

District Update:

Olweus

Bullying Prevention Program

December 7, 2015



Mission

The Wheatland-Chili Central School District community is committed to academic excellence which empowers all individuals to become motivated learners and challenges them to excel as citizens in a global society.

WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

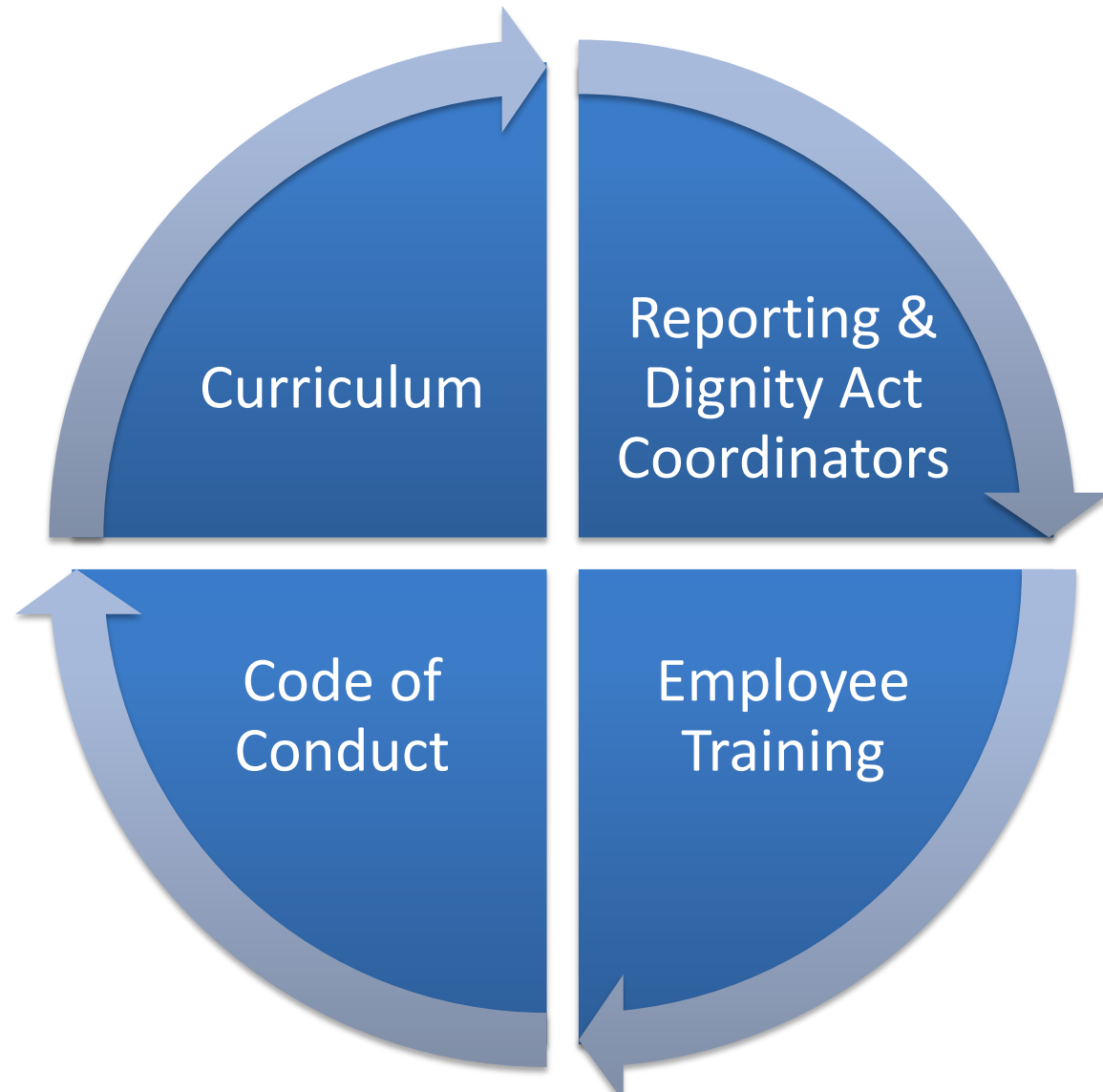
Encouraging All Students to Meet College and Career Readiness Expectations



Dignity for All Students Act

- ❧ The Dignity for All Students Act was signed into law and took effect in July, 2012.
- ❧ The intent behind the DASA legislation is to foster civility in public schools **and to prevent and prohibit conduct which is inconsistent with a school's educational mission.**

Required Components of DASA



Staff Training



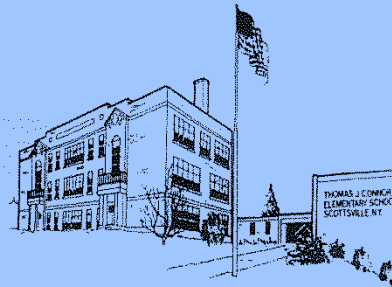
- ❧ 2013-14 Olweus Training for ALL WCCSD Faculty & staff
- ❧ 2014-15 Olweus Training for new(er) staff - 4/30/15
- ❧ 2015-16 Olweus Training for all new hires - 8/25/15
- ❧ ONGOING dialogues at Faculty meetings and in other settings



Reporting & Code of Conduct



Parent Handbook 2015-2016



T.J. Connor Elementary School
13 Beckwith Avenue
Scottsville, New York 14546
889-6298

- ❧ Code of Conduct Reflects DASA Language
- ❧ DASA Reporting Documents
 - ❧ WCCSD webpage
 - ❧ SchoolTool
- ❧ Dignity Act Coordinators:
 - ❧ TJC - Tracy Pasquantonio
 - ❧ MS/HS – Mitch Kilgore

Curriculum



Wildcat Ways

- 1. We will treat others the way we want to be treated.**
- 2. We will not bully others.**
- 3. We will try to help students who are bullied.**
- 4. We will try to include students who are left out.**
- 5. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.**



WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Encouraging All Students to do Better

- ❧ Explicit expectations and instruction
- ❧ Posted visibly throughout TJC, MSHS

