

<i>Safe and Welcoming Environments for Everyone (Update on Bullying Efforts)</i>	<b>Individuals and Families</b> (Micro)	<b>Organization</b> (Mezzo)	<b>Community and Policy</b> (Macro)
<b>Prevention</b>  What we are doing to create a positive environment prior to the occurrence of incidents.	Schools are actively developing positive school climates specific to 9 Common Elements of our Safe and Welcoming Aim  Many schools are using Responsive Classroom/Design Restorative methods & PBIS  Emphasis on Intercultural effectiveness  We are sharing policy with staff and students	We need to develop formal district training regarding prevention  Support schools in efforts to achieve site goals under our aim of Safe and Welcoming for Everyone through help with practices, data, and systems	Partnering with Ed Delegation and involved organizations to create meaningful educational experiences after school  Working with “Duluth Bully-Free Campaign” and “Civility Project” to consider further prevention efforts  Working with Social Justice Action Committee at UMD to encourage students to see themselves as college kids  Reviewing recommendations from Gov. Task Force on Safe Schools at district level for policy revision
<b>Preparation</b>  What we are doing to prepare students and staff for when incidents happen.	Telling kids to talk with a trusted adult if targeted or picked on  Instructing staff/kids to help the target and/or tell the other person to stop when see it happen	We need to develop formal district training regarding preparation  Discussions as Principal meetings regarding investigating and responding to incidents including content from community conversations	Partnered with: Alana Friedman, Men As Peacemakers, St. Lukes, and Miller Dwan to provide series of community conversations regarding response to incidents  We need to consider sharing formal district training regarding preparation
<b>Response</b>  What we are doing when incidents happen.	Telling person to stop when see it happen  Taking person who is targeted away from situation  Investigating the situation  Deciding how to keep kids involved safe; supervision, separation...  Informing parents of incident and making a plan	Sch Counselors and Sch Social Workers trained in “Psychological First Aid”  On-going support of Principals and staff regarding investigating and responding to incidents including content from community conversations  We need to develop formal district training regarding response	Partnered with: Alana Friedman, Men As Peacemakers, St. Lukes, and Miller Dwan to provide series of community conversations regarding response to incidents  We need to partner with community organizations including “Duluth’s Bully-Free Campaign” to revise policy
<b>Recovery</b>  What we are doing to help people be successful after an incident.	We check back with students and work with parents to determine what would help  Sch Counselors and Sch Social Workers who provide service to students and families  Partner with local community services to increase access to mental health services	By license, all staff required to participate in Early On-Set Mental Health Training  Principals, Staff, and SSTs partner with community services  Student meetings with Text4Life at all middle and high schools	Working with community organizations to improve efficient and effective systems for delivery of services  Partnering with Carlton County and Text4Life project

## **Our Priority and Focus Schools**

### Laura MacArthur Elementary

Our behavior team is charged with analyzing Infinite Campus data, survey climate data, and anecdotal data to determine needs for our school. Our grow areas are: cafeteria, playground, bus, bullying, disruptive behavior, guest teachers, and assemblies.

Our behavior team will next create (delegate to student groups) video training aids to model Focused, Appropriate and Cooperative behaviors (our behavior standards). Morning meetings will be the venue for the school to address this systematically.

We believe that all students can meet our behavior standards.

### Piedmont Elementary

Piedmont has developed school-wide language to teach and reinforce positive behaviors through-out the building and day. Students are able to earn "Paw Print" cards that go into a weekly drawing. All adults from the bus driver who first sees them in the morning to the principal walking by and noticing a quiet, self-controlled line in the hallway ("straight, swift, silent") can hand out Paw Prints to as few or as many students as they believe have earned the reward. If you "are...neat, eat, and stay in your seat" you may get a Paw Print during lunch.

On the first day of school classroom teachers brought their class to different stations in the building and a staff member explained expectations for that area. Included in the lesson were "who you talk to if you feel unsafe or bullied" in that part of the building. Appropriate adults were introduced so the children know how to involve an adult immediately if they feel the need to get help. We have also added an educational aspect to the "consequence" piece of a bullying situation such as harassment during the bus ride. Students involved in bullying or unsafe behavior watch a video on bus safety and then process how their actions can affect someone else.

Piedmont has developed plans to routinely discuss and develop our behavior plan during staff development times so that the program meets our building's needs and staff take ownership of its success.

### Lincoln Park Middle School

Last January, we applied and were accepted into MDE's 2012-13 Cohort of schools implementing School-Wide Positive Behavior Interventions and Supports (SW-PBIS). This two year agreement with MDE includes 8 days of professional development and structured work time for our team of 8-10 staff and administrators focusing on practice, data, and system intervention to create a positive school climate that supports student development and academic success.

Prior to applying for entrance into the cohort, we learned about SW-PBIS and gained commitment from well over 80% of our staff to positively impact school climate. We are using best practice implementation strategies and system interventions shared by MDE and the national organization for Positive Behavior Interventions.

Interventions are tiered and combined with instructional strategies similar to our academic interventions. The idea is to do good core instruction of social/emotional/behavioral skills for all students and to recognize those who are doing it well; resulting in fewer students who need secondary and tertiary instruction and supports. Fewer students requiring secondary and tertiary supports allows for more individualized interventions with specific students and families.