July 2014
Second Year Report of the
Stark County
Olweus Bullying
Prevention Program

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Significant Achievements from Year Two

- Twenty-nine schools have implemented, or are in the process of implementing the Olweus Bullying Prevention (OBPP) Program, now impacting over 11,000 students.
- The Olweus Bullying Questionnaire (OBQ) was administered to 6,041 students during the 2013-14 academic year, up from 4,665 the previous year.
- Second year (continued implementation) schools are maintaining a high degree of fidelity to the Olweus model and nearly all say that the continued commitment and active support of their districts is present, or that they are making good progress towards gaining that support.
- A population sub-set from parochial elementary schools compared over two years is supportive of progress in reducing bullying.
- OBQ results show a reduction in the percentage of students “telling no one” that they have been bullied at second-year schools, a significant indicator of culture change.
- Focus groups have contributed to a better understanding of “cyber-bullying”, how it is perceived by teachers and parents, and the role it is playing in the lives of Stark County students.

The Context for Reporting the Olweus Program

*Culture: the set of shared attitudes, values, goals, and practices that characterizes an institution or organization-Merriam-Webster*

Bullying is a pervasive ill that impacts our society, and consequently K-12 education, at all levels. Particularly vulnerable are our youth, both as victims and perpetrators.

To combat this problem, the Stark County Educational Service Center (SCESC) and the Stark County parochial schools made a proposal in August 2011 to the Sisters of Charity Foundation of Canton to fund the Olweus (pronounced Ol-VEY-us) Bullying Prevention Program (OBPP).

The OBPP is the most extensively researched bullying prevention program available today. If properly implemented, it is a whole school program that involves students, staff, parents and the community (because bullying doesn’t just happen at school) in unified and consistent approaches in the prevention of bullying. Olweus employs standardized principles and rules, utilizing training and manuals. At its very core, OBPP also represents culture shift. All stakeholders must buy into shared attitudes, value, goals and practices for OBPP to reduce bullying.

This report will focus on implementation:
**Student Bullying Questionnaires:** Prior to implementing the Olweus program, each school administers the Olweus Bullying Questionnaire (OBQ) to its students. The OBQ is subsequently re-administered on a yearly basis. OBQ allows each school to measure changes in bullying behaviors at their site over time. Aggregate information from the schools forms a type of county baseline, subject to the limitations in survey data. A copy of that data is attached. Though results were received from over 6,000 students this year, it should be noted that low response rates at several sites and at different grade levels has limited the generalizability of the data and year to year comparisons. However, a sub-set using aggregated results from parochial elementary schools (whose 2013 and 2014 response rates were nearly identical) is presented in this document as a “cautious” comparison.

**Teacher Surveys:** Teachers in participating schools were asked to respond in May to the second annual survey about Olweus implementation and changes in student/staff relationships. First and second year responses are presented.

**Fidelity to the Model:** Site coordinators or principals at each school are asked to fill out a first year, or a continuing, implementation checklist that records the progress of implementing elements of the OBPP. This evaluation will look at both results. This data, along with the teacher surveys, are key indicators of program implementation progress.

**Focus Groups:** During December of 2013, Ms. Joyce Lemke conducted Olweus focus groups at St. Louis in Louisville and at St. Joseph in Canton. Subsequently, in January 2014, Ms. Lemke and Dr. Joseph Rochford conducted focus groups at Watson Elementary in Perry and at Canton South High School in Canton Local. Groups were conducted with administrators, teachers, students and parents. Seventy-six pages of transcripts were processed.

**Year Two Program Conclusions**

At the end of year two, the OBPP is in 29 schools and is impacting over 11,000 students. While the use of Olweus Bullying Questionnaire (OBQ) continues to grow, year to year comparisons are still limited due to schools being at different stages of implementation (starting, one or two year) and wide variation in distribution, particularly to upper classes.

