

AUBURN PUBLIC SCHOOLS

ANTI-BULLYING ACTIVITIES 2017-2018

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
- MARCC bullying curriculum implemented by freshmen health teachers
- "Find Your Heart" activity in February to underscore inclusiveness and acceptance
- "Screenagers" (March) presented to student body to underscore the perils of online bullying, etc...
- Drew Rosenshine from "Mind Your Mind" Presentation (April) to promote awareness about depression, anxiety and the importance of support
- "Kindness Week" sponsored by Student Council in June
- SHINE Initiative (ongoing) to promote education, awareness and tolerance towards mental illnesses
- D.A. Roundtable Meetings (ongoing) meetings with various local stakeholders/agencies wrap around services, etc... to discuss latest trends and how to best keep our students safe
- "Rocket Fuel" Program to AMS to facilitate conversations about bullying and other inappropriate behavior
- Parkland Activities/discussions/assemblies to underscore tolerance and awareness
- Alliance Meetings- AHS LBGT group meets to discuss acceptance, awareness and tolerance
- Restorative Justice Program (ongoing) in the process of implementation for incoming freshmen to obscure isolation and encourage a sense of belonging to the AHS community/family

Auburn Middle School Anti-Bullying Interventions 2017 - 2018

- School wide assemblies highlighting and reviewing the districts bullying prevention plan
- Guidance counselors, school psychologist and team chair trained in SEL
- 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
- "Lunch Bunch" groups run by guidance and AYFS counselors.
- Middle School Curriculum night emphasizing student expectations with SRO as a quest speaker
- Data tracking of discipline reports in MIDAS
- Camfel Productions interactive multi-media presentation on perspective.
- AMS teacher professional development on "At-risk student population"

- School wide, Student Council lead initiatives on kindness
- School wide, NJHS anti-bullying pledges
- Assistant Principal attended MJPOA workshop on bullying prevention and the DA's safe schools summit

Swanson Road Intermediate School, Anti-Bullying Activities 2017-2018

- 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) & (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 Theme Days recognized whole school and grade level accomplishments
- 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 Hallways
- "Healthy Life Choices" Wall Display created by the PE department. (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.
- Specialist incorporated specific 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 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 Evangelitis, 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)
- School-wide participation in Autism Awareness day 4/2/18.
- Expanded *On Giants Shoulders* mentor program with AMS National Junior Honor Society and grade five students.
- School-wide assembly *Power of One*. Actors explained, through skits, the negative effects of the different types of bullying, the roles that people play that make bullying possible, and what each child can do to prevent bullying from happening in their school.
- Increased scheduled one to one sessions with SWIS School Psychologist.
- SWIS PBIS music video made highlighting a kindness and caring school culture.
- Increased number of wrap around agencies and services provided at SWIS.
- Consultation with District Psychiatrist to discuss Tier 3 interventions, as well as outside resources.
- Increased interventions to support identified students through Tier 2 Second Step curriculum.

Bryn Mawr Anti-Bullying Activities:

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

School Wide 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)
- Bus rewards for good behavior-posted for tracking

Role of Guidance Counselor

- 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
- Classroom mindfulness activities

Pakachoag School Anti-Bullying Interventions 2017-2018

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 earn 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 earn 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.
- Tier 2 intervention support within the classroom for identified students.

Role of the School Psychologist

- Increased individual counseling to support identified students.
- Tier 2 intervention support within the classroom for identified students.

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.
- Consultation with the District School Psychiatrist
- Participation in the district-wide Autism Awareness Day