Curriculum



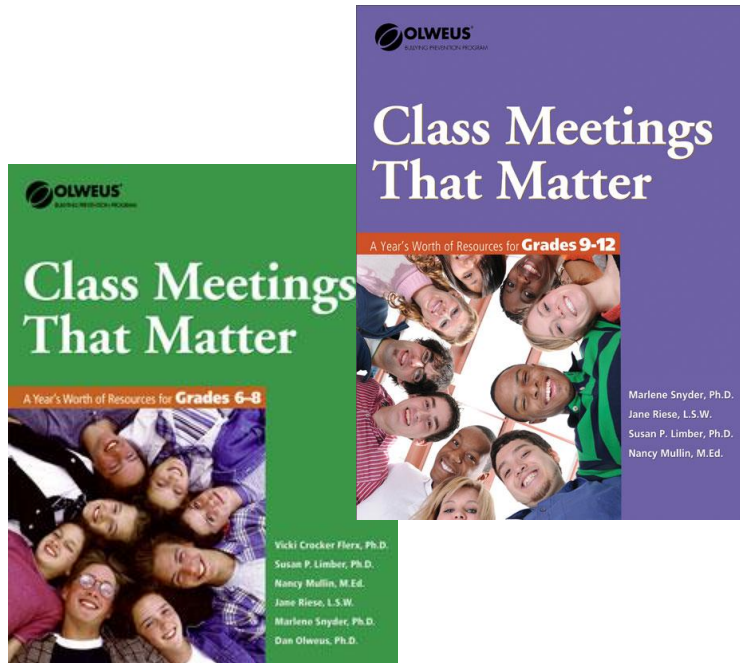
| The Wildcat Way... "Treat Others As You Would Like to Be Treated" | | | | | | |
|--|--|--|--|--|--|---|
| | Classroom / All Settings <i>Since Level 0 - 2</i> | Hallway <i>Since Level 0</i> | Cafeteria <i>Since Level 0 - 2</i> | Playground <i>Since Level 0 - 3</i> | Bathroom <i>Since Level 0 - 1</i> | Bus <i>Since Level 0 - 2</i> |
| Be Respectful | <ul style="list-style-type: none"> • Include everyone • Be a good listener • Be polite and use good manners • Use appropriate language • Work cooperatively • Respect others' personal space • Embrace differences | <ul style="list-style-type: none"> • Use manners • Walk quietly and calmly • Watch where you are going • Maintain personal space with hands and arms still • Stop at intersections to allow others to enter traffic; pause and cross through as necessary • Respect walls, displayed on walls | <ul style="list-style-type: none"> • Maintain proper voice level • Get food quietly • Make hand for help • Remove trash • Keep feet on the floor • Listen and follow directions of cafeteria staff • Chew with your mouth closed | <ul style="list-style-type: none"> • Be kind • Include everyone and help others • Take turns and share equipment • Listen and follow directions • Use good manners • Respect personal space | <ul style="list-style-type: none"> • Respect others' privacy • Use manners • Take nothing in with you • Flush, wash and be on your way • Go quickly and quietly • Dry your hands and leave others to do theirs | <ul style="list-style-type: none"> • Listen and follow directions given by the driver • Use appropriate voice level and language • Keep body and objects in seat and to yourself • Use manners |
| Be Responsible | <ul style="list-style-type: none"> • Put forth best effort and have pride in your work • Try first before asking for help • Think before you act • Attend school daily • Accept responsibility for your actions • Listen and follow directions • Make good choices • Work hard and remain on task • Complete morning work, homework and assignments on time • Complete your assigned classroom jobs • Manage your materials and assignments | <ul style="list-style-type: none"> • Travel to your assigned destination • Listen to and follow directions • Walk on the right side of hallway • Mind your own business | <ul style="list-style-type: none"> • Use all steps, options, or RESPONSE sitting down • Clean up your area when finished eating • Leave counters clean for lunch • Remove and throw away trash, even if it is not yours | <ul style="list-style-type: none"> • Play fairly • Pick up and return all materials to where they belong • Stay in designated play area • Behave according to your location in the school (locker / restroom / outside) | <ul style="list-style-type: none"> • Use classroom sign-out procedures • Keep area clean • Use supplies correctly • Dispose of supplies properly • Report problem • Use resources when it is not instructional work time | <ul style="list-style-type: none"> • Take care of your belongings and keep the bus clean • Worry about yourself, not everyone else • Respond to T.J. Cruise in a positive way • Be a role model for younger students |
| Be Ready | <ul style="list-style-type: none"> • Be present, prepared, and organized • Be an active participant • Have materials / HW ready for class • Engage in active, full body learning • Start work immediately • Respond to teacher signals promptly • Wait quietly for directions | <ul style="list-style-type: none"> • Return to class quickly and quietly • Look for teacher direction to stop and continue walking • Understand difference between class and hallway expectations | <ul style="list-style-type: none"> • Show ID # and student ready • Get the active lunch you ordered • Use resources before or after lunch • Be picked up and ready to leave when adult tells you • Eat first, talk later • Walk quickly and quietly when time to line up | <ul style="list-style-type: none"> • Wear transfer appropriate attire and footwear • Line up quietly and appropriately • Listen for adult directions in signals | <ul style="list-style-type: none"> • Use time wisely • Use only as necessary, but don't wait until it is an emergency • Return to class quickly and quietly | <ul style="list-style-type: none"> • Follow directions • Bring books, show (no changes to the office first thing in the morning) • Be on time • Watch for bus stop and be ready to exit bus |
| Be A Problem Solver | <ul style="list-style-type: none"> • Think flexibly • Be open to new ideas and suggestions • Ask clarifying questions • Address mistakes and tell the truth • Have an "I'll try" attitude & persistence • Advocate for yourself • Be an independent thinker, not a follower of others • Try solving problems independently and in a positive way • Offer help to others in need | <ul style="list-style-type: none"> • Stop to the side to be alone • Make appropriate choices • Think before reacting and ask "What can I do about this?" • Report any problems to your teacher • Help others | <ul style="list-style-type: none"> • Help others • Explain your lunch and ask adults for help as necessary • Let others sit with you | <ul style="list-style-type: none"> • Consider new ideas • Solve problems independently and get an adult if you are unable to solve • Request special conditions to an adult • Walk away from negative situations • Compromise and share | <ul style="list-style-type: none"> • Make good choices • Report unsafe conditions, injuries and problems to an adult • Take notes | <ul style="list-style-type: none"> • Solve problems independently when you can • Report problems on the bus immediately to the driver • Talk to adult at school if problem persists |
| Be Safe | <ul style="list-style-type: none"> • Exercise self-control, keep hands and feet to self • Play fairly • Stay in your personal space • Use and share materials appropriately • Keep your area clean | <ul style="list-style-type: none"> • WALK... Play intention and keep eyes forward • Maintain personal space and keep hands to self • Hold the handrail on stairs • Share your stairs up and downstairs first • Let another student pass first • Refrain from jumping in stairwells and on stairs • Head down - go up properly | <ul style="list-style-type: none"> • Walk, don't run • Stay seated and listen to instructions • Keep hands to self, not on friends or the table • Carry trays with two hands • Share only your water and food words with others, not your food | <ul style="list-style-type: none"> • Use equipment properly • Be aware of everyone around you • Be in control of your body | <ul style="list-style-type: none"> • Keep stations clean • Wash hands well, not over • Unload doors when finished | <ul style="list-style-type: none"> • Follow safety rules and plans • NEVER SLATED • Control your body, keep hands and feet to yourself • Pay attention when bus driver gives directions • Keep station clean |
| Be a Wheatland Wildcat! <i>Revised May 2015</i> | | | | | | |



