

SOLANCO STANDS TOGETHER: DIGNITY HONORED

ELEMENTARY SCHOOL LEVEL

COMMITTING TO KINDNESS

- **Character Education Lessons** - Teachers and school counselors prepare and conduct monthly character development lessons in classrooms. The lessons are focused around a children's literature book and use a variety of activities throughout the year. The monthly themes covered are self-control, responsibility, gratitude, empathy, respect, honesty, cooperation, determination, and patience.
- **disABILITY Acceptance Training** – Teachers and students take part in a (dis)Ability Acceptance Training with the Arc of Lancaster Lebanon in the fall. Topics covered include (descriptions directly from the Arc of Lancaster Lebanon):
 - **Kindergarten** – Some things are hard to do. Students find different ways to make hard things easier if they work together.
 - **First Grade** – Everyone likes having friends. Students learn how to make a new friend no matter who the person may be.
 - **Second Grade** – Students learn that everyone, disability or no disability, can have fun, enjoy school and be a part of a family, and work hard.
 - **Third Grade** – Students take part in disability simulations to feel what it's like to have a body part that works different than what they are used to.
 - **Fourth Grade** – Bullying is unfortunate for everyone, and people with disabilities are often targets. Students learn People-First language as a way to talk about someone with a disability.
 - **Fifth Grade** – Can you judge a book by its cover? Examples of famous people with disabilities are shown and students discover ways all people are alike.
- **Mikayla's Voice Initiative** – The elementary schools and the Special Education Department continue to implement the Mikayla's Voice Initiative. The programs from Mikayla's voice are designed to "showcase children's talent and creativity as they demonstrate successful inclusion in education, art, and sports and recreation. Our children are our future and we are proud to let them lead by example, teaching others to embrace individuals of all abilities. This builds their self-confidence, empowers them to stand up for what they believe and encourages their growth into adults who continue to advocate for inclusion."
- **Internet Safety Lessons** – The elementary school principals are collaborating with the Office of the Attorney General to conduct lessons on internet safety with students in grades 4 and 5. Through discussion, the students learn the importance of digital citizenship.
- **Buddy Benches** - Buddy Benches are available in common play areas at each elementary school. Students are taught how to access and use the benches appropriately as a space to meet and make a friend. During the 18-19 school year, we created additional videos to show how the Buddy Benches can be utilized.

- **Random Acts of Kindness Activities** – Solanco elementary schools plan random act of kindness activities with all students. This includes Kindness Rocks (painted kindness rocks distributed in the community), positive post-it notes, buddy classroom kindness activities, etc.
- **The Great Kindness Challenge Week** – The Solanco elementary schools continue to participate in the Great Kindness Challenge week. All students are challenged to intentionally act out kindness in the school and community. A key component is kindness notes and an at-home kindness connection.
- **Mix it Up at Lunch Day** – The Solanco elementary schools coordinate a Mix it Up at Lunch Day. The students have an opportunity to sit with new peers and participate in structured discussions to build additional relationships.
- **Safety Patrol** – The Solanco elementary schools utilize safety patrols to ensure appropriate behavior when students enter and exit the building. Fifth grade students have an opportunity to serve on Safety Patrol and will set a positive example for students throughout the school.
- **Professional Development** - All faculty and staff are aware of the components of bullying prevention, intervention strategies, and ensuring a supportive school culture. Information is shared in August to provide an overview and then covered in additional months to provide information on additional components or concerns that arise throughout the year.
- **New Student Protocol** - Every new student is assigned a classroom buddy and greeted personally by a Student Senator. Student Senators develop specific protocol to ensure that the new student feels welcome. This could include personal daily greetings, welcome cards, buddy paired for lunch, etc.
- **Build Student Confidence** - Teachers in grades K-1 work with students to understand the value of giving and receiving compliments. Teachers and students will practice this skill. Each student identifies his/her strengths and positive feelings throughout the school year, as led by teachers and the school counselor. Students in grades 2-5 will create “Me” journals to develop self-affirmations throughout the school year.
- **Cyber-Bullying Education** - Messages are posted throughout the building regarding prevention of cyber-bullying. Cyber-Bullying is included and addressed specifically through the *Anti-Bullying Response Plan*. The role of parents will be an increased focus in discussions related to cyber-bullying.
- **Social Media Presence** – The elementary administrative team posts to Instagram, Twitter, and Facebook weekly to highlight anti-bullying efforts and positive choices in the elementary schools. The hashtag of #SolancoStandsTogether is utilized to provide consistency.
- **Increase Campaign Awareness** – The district brochure is available to all students and families and is utilized to ensure awareness of campaign focus and resources.

