



## HERITAGE ELEMENTARY

### ***No Bully Monthly Happenings Newsletter August/September 2021***

Questions? Contact No Bully Coach Mrs. Borrego, 595-4115  
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**1st No Bully Meeting (All students interested in being on No Bully Student Council should attend): Wednesday, September 8th, 2020 virtually at 3:20 on Google Meet Link by joining my No Bully Student Council classroom OR you may attend in person in the media center.**

**August/September Happenings:** This month Heritage 5<sup>th</sup> grade students are encouraged to participate in the Welcome Back Assembly, which will be a power point presentation on Thursday 8/19. Students will also sign Our School's Anti-Bullying Poster, which hangs at the front of the atrium above the primary hallway.

**Students will also be running for the No Bully Student Council this month.** If you are a 5<sup>th</sup> grader interested in running for office, please plan to attend the first No Bully Meeting on September 8th to get an application packet and information to be considered a candidate. Completed packets should be in no later than September 17<sup>nd</sup>. Candidates will use the Screencastify link Mrs. Borrego will send to their email to record their speeches and then upload them to Mrs. Borrego's Google Drive to be considered eligible to run for the office they want. Students will place posters in the hallway the week of September 27th and students in grades 3-5 will vote for candidates on Thursday, September 30th. Winners will be announced at the end of that day. All 1<sup>st</sup>-5<sup>th</sup> grade classrooms will also pick a boy and a girl representative to be involved in student council as well as be trained as classroom ambassadors (all grade levels) and playground leaders (grades 3-5). That process will be left to the discretion of classroom teachers. All meetings will be held virtually this year at the above listed Google Meet link.

Please sign up for Mrs. Borrego's remind app to be alerted of all meetings by doing this:

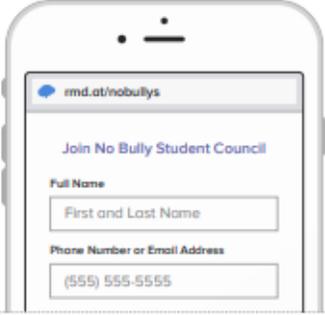
Pick a way to receive messages for No Bully Student Council:

**A** If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/nobullys](http://rmd.at/nobullys)

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



**B** If you don't have a smartphone, get text notifications.

Text the message @nobullys to the number 81010.

If you're having trouble with 81010, try texting @nobullys to (678) 685-9966.

\* Standard text message rates apply.



Don't have a mobile phone? Go to [rmd.at/nobullys](http://rmd.at/nobullys) on a desktop computer to sign up for email notifications.

This month during our 2<sup>nd</sup> Steps Lessons for grades K-4 will be learning about emotion management ideas and ways to calm down. Students learn to STOP, give themselves a mental calm down word, name their feelings, and then calm down using a variety of techniques: belly breathing, counting or saying ABC's backwards, for example. This will help them to be in charge of their emotions and not the other way around. **Parents, please follow the instructions below to reinforce these behaviors at home using our 2<sup>nd</sup> Steps Family Home Links.** 5th Graders will be learning about Habit #1 - Being proactive, which means they take responsibility for their actions and try to be more future-oriented in their thinking and planning skills.

**2<sup>nd</sup> Steps Family Home Links:** Just wanted to remind parents they can access 2<sup>nd</sup> Steps Lessons at the following website and use these resources all school-year long:

1. Go to <https://www.secondstep.org/secure-log-in>
2. Create an account using the top right-hand corner icon and following the directions.
3. Once in, enter the activation code that corresponds with your student's grade level:
4. SSPK FAMI LY70 for Kdg. families, SSP1 FAMI LY71 for 1<sup>st</sup> grade families, SSP2 FAMI LY72 for 2<sup>nd</sup> grade families, SSP3 FAMI LY73 for 3<sup>rd</sup> grade families, SSP4 FAMI LY74 for 4<sup>th</sup> grade families, and SSP5 FAMI LY75 for 5<sup>th</sup> grade families
5. Click on resources and go under the families tab.
6. Once there, you can access all sorts of information about the program.