"Wildcat Ways" Matrix at TJC



Curriculum – MSHS Classroom Meetings



Wheatland Chili Central School District
2015-16 MS/HS Olweus Classroom Meeting Schedule



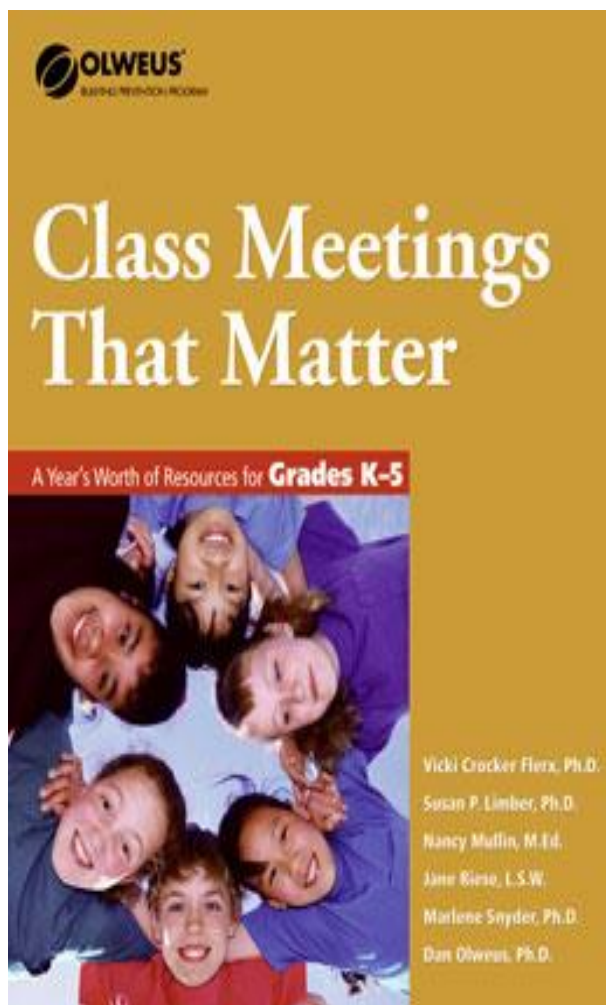
| Date | Lesson Theme | MS Resource | Lesson Theme | HS Resource |
|-------|--------------------------------------|---|-----------------------------|---|
| 10/7 | Olweus Student Survey Administration | | | |
| 10/21 | Building a Positive Climate | DASA Overview | Building a Positive Climate | DASA Overview |
| 11/4 | Building a Positive Climate | "Bullying Behaviors in Me and You" | Building a Positive Climate | "The Right Stuff" |
| 11/18 | Hot Spots | "Hallway Hazards" | Confronting Bullying | "Hot Spots" |
| 12/9 | Hot Spots | "Not Just Locker Room Talk" | Confronting Bullying | "Becoming a Hero" |
| 1/6 | Hot Spots | "Cafeteria Challenges" | Confronting Bullying | "What's My Role?" |
| 1/20 | Communication | "Spreading Rumors and Gossip" | Feelings | "Got Empathy" |
| 2/10 | Communication | "To Report or Not to Report" | Feelings | "Power Influence and Making a Difference" |
| 3/9 | Communication | "Be Part of the Solution" | Feelings | "Understanding Depression" |
| 3/23 | Peer Relationships | "Positive and Negative Peer Pressure" | Positive Relationships | "Closing in on Cliques" |
| 4/20 | Peer Relationships | "Never a Lemming Be" | Positive Relationships | "Consider the Underdog" |
| 5/4 | Peer Relationships | "Whom Do You Trust?" | Positive Relationships | "Reciprocity may Be Golden" |
| 5/18 | Respecting Differences | "Understanding Stereotypes, Prejudice and Discrimination" | Respecting Differences | "Seeing Through the Haze" |
| 6/8 | Respecting Differences | "Naming Prejudice" | Respecting Differences | "Respecting Differences" |

Curriculum – MSHS Classroom Meetings



Art Teacher: Megan Taylor
Shares a MS Classroom Meeting

Curriculum – TJC Classroom Meetings



Wheatland Chili Central School District 2015-16 TJ Connor Classroom Meeting Schedule



- Classroom meetings will be conducted every other week.
- *Dedicated time for all TJC classroom meetings is immediately following lunch / recess on Fridays.*
- Initial Wild Cat Way Matrix lessons may be delivered at teacher discretion on 9/1 – 9/3.
- Lesson plans are available for both primary and intermediate teachers in the Olweus resource, [Class Meetings That Matter](#).

