

Positive School Culture Initiative

Be the



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ACKNOWLEDGEMENTS

Broward County Public School's (BCPS) School Climate & Discipline (SC&D) Department has chosen the resources within this toolkit based on our district's needs and proven best practices. Please visit and utilize the programs listed in the Resources & Links section. Their contributions and leadership helped to make this resource possible.

ABOUT BE THE 1 POSITIVE SCHOOL CULTURE INITIATIVE

PURPOSE: The purpose of the Be the 1 Positive School Culture Initiative (PSCI) is to create safer and more respectful school environments where all students can thrive. Only when students feel safe, can they truly focus on social and emotional learning (SEL) and academic success. Be the 1 uses evidence-based strategies to permanently imbed Multi-Tiered System of Supports (MTSS) for violence prevention and intervention within your school in a continuous improvement model. It is not a one time or short-term intervention (a lesson, an assembly), because research shows those are not effective. What works, is providing multi-tiered systems of support focused on bystander activation – both with staff and students, on the macro and micro level.

MESSAGING: The messaging of this pro-social marketing campaign will inspire your students to Be the 1 to help prevent and intervene with bullying. Create a safer and more respectful school environment by showing students that although some students bully others, most don't. Activate bystanders to Be the 1 to stop the hurt caused by bullying by intervening safely, either directly or indirectly. Utilize this toolkit to teach your students:

1. Every 1 deserves respect! Most of us don't bully. Be the 1 who recognizes it if you see it.
2. When 1 of us is bullied, we all hurt. Every 1 deserves to feel safe and respected.
3. Every 1 can stop bullying! Be the 1 to intervene in your own way.

Be the 1 is not a Zero Tolerance approach emphasizing punishment. Research shows Zero Tolerance reduces the numbers of students willing to tell when there is danger at school. Be the 1 focuses on creating a telling environment where students confide in trusted adults if they are afraid. All suspected bullying is reported and intervened with, but increasing human connection is the primary goal of Be the 1 PSCI. At Be the 1 schools, staff and students intervene because they are a committed community that cares. When one of them is hurt, all are hurt.

BOTTOM LINE: Be the 1 is truly about improving the lives of EVERYONE in your school community, students and staff, by creating an inclusive welcoming climate. Ask yourself - what is the norm at your school? What do you want it to be? With Be the 1, everyone is responsible (staff and students) for making that change happen.

MATERIALS: All Be the 1 Positive School Culture Initiative components are available in the [School Climate & Discipline \(SC&D\) Resources SharePoint](#). There are also tools linked throughout this document.

HANDLING DISCLOSURES

As a trusted adult, be prepared to receive student disclosures of bullying. BCPS' Anti-Bullying Policy 5.9 outlines specific processes for disclosure and every school has an administrator who is the trained Investigative Designee (ID). Only the ID or principal can investigate bullying referrals. If you are told about, witness, or suspect bullying, report it electronically to your school's ID. This enables the school's ID to recognize patterns of abuse by or to students, and to stop it before it escalates. As a mandated reporter, continue to follow all reporting obligations as well as threat assessment protocols.

BE THE 1 MULTI-TIERED SYSTEMS OF SUPPORT

To reduce bullying, schools need violence prevention and intervention MTSS. These tiers of support increase in intensity from one level to the next and should be available school-wide, in the classroom, and individually. They must exist before, during and after any acts of violence occur. Below are the critical components to imbed into your school's Be the 1 PSCI at the universal (Tier 1), targeted (Tier 2), and individual (Tier 3) levels.

Tier 3 Intense Individual Interventions

- **School Based Intensive Interventions:** Use high intensity referrals and services for behavioral emotional assessment, social skills training, PROMISE Program, and referral to law enforcement.
- **Support Group Method of Bullying Intervention:** Utilize this 7-step non-punitive, group intervention to increase empathy and change the behavior of students involved in bullying.
- **Olweus Bullying Prevention Program:** DPI Certified Olweus Trainer works with schools requiring intensive intervention for 3 years. Cost associated.

Tier 2 Initial Intervention

- **Be the 1, Think B4U Post, and Prevention Liaison Revolving Libraries:** Each library has a set of books with lessons focusing on SEL. Prevention Liaisons or Peer Counseling Coordinators can check out a set for their school.
- **Peer-to-Peer (P2P) Component:** Pro-social clubs or peer ambassadors create a grass roots movement increasing the "cool factor" of behaving in a kind and respectful manner.
- **Peer Counseling/Mediation:** Students who are Peer Counselors intervene with and mediate conflict between students, whether it began online or in the classroom, but this intervention is not to be used with bullying.
- **School Based Interventions:** Referral to School Counselor and/or community agencies, Investigative Designee investigates and provides interventions, increased supervision, targeted empathy or social skills lessons, 6 Step On The Spot Intervention used by staff.
- **Specialized DPI Staff Trainings:** Access DPI for specialized staff trainings based on needs and data trends (Courageous Conversations, Culturally Responsive Classroom, Cyberbullying, Sexting, or CHAMPS classroom management).
- **Booster Lessons/Specialized Prevention & Intervention Curriculum:** Utilize specialized curriculum as behavior and data indicate (cyberbullying, empathy, LEAPS, diversity, sextortion, human trafficking, etc.) Go to DPI SharePoint for full curriculum list.

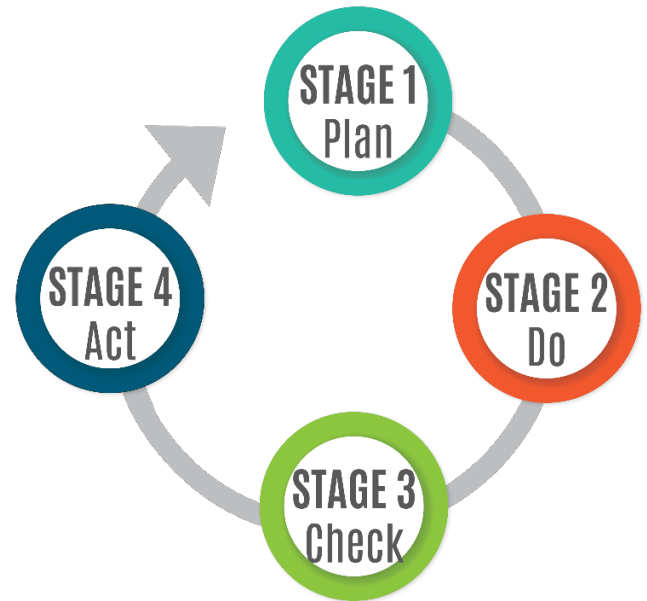
Tier 1 Schoolwide Prevention

- **Annual Policy 5.9 Student Training Module & School-wide Kick-Off Assembly:** Lays the foundation for the school's planned initiative and creates a common language and vision as it introduces the subject areas to be taught in the classrooms.
- **Annual Policy 5.9 Staff Training Module:** This module is built into the staff Be the 1 training.
- **Classroom Lessons:** School-wide, each student will receive 3 lessons on bullying prevention.
- **Pro-Social Marketing Campaign:** Sets of the 3 Be the 1 posters are provided by DPI and displayed school-wide to increase awareness and interest. Incentives are provided for students caught "being the 1" to make a difference and help fellow classmates.
- **Anonymous Reporting Methods:** A reporting/shout out box at each school's single point of entry and advertise the Silence Hurts reporting methods (text, online submission, or phone hotline).
- **Supporting National Observances:** Pair your efforts with BCPS observances (go to BrowardPrevention.org for a full list) such as National Bullying Violence Prevention Month (October), National Youth Violence Prevention Week (April), BCPS Anti-Bullying Week (November), Wear White Day (November), Choose Peace Week, Take a Break 4 Peace Day (September), No Name Calling Week (January), Mix It Up Day, National Day of Silence, Above the Influence March, and Digital Citizenship Week.
- **Data Collection Methods:** Assess prevention and intervention needs as well as the effectiveness of your implementation efforts with data from such sources as the PSCI Survey, BASIS, YRBS, BCPS Customer Survey, SESIR, DMS/BMS, and FYSAS.
- **Supporting District Policies:** Anti-Bullying Policy 5.9, Social Media Use Guidelines, Code of Student Conduct Policy 5.8.

IMBEDDING BE THE 1 INTO YOUR SCHOOL WITH CONTINUOUS IMPROVEMENT

The effectiveness of any program is dictated by the comprehensiveness and fidelity with which it is implemented. Within this toolkit you will find numerous resources that can be used as a standalone. However, Be the 1 PSCI will be most effective, and has been designed to include all three tiers of prevention and intervention permanently imbedded into your school using a continuous improvement process. This is how your school can truly achieve and maintain a positive school climate where all students and staff thrive.

Be the 1's continuous improvement process consists of four stages, repeated every year. It is the plan-do-check-act cycle. True climate change takes time, and the continuous improvement process never ends. If you stop using it as soon as you see improvement, as time passes, your strategies are guaranteed to become ineffective again.



Stage 1 is Plan, the planning phase for your school. During it, you will identify and analyze the problems and opportunities to improve climate and reduce bullying at your school. The first and most important step in this stage is to create a PSCI school-based team. This team will lead the continuous improvement process and imbed Be the 1's MTSS into the school. The team will meet weekly for the first year of implementation to continuously assess progress, collect data, and modify implementation. In future years, they may meet every other week and choose to expand their focus to other behavior or climate issues (tardiness, attendance). The team must include an administrator (possibly the Investigative Designee) and the Prevention Liaison, but the rest of the eight or so members can be support staff, a school resource officer, cafeteria staff, teachers, custodians, or coaches. Ensure you have both traditional and nontraditional staff represented. Consider including students and parents at some point in the

process. Ensure every meeting has [an agenda](#) that delineates the clear purpose of that meeting. At the end of the meeting, detail the next steps along with who is responsible.

After the PSCI team is assembled, create the implementation plan for Stage 2. Below are the items to be completed in chronological order. You will note many tools have been linked for your use:

- **MTSS Evaluation:** Use the [MTSS Evaluation Tool](#) to assess your school's existing violence prevention and intervention structures and processes. Determine which elements are missing and develop a plan to imbed them. By the end of the year, all three MTSS tiers will be imbedded into your school in a sustainable way.
 - o **School Based Interventions/Intensive Interventions:** What interventions are available for all parties in the bullying triangle (target, bystander, and aggressor) at Tier 2 and Tier 3? Do you have staff specially trained to evaluate motivations for misbehavior to guide interventions?
 - o **Support Group Method of Intervention:** Make sure you have at least one staff member (preferably school counselor) trained on this intervention method. The more tools your school has, the better.
 - o **Guidelines and Rules:** What are your school's rules and guidelines for behavior and how staff and students treat each other? How can they be merged with the Be the 1 messaging? For example, if your school's guiding principles/schoolwide expectations include being respectful (to yourself, others, and the environment), Be the 1 can easily fit into that messaging. Train all students and staff repeatedly on what being respectful looks like, sounds like, and feels like in every setting (cafeteria, classroom, bathroom). Then, calmly and consistently hold everyone accountable for the behaviors to which they have agreed. Post the [4 Bullying Rules](#) in every classroom.

- o **Staff Expectations:** Policies and rules are a waste of paper if they are not enforced. Ensure staff are taught the expectations for their behavior and that administration is committed to modeling, then following through and enforcing professional standards. It takes very few staff acting disrespectfully or apathetic to undermine the climate of a school. What is the norm for how people are treated each other at your school? What do you want the norm to be?
- **Data Collection:** Determine the methods of data collection you will use every year. At minimum, pull data at the beginning of the year, mid-year, and at the end. Data leads your efforts, so ensure you are utilizing multiple sources. Although it is recommended to use anecdotal surveys ([Personal Experience Form](#)) for assemblies or trainings, you must have clear measurable indicators to determine if your bullying prevention and intervention efforts are fruitful. A combination of your school's discipline data, front office referrals, attendance, tardies, academic performance, and an [anonymous bullying survey](#) would be ideal. Take your discipline data and map it on your campus. What classrooms, hallways, and bathrooms are having the most incidents? Survey both staff and students PRIOR to their first training, otherwise the data will be skewed. Share with the staff that reports of bullying will likely go up after the students are trained on it. That is natural and normal. Students will always test authority figures to see if they will do as promised and stop bullying when they see it. If staff follow the training module's directives and intervene, calmly and consistently using the 6 Step On The Spot intervention every time they see unkind and disrespectful behaviors, those numbers will quickly drop. Direct staff to always electronically refer any suspected bullying to the Investigative Designee, so patterns of abuse can be recognized. As a team, present your plan, your progress, and your data (the good and the bad) at every staff meeting. Staff are usually very interested in their students' perceptions of the school climate. When presenting data to students, be very conscious of which data you choose and always present it in a way that norms adaptive behaviors, not just maladaptive.
- **Pro-Social Marketing Campaign:** Establish a plan for your [pro-social marketing campaign](#). Pro-social campaigns shape behavior through information, incentives, and opportunities to celebrate. The PSCI team will head it up, but include students at various stages of the process. Peer influence is powerful. During the marketing campaign, focus on the pro-social adaptive behaviors you WANT your students to demonstrate. Repeatedly teach these skills, provide opportunities to practice them, and celebrate when you see them. Schools fail when they mistakenly focus on the behaviors they DON'T WANT (bullying) or use scared straight tactics. These are not effective in the long run and can backfire, desensitizing students into believing the maladaptive behaviors are "normal".
 - o **Information:** Begin sharing data and information before you hold the assemblies. Peak the students' interests by hanging Be the 1 posters around the school. Have students create posters as well, possibly using your school's data. For example, "At Somewhere Middle School, most of us (4 out of 5) are kind, only 1 out of 5 students choose to bully others."
 - o **Incentives & Celebrations:** Research has shown giving both individual and group incentives to students, teachers and school administrators has the most program impact. Everyone is part of the climate and is rewarded for being part of the solution! Incentives can have a cost, but there are just as [many that don't](#). Celebrations build community, so have as many as you can - for both staff and students – separately and together. Be the 1 is truly about improving the lives of EVERYONE at the school.
 - **Individual Incentives:** Celebrate staff and students who act as models for the behaviors you are promoting. Make available [Thank You for Being the 1 cards](#) for staff and students to give for kindnesses. Make sure to include nontraditional staff (cafeteria, clerical, custodian) and quieter students who can be easily overlooked. Both are an essential part of your school. Use [this sign](#) to make your Anonymous Reporting Box into a Shout Out Box. It accomplishes two things, it makes students feel safer when dropping a note about bullying (fear of being a "snitch") and enables them to be part of the celebration process. They can put a [thank you note](#) in for either staff or students whenever they experience kindness or someone standing up for them when they needed help. Celebrate the nominated people with [a Be the 1 Certificate](#). On the morning announcements, share how this person showed "excellence in character and kindness, for choosing to Be the 1 to make our school a place where everyone feels safe and respected."
 - **Classroom Incentive:** Use the [Be the 1 Creating A Classroom of Kindness Behavior Chart & Lesson](#) to help your students break down barriers and connect to each other in their classrooms. There are many [free and low-cost incentives](#) you can choose from.
 - **Schoolwide Incentives:** Include a way for the whole school to reach a goal that can be rewarded. These are great community building events. For example, once your school has awarded 30 Be the 1

Certificates, the whole school gets a Be the 1 Hero Day where everyone gets to come to school dressed up as their favorite super hero.

Or every quarter, have a cross grade level event to celebrate your school's progress. Pair up students across grade levels as mentors/mentees or "buddies". This has been shown to reduce bullying in common areas.

- **Revolving Libraries:** There are three revolving libraries SC&D coordinates. Have your Peer Counseling Coordinator or Prevention Liaison [reserve books](#) for your school now. Each book comes with SEL based lessons that reinforce the Be the 1 messaging.
- **Anonymous Reporting Methods:** Train students every year on the many methods of anonymous reporting available. Use posters to remind them of their options - SIU's Tipline, texting, hotline, and emailing, as well as your school's [Shout Out/Anti-Bullying Anonymous Reporting Box](#). Place the box in a universally accessible location, where students will feel safe approaching it. Determine who from the PSCI Team will check it daily. All bullying reports are immediately passed to the ID for investigation.
- **Anti-Bullying Policy 5.9 Training Module/Kick-Off/Celebration Assemblies:** Once all the previous structures are in place, it's time to plan when and how you will do the following, in order:
 - o **Staff Training:** The [Staff Anti-Bullying Policy 5.9 Training Module](#) must be taken annually by all staff individually, but you can use it as the base for your staff training and still meet its requirements by utilizing and retaining a group sign in sheet. Staff must be trained BEFORE the students. The training lays the foundation of a common language and expectation of intervention whenever a student is acting in an unkind or disrespectful manner. It is not about Zero Tolerance and punishment, but about expecting more from students and protecting those who lack the power to protect themselves. As teachers, if it was our child being called names, we would intervene. These are OUR kids, so we always intervene. During the training, use the [6 Step On the Spot Intervention Role Play](#) with staff. To shift culture, you need all staff calmly and consistently intervening with misbehavior in the same way. Reinforce that staff are to document electronically all discipline and interventions, so your school can track relational abuse and the effectiveness of the systems the PSCI Team has put into place.
 - o **Student Kick-Off Assembly:** The [Anti-Bullying Policy 5.9 Student Training Module](#) must be taken annually by all students, so use it as the base for your kick-off assembly. It lays the foundation of a common language, sensitizes them to the hurt caused by bullying, informs them how to report bullying, and establishes the expectation of peer responsibility and caring. Have popular staff lead it and introduce the PSCI team to the students. It can be a powerful statement to both staff and students, seeing your group united in purpose. Make sure to include music and student performances. Give older students from feeder-schools the topic in advance (Be the 1 to prevent and intervene with bullying), so they may create and perform a bullying specific song, spoken word, or dance routine. The [There's Got to Be A Better Way Play](#) can also be used. The message being repeatedly pushed out to staff and students is: we are a community that cares, when one of us is hurt we all hurt, so Be the 1 to make a difference.
 - o **Parent Event/PTA Night:** Let parents know the wonderful things you're doing to keep their children safe and happy. Although it can be challenging to get parents to attend, including student performances or artwork can improve attendance. Use the annual [Anti-Bullying Policy 5.9 Training Module](#) or a power point. During it, request their partnership in the Be the 1 initiative.
- **Be the 1 Lessons:** Now that the bullying informational base is set, teach every student in the school the [Be the 1 lessons](#). These lessons take a closer look at the dynamic of bullying, how it hurts everyone in the bullying triangle, and what students can do to Be the 1 to intervene, directly or indirectly. Students will practice SEL skills, role play, and break down perceived barriers.
- **Be the 1 (Peer to Peer) P2P Club:** You may already have a club that promotes kindness and diversity, while rejecting violence. Such clubs include Rachel's Challenge, HOPE Club, HRC, GSA, and Choose Peace. These clubs are invaluable climate setting assets. If you don't have a pro-social student club, look at the [Ophelia Project Youth Ambassador Program Manual](#). The PSCI Team will partner with these social activists to promote Be the 1 as a grass roots movement. Meet with the club and use [class meeting](#) problem solving strategies to have the club determine what marketing and prevention strategies they want to use.
- **Peer Counseling/Peer Mediation:** Does your school have peer counseling already? If not, contact SC&D to establish one, 754-321-1655. Although not to be used with bullying, peer counseling is an excellent resource for norming pro-social behavior, providing peer to peer classroom presentations, and reducing conflict between students.

- **Calendar of Observances**: Use violence related dates of observance as a tool to maintain the impetus of your efforts year-round. Observances can educate, mobilize, and unite your students in purpose. Observances like Mix It Up Day are great opportunities to break down barriers and cliques.
- **OPTIONAL**: Some additional intervention/prevention strategies you might consider are:
 - o Class Meetings: Held schoolwide in every class, every week. Learn more with the [Class Meeting Toolkit](#).
 - o [Journals](#): Have your students learn the art of self-reflection, mindfulness and personal growth.
 - o [Mindfulness](#): Start each day with 5-10 minutes of mindfulness to help your students learn the art of focus, concentration, and self-awareness. These strategies build students' resiliency and self-control.
 - o Booster Lessons: Based on need and data, additional lessons can be accessed ([We Are Broward Immigrant Support Plan](#), [Diversity Lessons](#), [Think B4U Post](#), [ADL](#), or [Teaching Tolerance](#).)
 - o [Student or School Pledge](#): Some schools find students enjoy utilizing a pledge.
 - o Specialized Staff Trainings: What does your data show you? Would your staff benefit from a training on Cyberbullying, Diversity, or Courageous Conversations on race? Reach out to SC&D at 754-321-1655.
 - o Intergrade Buddy System: Create an intergrade buddy or mentoring system. When choosing mentees, remember the top reasons students are bullied - body size, non-gender conforming, LGB, special needs, or new students.
 - o Refresher Assemblies: Consider refresher lessons or an assembly when students return from break in January.



STAGE 2 Do

Stage 2 is the Do or “doing” phase in which you enact the potential solutions you have imbedded into your school and measure the results. This is where the school, led by the PSCI team, puts the plan into practice. Small changes may be made as issues arise, but avoid making any large premature changes. Because it's common for behaviors to resist change, they can increase before they decrease. Therefore, allow ample time for the doing phase to work. Continue to gather data for Stage 3, at which time you will determine how effective your efforts have been.