**Yearly Bullying Prevention Survey Results** (will be discussed at 1<sup>st</sup> No Bully Meeting):

Students Reporting Bullying	
SY 20-21	Percents
Grade 3	
Have you been bullied?	21%
Have you witnessed bullying?	32%
When did bullying happen?	
Online	0%
In - Person	100%
School Handled	
Yes	55%
No	27%
I did not tell	18%
Grade 4	
Have you been bullied?	35%
Have you witnessed bullying?	29%
When did bullying happen?	
Online	21%
In - Person	79%
School Handled	
Yes	50%
No	36%
I did not tell	14%
Grade 5	
Have you been bullied?	13%
Have you witnessed bullying?	42%
When did bullying happen?	
Online	6%
In - Person	94%
School Handled	
Yes	44%
No	44%
I did not tell	12%
Overall	
Have you been bullied?	23%
Have you witnessed bullying?	36%
When did bullying happen?	
Online	10%
In - Person	90%

School Handled	
Yes	49%
No	36%
I did not tell	15%

**Positive Trends:** Because we are using a new survey for this school year (much simpler, but much less information) and we do not have results from last school year, our data is a bit more difficult to interpret. I have chosen to conflate the two questions "Believe disrespect is a serious problem" from SY 2016-17, 2017-18, and 2018-19 and "Have you been bullied?" from SY 2020-21. By doing this, we are showing a continuous decline in bullying from a starting percentage of 63% (SY16-17) to 62% (SY17-18) to 46% (SY18-19) and then finally to 23% (SY20-21). Additionally, I chose to conflate the two questions "Believe disrespect is a serious problem by students witnessing bullying" from SY 2016-17, 2017-18, and 2018-19 and "Have you witnessed someone being bullied?" from SY 2020-21. By doing this, we are showing a continuous decline in students witnessing bullying from a starting percentage of 63% (SY16-17) to 62% (SY17-18) to 46% (SY18-19) and then finally to 36% (SY20-21). If these assumptions concerning the questions that were asked hold true, we had some very promising trends, including the overarching idea that bullying and witnessing bullying is continuing to decrease in our school. These results also show that students did report a large decrease in being disrespected (bullied) for this school year as compared to the previous two school years, both in witnessing such acts and experiencing them themselves. Because the new survey did not ask about where bullying occurred, we cannot say whether bullying is flattening out in all areas of the building, but we are showing a decrease in bullying and the witnessing of bullying. It is also interesting to take a look at the grade levels from year to year, but the only cohort we can do this with is our current 5<sup>th</sup> graders. In 2018-19, this cohort had 10 students reporting being bullied and 20 students reporting being a witness to bullying. Since we did not do our survey last year, we can only compare this year's results with this cohort. What we saw was a decrease in students saying they were bullied (went from 10 students in 3<sup>rd</sup> grade to only 5 students in 5<sup>th</sup> grade, a full 50% drop in the reporting of actual bullying).

Furthermore, this same group saw a decrease in witnessing bullying from 20 students in 3<sup>rd</sup> grade to 16 students in 5<sup>th</sup> grade.

Our new survey did not record students' responses to bullying. In the past, the top three responses to being bullied in SY 2018-19 included walking away (27%), telling the bully to stop (22%), and telling an adult or doing nothing (both at 16%). In SY 2017-18, the top three responses were walking away (35%), telling the bully to stop and telling an adult (both at 29%). In 2016-17, the top three responses were telling the bully to stop (31%), told an adult (25%) and walked away (17%).