| Date | Lesson Theme | Grades K - 2 | Grades 3-5 |
|-------|---------------------------------------|--|---|
| 9/1 | Wildcat Way Matrix | Teacher Directed | Teacher Directed |
| 9/2 | Wildcat Way Matrix | Teacher Directed | Teacher Directed |
| 9/3 | Wildcat Way Matrix | Teacher Directed | Teacher Directed |
| 9/11 | Building a Positive Classroom Climate | Choice of 2 Lessons: • The Name Game • We Are All Welcome Here • Our Kindness Circle • This is Our Island | Choice of 2 Lessons: • Human Scavenger Hunt • Cooperative Relay • Circles of Caring • Class Murals |
| 9/18 | Building a Positive Classroom Climate | | |
| 10/2 | Hot Spots | Choice of 2 Lessons: • What We Know About Bullying • Making Safe Passages • Come Play With Us • Let's Eat • On Our Way to School | Choice of 2 Lessons: • Why Do Kids Bully Here • If These Walls Could Talk • Are We Having Fun Yet? • Lunch Anyone • What a Way to Start/ End the Day |
| 10/16 | Hot Spots | | |
| 11/13 | Identifying Feelings | Choice of 2 Lessons: • Our Talking Stick • A Story About Feelings • Confidence 101 • Being Brave Every Day | Choice of 2 Lessons: • Lend a Hand • Keeping Our Cool • Standing Tall and Speaking Up • What Courage is Needed? |
| 11/20 | Identifying Feelings | | |
| 12/4 | Respecting Differences | Choice of 2 Lessons: • Who Are We? • R-E-S-P-E-C-T • Do You See What I See? | Choice of 2 Lessons: • Cultural Expedition • Don't Judge a Book By its Cover • The Trouble with Privilege |
| 12/18 | Respecting Differences | | |
| 1/8 | Communication | Choice of 3 Lessons: • Picture is Worth a 1000 Words • Case of Fractured Fairy Tale • That's Not Funny • Be Cyber Safe • Important to Report? • Sometimes We Agree / Disagree | Choice of 3 Lessons: • Watch Closely • Are You Listening • How Do You See it • What is Cyberbullying • Do Something • Disagree, Don't be Disagreeable |
| 1/22 | Communication | | |
| 2/12 | Communication | | |
| 2/26 | Peer Relationships | Choice of 6 Lessons: • Make New Friends • What makes a friend? • You're Not My Friend If... • Stop That • Thinking of Others • Lean On me • Trouble with names • Bubble of My Own • Girls Can, Boys Can • We can | Choice of 6 Lessons: • Friendship Relay • Friends for Real • Be True to Yourself • Stepping Up and Stepping In • Show a Little Respect • Trust Talk • What's in a Name • Make Space for Me • Real Boys and Real Girls • Hey Did You Notice That |
| 3/4 | Peer Relationships | | |
| 3/18 | Peer Relationships | | |
| 4/22 | Peer Relationships | | |
| 4/29 | Peer Relationships | | |
| 5/13 | Peer Relationships | | |
| 5/27 | Choice | | |
| 6/10 | Choice | | |
| 6/17 | Choice | | |



Curriculum – TJC Classroom Meetings



3rd Grade Teacher: Ann Bayer
Shares an Elementary Classroom Meeting

Curriculum – TJC Assemblies



Wheatland Chili Central School District
2015-16 TJ Connor
Wildcat Ways Assembly Schedule



| Behavioral Trait | Date | Focus | Presenters | Classroom Meeting Monthly Theme | Month |
|------------------------|--------------|--|------------------|---------------------------------------|-----------|
| Introduction of Matrix | 9/3 @ 9:45 | <ul style="list-style-type: none"> Matrix Review VIDEO Intro Pledge Contest Presentation: Classroom Focus Presentation: Playground Focus | TJC Olweus Team | Wildcat Way Matrix | September |
| | 9/17 @ 9:45 | <ul style="list-style-type: none"> Constitution Day Wildcat Way Contract Intro Be Respectful | TJC Olweus Team | Building a Positive Classroom Climate | September |
| Be Respectful | 10/2 @ 2:00 | <ul style="list-style-type: none"> Presentation: Recess Bathroom, Bus, & Cafeteria Pledge Review | TJC Olweus Team | Hot Spots | October |
| Be Responsible | 11/24 @ 9:45 | <ul style="list-style-type: none"> Presentation: Hallway Focus Intro Be Responsible | Fifth Grade Team | Identifying Feelings | November |
| | 12/4 @ 2:00 | <ul style="list-style-type: none"> Presentation: Cafeteria Focus | Kindergarten | Respecting Differences | December |
| Be Ready | 1/5 @ 9:45 | <ul style="list-style-type: none"> KINDERGARTEN - Anti-Bullying Presentation Presentation: Classroom Intro Be Ready | Fourth Grade | Communication | January |
| | 2/5 @ 2:00 | <ul style="list-style-type: none"> Presentation: Hallway / Bathroom Focus | Third Grade | Peer Relationships | February |
| Be a Problem Solver | 3/11 @ 9:45 | <ul style="list-style-type: none"> Presentation: Bus Focus Intro Be a Problem Solver | Student Council | Peer Relationships | March |
| | 4/8 @ 2:00 | <ul style="list-style-type: none"> Presentation: Classroom Focus | First Grade | Peer Relationships | April |
| Be Safe | 4/29 @ 9:45 | <ul style="list-style-type: none"> Presentation: Playground Focus Intro Be Safe | Second Grade | Peer Relationships | April |
| | 5/11 @ 9:45 | <ul style="list-style-type: none"> Presentation: Anti-Bullying Focus | Ambassadors | Choice | May |
| Last Day Assembly | 6/3 @ 2:00 | <ul style="list-style-type: none"> Presentation: Anti-Bullying Focus | Special Areas | Choice | June |
| | 6/22 @ 9:45 | | TJC Olweus Team | | |





Wildcat Way Pledge

**We, the Wildcats of TJ Connor Elementary,
Pledge to do our best every day.**

**From home to school,
and everywhere in between,**

**We shall be respectful, responsible, ready,
safe and a problem solver.**

**From the youngest kindergartener,
to the oldest fifth grader,**

We will live by the WILDCAT WAY!

Written By TJC Fourth Graders

WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

Encouraging All Students to Meet College and Career Readiness Expectations

How Are We Doing?

- ❧ 2nd Administration of Olweus Student Survey - December 16, 2014
- ❧ 3rd Administration of Olweus Student Survey - October 7, 2015
- ❧ Data Shared with MSHS Faculty – December 7!
- ❧ Data to be shared at TJC during upcoming Faculty meeting



The image shows a booklet titled "OLWEUS® Bullying Questionnaire". It includes instructions for students to use a No. 2 Pencil and fill in circles next to their answers. The booklet is designed for students to complete and return to their school.

