbook. All incidents of bullying must be reported.

B. Possible consequences for verbal bullying/other subtle forms of bullying (e.g., social exclusion):

Verbal reprimand - More severe report to the Administration.

Elementary to follow current system of ticketing and report bullying to the administrators rather than ticketed.

C. Possible consequences for encouraging/reinforcing bullying:

Verbal reprimand - more severe report to administrator

D. What (if any) general principles should be used when intervening in bullying situations?

1. Stop and question

2. Document

3. Report

Task: Discuss possible positive consequences for students following rules.

Strategy:

- Praise
- Treat
- Note from adult
- Posters/ certificates and in newsletters

Task: Determine mechanisms for tracking violations of rules (e.g., How will teacher #1 know that teacher #2 already has sanctioned Bobby twice for bullying Jimmy?)

Strategy:

- Add bullying to weekly staffings as well as document in JMC and daily conversations

