

2013-2014 Anti Bullying Activities Undertaken to Promote Positive School Culture

Auburn High School

- ✓ Bullying/Harassment Policy – Review policy with students in student handbooks.
- ✓ Text / Tip Line – Students can confidentially report alleged cases of bullying to school officials for investigation
- ✓ Bullying/Conflict Forms – Student (or an adult on behalf of student) completes form for school officials for investigation
- ✓ Grade 9 Health – Curriculum includes unit on bullying prevention and intervention (guest speaker came in as well towards the end of the year)
- ✓ Cyberbullying - Unit covered in Contemporary Issues (grades 11-12.) Much work is done in this course regarding bullying, self-image, etc..
- ✓ Faculty refresher on MARC training and discussion during a faculty meeting.
- ✓ AHS Bullying Prevention Committee –(ongoing) worked with Dr. Paul Poteat and Boston College – focus groups of students and adults in the building speaking about perceived issues in the school building as they relate to bullying and harassment. Surveys developed and distributed to all students and data synthesized and discussed with faculty regarding specific issues that are impacting Auburn High School (time spent during several faculty meetings)
- ✓ A contingent of teachers and guidance counselors attended trainings and collaborated to present some related lessons
- ✓ Teacher-led (ongoing) focus groups with a random group of male and female students from grades 9-12 to discuss bullying and school climate issues at AHS (enlisted peer-mentoring)
- ✓ Dissemination/analysis (ongoing) of surveys to students regarding bullying as part of the broader APS initiative to survey students regarding their experiences regarding bullying issues at AHS
- ✓ *Many “team-building” activities are held throughout the school year in order to promote school community and inclusiveness (Welcome-Back, Spirit Week in October, Spring Carnival, etc...)
- ✓ Ongoing and consistent collaboration with School Resource Officer to ensure proactive measures to continually “nip bullying in the bud”
- ✓ Administration has all of the completed conflict/bully forms that have ever been filed across several years kept in binders. These forms state the administrative action (where applicable), date of incident, date of meeting, and end resolution. These binders are used to track patterns of student behavior over the course of their tenure at AHS

Auburn Middle School

- ✓ School wide assemblies highlighting and reviewing the district bullying prevention plan
- ✓ Implement P.B.I.S and C.I.C.O for Tier 2 and Tier 3 students
- ✓ Lessons given by Teams to students on P.B.I.S expectations
- ✓ Guidance class for all 6th grade students outlining student expectations with an emphasis on socialization skills
- ✓ Middle School curriculum night emphasizing student expectations to parents
- ✓ Creation of an incident journal to track bully-like behavior for data collection purposes
- ✓ AMS and AHS implemented a school reporting text line for confidential reporting of bullying
- ✓ Camfel productions interactive multi-media presentation on character building
- ✓ Anti-bullying presentation from Assumption College guidance interns
- ✓ “No Name Calling Day” and “Black out Bullying” Days to promote bullying awareness
- ✓ Students attended AHS presentation by the GSA club on “No Name Calling”
- ✓ P.B.I.S coaches emphasized accomplishments of P.B.I.S initiatives in a PowerPoint presentation to students
- ✓ Students attend AHS Community Outreach’s presentation of “Megan’s Promise”
- ✓ AMS professional development - MSL Bullying Conference
- ✓ Compiled data from S.W.I.S to provide data on discipline referrals
- ✓ One Book, One School:
 - “The Revealers” by Doug Wilhelm 2012 - 2013
 - “Schooled” by Gordon Korman 2013 - 2014

Pakachoag School

- ✓ PBIS Kick Off in September. Kim Norris visited each classroom to present an introduction/review of PBIS expectations throughout the building, on the bus and on the playground. These presentations included short, funny videos demonstrating the do’s and don’ts of PBIS expectations
- ✓ Classrooms - Frequent review of PBIS expectations and how to stop negative behaviors including class incentive jars, posters, etc. to earn a bonus activity as a classroom community
- ✓ PBIS expectation posters hung throughout the school and playground as reminders and for impromptu staff-led lessons
- ✓ PBIS Panther Paws reinforcement program with weekly trade-ins for activities (student input sought for trade-in menus)
- ✓ PBIS Team monthly meetings to review SWIS data, CHICO progress, school-wide activities (celebrations)