OLWEUS® Bullying Questionnaire

Please Use a No. 2 Pencil
Or
Blue or Black Pen

Date: _____

Name of School: _____

Grade: ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Classroom: ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K

You will find questions in this booklet about your life in school. There are several answers next to each question. Answer each question by filling in the circle next to the answer that best describes how you think or feel. In question 1 below, if you really dislike school, fill in the circle next to "I dislike school very much." If you really like school, fill in the circle next to "I like school very much," and so on. Fill in only one of the circles for each question. Try to keep your marks inside of the circle.

Now, fill in the circle next to the answer that best describes how you feel about school.

1. How do you like school?

☐ I dislike school very much
☐ I dislike school
☐ neither like nor dislike school
☐ like school
☐ like school very much

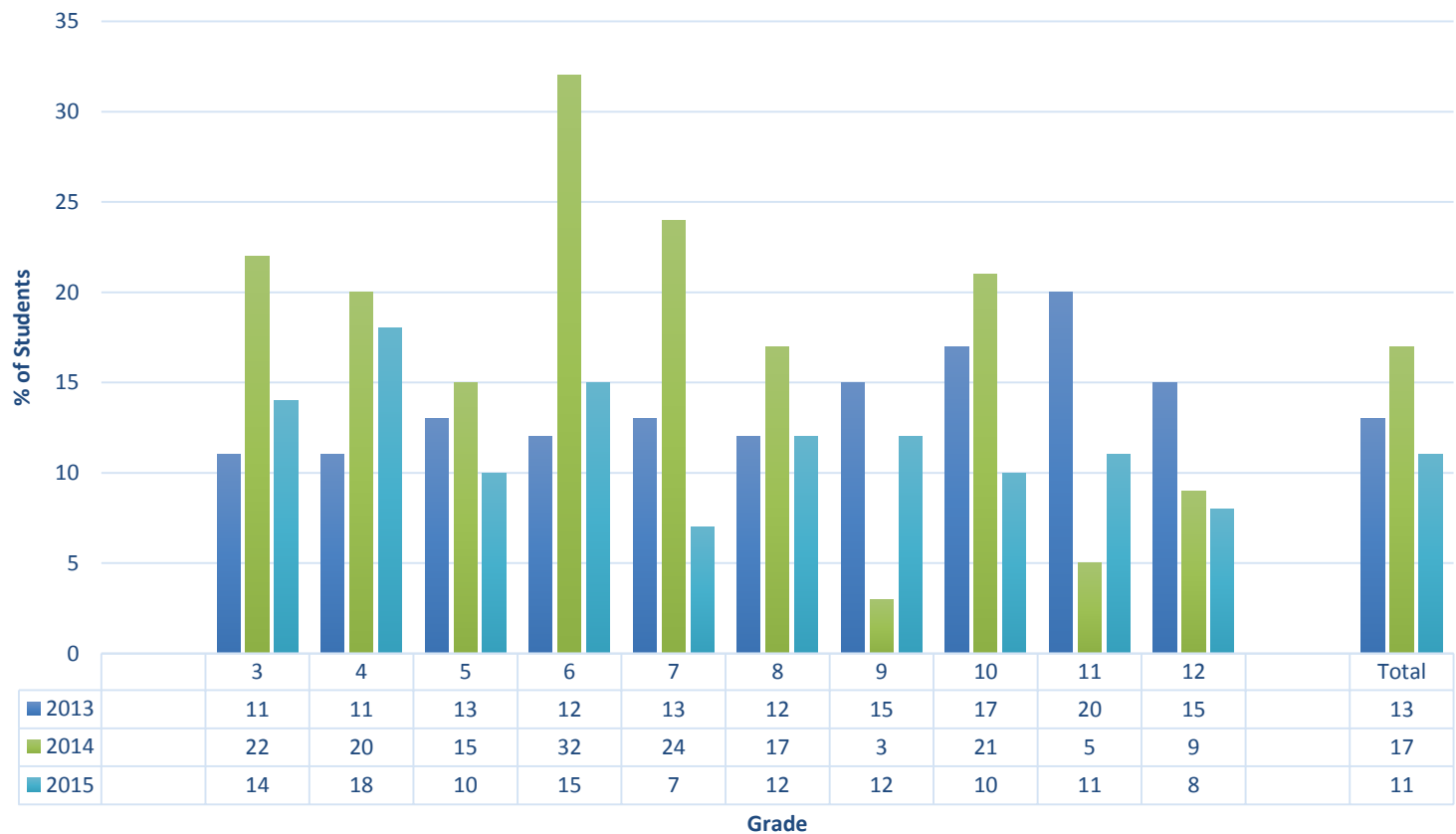
If you fill in the wrong circle, you can change your answer like this: Put an "X" through the wrong circle ☒ and then fill in the circle where you want your answer to be.

Do not put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and tell how you really feel. Sometimes it is hard to decide what to answer, but just try to give your best answer. If you have questions, raise your hand.

Most of the questions are about your life in school in the past couple of months, that is, the period from the start of school after summer (winter) holiday vacation until now. So when you answer, you should think of how it has been during the past 2 or 3 months and not only how it is just now.

% of Students Reporting Having Been Bullied

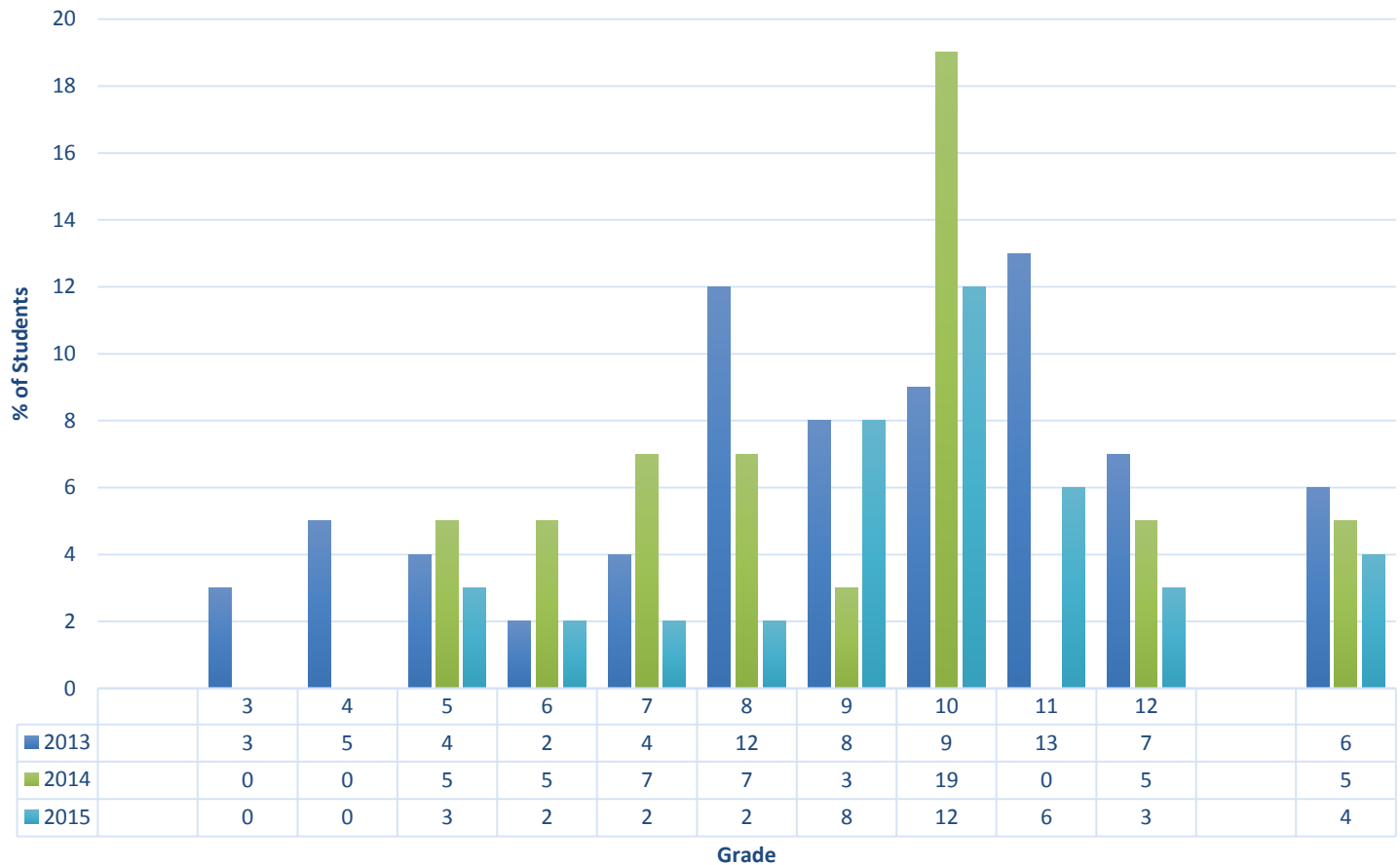
Percentage of Students Bullied 2-3x Per Month, or MORE



■ 2013 ■ 2014 ■ 2015

% of Students Who Report That They Have Bullied

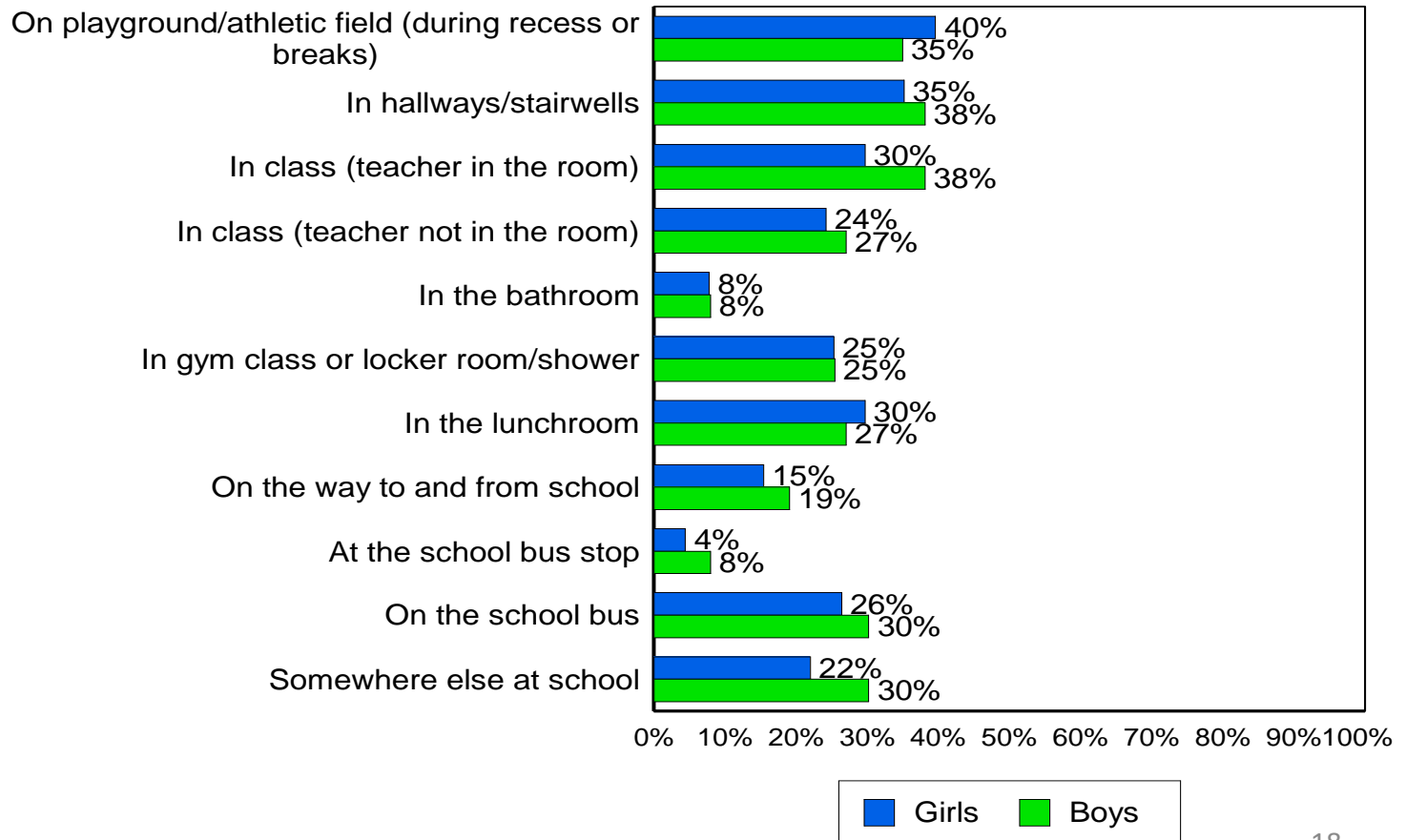
Percentage of Students Who Have Bullied
2-3x Per Month, or MORE



