

# Coopersville Area Public Schools 2025-2026 Anti-Bullying Initiatives

## West Early Childhood Center (Grades K-1)

### Positive Intervention Support Systems (PBIS)

- The PBIS Committee met throughout the school year and created a specific plan for the beginning of the school year on how to teach appropriate behaviors in every setting of the school.
- Be The Three behavioral expectations and voice level charts were posted throughout each building and within each classroom. Expectations were reviewed and referred to as needed.
- Students and classrooms were rewarded with positive behavior incentives throughout the year.
- Office Referrals were made for inappropriate behavior related to bullying.
- The behavior team met bi-weekly to address behavior plans for students/grade levels needing additional support for behavior interventions.
- Students needing additional structured daily support were part of a daily a.m. and p.m. check in, check out system to report to a specific adult.
- Community Involvement with the District Movie.

### School Social Worker/School Counselor

- Provided individual/group support to assist students in learning appropriate behaviors.
- Taught sensitivity training in several classrooms as needed throughout the school year.
- Worked with teachers to create appropriate responses to students with challenging behavior and needs.
- Was available on-call for severe behavior needs and interventions.

### Classrooms

- Reviewed Be The Three behavior expectations and voice level charts.
- Discussions about anti-bullying.
- Taught team building activities.
- Created Social Contracts.
- Read books related to bullying with discussion about positive leaders, negative leaders, and people who search for identity.
- Reviewed PBIS slides with students and modeled behavior.
- Implemented SEL4Success into K-2 weekly lessons.
- Classroom lessons taught on topics of: Problem solving, how to use time machine mat, tattling vs telling (when to ask an adult for help with friendship problems), creating healthy friendship boundaries, and warm fuzzies vs cold pricklies.

### Para-Professionals

- Utilized “Time Machine Mat” which taught strategies for safe behaviors on the playground.



## East Elementary (Grades 2-3)

### Positive Intervention Support Systems (PBIS)

- The PBIS Committee met throughout the school year and created a specific plan for the beginning of the school year on how to teach appropriate behaviors in every setting of the school.
- Be The Three behavioral expectations and voice level charts were posted throughout each building and within each classroom. Expectations were reviewed and referred to as needed.
- Students and classrooms were rewarded with positive behavior incentives throughout the year.
- Office Referrals were made for inappropriate behavior related to bullying.
- The behavior team met bi-weekly to address behavior plans for students/grade levels needing additional support for behavior interventions.

- Students needing additional structured daily support were part of a daily a.m. and p.m. check in, check out system to report to a specific adult.
- School-Wide assembly “Super You”.
- Community Involvement with the District Movie.

#### Purposeful People

- Purposeful People is a character development program that focuses on one positive behavior trait each month. There are daily lessons that include videos and discussion prompts. Staff members showed the lessons at least 4 times per week. Each month, teachers nominated one student from their class to be the Student of the Month for demonstrating the character trait in action.

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- Created Social Contracts.
- Read books related to bullying with discussion about positive leaders, negative leaders, and people who search for identity.
- Reviewed PBIS slides with students and modeled behavior.
- Implemented SEL4Success into K-2 weekly lessons.

#### Para-Professionals

- Utilized “Playground Spotlight” which taught strategies for safe behaviors on the playground.



### **South Elementary (Grades 4-5)**

#### **PBIS**

The building PBIS team, which consists of various staff members, continued to work on addressing problem areas they identified using various data points, and how to correct them in a positive way. The PBIS team presented their findings at the staff meetings and sought input as they needed it. Consistent behavioral expectations for certain places around the building were taught. Teachers worked throughout the year to review behavioral expectations as needed. Students participated in activities that reinforced appropriate behavior within their cohorts. Climate surveys to parents, students, and staff continue to indicate that people feel safe at school.

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#### **(SEL) Social-Emotional Learning and SAFE Team**

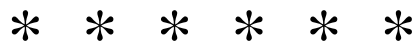
Since COVID, the need for social-emotional support has increased. Because of this, our SAFE Team taught monthly lessons in each classroom. The lessons aligned with the SEL4SUCCESS character traits. In addition, if there was a specific need in a classroom, additional lessons were taught. These included conflict resolution, gossiping, and building positive relationships.