However, a relatively stable sub-set of responses from parochial elementary schools (n=1,204 year one and 1,042 year two) shows a reduction in reported bullying and in the percentage of students who have “told nobody” about being bullied, a key indicator for implementing an anti-bullying culture. Overall, among all schools in the second year of implementation (n=3,075) there is a 4% reduction in the percentage of students who have “told nobody” compared to last year.

There is little indication in either the second year (continued program implementation) checklists, filled out by administrators or project coordinators, or in the teacher surveys that enthusiasm for the program is waning. Over 90% of the teachers feel they have the support needed and only one school feels they are not making good progress in this area.

Both the checklists and teacher surveys continue to indicate that the Olweus model continues to be implemented in Stark County with a high degree of fidelity.
Contributing to this sustainability is the Stark County Olweus Consortium. The Consortium is under the direction of Maureen Capellas at the Stark County Educational Service Center and involves trainers and site coordinators’ from both the public and parochial school sector.

The role of this consortium is critical to project success. A review of consortium agendas and minutes, coupled with meeting observations by the evaluators reflects a role in not only publicizing the program, but also in generating ongoing district and building-level buy-in. Most importantly, the consortium continues to function throughout the year as a “brain-trust” that studies and helps resolve key issues facing the project.

**Olweus (Student) Bullying Questionnaires (OBQ)**

During the 2013-14 academic year 6,041 students completed the Olweus Bullying Questionnaire compared to 4,665 students the previous year. As these numbers continue to build, results from both first and second year implementers are aggregated together. While this gives an “overall” picture of bullying in Stark County, discrete changes are difficult to calculate.

Pending full implementation by all schools (second year and beyond) the value of aggregated OBQ data as a baseline is limited. The essential value at this time is at the individual school level where staff can compare specific results from year to year. (Note: Charts in this section follow the Olweus numbering system)

**Graph 1a. Number of girls and boys responding by grade**

Stark County matches the national comparison at Olweus schools (baseline before OBPP is implemented) in the percentage of students who report being bullied 2-3 times a month or more, a key benchmark in determining bullying behavior. This percentage varies widely by grade level and becomes less reliable in
the upper grades due to the lower number of responses. Furthermore, it is expected that the percentage of students reporting bullying will actually increase in the short-term due to “increased awareness” about bullying.

Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)

![Graph showing percentage of girls and boys bullied 2-3 times a month](image)

While it is not unusual for the increase in reported bullying behavior to occur due to increased awareness, changes in other behaviors should register, such as who the bullying victim tells.

Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying

![Graph showing percentage of students who told/not told about bullying](image)
In schools implementing for the second year (N=3,075), 23% report telling nobody as compared to 27% for first year implementers only in 2013 (N=4,065). Students in Stark County are far more likely to tell teachers than elsewhere.

**Teacher Surveys**

The teacher survey questionnaire was designed by the Stark County Olweus Consortium (trainers and site coordinators) and administered to teachers in all schools near the end of the academic year. Results from similar questionnaires have been compared over time to levels of bullying behavior in other Olweus programs, such as those in Pennsylvania.\(^1\)

The ten question survey was designed to assess teacher perceptions of personal commitment, administrative support, relationships, and project needs during year one. A total of 229 responses were received, though not every responding teacher answered all questions.

As with any survey, limitations are imposed by the number of responses received and by who responded, (e.g. Do only the most enthusiastic respond?) This year’s responses are also compared to the 105 responses received last year (See: Appendix B).

**Findings:**

- Over 90% of those teachers responding agree, or strongly agree, that they are committed to implementing the OBPP at their school.
- Over 80% feel they are receiving the support needed from administration to implement the program.
- Only one out of 229 teachers said he/she did not intervene when they saw bullying behavior.
- Teachers largely agree that they and their peers have developed more positive relationships with students, however;
- Over one-half of the teachers do not conduct classroom meetings on a weekly basis and;
- Nearly one-half do not consistently use the consequence rubric.

