

AUBURN PUBLIC SCHOOLS

ANTI-BULLYING ACTIVITIES 2015-2016

Auburn High School Anti-Bullying/Hollistic Diversity Activities:

- Annual training for staff in August regarding bullying, what it is, how do they address it, protocol for form completion
- Follow-up conversations with Guidance staff regarding conflict / bully forms and when to send to Assistant Principal
- Explanation by Assistant Principal 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 and 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 schools to facilitate conversations about bullying and other inappropriate behavior
- "Find Your Heart" activity in February
- "Kindness Week" sponsored by Student Council in March
- Guest Speaker Patrick Joslyn '05 regarding how to be proactive with bullying in April
- School wide assembly regarding mental health issues that impact kids and why they need our empathy and kindness in May
- "Out of the Shadows" presentation
- Alliance "Day of Silence"
- "No Means No"

Auburn Middle School Anti-Bullying Activities:

- School-wide assemblies highlighting and reviewing the District's bullying prevention plan
- Implement PBIS and Check In/Check Out (CICO) for tier 2 & 3 students with guidance and/or administration
- Lessons on PBIS given by Team teachers to students on PBIS expectations
- Guidance classes for grade 6 students titled Quest and grade 7 & 8 students titled SPARK
- Middle School Curriculum night emphasizing student expectations with School Resource Officer as a guest speaker
- Data tracking of discipline reports in MIDAS
- Camfel Productions interactive multi-media presentation on Character building
- AMS teacher professional development on adolescent behavior
- One Book-One School: Jeremy Fink and the Meaning of Life by Wendy Moss

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)
- 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
- Display Case posted Random Acts of Kindness Monthly winners (students/staff w/ certificates of recognition)

- All teachers posted classroom rules and expectations (September)
- Great Wall of Kindness 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 Week (March)
- 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
- Multiple Theme Day Activities Kindness Week. (conducted in conjunction with the Great Kindness Challenge) Students participated in theme days such as “Crazy for Kindness=Crazy hair Day; Kicking Kindness into Gear=Crazy socks day; Tied together with Kindness=Wear ties to school day; Scoring Points for Kindness=Team jersey day
- Specialist 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 with 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 in 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 pawprints
- 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
- 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
- Art teacher helped to facilitate a school wide project to signify PAK pride and unity
- Student programs with anti-bullying messages included; Officer Phil and the Harlem Wizards Kick-Off
- 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

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?* to each homeroom

Bryn Mawr Anti-Bullying Activities:

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

PBIS 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 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 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 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

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
- Enrichment Program will be scheduled to reinforce positive behavior
- TIGER performance this year with a focus on Being a Good Friend

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