#### **Social Workers**

Our social workers provided individual and group support to assist students in learning appropriate behavior. They created “peer-to-peer” groups in certain classrooms where there was a need for friendship support. Sensitivity training was provided to various classrooms where the need was present. They supported teachers by offering appropriate responses for students with disruptive or challenging behaviors. Finally, they were available anytime a student had an immediate need.

### **Positive Office Referrals**

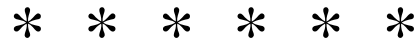
Students who showed kindness, respect, or other South ROCKS behaviors received positive office referrals.



### **Coopersville Middle School (Grades 6-8)**

- Bronco Best (formerly PBIS)
- Positive Behavior Intervention Systems of Support (PBIS)
  - Behavior Expectation Matrix
  - PBIS Handbook
  - Quarterly Rewards as a building to celebrate student achievement
  - SLT Meetings throughout the year to improve language, identify areas of needs, identify areas of support, identify areas to celebrate, etc.
  - Office Discipline Referrals
  - Check-in / Check-out and Check-and-Connect
  - Office visits / discussions with administrators and counselors to discuss bullying / harassment and its implications
  - Bronco Best Student Volunteers
  - A group of students nominated by staff for their positive behavior to have a voice in decisions making, volunteer for events around the school and district, staff the Bronco Best Store, and lead by example
- Be Nice Club
- Student organization run by Ms. Werkema and Mrs. DeRidder
  - Focus is on anti-bullying and bullying awareness and treating others (both in school and outside of school) with civility
- Police Liaison and NEO Forum Program
- Social Contracts made at each grade level defining and answering the questions of how we all want to be treated and vow to treat each other in the Middle School
  - Administrators, counselors, and School Resource Officer met with individual grade levels to celebrate strengths and identify areas of growth
  - Topics covered: data footprint, cyberbullying, behavior matrix, trends, etc.
- Student Council challenges and activities that promote teamwork and collaboration!
- Student of the Month celebrations to honor students and their families!
- Bronco tickets to celebrate positive acts weekly:
  - Be Positive! Be Respectful! Be Responsible!
- Bronco awards to celebrate students monthly
- Quarterly awards presented in seminars (Principal’s List, Honor Roll, Bronco, High Five, etc.)
- Quarterly Principal’s Breakfast to honor students with all A’s
- Good News Postcards sent home to families to honor students for daily positive behaviors
- 1:1 conversation with students to try to get at the heart of why someone may be bullying, and provide education and try to teach empathy
- Unified Club
  - We divided the 6<sup>th</sup> grade into two teams (Green Team & White Team) so that students on the same team had the same core content teachers. This created an environment where teachers and students knew each other very well and students became more familiar with those on their team. This allowed for most issues to be resolved within the team and teachers could watch for any questionable behavior.

- Study lessons on identifying and understanding the consequences of bullying were offered during BRIDGE.



### **Coopersville High School (Grades 9-12)**

EPIC 11 positive behavior activities and lessons throughout the year.

Bronco Teams community and culture activities throughout the year.

September - Open membership for be nice. Continuation of new program *Hope Squad*.

November - be nice members posted thankful messages on lockers and sucker sale.

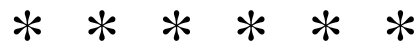
December - be nice. members offered the students and staff hot chocolate.

February - be nice. Open mic positive messages during lunches. Dress up days and activities for Hope Week.

April - Speaker Anthony Grupido on mental health, resiliency, and suicide prevention; Protect Young Eyes presentation on the effects of technology and social media on our youth.

May - Mental Health Awareness Week - be nice. Lunchtime activities.

be nice. meetings throughout the year - students discussed the be nice. mental health action plan and how to involve and support students.



### **Bullying Incidences/Investigations (Based on Race, Sex, Religion, Disability)**

West Early Childhood Center – None

East Elementary – None

South Elementary – None

Middle School – Four (general bullying)

High School – One (general bullying) Tech Center – One (general bullying)