■ 2013 ■ 2014 ■ 2015

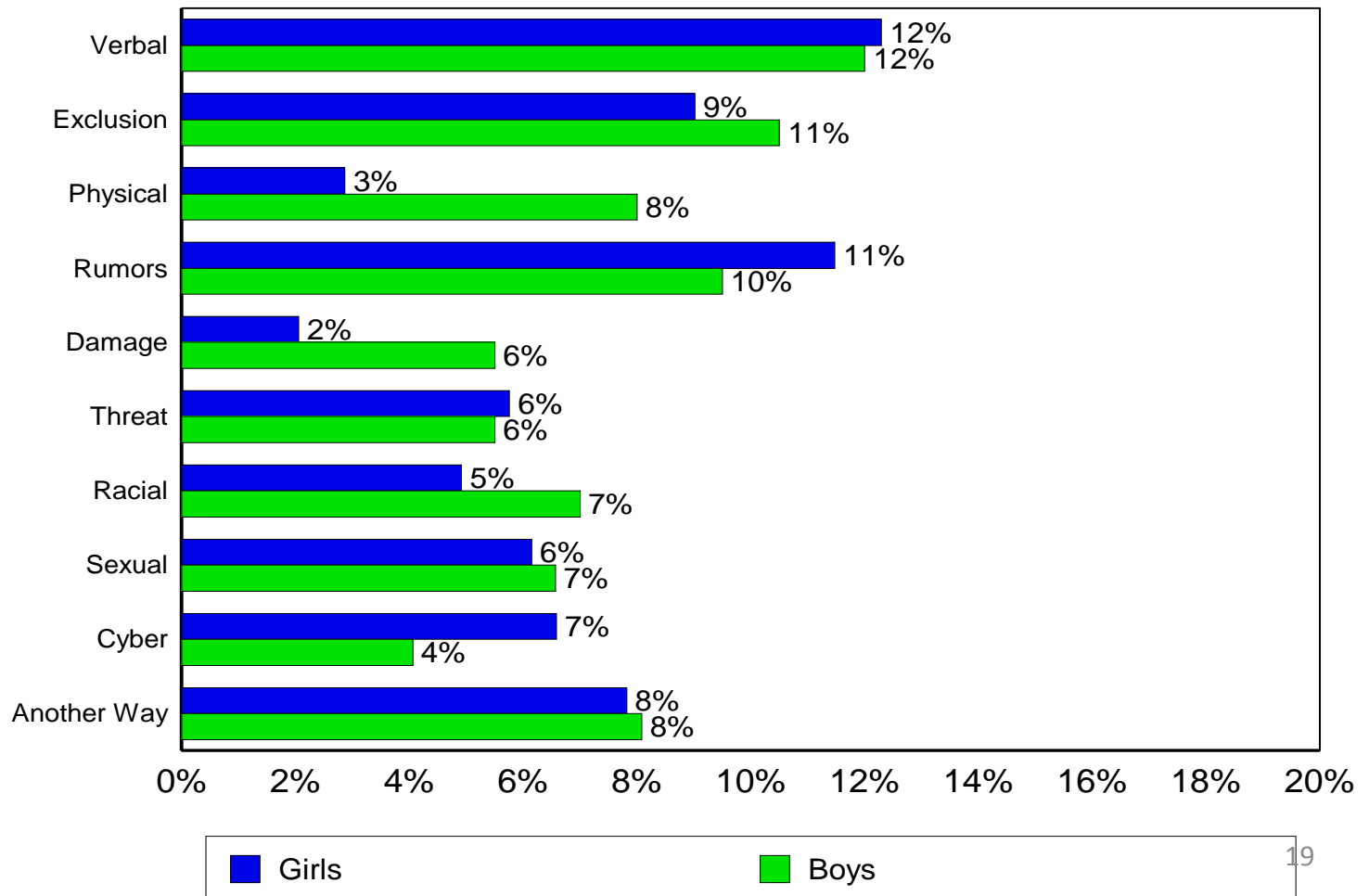
Where Does Bullying Happen?

Graph 10a. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places



What Types of Bullying Happen?