The top three responses to witnessing bullying in SY 18-19 were telling the bully to stop, telling another student and/or telling an adult (both at 20%). In the previous year, the top three responses were told an adult (58%), told them to stop (50%), and walked away (35%). The year

previous to that, the top three responses to witnessing bullying were telling an adult (51%), telling them to stop (43%), and fighting back (24%). Thankfully, fighting back was only in the top three the first year of this grant SY2016-17, and has been consistently going down in percentage scores each year (from 24% to 14% to 12%)

Although these responses are hard to hypothesize about without talking to each student personally, we believe these results are showing an increased assertiveness level in our students, as they are handling situations more frequently on their own, either by walking away (because the problem is not very big) or telling the person to stop. This would definitely be in line with our Second Steps curriculum that models and teaches students to stand up for themselves in an assertive fashion, while steering them away from passive (doing nothing) or aggressive (fighting back) responses. It also is in line with our school's 3-Strike Rule, which teaches students to give three warnings for non-emergency behavior they don't like prior to going to a teacher for assistance.

As far as **other relevant measures**, we use tableau to track our discipline data, and that is also trending in a positive direction. For school year 2017-2018, we had a total of 72 referrals distributed as follows: KDG (13), 1<sup>st</sup> (3), 2<sup>nd</sup> (15), 3<sup>rd</sup> (0), 4<sup>th</sup> (32), and 5<sup>th</sup> (9). For school year 2018-19, we had a total of 49 referrals distributed as follows: KDG (5), 1<sup>st</sup> (6), 2<sup>nd</sup> (3), 3<sup>rd</sup> (9), 4<sup>th</sup> (6), and 5<sup>th</sup> (20). For school year 2019-2020, we had a total of 21 referrals through the month of March (which concluded the 2<sup>nd</sup> week in March due to COVID -19 closure). This actually did show a decrease when compared to the previous year (only 21 referrals this school year as compared to 32 referrals at the same time last school year). Finally, for SY 2020-21, we had a total of 15 referrals for the entire year, with grade breakdown as follows: KDG. (0), 1<sup>st</sup> (4), 2<sup>nd</sup> (0), 3<sup>rd</sup> (2), 4<sup>th</sup> (0), and 5<sup>th</sup> (8). Interestingly, all cohorts decreased in their number of referrals between the two school years. We had no referrals that were coded as bullying behavior for this school year.

The new survey administered for this school year did capture some initial data for us, and that was that the overall perception by students is that the school handles bullying incidents that are reported most of the time (49% saying the school handles the bullying versus 36% that said it didn't and 15% saying they never reported the bullying). This is good baseline data that right now paints an overall positive picture about how bullying is handled by the school personnel, but definitely gives us some areas to work on for next year, with the goal of possibly moving the school handling issues above 50% and moving not handling issues to below 20%, while moving non-reported issues to below 10%.

Due to Covid-19 policies, we did see a major improvement in behavior within the cafeteria. The social distancing policies created a much more calming influence in the cafeteria with the result that the cafeteria monitors did not even need to score the grade levels because students were doing so well. Social distancing had an extremely calming effect on the noise level and bullying behaviors in the cafeteria and results are trending in a very positive direction in almost all areas!

**Negative Trends:** The most negative trends that we saw this year is in making sure that students report bullying incidents (between 12-18%) and that teachers respond to those incidents (highest perception was in 5<sup>th</sup> grade, where 44% of students felt the school did not handle the issue). These two areas are definitely something we want to address next year in our school because we would like to see a decline in students not reporting bullying (we would like to see that go to 0%) and that staff handles issues on the spot (we would like to see this go to 25% or below). We want all students to understand that bullying should be reported and should also feel like their bullying reports are handled on the spot at Heritage. We will definitely put these as priorities to discuss for the next school year at the start of our No Bully Student Council meetings.

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**Complete, Cut, and Enter to Win (Place completed forms in the No Bully Barrel located by the front office):** Sally used two strikes on Melissa for a behavior that was bothering her, and then went to tell the teacher.

Name:

Grade:

Teacher:

Is this bullying? Explain why or why not: