

IMPLEMENTATION – BULLYING PREVENTION AND EDUCATION

1. To send a clear message to students, staff, parents and community members that bullying will not be tolerated.

- a. In Elementary:
 - i. Classroom teachers will explain bullying to students and have students sign a no tolerance for bullying contract (see attachment), which will be posted in the classroom. They will also say a morning bully pledge: I promise I will not bully others. I promise I will not hurt others through my words or my actions. I promise to: Be Responsible. Be Respectful, and Be Safe
 - ii. Begin with an assembly on the first day or address in the first guidance lessons to explain the pledge. Continue to say the pledge daily.
 - iii. The bullying pledge will be posted in common areas.
 - iv. Within the first week of school, the administrators will go through the bullying pledge with the bus students and post the pledge on the bus.
 - v. We will have student assemblies using students to role model a specific situation.
 - vi. Put pledge in elementary newsletters.
 - vii. Put pledge on school web pages.
- b. In the Middle School:
 - i. Update the handbook section defining bullying to include cyber-bullying.
 - ii. Use the parent/student orientation night as explain bullying policy and student expectations.
 - iii. Use the parent/student orientation night to teach parents what they can do to help us combat bullying at the middle level.
 - iv. Use advisory time to teach students strategies identifying bullying and for dealing with bullies.
 - v. Use PBIS and/or other curriculum to educate students on appropriate way to treat others with respect.
- c. In the High School:
 - i. Train students and parents on the topic of bullying at the Fall Open House through the use of the high school drama and/or oral interpretation students.
 - ii. Display public service announcements regarding bullying on the display board in the commons, the school marquee, the big screen in the gym during athletic competitions and through social media sites such as Facebook and Twitter.

2. To train staff and students in taking pro-active steps to prevent bullying from occurring.

- a. In Elementary:
 - i. Continue to utilize the elementary counselor to implement proactive ways to combat bullying.
 - ii. We will utilize PBIS monthly meetings to monitor the data on bullying.
 - iii. Utilize PBIS team at staff meetings to provide strategies and intervention to prevent bullying.
 - iv. Have classroom teachers provide role-playing opportunities.

- b. In the Middle School:
 - i. Use PBIS team meetings to monitor bullying referrals.
 - ii. Use staff meeting time and team meeting time to develop school-wide and grade-specific interventions.
 - iii. Use the Middle School Improv Troupe to show students what bullying looks like and appropriate ways to deal with bullies.
 - iv. Use student council to promote anti-bullying initiatives (no name calling week, mix it up day, etc.)
 - v. Use advisory time to give students opportunities to role-play and learn about ways to handle bullying.

- c. In the High School:
 - i. Implement periodic lessons and/or team building opportunities on bullying during SRB.

3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

- a. In Elementary:
 - i. Use infraction reports, notes, emails and calls home to parents
 - ii. School staff will investigate details surrounding any bullying situation and will make a referral as needed.

- b. In the Middle School:
 - i. Use advisory time to teach students the procedure ~~in~~ for reporting incidents of bullying.
 - ii. Train teachers (annually) in the procedures for identifying bullying, reporting major and minor infractions and specifically instances of bullying.
 - iii. Use S.W.I.S. and Infinite Campus to record behaviors.

- c. In the High School:
 - i. Post signs throughout the high school on the key steps of how to recognize, address ~~or~~ and handle bullying including the steps to in reporting a bullying incident.

- ii. Maintain a “Building Character” link through the school website that includes information on how to recognize, address, and report bullying
- 4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, growth-mindset support, discussions, counseling, and appropriate negative consequences.**
 - a. In Elementary:
 - i. Parents will be contacted.
 - ii. Possible referral.
 - iii. Follow appropriate handbook policy.
 - b. In the Middle School:
 - i. Use referral process and discipline matrix.
 - ii. Contact parents.
 - iii. Possible counselor referral.
 - c. In the High School:
 - i. Students who demonstrate bullying behavior may be required to meet with building counselor or other professionals for further education on the topic.
 - ii. Students who demonstrate repetitive bullying behavior will be referred to the high school building discipline chart for consequences.
- 5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.**
 - a. In Elementary:
 - i. Continue to invite parents/community members to be a part of the Prevention/Intervention committee.
 - ii. State our bullying policy in the newsletter and district web site.
 - iii. Continue open dialog with parents and the community (an example is monthly luncheons with elementary principals).
 - b. In the Middle School:
 - i. Use opportunities to talk with parents about bullying – parent/student orientation, etc.
 - ii. Use visible reminders with respect to bullying throughout the school.
 - c. In the High School:
 - i. Address bullying as a stand alone topic at Fall Open House.
 - ii. Maintain a “Building Character” link through the school website that includes information regarding bullying and a user friendly

document for contacting the high school with questions or suggestions.

- iii. Display public service announcements regarding bullying on the school marquee, office display board, the big screen in the gym during athletic competitions and through social media sites such as Facebook and Twitter.

6. To support victims of bullying by counseling.

- a. All levels agree that this could be individual or small group counseling

7. To help develop peer support networks, social skills and confidence for all students.

- a. In Elementary:

- i. Continue with elementary counselors for teaching appropriate social skills and build confidence in the students.
- ii. Use small counseling groups provided by the counselor or school psychologist (friendship or social skills groups).
- iii. Use student council, peer helpers and available mentoring opportunities.

- b. In the Middle School:

- i. Work with the Carroll Institute counselor to teach students about bullying and how to deal appropriately with it.
- ii. Use advisory time appropriately to develop appropriate skills in dealing with bullies and help those students who may feel the need to bully others to develop appropriate social skills.
- iii. Use individual and group counseling techniques to develop appropriate social skills.

- c. In the High School:

- i. Use the student ambassador program for students new to the district.
- ii. Provide grade appropriate bullying messages at Fall Open Houses.

8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

- a. In Elementary:

- i. Continue to use positive incentives in the school (Subway coupons, Trojan Tributes, treasure box, eat with the principal, good behavior postcards, etc.).

- b. In the Middle School:

- i. Use positive incentives for appropriate behavior and effort.
- ii. Use student council to promote appropriate behavior and celebrate success.

- c. In the High School:
 - i. Quarterly PBIS awards based on academics, attendance, and behavior.
 - ii. Maintain a “Building Character” link through the school website that includes a student friendly document for students to report observed incidents of positive behavior.

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WEST CENTRAL SCHOOL DISTRICT