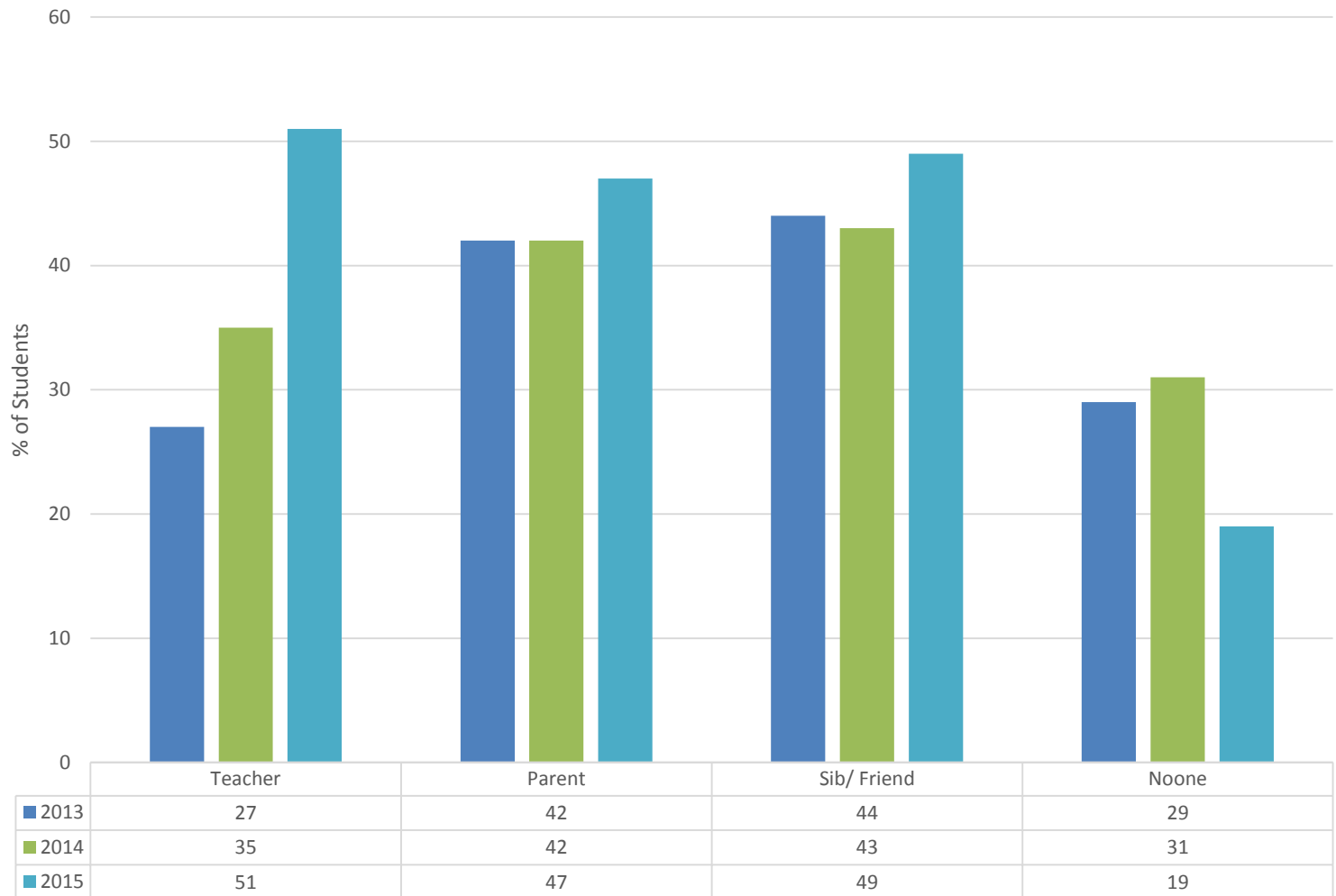
Graph 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4)





Who Do Students Tell About Bullying?

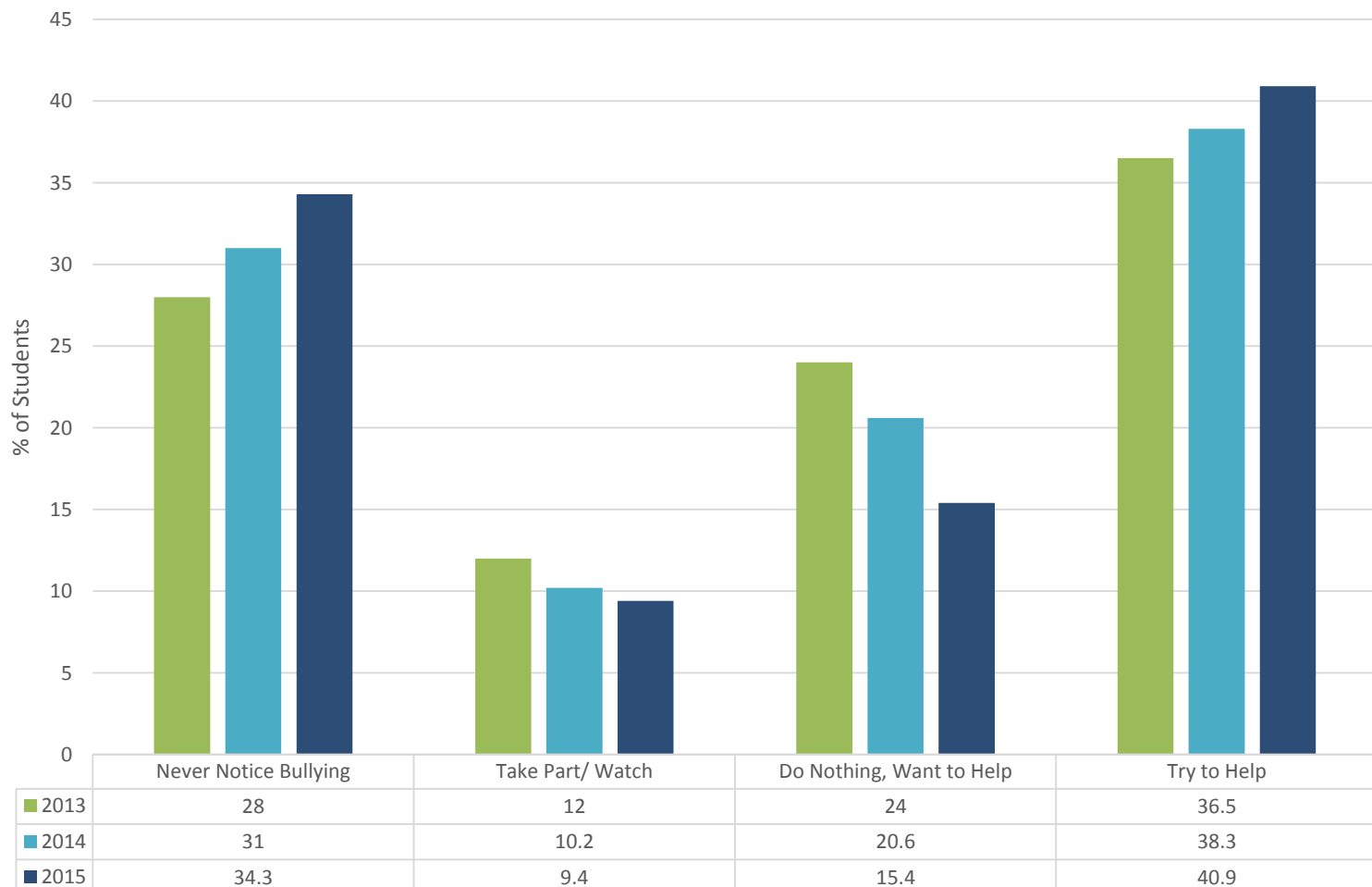
Who Do Students Tell if Bullied?



■ 2013 ■ 2014 ■ 2015

What Do Our Students Do When Bullying Occurs?

What Do Our Students Do When Bullying Occurs?



2013 2014 2015



QUESTIONS????