REPORTING

- **Bullying Definition and Sharing** - A common definition of bullying is shared by Solanco elementary schools and is posted throughout campuses. The definition is used in prevention and addressing bullying situations.
- **Bullying Report Form** - An online (JOT.com) reporting is available to parents, staff, and students. This form will allow students to report incidents that they have witnessed as well as incidents that have happened to them. Print copies of the form are available in the offices. The elementary administrative team will encourage parents to complete the form through individual conversations and monthly school newsletters.
- **Counselor Request Form**- A standardized form that students can fill out easily and deliver to the counselor when they have personal concerns. Students will be able to prioritize these forms as emergency, important or not serious/can wait.
- **Anti-Bullying Response Plan** - A response plan detailing steps and related timelines is consistently used to streamline communication and ensure results when responding to specific bullying incidents. The plan will be provided to the parent/guardian of any child for whom bullying is a concern. Feedback from the student and parent/guardian will be gathered after the incident and plans are put in place to ensure parent/guardian awareness and satisfaction with the strategies being utilized.

INTERVENING

- **Class Lessons by School Counselor** - The school counselor and teachers educate students on specific actions to take should they witness an act of bullying.
- **Investigation of Bullying Incidences** - Reported bullying incidents are investigated thoroughly. Factors such as location, witnesses, specific actions, and power differential are determined.
- **Anti-Bullying Response Plan** - A response plan detailing steps and related timelines is consistently used to streamline communication and ensure results when responding to specific bullying incidents. The plan will be provided to the parent/guardian of any child for whom bullying is a concern. Feedback from the student and parent/guardian will be gathered after the incident and plans are put in place to ensure parent/guardian awareness and satisfaction with the strategies being utilized.
- **Restorative Mini-Conferences** - Administrators hold mini-conferences with both bullied and victimized students to determine what actions caused harm, how the victim felt about the actions, and what needs to happen to make things right. Specific actions are recorded in the Anti-Bullying Response Plan.
- **Conflict Intervention Training** - All schools display and utilize a variety of age appropriate conflict resolution approaches. The approaches are taught through classroom lessons delivered by the school counselor and/or teachers.
- **Small Group Instruction with School Counselor** - Identified students (both those who are engaging in bullying and those who are being bullied) are invited to small groups

with the school counselor. Skills in the areas of friendship, empathy, communication and coping are taught and monitored in authentic situations.

- **Empowering Students as Change Agents** - Students will be empowered to be “upstanders”. They will explore their role as an upstander and commit to the statements: “we can...” and “I will...”. Each school has a PBIS system in place to recognize students for positive choices.

SUPPORTING

- **Anti-bullying pledge school-wide** - A common pledge to stop bullying will be learned by all elementary students and a commitment poster made in every class.
- **Anti-bullying assembly**- Students attend and participate in assemblies that introduce the initiative, reinforce importance of eliminating bullying, and celebrate the positive actions demonstrated during the year.
 - Components incorporated into each assembly:
 - Defining the problem and what true bullying means.
 - Sharing strategies or providing approaches.
 - Training students on how/where to report.
 - Defining potential consequences
- **Data collection and Analysis**- Reporting forms are reviewed and preventative measures will be implemented in hot zones. Surveys will also be distributed to students and parents to gather feedback on the impact and effectiveness of the ABC.
- **Student Mentoring**- Adults in the building intentionally partner with students who are identified as possible victims of bullying. Mentors are catalysts of student and faculty/staff celebrations of strengths and growth. Mentoring will continue after victims have been identified and interventions and supports are in place.
- **Resource Identification** - A database of resources (books, websites, etc.) is identified and made available to parents and students on an as-needed basis.
- **Referral to Outside Services**- Counselors will provide information and connections to outside services if needs are evident and support services are available for families.