**Implementation and Fidelity to the Model**

Two schools submitted the OBPP School wide Implementation Checklist (year one implementation) this year (Appendix C) with both demonstrating good progress towards, and completion, of program elements in nearly all categories, save parent meetings. Twenty-three schools submitted the OBPP Continued Program Implementation Checklists.

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\(^1\) Nearly all Western Pennsylvania schools have employed Olweus. See: *Anti-bullying efforts credited with reducing violence in Pennsylvania schools* at: [http://www.violencepreventionworks.org/public/pennsylvania_success_story.page](http://www.violencepreventionworks.org/public/pennsylvania_success_story.page)
Findings:

- Responses to the 27 questions on the OBPP Continued Program Implementation Checklist (see Appendix D) demonstrate that schools are continuing to implement the OBPP with a high degree of fidelity.
- All but one school indicated that the continued commitment and active support of their districts was present, or that they were making good progress towards gaining that support.
- Most schools continue to administer the OBQ and review that data.
- Nearly all feel that teachers either continue to incorporate anti-bullying themes into their curriculum, or are making good progress in doing so.
- In nearly all cases, schools felt that staff continued to intervene on the spot when bullying occurred and where reporting incidents when appropriate, or that progress was being made in these areas.
- Ninety percent post the four anti-bullying rules in all classrooms.
- Nearly 80% discuss, or are making good progress towards discussing, anti-bullying rules and consequences with new students and parents.
- Many schools feel that progress is needed on certain structural components, such as rotating membership on the school’s Bullying Prevention Coordinating Committee and on time-intensive tasks, such as holding monthly meetings, staff discussion groups and parent classroom meetings.

Focus Groups

All sessions at the four focus group schools (St. Louis, St. Joseph, Watson Elementary, and Canton South) were taped and transcripts made using the Dragon Voice Recognition software through the “parroting” method. Seventy-six pages of transcripts were processed. Transcripts were entered into AntConc, a multiplatform tool for carrying out corpus linguistics research and data-driven learning, developed by Laurence Anthony, Ph.D. of the Center for English Language Education in Science and Engineering, School of Science and Engineering at Waseda University in Tokyo, Japan.

One of the purposes of focus groups was to discover concerns or opinions that might not have readily surfaced in the OBQ surveys. Focus groups are not “scientific” in the sense that they can be said to be representative of the entire population, but they do bring to light areas that require further investigation.

“Cyber Bullying” has emerged as a major concern for adults and for many older students. Interestingly, in the Olweus Bullying Questionnaire administered during year one, only 5.5% or 245 of 4,665 students responding to the OBQ indicated, if they had been bullied "2-3 times a month” or more, that cyber bullying was the means. In 2014, 8% of girls and 4% of boys being bullied (total 5.9% or 348) indicated cyber bullying. For both years, this was the second lowest response category of all.

However, a scan of available transcript in AntConc indicates that this type of bullying is a major concern. No other specific form of bullying was mentioned as much (20 times). The following examples give an idea of how this concern is viewed.
Question: How important do you think the issue of bullying is in general?

A teacher – I think it's hugely important just because, especially now with everything, you know, kids are on Facebook. They’re on MySpace. Kids are on, you know, twitter where they feel that they are invincible and they've got these cell phones and it just blows up because they can do or say whatever they want and they're not going to be held responsible. I feel that bullying today has become such a huge issue because when I was in school we didn't have any of that context. There was bullying but it was limited to face-to-face bullying you could not so much handle it more but you had more control over it whereas the cyber bullying that's going on it's hard to stop because as a teacher you only have so much control over what these kids have access to technology wise...

Question: What do you think is the most difficult part of preventing bullying?

A parent – Uhm…the technology, the social. You know our kids now-a-days, they lack a lot of the social skills, connecting to a screen and not necessarily to another person...you lose kind of that personal touch...I think that’s what it’s much more...to say something when you don’t have to see the person’s face verses when you see the face, you know...a reaction from something you may have said.