- ✓ PBIS team sold “One Team One Goal” T-shirts. School shirt days were celebrated
- ✓ PBIS info on Pakachoag homepage, includes links and information
- ✓ Steps to Respect and Character Development classroom lessons by school counselor – all year
- ✓ MARCC presentation/assembly
- ✓ C.A.R.E lessons for 5th grade include peer pressure in connection with APD, AYFS, APS presentations
- ✓ Sheriff and D.A. on internet safety & cyber bullying
- ✓ Grade level assemblies with principal & school counselor to revisit expectations and share progress or concerns (2-4/grade level)
- ✓ Lunch Bunch groups with counselor around social skills
- ✓ Pamphlets created by counselor for parents re: her role, contact information, etc.
- ✓ On a smaller, more personal level, parents were contacted and meetings were held when child’s behavior warranted such. Behavior contracts were agreed to and signed with follow-ups meetings, as required

Julia Bancroft School

- ✓ PBIS school-wide trainings: Respect, Responsibility, Readiness and Safety are clearly outlined for each location in our school community. Trainings included a full day of teaching at the start of the school year (September)
- ✓ All staff participated in an anti-bullying presentation (September)
- ✓ All teachers posted class rules and expectations (September)
- ✓ PTO sponsored “Power of One” Anti-Bullying assembly
- ✓ STEPS TO RESPECT lessons are taught by the Guidance Counselor. These include ten, classroom lessons for grades three and four after which students write a reflection with their classroom teachers (September – May)
- ✓ Throughout the school community, we have posted our school-wide behavioral expectations as visual reminders for our students and staff. (Ongoing)
- ✓ Monthly Character Education Themes and Student of the Month acknowledgements (September-June)
- ✓ Monthly “Arts” Awards acknowledging individual students who excelled in the arts (Ongoing)
- ✓ Specialists incorporated activities specifically to promote teamwork
- ✓ School wide “Say No to Bullying” Project Red
- ✓ “Have a Heart” School-wide lesson and Bulletin Board
- ✓ Weekly “PBIS Rewards Cart.” Purchases made during lunch using JB Bucks (September-June)
- ✓ Social groups have been held to support individual students (Ongoing)
- ✓ “Lunch Bunch” groups have been formed to support social interactions (Ongoing and flexible based on needs)

- ✓ Daily check-ins with identified students were done by the guidance councilor and principal
- ✓ Proactive approach by principal, guidance counselor and teachers to communicate to parents the expected behaviors
- ✓ RTI strategies utilized to approach students struggling behaviorally
- ✓ Guidance councilor utilized PBIS - CICO to monitor identified students
- ✓ Principal continues to respond to, monitor and be proactive in discipline
- ✓ Patrol Leaders, Grade 5, were trained for bus safety and continued PBIS expectations (September – June)
- ✓ Bullying Review - PowerPoint and discussion presented by Principal to all students
- ✓ Grade Five participated in the C.A.R.E. program. C.A.R.E. is a collaborative effort with the APD, AYFS, & AHS in which students participate in lessons on cliques, peer pressure, drugs and alcohol, and internet safety (February-June)
- ✓ Ellen Miller, from the District Attorney's office, presented a bullying and internet safety session to the fifth grade class (April)
- ✓ Pamphlets on bullying are located in our main entrance for families to take home and read for information on a variety of topics, including bullying

Mary D. Stone

- ✓ Kick-off of PBIS routines, procedures, and behavioral expectations in August/September with explicit teaching of behavioral expectations for all areas of the school and playground
- ✓ Assembly for review of PBIS procedures after vacations
- ✓ Routine review of PBIS rules and incentives by teachers and guidance counselor with students
- ✓ Posted school rules in every classroom and student area
- ✓ Staff review of APS Bully Prevention Policy
- ✓ Staff review of APS Bully Prevention forms and in-house discipline forms
- ✓ Implementation of PBIS- CHICO (Check in Check out) program for individual students
- ✓ Implementation of PBIS data collection system (SWIS) with regular review of data at staff meetings
- ✓ Curriculum Night presentation/review of PBIS and Bully Prevention Policy
- ✓ Weekly *Second Step* lessons for all students in grades kindergarten through two
- ✓ Second Step bulletin board display in each classroom
- ✓ Weekly guidance lessons
- ✓ Brochure highlighting school guidance services distributed at parent functions
- ✓ "*Caught Being Good*" postcards mailed home for each student at least once per year

