



# Cashton Public Schools



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## **CASHTON PUBLIC SCHOOLS SAFE AND DRUG FREE SCHOOLS: END OF THE YEAR REPORT AND NEEDS ASSESSMENT SURVEY**

Parents, Students, and Community Members,

As part of an ongoing process to ensure Cashton Public Schools continues to provide high-quality academic and co-curricular opportunities for all students in an environment that is both safe and appropriate for teaching and learning, we ask for your assistance as programs and practices are prepared for the 2009-2010 school year and beyond.

The following pages include the highlights of current efforts to maintain a safe and drug-free learning environment. You are invited to review the list of established practices and programs and complete the attached survey based on your personal experiences. This information will be used in conjunction with State, Federal, and local requirements and guidelines to align available resources with identified areas for program improvement.

*The Cashton School District does not discriminate on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap.*



## **Cashton Elementary School Safe and Drug-Free Schools**

### **Curriculum:**

Two published bullying prevention programs are utilized to provide systematic instruction designed to address bullying and aggressive behaviors.

### **Be Cool: Written by James Stanfield, Ed.D.**

All modules designed for use with upper or lower elementary are delivered by the classroom teachers in grades K-2, 4, and 5. The five modules at each level address: Coping with Critics, Coping with Teasing, Coping with Bullying, Coping with Anger/Others, and Coping with Anger/Self. Each module utilized Assertion Theory to teach students to recognize passive, aggressive, and assertive responses to conflict and to think through the potential consequences of each type of response before acting.

### **Bullying Prevention Curriculum: Adapted, recommended, and published by the Wisconsin Department of Instruction**

All classroom instructional units designed for grades 3-5 are implemented by classroom teachers. Grade 3 is the primary target of this curriculum with four support lessons delivered in grade 4. This program uses an age-appropriate and multi-strategy approach and explores the key knowledge, skills, and dispositions needed to help develop a school free of bullying behavior. Students explore topics such as the friend who is a bully and strategies to respond to bullying behavior. Students also learn skills necessary to build a bully free school. The curriculum is build on t the original Sticks and Stones developed by the Wisconsin Clearing house for Prevention Resources and the Department of Public Instruction's characteristics of effective classroom instruction called The Power of Teaching.

### **Staff Development: March 13<sup>th</sup>.**

Mike McGowan is a nationally renowned speaker who works with staff, students, and parents to educate them on personal safety (bullying), drugs and alcohol, peer mediation, and student behavior. Mike was asked to speak about the following issues: what bullying is, the signs of bullying, why kids bully, the effects of bullying, the characteristics of bullies and victims, solutions to bullying, and cyber-bullying.

### **Standards of the Heart Committee: (Six staff members explored the following activities)**

- On-going assessment of Bullying Prevention Curriculum
- Recommend presenters/assemblies applicable to our students
- Consider projects and programs that help to make our school more warm and inviting to students and families.
- Generate a list of students who have displayed the greatest level of anxiety or sadness in the school environment. Assign each an adult advocate who will deliberately look for opportunities to praise and welcome the student.
- Consider forming a peer mediation team based on current research and established programs.

### **Student Bullying Survey: Fall 07**

Students in grades 3-5 were surveyed to determine the frequency of bullying behaviors. The average numerical response for each of the 20 questions indicated that students bullied others or experienced bullying “Never,” or “Rarely.”

#### **Additional Elements:**

- Love and Logic framework used for discipline and behavior management.
- Responsive Classroom strategies utilized in many primary classrooms with professional training available during the summer.
- Reading units/lessons with Friendship as the central theme/message.
- Science/Health units that explore self-concept and alcohol, tobacco, and drug prevention
- Three-screen video presentation: Department of Transportation-topics address character development.
- Music played over PA each morning that supports the message of treating others kindly.
- Student-created bullying prevention posters
- Consistent, clear enforcement of school rules
- A highly supervised environment
- Computer Usage Policy
- Involvement of police and social services

### **Cashton Middle/High School Safe and Drug-Free Schools**

#### **Examples of Staff Development and Training**

1. Tracy Herlitzke, CESA #4 comprehensive school health director, trained all middle school staff on the Wisconsin Department of Instruction endorsed anti-bullying curriculum (March, 2008).
2. Four middle school teachers created a book group and read Schools Where Everyone Belongs by Stan Davis. Teachers participated in monthly meetings to analyze our current practices, dialogue about current bullying issues, and institute changes as needed (2008-2009 School Year).
3. Middle/High School teachers participated in the bullying awareness and prevention workshop by Mike McGowan (March 2009).
4. Cashton’s Crisis Response Team participated in the Office of Justice Assistance’s School Crisis Preparedness workshop (November, 2007) and Understanding and Planning for School Safety Incidents training (April, 2009).
5. Monroe County Police and our local ATOD coordinator routinely train staff to recognize symptoms and signs of drug/alcohol (August 2008, March 2009).
6. Middle/high school faculty is trained to recognize signs of abuse and neglect; the process to report such maltreatment; and duties as a mandatory reporter (February, 2009).

