

## **AUBURN PUBLIC SCHOOLS**

### **ANTI-BULLYING ACTIVITIES 2016-2017**

#### **Auburn High School Anti-Bullying/Holistic Diversity Activities:**

- Annual review/ training for staff at fall PD day regarding bullying, what it is, how do they address it, protocol for form completion, etc...
- Follow-up conversations with Guidance staff regarding conflict / bully forms and what is the threshold for forwarding to Administration
- Explanation to parents / students at orientation evening in August
- Review with all students bullying/hazing language and penalties and process for reporting concerning acts to Guidance/Administration
- School reporting text/tip line for bullying or other inappropriate behavior
- In-person meetings held with Guidance, Principal, Assistant Principal with students and parents involved in potential cases of harassment and bullying
- CARE group from high school visited intermediate/elementary schools to facilitate conversations about bullying and other inappropriate behavior
- Secured MARCC bullying curriculum and disseminated to freshmen health teachers for implementation
- "Find Your Heart" activity in February
- Athlete Leadership Team attended workshops at BSU (MARCC) in March in order to facilitate break out groups with peers
- Dr. Englander from MARCC speaks to faculty and staff about bullying at spring PD day (as a follow-up to fall training/review)
- "Kindness Week" sponsored by Student Council in June

#### **Auburn Middle School Anti-Bullying Activities:**

- School wide assemblies highlighting and reviewing the District' bullying prevention plan
- Implement PBIS and CICO for Tier 2 & 3 students
- Lessons on PBIS given by Team teachers to students on PBIS expectations
- In-person meetings held with Guidance, Principal, Assistant Principal with students and parents involved in potential cases of harassment and bullying
- Anti-Bully Prevention Plans as needed, as per District policy
- Guidance classes for grade 6 students titled, "Quest," and 7 & 8 "at-risk" students titled, "SPARK"
- Middle School Curriculum night emphasizing student expectations with School Resource Officer (SRO) as a guest speaker
- Data tracking of disciple reports in MIDAS
- Camfel Productions interactive multi-media presentation on Character building
- AMS teacher professional development on "At-risk student population"
- "Bully By-Stander" One Act interactive play by AMS students
- School wide/Student Council led initiatives on kindness

#### **Swanson Road Intermediate School Anti-Bullying Activities:**

- PBIS Training school-wide: Be Responsible, Be Respectful, and Be Safe, Random Acts of Kindness Initiative, and Behavioral expectations were outlined for each location in the school community.
- All staff/students participated in trainings including a full assembly at the beginning of the year on anti-bullying initiatives. (September and January)
- Random Acts of Kindness Building-wide Initiative (On-going) Students earned "blue tickets" when conducting kind acts throughout the building. An adult would issue them a ticket for the kind deed witnessed and 2 grade level/faculty winners were pulled monthly in recognition.

- Random Acts of Kindness 2.0. Based on data from the 2015-16 school year, students are encouraged to exceed 225 positive referral tickets as a grade level. Once threshold is met or exceeded the student body as a whole school earns a "Theme Day." Theme Days recognized in 2016-17: What I want to be when I grow up, College Day, Pajama Day, Super Hero Day, Mismatch Day, Crazy Sock, Crazy Hair, Tie Day, Auburn Pride (Blue/White), Tie Dye Day.
- Total Number of positive referral tickets collected for 2016-17 equal 8,232
- Display Case posted Random Acts of Kindness Monthly winners (students/staff w/ certificates of recognition).
- All teachers posted classroom rules and expectations (September)
- Free Choice Friday Expectations Posted in Hallways
- Diversity Wall Display (October-June)
- The Great Kindness Challenge-Kindness lessons were taught by school counselors to all grade levels and then staff and students were given a "random acts of kindness" checklist to complete. Daily announcements were made during the week regarding kindness. (February)
- Cultural Assembly on The Great Kindness Challenge and PBIS Expectations. (January)
- Student Video Collaboration Montage-Integrated with Computer Science/ Technology classes, students compiled video interviews on the meaning of the Great Kindness Challenge. Clips were then edited and shown at an assembly in a movie montage format.
- Specialists incorporated activities designed to promote team work.
- SWIS recognized by the National Random Acts of Kindness Organization as a Kindness Certified School.
- Throughout the school community, we have posted our school-wide behavioral expectations as visual reminders for our students and staff.
- Social Groups have been held to support individual students. (on-going)
- "Lunch Bunch" groups have been formed to support social interactions (on-going and flexible based on student needs)
- Daily "check-ins" with students are conducted with the guidance team, assistant principal, and principal.
- Proactive approach by principal, assistant principal, school counselors, and teachers to communicate expected behaviors.
- RTI strategies utilized to address students struggling behaviors.
- Guidance counselor utilizes PBIS-CICO to monitor identified students.
- Assistant Principal utilized Conflict Resolution and Restorative Justice practices to help resolve behavioral situations between peers and student-teacher interactions.
- Principal/Assistant Principal continue to respond to, monitor, and be proactive with regard to implementing progressive disciplinary actions.
- Grade 5 participated in the C.A.R.E. program. C.A.R.E. is a coalition comprised of the APD, AFYS, & AHS students, in which students participate in lessons designed to address cliques, peer pressure, drugs, alcohol, and internet safety. (October-January)
- Ellen Miller, from the District Attorney's Office presented a bullying and internet safety session to the fifth grade class. (January)
- Sheriff Evangelidis, from the Worcester County Sheriff's Department, presented in conjunction with the CARES coalition, a presentation to the fifth grade class addressing the effects of peer pressure, drug and alcohol use. (December)

### **Pakachoag Anti-Bullying Activities:**

#### PBIS Initiatives

- Kick-off of PBIS routines, procedures, and behavioral expectations in August/September with explicit teaching for all areas of the school, bus and playground.
- Each classroom creates their own set of class rules to post in the classroom.
- School rules posted throughout the building.