- ✓ Community building projects completed in September and displayed in the cafeteria
- ✓ Weekly PBIS incentives
- ✓ Student assembly featuring the “*POWER OF ONE*” program focused on anti-bullying message
- ✓ Monthly character education themes
- ✓ Lunch Buddy groups meet weekly for identified students
- ✓ Social skills groups meet weekly for identified students
- ✓ Monthly *Community Celebrations* for students, staff and families
- ✓ Celebrations of *Pinwheels for Peace* in September and *World Smile Day* in October
- ✓ *No Name Calling Month* celebrated yearly in January
- ✓ *One Book-One School* selection read yearly with school-wide activities and discussions
- ✓ School song and school motto- used at all school-wide events
- ✓ School wide opening exercises led by second grade students daily
- ✓ *Wall of Fame* bulletin board featuring exemplary accomplishments of students and staff

Bryn Mawr School

- ✓ Each classroom conducts lesson(s) focused on the meaning of the Bryn Mawr Pledge.

Additionally, PBIS and Classroom Initiatives

- ✓ Each classroom creates their own set of class rules to post in the classroom
- ✓ Each classroom completes regular “sharing sessions” to allow students to share personal insights and experiences and to create a true classroom community
- ✓ Routinely communicate positive behavioral and social situations to parents
- ✓ Guidance Counselor facilitates a “special coin” program on a rotating basis by grade level to reward special acts of kindness or friendship
- ✓ “Caught Being Good” postcards are sent home regularly
- ✓ Music teacher incorporates songs of friendship and kindness at the start of the year
- ✓ PE teacher constructs activities to illustrate appropriate personal space
- ✓ Art teacher facilitates a whole school art project for the windows to signify unity and to outline important student characteristics and practices
- ✓ All students rotate through each school area for a review of behavioral expectations in each area (Hall, Cafeteria, Bathrooms, Library, Assembly, Recess, Bus)-three times each year
- ✓ Positive Penguins are graphed and tracked for each student. Penguins are awarded for positive behavior in any area of the school

- ✓ Weekly rewards are given to students with 10 positive penguins
- ✓ Review of behavioral expectations was conducted by all classroom teachers upon our return from each holiday break
- ✓ Negative Behavior incidents are tracked with office referral forms-all data is entered into SWIS
- ✓ All staff receives training on the Bullying Policy of APS

Role of Guidance Counselor

- ✓ Bi Weekly Lessons utilizing Second Step Curriculum
- ✓ Weekly social skills group for small groups of identified students. Target behaviors are identified and the groups focus on developing appropriate and positive responses to challenging situations-sharing, resolving conflict, personal space, respect, cooperation
- ✓ Leads the Check In/Check Out process for identified students
- ✓ Manages the weekly rewards for positive penguins
- ✓ A monthly character trait will be identified in concert with the Second Step program and a bulletin board will support the classroom instruction on each trait
- ✓ Bulletin Board will include student work on each area/character trait
- ✓ Lunch Bunch groups at each grade level

Role of the Principal

- ✓ Monitors and responds to office referrals
- ✓ Communicates regularly with parents for both positive and negative behavior situations
- ✓ Institutes the District Bullying Policy when necessary
- ✓ Applies a 'teaching approach' to all behavior situations with a focus on the safety of all students and the need for respect of classmates and teachers
- ✓ Daily classroom visits, daily check-ins with struggling students, routine presence at arrival, lunch, recess and dismissal
- ✓ Efficient scheduling of staff to ensure appropriate supervision at lunch and recess
- ✓ Yearly Enrichment Program scheduled to reinforce positive behavior