Student – I think it’s kind of worse than just two girls getting into it. Like they’re fighting on Twitter and then everyone sees it. It’s like something that gets out to everyone. Like guys start placing rumors about what happened to us from middle school up to now and it’s like they were just like tweeting things about people and, and, that’s way worse and somebody getting into a physical fight.

One parent in Canton Local noted that although she attempted to monitor the online presence of her child and others in her class, sometimes students had one account (for instance Facebook) that was legitimate but might also have several “alias” accounts that other kids were aware of, but not adults.

Another parent indicated that kids often didn’t see, or think of, cyber bullying as bullying but as something else, e.g. like “trash talk”.

Because of the apparent disparity between student survey remarks and adult and older student concerns, the Olweus Consortium may wish to consider if additional awareness for students about what constitutes cyber bullying might be in order. It should be noted that the low incidence of response about cyber bullying in the survey may be due to the fact that the majority of responses were at the elementary and middle school level. It may be that the problem intensifies at the high school level.

Given how extensively students seem to be electronically linked, cyber bullying can also have a wide audience, “everybody sees it,” as our student above says. Inversely, it seems difficulty for adults to effectively monitor. Under these circumstances, empowering the student bystanders to be able to intervene and say that something is not right and to support the victim may be the key.
Summary Conclusions:

- OBPP implementation is proceeding as expected in the current 29 schools
- The Olweus Program Coordinator has organized the OBPP initiative, the schools, the trainers, and the Consortium into an effective whole
- The Olweus Consortium continues to provide important guidance, direction, and problem solving expertise to the Stark County OBPP
- There is a high level of fidelity to the Olweus model in implementing OBPP schools
- OBPP school staff report strong administrative support for their implementation efforts
- Two components of OBPP programming-class meetings and use of the consequence rubric-need further staff development, introductory manuals, and trainer support to increase their use and expertise among OBPP implementing teachers
- There is a gap in OBPP implementation fidelity in regard to parent and community involvement
- The focus groups and interviews provided valuable information that might have gone unreported by the various surveys
- The increased marketing efforts, using the logo were successful in raising awareness of OBPP in Stark County, and in promotion of bullying prevention as an important community concern

Recommendations:

- Consider the use of a school climate inventory for OBPP schools in implementation years two and three
- Complete and distribute Stark County class meeting manual, and increase emphasis on consequence rubric use through Olweus trainers
- Promote broader use of existing OBPP strategies for parent and community engagement, and design additional strategies
- Design interview protocol for 2014-15 that focuses on outcomes/results of OBPP implementation at the individual school site level
- Design and install a Stark County OBPP banner at each school site
- Design “OBPP Cele-Evaluation” for spring 2015 at the Stark County Main Branch Library
- Continue to promote publication of success stories to encourage a higher rate of new schools joining the Stark County OBPP movement-using viral marketing concept and local newspapers
- Design a brochure
- Use the OBPP art contest to promote higher student and community interest in, as well as activity toward bullying prevention
• Seek other bullying prevention/kindness promotion opportunities for community collaboration like the One Book, One Community initiative

• Design and maintain an OBPP Stark County website, and post a weekly blog about current OBPP activities and achievements
Appendix A: Is Olweus Making a Difference? Using the Olweus Bullying Questionnaire to make a Cautious Comparison

During the 2013-14 academic year, 6,041 students in 23 schools across Stark County completed the Olweus Bullying Questionnaire (OBQ) “a standardized, validated, multiple-choice questionnaire designed to measure a number of aspects of bullying problems in schools or school districts.”\(^2\) The OBQ is used with students from grade 3 through 12 and consists of 42 questions. Several schools administered the OBQ for the second year in a row.

If school populations stayed the same, results from one year could easily be compared to the second. However, schools are constantly changing. Fifth graders become sixth graders, some students leave, while others come in. A teacher in one class may give the questionnaire one year, but not the next. The population that responds this year is not exactly the population that responded last year.

Additionally, within the Stark County Olweus Bullying Prevention Program there are both public and parochial schools. Aggregated OBQ results are supplied for both. Variations in public school administration of the OBQ, particularly at the high school level, make first to second year comparisons very difficult.