- All students rotate through each area for a review of behavioral expectations in each area (hall, cafeteria, bathrooms, recess, library, computer lab, bus)
- Paws are graphed and tracked for each student. Paws are awarded for positive behavior by any staff member in the school.
- Weekly rewards are earned by students with 10 paw prints.
- Classroom paws are earned by each homeroom with classroom rewards.
- A Recipe for Success in the Cafeteria bulletin board is posted where students wait in the lunch line.
- Silver spoons are earned in the cafeteria by grade level for positive behavior.
- 5 silver spoons earns a grade level reward.
- Bus Expectations sent home for parent and student sign off.
- Bus Rewards are earned by individual buses, announced over the intercom daily, and graphed for rewards.
- 5 bus awards earns a reward for an individual bus.
- Review of behavioral expectations is conducted by staff after vacations and routinely throughout the year.
- Negative behavior incidents are tracked.
- Staff review of the Anti-Bullying Policy of APS.
- Library materials are purchased for student and teacher use to reinforce positive behavior.
- Music teacher incorporates songs of friendship and kindness.
- PE teacher explicitly teaches appropriate personal space.
- Student programs with anti-bullying messages included; Officer Phil and The TIGER Performance
- School motto recited during opening exercises.

#### Role of the Guidance Counselor

- Weekly guidance lessons utilizing *Second Step* curriculum.
- Brochure created and shared with families highlighting school guidance services.
- Leads the CICO (check-in/check-out) charts for individual students.
- Manages weekly rewards for paw prints.
- Weekly lunch bunch groups for identified students.
- Small, weekly social skills groups for identified students. Targeted behaviors are identified and the groups focus on developing appropriate and positive responses to challenging situations which may include; sharing, resolving conflict, personal space, respect, and/or cooperation.
- Intervention groups are taken at each grade level which may include; Worry Warriors, Children in Change, Super Supporters, Kind Kinders.
- Creation of the Pawsitive Behavior Club to reward students that consistently promote our school wide expectations of safety, responsibility, and respect.

#### Role of the Principal

- Monitors and responds to office referrals.
- Communicates regularly with parents for both positive and negative behavior situations.
- Institutes the District Anti-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 all classmates and staff. Logical consequences are utilized for students.
- Daily classroom visits, check-ins with struggling students, presence at arrival, lunch, recess, and dismissal.
- Efficient scheduling of staff to ensure appropriate supervision at lunch and recess.
- Curriculum Night presentation/review of PBIS and Anti-Bullying Policy.
- Positive postcards sent home to students.
- Read *Have You Filled a Bucket Today? Or Bucket Filling A to Z* to each homeroom.

#### **Bryn Mawr Anti-Bullying Activities:**

## **Bryn Mawr Anti-Bullying Activities:**

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

## **PBIS Initiatives**

- Each classroom created a 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
- "Caught Being Good" Postcards are sent home regularly
- The photo and names of students "Caught Being Good" are published in the monthly Bryn Mawr Bulletin
- Music teacher incorporates songs of friendship and kindness to 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)
- Positive Penguins are graphed and tracked for each student. Penguins are awarded for positive behavior in any area of the school
- Weekly activity rewards are offered to students with 10 positive penguins-students can choose the activity they like best and 'cash' in their 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 staff is trained and familiar with the Bullying Policy of APS
- Library Materials have been purchased for student and teacher use to reinforce positive behavior (My Mouth is a Volcano, Personal Space Camp, How Full is Your Bucket)

## **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
- Intervention groups are taken at each grade level
- Communicates regularly with parents
- Provides all students with lessons related to acceptance and diversity. Utilized The Ice Cream Challenge story, written by an Auburn Middle School student to teach acceptance
- Blue Shirt Day to Stomp Out Bullying in October

## **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-this includes social behavior mapping to encourage students to reflect on the impact of their behavior on themselves and others
- Daily classroom visits, daily check-ins with struggling students, routine presence at arrival, lunch, recess and dismissal
- Redesigned scheduling of staff to ensure appropriate supervision at lunch and recess
- Enrichment Program will be scheduled to reinforce positive behavior
- Collaboration with MARRC for a presentation on bullying prevention
- Kindness Day-students are encouraged to do something kind for someone in the school or at home

### **Growth Mindset Initiatives**

- Acknowledgement of student efforts related to kindness and friendship
- Acknowledgement of student efforts related to making good choices
- Acknowledgement of student efforts to improve social interactions with peers
- Discussions with students relating effort to improvement in all areas