

Anti-Bullying Policy and Program Development Discussion Guide

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The process of developing a school anti-bullying policy and program is enriched through discussion among various groups. Consider involving representatives of these groups on a planning team to engage in discussions and decision-making toward adoption or revision of an anti-bullying policy and program.

- Students
- Certified and non-certified staff
- Local board of education
- Contracted services employees
- Volunteers
- Substitute teachers
- Parents
- Community members or agency representatives

This document provides some guiding questions for initial discussions by a planning team to establish an anti-bullying program or in the process to evaluate an existing program. Additional topics and/or discussion questions may be developed by the school or district to address issues specific to local policy or program plans.

Discussion Guide Topics:

- Determine the goal
- Define bullying
- Identify, review and align policies, practices, and procedures
- Collect, organize and analyze data
- Identify and review programs
- Planning guide

Note: *Space is provided on the discussion pages for discussion notes.*

Discussion Topic: Determine the goal

- ☞ What is our district goal which relates to the issue of bullying?
- ☞ Does our goal represent a deficit-based (what we want to eliminate) or strength-based model (what we want to create)? (Examples: Reduce bullying. OR Promote a safe learning environment for all students and staff.)
- ☞ How did we arrive at this goal?
- ☞ Does our goal align with the Nebraska Department of Education Anti-Bullying policy?
- ☞ Would staff, students and parents in our district support this goal? How do we know?
- ☞

Discussion Topic: Define bullying

- ☞ What is our definition for bullying?
- ☞ Is this definition used across all grade levels? If not, should we develop a common language and a common district definition?
- ☞ How are staff, students, parents and/or community members involved in the discussions about a definition of bullying?
- ☞ How will the definition be communicated to students, staff, parents, others?
- ☞

Discussion Topic: Policies, practices, and procedures

- ☞ What are the existing policies, practices, and procedures related to bullying in our district?
- ☞ Where are the policies located?
- ☞ Does our policy reflect the thinking of our district?
- ☞ Have available model policies been reviewed to help determine essential elements for our local anti-bullying policy? What, if anything, is missing from our district policies?
- ☞ Are our district policies that relate to bullying behaviors aligned and across printed documents? (board policy, school handbooks, websites, etc.)? across grade levels? across locations (school day, extra-curricular activities, transportation, etc.)
- ☞ Has our policy been reviewed by legal counsel?
- ☞ How are bullying and related policies, practices, and procedures communicated to all staff, students, parents, and the community?
- ☞ Are our district policies implemented consistently across grade levels, locations, etc.?
- ☞

Discussion Topic: Collect, organize and analyze data

- ☞ Do we have sources that would give us information about bullying/ and related behaviors in our school?
 - Attendance
 - Surveys
 - Focus groups
 - Office referrals/discipline reports
 - Demographic information
 - Other.....

- ☞ What information do we want to collect about the incidence of bullying behaviors in our school? the perceived level of safety? the impact on student academic achievement? other?
 - Gender/Age/Grade
 - Other subgroups
 - Time of day
 - Time of year
 - Location
 - Types of behaviors
 - Frequency
 - Support/intervention
 - Attitudes
 - Student information – social alienation; academic performance; etc.
 - Perception: staff, students, parents, community
 - Other....

- ☞ Who is responsible for collection and organization of data? For analysis of the data?

- ☞ Is there a plan for ongoing collection and analysis of the data?

- ☞ Who has access to the information gleaned from the analysis of data? How and when is this information shared? Is the data used for discussions and to inform decisions?

- ☞ How we will collect additional data to improve our anti-bullying program?

- ☞

Discussion Topic: Identify and review programs

- ☞ What programs or procedures are already in place to offer support for bullying prevention or intervention? Are they school-wide? classroom-based? individual interventions?
- ☞ Is there evidence of the program(s) implementation from elementary through middle and into high school?
- ☞ Are current programs research-based? Has there been a review of program effectiveness?
- ☞ Has the school implemented a plan that addresses issues that are noted in analysis of local data?
- ☞ Where might teachers, parents, and others locate resources and support?
- ☞ What training have staff participated in regarding bullying prevention and intervention? Have all staff (certified and non-certified) been trained?
- ☞ Is there a plan for annual review of data, bullying policy and prevention and intervention strategies? For ongoing staff development?
- ☞

Planning Guide: Based on discussions, identify the immediate needs for action, including who is responsible, when the task should be completed and any related notes such as resources that will be accessed.

WHAT	WHO	WHEN	NOTES
<i>Example: Clarify district goal.</i>			