7. **School Climate and Youth Risk Survey Analysis**  
In the spring of 2005 and 2008 Cashton Middle and High School students took part in the Wisconsin Youth Risk Survey. In 2006 students participated in the Colorado School Climate Survey. Over 95% of students reported that they felt safe in Cashton Public Schools. After each survey, administration and staff analyzed the results and looked for areas that could further solidify our goal of a safe, comfortable learning environment. The following suggestions were made and are now being implemented:
- All administrators and teachers should be in the hallways between classes and the time before and after school.
  - Hallways cameras should be put up in all possible unsupervised areas excluding locker rooms and bathrooms.
  - Consistent and effective discipline measures must be used by staff and administration when dealing with bullies. Bullying must be reported to the office. Parents of bullies and victims should be informed and involved.
  - Bully prevention curriculum must happen formally and regularly with middle school students to: encourage students to inform staff of any bullying, clarify serious consequences of bullying, teach problem solving strategies to victims, teach the bullies, by-standers, and victims of the seriousness of bullying.

### **Examples of Student Training**

1. CPR Training for all 6<sup>th</sup> grade students
  - CPR (Circle of Power and Respect) is used to respond to the developmental needs of all students where learning is social (Responsive Design approach). Activities help to build relationships and create structures for social and academic success including use of democratic rules, celebrating hopes and dreams, modeling and practicing social skills. Through the use of CPR, students develop their social skills, take responsibility for their environment, and learn to solve both social and academic problems. Using CPR can help create a climate of civility and teamwork within which everyone can be successful and helps prevent bullying both in and out of school.
2. Natural Helpers
  - Natural Helpers is program which identifies students who are naturally available to other students. These students are trained on how to listen and deal with other students' concerns and make referrals to appropriate resources.
3. Cyber bullying training presentation
  - Interactive presentation given by Monroe County detectives to 8<sup>th</sup> grade classes on the dangers of internet use, social networking, online discussions, texting, and multimedia cell phone use. The presentation helped students gain an awareness how their use of these technological tools can lead to illegal bullying behaviors. Preventive measures were discussed and outlined. (May, 2008)

4. Department of Transportation bullying prevention and respect presentations
  - Annually students attend assemblies with a multimedia presentation on real accounts of the dangerous effects of harassment and bullying, following by whole group discussion.

### **School-Wide Safety Initiatives**

1. A highly supervised environment
  - It is an expectation that teachers are in the hallways during passing time. The lunch room is supervised by 3 to 5 teachers each day. The gym before school and during noon hour is supervised. Students are not allowed to “hang out” in the building after school without adult supervision.
  - Teachers are expected to properly supervise the classroom or other assigned areas.
  - Currently there are 15 cameras that monitor the district facilities. Students are aware these cameras are taping at all times.
2. Consistent, clear enforcement of school rules
  - Disciplinary measures, specifically pertaining to harassment, cell phone and computer use, and inappropriate or disobedient behavior, are predictable and escalating. Parent/Guardians are notified early in the process to seek input and involvement in the disciplinary process.
3. Drug and Alcohol Testing Policy
  - The student alcohol and drug enforcement policy includes the use of Breathalyzer and/or mouth swab drug tests if the student is referred to the office and is exhibiting symptoms of drug/alcohol use.
4. Computer Usage Policy
  - The district is continually improving monitoring of all computer transmissions. Aristotle monitoring software currently tracks all users’ keystrokes on the computer, including the internet sites that they visit.
  - Repeated refusal to follow district policies results in a loss of computer privileges.
5. Involvement of police and social services
  - Threatening behaviors or acts of physical violence will lead to referrals to Cashton Police Department, the Monroe County Sheriff, and Monroe County Social Services.

# Safe and Drug Free Schools: Parent Survey

Please return by 6/4/08

Please circle one response for each of the questions below.

## My responses reflect my experiences with the:

Elementary School

Middle School

High School

### 1. Students generally feel safe at this school.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 2. It's easy for students to make friends.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 3. Students treat each other respectfully.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 4. Students treat the school staff members with respect.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 5. The staff members care about students.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 6. The staff members are helpful to students.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 7. The staff members treat students fairly.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 8. The staff members treat students respectfully.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 9. The staff members let students know when they do things right.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

### 10. If students have a problem they can't solve on their own, they know they can go to a staff member.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

**11. Students are taught the rules and expectations for behavior.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**12. Parents/families are informed about the rules and expectations for student behavior.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**13. Students are proud to be a part of the school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**14. Parent/families who visit the school are welcomed, treated with respect, and encouraged to come back.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**15. The school/staff does a good job providing help when parents/families ask for or need it.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**16. The school/staff does a good job of communicating with parents/families.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**17. If parents/families had concerns about their student or about the school, they would feel comfortable discussing the situation with a staff member.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**18. Inappropriate student language is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**19. Inappropriate student dress is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**20. Students having weapons is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**21. Drug/alcohol/tobacco use by students is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**22. Theft or damage of personal property by students is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**23. Students physically hurting other students is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**24. Students threatening or bullying other students is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**25. Students picking on other students is a problem at this school.**

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

**I have concerns about the following area(s) at the school. Please check all that apply and explain in the comments section that follows.**

- cafeteria
- classrooms
- hallway
- playground
- restrooms
- school bus
- other: please specify\_\_\_\_\_

**Additional Comments:**

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