Indeed these variations account for a difference of nearly 1,000 responses between 2014 and 2013. Parochial school (elementary) responses, however, are fairly consistent (year one: n=1,204; year two n=1,042) and often represent nearly total school enrollments. Only St. Barbara was not included in the 2014 aggregate.

Given the limitations cited earlier, a review of OBQ results here may present the best “snap shot” of how school culture is changing.

**Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)**

\(^2\) Olweus Bullying Questionnaire, Hazelden Publishing, 2007
Based on these responses, certain fluctuations can be noted at different grade levels and the overall incidence of bullying seems to have decreased, as opposed to overall county-wide responses that show a slight increase. Why are outcomes not more dramatic?

Dr. Patricia Hawley in Psychology Today offers an explanation. “If students are taught what bullying and victimization are at the onset of any prevention program, and are surrounded by intervention strategies that remind them every day that they need to be on the lookout for these things, they are more likely to report them because they know how to identify them. Interactions that were once overlooked by children and teachers are now noted. Education doesn’t necessarily cause the behavior, it causes the identification of the behavior.”

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3 From 17% to 18%
4 Bullying Interventions Increase Bullying (Or Do They?) Recent study erroneously concludes that programs teach bullying. Published on November 3, 2013 by Patricia H. Hawley, Ph.D. in Power Play Psychology Today at: http://www.psychologytoday.com/blog/power-play/201311/bullying-interventions-increase-bullying-or-do-they-0
Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying

Year One

Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying

Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying

Year Two
Appendix B: Teacher Survey Results (2013 N=105; 2014 N=229)

(Note: not all teachers responded to all questions)

1. I am committed to implementing the Olweus Bullying Prevention Program at my school.

2. I am getting the support I need from my administration to implement the Olweus program.
3. I have developed a more positive relationship with my students since Olweus implementation.

4. I have observed more positive relationships among my students since Olweus implementation.
5. I have observed more positive relationships between staff and students since Olweus implementation.

6. I conduct classroom meetings on a weekly basis.
7. I need more resources and support from my Olweus team.

8. I intervene when I see bullying behavior.
9. I use the consequence rubric consistently.

10. We need more Olweus training in regards to: Check all that apply.
ADDENDUM: Other Suggestions for More Olweus Training

Canton S.
Making teachers follow through with consequences for bullying
Administration towards staff bullying

Faircrest
Did not feel that the Olweus program was successful this year. Most students, in my opinion, see no
difference in building climate in relation to bullying.
I had a class period that wasn't required to implement the meetings.

RCSJ
I think we do not need more training.

SV Elementary
We actually need a TEACHER'S MANUAL - We have never received one - We received copies of
Lesson 1 LAST SCHOOL YEAR - No direction has been given this year pertaining to Olweus, so we
assumed it was not being implemented.

SVHS
I do not feel that we need additional training. I truthfully feel that we have WAY too many programs
going on and the teachers just DO NOT have time to dedicate to Olweus! I personally feel that we should
be talking about and addressing bullying constantly and consistently throughout our normal day anyway,
dedicating our intervention periods (which are DESPERATELY needed for other things) is just asking
too much....
I don't understand #6 completely. I'm not sure what the consequence rubric is exactly. What's adult
bullying?
I was not aware that we were still implementing Olweus as a district.
What is a "consequence rubric"?

St. Phillip & James
Teachers are being asked to handle issues that take place in front of other adults on playground or lunch
room instead of an on the spot intervention happening

St. Joan of Arc
We kind of got away from doing Olweus as school and need to rededicate ourselves to this program as a
school.

St. Mary
Was never properly trained in this program, so I have been doing everything on my own with
Online resources to guide me.
**Walker Elementary**
At the Kindergarten level, bullying is a very hard concept to learn. We teach it daily using student actions or character actions (from books) to teach the basic concepts of bullying. We do not have enough good books to do consistent lessons or targeted lessons. We need materials at this level and a more concrete lesson plan. I feel that k students do not know that they are bullying, it is up to us to teach them that what they do is bullying and inappropriate.
Resources to use with younger students.

**Watson Elementary**
I teach these skills to students every year regardless of this program, although the organization has helped and I have gotten some helpful ideas to be sure to add.
Time allocations to teach it. Unable to get to some weeks due demands of other subjects.
Appendix C: OBPP School wide Implementation Checklist
First Year of Implementation

Checklist Question Key:
1. Have you obtained the commitment and active support of district leadership?
2. Have you obtained the commitment and active support of your building-level administrators?
3. Have you obtained the commitment and support of the majority of educators and staff in your school?
4. Have you consulted with or had a staff person trained as a certified Olweus trainer?
5. Have you formed a Bullying Prevention Coordinating Committee (BPCC)?
6. Have you selected an on-site program coordinator who will also chair the BPCC?
7. Have your school leaders and members of the BPCC participated in a two-day OBPP training?
8. Have all other school staff participated in a full-day training?
9. Do your school leaders and each committee member have a copy of the School wide Guide and Teacher Guide?
10. Does each teacher (or at a minimum every group of three teachers) have a copy of the Teacher Guide?
11. Have all staff read these guides before program implementation?
12. Has your BPCC met on a regular basis (approximately every two weeks) after their training to plan for implementation?
13. Did you administer the Olweus Bullying Questionnaire before beginning the program?
14. Did you share key findings from the questionnaire with administrators, educators, staff, parents, and students?
15. Did your BPCC complete the committee workbook—which constitutes your plan to implement all elements of the program?
16. Did you hold a student kick-off event at the start of the program?
17. Have you introduced the four anti-bullying rules school wide and given guidance to teachers and other staff about how to apply consequences for these rules?
18. Have you looked at ways to refine your supervisory system, so bullying is less likely to happen in “hot spots”?
19. Are all teachers holding class meetings at least once a week?
20. Are all teachers using role-plays and related follow-up discussions to illustrate bullying concepts during class meetings?
21. Was a school wide parent meeting held?
22. Are teachers holding classroom-level parent meetings (two to three per year)?
23. Are the four anti-bullying rules posted in all classrooms and throughout the school building?
24. Have the four anti-bullying rules been thoroughly explained and discussed with all students and their parents?
25. Are all school staff members consistently enforcing negative consequences for students who do not follow rule 1 and bully other students?
26. Are all school staff consistently giving positive consequences for students who follow rules 2–4 and help to stop or prevent bullying?
27. Are all staff members intervening on the spot (where appropriate) every time they observe bullying inside or outside of the classroom?
28. Are all staff members investigating all incidents of bullying that are reported to them or that they suspect are happening?

29. Are all staff members reporting (where appropriate) all incidents of bullying that they observe or suspect to appropriate school administrators/staff?

30. Are staff members conducting follow-up meetings with involved students and/or parents (where appropriate)?

31. Are all staff members participating regularly in staff discussion groups?

32. Have teachers incorporated anti-bullying themes into their regular curriculum?
BPCC meet to plan for imp

Response Percent
Comp 100.00
Gd Prog 0.00
Need Prog 0.00

Correct: Gd Prog

Admin Qaire bef beg prog

Response Percent
Comp 100.00
Gd Prog 0.00
Need Prog 0.00

Correct: Comp

Share key findings

Response Percent
Comp 0.00
Gd Prog 100.00
Need Prog 0.00

Correct: Need Prog

BPCC comp wkbk

Response Percent
Comp 100.00
Gd Prog 0.00
Need Prog 0.00

Correct: Need Prog

Stud kickoff

Response Percent
Comp 0.00
Gd Prog 100.00
Need Prog 0.00

Correct: Need Prog

Teachers have guides

Response Percent
Comp 0.00
Gd Prog 100.00
Need Prog 0.00

Correct: Need Prog

4 rules and conseq

Response Percent
Comp 0.00
Gd Prog 100.00
Need Prog 0.00

Correct: Need Prog

Ways to refine supervis

Response Percent
Comp 0.00
Gd Prog 100.00
Need Prog 0.00

Correct: Need Prog

Class meets 1/wk

Response Percent
Comp 0.00
Gd Prog 100.00
Need Prog 0.00

Correct: Need Prog

T followup during mtg

Response Percent
Comp 0.00
Gd Prog 100.00
Need Prog 0.00

Correct: Need Prog

6/9/2014

2014 OBPP Year 1 Program Implementation (N=2)
Second Year Report – Stark County Olweus Bullying Prevention Program

Schoolwide Par Mtg
Correct: Need Prog

Rules posted
Correct: Need Prog

Staff enforces conseq for Rule 1
Correct: Need Prog

Staff intervene on spot
Correct: Need Prog

Staff reports to Admin
Correct: Need Prog

Class level par mtgs 2/yr
Correct: Need Prog

Rules exp to St and Par
Correct: Need Prog

Staff enforces conseq for Rules 2-4
Correct: Need Prog

Staff investigates
Correct: Need Prog

Staff conducts followup mtg
Correct: Need Prog

6/9/2014 2014 OBPP Year 1 Program Implementation (N=2)
Appendix D: OBPP Continued Program Implementation Checklist

Checklist Question Key:

1. Do you have the continued commitment and active support of district and school leadership?
2. Are you periodically consulting with your certified Olweus trainer?
3. Is your BPCC continuing to meet on a monthly basis?
4. Are you rotating membership on your BPCC and assigning a new person to be your on-site OBPP coordinator (optional) every two years?
5. Do new members of the BPCC receive training and copies of the School wide Guide and Teacher Training?
6. Are you offering booster trainings for all of your staff, perhaps at the beginning of each school year?
7. Are you training and mentoring new staff?
8. Have you required that all new staff read their guides (and that all returning staff review them)?
9. Are you continuing to administer the Olweus Bullying Questionnaire on an annual basis?
10. Are you continuing to review your Olweus Bullying Questionnaire data to assess new “hot spots” or issues, and are you addressing them as they come up?
11. Do you hold a student kick-off event at the beginning of each school year?
12. Are you holding school wide parent meetings at least once a year?
13. Are all staff still participating regularly (five times per year) in staff discussion groups?
14. Are teachers still holding class meetings at least once a week?
15. Are teachers still using role-plays and related follow-up discussions periodically to review bullying concepts?
16. Are teachers still holding classroom-level parent meetings at least two to three times a year?
17. Have teachers continued to incorporate anti-bullying themes into their regular curriculum?
18. Are the four anti-bullying rules still posted in all classrooms and throughout the school building?
19. Are the four anti-bullying rules and consequences against bullying thoroughly explained and discussed with all new students and their parents, and reviewed with returning students and parents?
20. Are all school staff still consistently giving positive consequences for all students who do not follow rule 1 and bully other students.
21. Are all school staff still consistently giving positive consequences for students who follow rules 2-4 and who help stop or prevent bullying?
22. Are all staff members continuing to intervene on the spot (where appropriate) every time they observe bullying inside or outside of the classroom?
23. Are all staff members still investigating all incidents of bullying that are reported to them or that they suspect are happening?
24. Are all staff members still reporting (where appropriate) all incidents of bullying that they observe or suspect to appropriate school administrators/staff?
25. Are staff continuing to conduct follow-up meetings with involved students and/or parents (where appropriate)?
26. Are you continuing to celebrate your successes and promote your accomplishments in the local media?
27. Are you still looking for ways to enhance your program?
**2014 OBPP Continued Program Implementation (N=23)**

**Do you have the continued commitment and active support of dis**

- **Response** | **Percent**
  - Completed | 63.64%
  - Making Good | 31.82%
  - Progress Needed | 4.55%

**Correct: Completed**

**Are you periodically consulting with your certified Olweus tra**

- **Response** | **Percent**
  - Completed | 50.00%
  - Making Good | 36.36%
  - Progress | 9.09%

**Correct: Completed**

**Is your BPCC continuing to meet on a monthly basis**

- **Response** | **Percent**
  - Completed | 22.73%
  - Making Good | 18.18%
  - Progress | 59.09%

**Correct: Progress Needed**

**Are you rotating membership on your BPCC and assigning a new p**

- **Response** | **Percent**
  - Completed | 4.55%
  - Making Good | 31.82%
  - Progress | 63.84%

**Correct: Completed**

**Do new members of the BPCC receive training and copies of the**

- **Response** | **Percent**
  - Completed | 54.55%
  - Making Good | 31.82%
  - Progress Needed | 13.64%

**Correct: Progress Needed**

**Have you required that all new staff read their guides and tha**

- **Response** | **Percent**
  - Completed | 27.27%
  - Making good | 36.36%
  - Progress needed | 36.36%

**Correct: Progress**

**Are you continuing to administer the Olweus Bullying Questionnair**

- **Response** | **Percent**
  - Completed | 81.82%
  - Making good progress | 9.09%
  - Progress needed | 9.09%

**Correct: Completed**

**Are you continuing to review your Olweus Bullying Questionnair**

- **Response** | **Percent**
  - Completed | 59.09%
  - Making good progress | 31.82%
  - Progress needed | 9.09%

**Correct: Progress**

---

6/9/2014  
2014 OBPP Continued Program
Do you hold a student kick-off event at the beginning of each year?

- Response: Completed
  - Percent: 54.55%
- Making good progress
  - Percent: 22.73%
- Progress needed
  - Percent: 22.73%

Correct: Completed

Are you holding schoolwide parent meetings at least once a year?

- Response: Completed
  - Percent: 22.73%
- Making good progress
  - Percent: 27.27%
- Progress needed
  - Percent: 50.00%

Correct: Progress needed

Are all staff still participating regularly five times per year?

- Response: Completed
  - Percent: 45.45%
- Making good progress
  - Percent: 50.00%
- Progress needed
  - Percent: 4.55%

Correct: Completed

Are teachers still holding class meetings at least once a week?

- Response: Completed
  - Percent: 45.45%
- Making good progress
  - Percent: 18.18%
- Progress needed
  - Percent: 36.36%

Correct: Completed

Are teachers still using role-plays and related follow-up discussions?

- Response: Completed
  - Percent: 40.91%
- Making good progress
  - Percent: 50.00%
- Progress needed
  - Percent: 9.09%

Correct: Progress needed

Have teachers continued to incorporate anti-bullying themes in curriculum?

- Response: Completed
  - Percent: 59.09%
- Making good progress
  - Percent: 36.36%
- Progress needed
  - Percent: 4.55%

Correct: Completed

Are the four anti-bullying rules still posted in all classrooms?

- Response: Completed
  - Percent: 68.18%
- Making good progress
  - Percent: 22.73%
- Progress needed
  - Percent: 9.09%

6/9/2014

2014 OBPP Continued Program Implementation (N=23)
Are the four anti bullying rules and consequences against bull

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<tr>
<td>Making good progress</td>
<td>40.91</td>
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Correct: Making good progress

Are all school staff still consistently giving positive conseq1

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<td>27.27</td>
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<td>Progress needed</td>
<td>18.18</td>
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Correct: Completed

Are all school staff still consistently giving positive conseq2

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Correct: Completed

Are all staff members continuing to intervene on the spot wher

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Correct: Completed

Are all staff members still investigating all incidents of bul

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Correct: Completed

Are all staff members still reporting where appropriate all inc

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Correct: Progress needed

Are staff continuing to conduct follow-up meetings with involv

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Correct: Completed

Are you continuing to celebrate your successes and promote you

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<td>Progress needed</td>
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Correct: Progress needed

Are you still looking for ways to enhance your program

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