STAGE 3 Check

Stage 3 is Check, where you conduct a full objective review of your efforts to determine what worked, and what did not. The PSCI Team will conduct a final collection and analysis of all data. As you review the results, what has your team learned about the effectiveness of the efforts? What picture is the data painting? Survey results are not a criticism, but a tool for planning. What is providing your school the most “bang for your buck” in terms of moving the climate and reducing bullying? Expect to be surprised. Frequently what we think will work doesn't and those things we don't expect to impact students, do. What modifications can be made for next year? Are there suggestions from staff or student surveys that can be incorporated? Also, consider altering the data collection methods and surveys to fine tune your efforts. Is the testing process accurately measuring what you need? Should you modify the surveys to more accurately assess the indicators you are hoping to move? Place the data in chart format to make it easier to see trends and share with it with all stakeholders.



STAGE 4 Act

Stage 4 is Act. Make the final determination on modifications that are needed for your plan. Then, implement the revised plan as the cycle begins again at Stage 1 for the coming school year. If the data shows a strategy was successful, incorporate it. If one was not, use what you learned to make improvements. Any changes to the standard baseline data becomes the new standard baseline. Once the PDCA cycle has been run multiple times, the process generally has enough information for it to be considered a new standard. But the continuous improvement process never ends. If it does, any systemic improvements are guaranteed to become ineffective again.

RESOURCES & LINKS

- [Anti-Defamation League \(ADL\)](#)
- [Behavior Doctor Seminars](#)
- [Bystander Revolution](#)
- [Center for the Collaborative Classroom](#)
- [Common Sense Education](#)
- [SC&D's Free Resource List](#)
- [GLSEN](#)
- [Inside the Collaborative Classroom](#)
- [Kids Health](#)
- [Shane Koyczan: To This Day](#) video, [Troll](#) video
- [LEAPS](#)
- [Measuring Bullying Victimization, Perpetration, and Bystander Experiences Tools](#)
- [Netsmartz](#)
- [Olweus Bullying Prevention Program](#) (OBPP)
- [Ophelia Project](#)
- [PBIS & Bullying: Bullying and Harassment Prevention in Positive Behavior Support - Expect Respect](#)
- [Relationship Between Bullying and Suicide: What We Know and What it Means for Schools](#)
- [The Responsive Classroom](#)
- [RETHINK Bullying Prevention Curriculum Classroom Instructional Units for Grades 9-12](#)
- [Sandyhook Promise Programs](#)
- [Sanford Harmony](#)
- [Social and Emotional Learning and Bullying Prevention](#)
- [StopBullying.gov](#)
- [STRYVE: Striving to Reduce Violence Everywhere](#)
- [Teaching Tolerance](#)
- [What Can be Done About Name-Calling and Bullying? Some best practices](#)

APPENDIX

- [Anti-Bullying Policy 5.9 Training Modules](#)
- [PSCI Team Tools: MTSS Evaluation Tool](#), [Meeting #1 Agenda](#), [Support Group Method](#)
- [Surveys](#): Personal Experience Form for Students, PSCI Staff Survey, PSCI Student Survey
- [Staff Training](#): Staff Training Agenda, Staff Training Power Point, Role Play, Staff Training Sign-In Sheet, Stand-Up Sit-Down Exercise for Staff, Personal Experience Form for Staff
- Student Tools: [Kick-Off Assembly](#), [There's Got To Be A Better Way Play](#), [Free Rewards](#), [Be the 1 Pledge](#)
- [Parent Tools](#): Parent PowerPoint Training, Pamphlets, and Event Flyer
- [Posters](#): Primary Posters, Secondary Posters, 4 Bullying Rules mini-poster
- [Peer-to-Peer \(P2P\) Component](#)
- [Pro-Social Marketing Campaign](#)
- [Lessons](#): Primary, Secondary, [Be the 1 Creating A Classroom of Kindness Behavior Chart & Lesson](#), Stand-Up Sit-Down Exercise for Students, Creating Ground Rules
- [Class Meetings Implementation Toolkit](#)
- [We Are Broward Immigrant Support Plan](#), [Think B4U Post](#) Internet Safety, [Revolving Libraries](#)
- [Thank You for Being the 1 Note Cards](#): Primary, Secondary
- [Shout Out Anonymous Reporting Box Topper](#)
- [Certificates](#): Staff, Primary Students, Secondary Students
- [Journals](#)

To access additional resources go to the [SC&D SharePoint](#) or SC&D website, [BrowardPrevention.org](#). For further support or questions, please contact Aimee Wood at SC&D 754-321-1655.



