

# Anti-Bullying Instructional Materials Review

November 24, 2009  
Ruben Zepeda II, Ed.D.  
Interim Assistant Superintendent

# Brief history

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## *Key events:*

- District adopts Caring School Communities
- Lesson 9 developed responding to identified need
- Teacher resource guide produced
- Teachers trained
- Lessons expectations taught in first trimester and before winter break
- Directive to find new curriculum addressing bullying and harassment and that explicitly addressed six protected classes found in Ed. Code 200
- Established two (2) committees- Community, Teacher
- Report findings at November, Board of Education meeting

# Search for Curricular Programs

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## *Process:*

- Wide search for curriculum programs
  - Other school districts
  - Alameda County Office of Education
  - Soul Shoppe
  - Internet
  - Individual recommendations
  - Anti-Bully Conference

# Community Advisory Committee

## *Committee Members:*

- *Glen Aitkens*
- *Andrea Alexander*
- *Aiesha Balde*
- *Sean Cahill*
- *Marjorie Chui*
- *Kerry Cook*
- *Susan Davis*
- *Dion Evans*
- *Randall Fong*
- *Brian Harris*
- *Zoe Holder*
- *David Howard*
- *Meresa Kimble*
- *David Kirwin*
- *Barbara McClung*
- *Laureen Moyer*
- *Maria Jose Munoz*
- *Jim Pruitt*
- *Barbara Rasmussen*
- *Leslie Rodriguez*
- *Ariff Shaik*
- *Susan Sperry*
- *Mark Westly*
- *Veronica Whitehead*
- *Michael Williams*
- *Kellie Wood*

## *Purpose:*

- Provide community input and guidance
- Establish criteria for materials adoption
- Review teacher recommendations
- Make recommendations to Superintendent

# **Community Advisory Committee**

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## ***Meetings:***

- October 3
- October 31
- November 14

## ***Established Criteria:***

- Addresses Anti-bullying
- Inclusive of all six protected classes
- Character Education
- School-wide: Students, Teachers, Staff and Volunteers
- Tools for all: Bully, Victim, Bystander, Adult

# Teacher Committee

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## Committee Members:

- |                           |                   |                             |                 |
|---------------------------|-------------------|-----------------------------|-----------------|
| • <i>Glen Aitkens</i>     | <i>Edison</i>     | • <i>Ann Faria-Poynter</i>  | <i>Franklin</i> |
| • <i>Mary Blume</i>       | <i>Otis</i>       | • <i>Janay Gonsalves</i>    | <i>Haight</i>   |
| • <i>Kathryn Burigsay</i> | <i>Lum</i>        | • <i>Jennifer Hartigan</i>  | <i>Edison</i>   |
| • <i>Anna Chan</i>        | <i>Lum</i>        | • <i>Deborah Hodgkinson</i> | <i>Paden</i>    |
| • <i>Terry Eichel</i>     | <i>Washington</i> | • <i>Lisa Piazza</i>        | <i>On leave</i> |
| • <i>Gatee Esmat</i>      | <i>Franklin</i>   |                             |                 |

## Purpose:

- Review available programs
- Screen out inadequately developed programs for our purposes
- Read and research remaining curriculum
- Provide Community Advisory Committee with “best” options
- Provide additional suggestions for consideration

# Teacher Committee

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## ***Used Established Criteria:***

- Addresses Anti-bullying
- Inclusive of all six protected classes
- Character Education
- School-wide: Students, Teachers, Staff and Volunteers
- Tools for all: Bully, victim, bystander, adult

## ***Materials Considered:***

- ***Connected and Respected***
- ***Connecting with Others***
- ***Getting Along with Groark***
- ***Olweus Bullying Prevention***
- ***One World***
- ***Open Minds to Equality***
- ***Rhinos and Raspberries***
- ***Safe and Caring Schools***
- ***Second Step***
- ***Stand Up Against Bullies***
- ***Steps to Respect***
- ***World of Difference***
- ***Don't Laugh at Me***
- ***Lions-Quest***
- ***Peace Builders***
- ***Positive Action***
- ***Power Moves Kids***
- ***Soul Shoppe***
- ***Bully Bust***
- ***Bullyproof***
- ***Conflict Resolution***
- ***Eyes on Bullying***
- ***Fish! For Schools***

# Community Advisory Committee

## *Recommendation to Superintendent*

- Goal was to get a general consensus
- Standard was “could live with”
- Considerations
  - A Caring Schools Communities K - 5
  - B Second Step K-2 and Steps to Respect 3 - 5
  - C Safe and Caring Schools K - 5
  - D Connected and Respected K – 5
  - E Open Minds to Equality
  - G Links to Literature
- Bundled Packages
  - *AEG*
  - *CEG*
  - *BEG*
  - *DEG*

### **Staff Recommendation**

- *Caring Schools Communities K-2*
- *Steps to Respect 3-5*
- *Literature List of Books*



# Staff Recommendation

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## *Recommendation to Superintendent*

- Caring Schools Communities for K-2 and support in grades 3-5
- Steps to Respect; A Bullying Prevention Program for grades 3-5
- Develop a literature list and set of literature books for each grade K-5 that mirrors six (6) protected classes and that will be taught throughout the school year
- Develop instructional structures and support materials for each set of literature books, for example a teacher's guide.
- Expand the work to middle and high schools this spring

# Steps to Respect

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## *Program Components*

- Provide Professional Development to teachers
- Program Guide: Program Overview, Research, Implementation, Resources
- Training Manual: All Staff Training, Coach Training, Family Overview, Training Video, Posters
- Literature Based Curriculum Units
  - Level 1 Grades 3/4 *Yang the Third and Her Impossible Family* – Lensey Namioka; *Eagle Song* – Joseph Bruchac
  - Level 2 Grades 4/5 *There's a Boy in the Girls' Bathroom* – Louis Sachar
  - Level 3 Grades 5/6 *Crash* – Jerry Spinelli

# **Policy Support Recommendation**

## ***Current Board Policy:***

- BP 0410 Non discrimination in District programs and activities
- BP 5145.9 Hate motivated behavior

## ***Adopt Proposed Anti-Harassment Policy:***

- BP 5145.7 Anti-Harassment Policy

# Implementation Recommendations

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## *Timelines:*

- Public review of materials (November – December 2009)
- Proposed Board adoption of curriculum recommendation (December 2009)
- Create literature lists by grade level and (6) protected classes (February 2010)
- Board adopts lists of grade level literature books (February 2010)

# Implementation Recommendations

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## *Timelines:*

- Create support and structures for teacher use of literature included in the supplemental book shelf and field test teacher resources (February – June 2010)
- Provide Professional Development to teachers (August 2010)
- Expand anti-bullying and 6 protected classes work to middle school and high school (February – August 2010)
- Implement newly adopted elementary curricula (August 2010)

# Implementation Recommendations

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## *Timelines:*

- Monitor and support implementation of all programs (2010 -11)
- Collect teacher feedback and implementation data and make mid-year corrections (December 2010)
- Evaluate the effectiveness of implementation (May 2011)
- Provide additional support to improve implementation and results (2011)

# Follow up Accountabilities

## *Literature List and Supplemental Book Shelf:*

- Work with media teachers, classroom teachers, community members and members of protected class groups to identify books to be considered for the literature list, inclusive of all six (6) protected classes (December 2009 – January 2010)
- Have members from a review committee, possibly the Community Advisory Committee and Teacher Materials Committee read, review and select literature books for the Literature List inclusive of all protected class.  
(Late January 2010)

# Follow up Accountabilities

## *Literature List and Supplemental Book Shelf:*

- Have Teacher Materials Committee select thirty six (36) books as the supplemental school book shelf
- Eighteen books total k-2 (6 protected classes X 3 grades)  
Eighteen books total 3-5 (6 protected classes X 3 grades)
- Send to the Board of Education a list of books for adoption addressing protected classes and a recommendation of thirty six (36) books to be provided to each school as a book shelf supplementing the Caring Schools and Steps to Respect.



# Follow up Accountabilities

## *Supplemental Teacher Support:*

- Develop supplemental teacher resource guides, lesson plans and support structures for each of the 36 books included in the book shelf (February – March 2010)
- Field test teacher resource guides, lesson plans and support structures of each of the 36 books included in the supplemental school book shelf. (April – June 2010)
- Revise resource guides, lesson plans and support structures (2011)

# Follow up Accountabilities

## *District Monitoring:*

- Refine and monitor program effectiveness
  - Collect implementation data
    - Number of adults in a school who receive training in a program
    - Number of children who participate in a program
    - How many lessons children receive, and how often
    - Ways that a teacher encourages use of skills outside lesson
    - Ways that a school encourages use of skills
    - Ways that a school involves parents in a program
    - Sources of support for teachers delivering lessons
    - Administrative support for the program

# Follow up Accountabilities

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## *District Monitoring:*

- Refine and monitor program effectiveness
  - Collect student, teacher and parent perceptual data on school climate and safety, specifically bullying
  - Track bullying incidents by site, grade, and protected class
  - Submit a report to the Superintendent before June 2011
  - Review findings, recommendations and make refinements to the program
- Analyze information contained in the annual Healthy Kids Survey

# Anticipated Budget

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## *Approximate Cost: \$50,000*

- Use Textbook and Categorical money
- Teacher stipends/hourly to lead work (\$3,000)
- Purchase Curriculum Kits Steps to Respect (\$20,000)
- Development of resource guides, lesson plans and supports (\$7,000)
- Purchase of grade level book shelf libraries (\$14,000)
- Professional development for teacher trainers (\$6,000)