

BYRAM HILLS SCHOOL DISTRICT
ARMONK, NY

Programs that Support Social/Emotional Wellness
Updated 2016

Coman Hill	
<p>Programs that <i>directly</i> instruct on issues related to bullying.</p>	<p>School Psychologist: The school psychologist visits classrooms and presents lessons on anti-bullying and teasing.</p> <p>Second Step: Second Step is a violence prevention program teaching appropriate social skills using specific lessons and activities. The program involves systematic teaching of core skills in empathy, problem solving and understanding body language for our special education classes.</p>
<p>Programs that <i>indirectly</i> relate to bullying.</p> <p>These programs promote positive character attributes, increase student awareness, and foster a positive school climate.</p>	<p>Kelso's Choice: Kelso's Choice is a conflict resolution program that provides students with the tools and language to help them get along with others. It provides a structure to help students problem solve when they encounter difficult situations. Please see details provided on our district website for Coman Hill at: http://byramhills.org/ComanHill.cfm?subpage=445</p> <p>Second Step: Second Step promotes positive student responses through problem solving and promotes a positive school climate through empathy.</p> <p>Library: Classroom libraries provide a wide range of books on caring and other topics that promote a positive school environment.</p> <p>#Everyone Matters: All classroom teachers have multiple books that are read to all students and cover the topics of kindness, acceptance and individuality. In addition all students, faculty and staff participate in activities that celebrate our uniqueness during #Everyone Matters week.</p>
<p>Structures in place to report incidents of bullying, help students who need guidance, and promote positive student responses.</p>	<p>Students learn how to solve small problems on their own with adult support and request adult help for "big " problems using the frog, Kelso, the program "advisor."</p> <p>Second grade students explore dilemmas and write responses on a blog site. Parents are encouraged to discuss the dilemmas and responses with their children.</p>

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	<p>The classroom teacher, school psychologist, Instructional Support Team, and/or a school administrator make referrals for children who need additional support and guidance.</p>
<p>Training programs related directly or indirectly to bullying.</p>	<p>All teachers have been trained in using Kelso's Choice.</p> <p>All teachers and classroom aides have been trained and continue to learn about Positive Behavior Intervention and Supports (PBIS), a model to set school-wide expectations and rules. The PBIS team created school-wide expectations and rules for common areas. Coman Hill's motto is: Kelso says, "Be respectful, be responsible and be safe."</p> <p>A PBIS model for home was created with parents and the PBIS team. Parents can utilize this model to reinforce Kelso's rules at home.</p>

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Wampus School

<p>Programs that <i>directly</i> instruct on issues related to bullying.</p>	<p>School psychologist: The school psychologist teaches bullying prevention lessons to all third grade students throughout the year.</p> <p>D.A.R.E.: The Youth Office from the Town of North Castle teaches D.A.R.E. (Drug Abuse Resistance Education) lessons to students in all grades. D.A.R.E. teaches students how to resist peer pressure and to live productive drug- and violence-free lives. Grade 3 focuses on pro-social decision making and strategies, grade 4 teachers stress reduction, and grade 5 is about resisting peer pressure and making healthy decisions.</p> <p>ENCORE: Library/media teacher presents lessons on tolerance during the ENCORE cycle to fourth grade students.</p> <p>Social Skills Group: Social skills groups are scheduled for students identified by the Instructional Support Team to help small groups of students learn and practice appropriate social skills. Through videos, stories, and role playing, students discuss different situations that can be typically challenging, and they learn strategies to support positive interactions.</p> <p>Discipline Referral Follow-up: The Discipline Referral Follow-up gives faculty a formal process to report discipline issues on the Portal. The information is monitored by the administration and allows the ability to collect data across classrooms and to track students that need specific consequences.</p>
<p>Programs that <i>indirectly</i> relate to bullying.</p> <p>These programs promote positive character attributes, increase student awareness, and foster a positive school climate.</p>	<p>PBIS: The faculty studied and trained on a framework called, Positive Behavior Intervention and Supports (PBIS), a model to set school-wide expectations and rules. The PBIS team has created the Wampus Mott: BEST: Be responsible, Effort every day, Show respect, in a Team player way</p> <p>Yale Center for Emotional Intelligence: Recognizing that emotions drive learning, decision-making, relationships, and health, the Wampus faculty are exploring ways to help students regulate and use emotional intelligence in effective ways. Five faculty members received training at Yale University and are developing strategies in classrooms and school structures.</p> <p>School Psychologist: The school psychologist provides a social skills group, counseling, and a peer mentoring program to help students develop positive social skills.</p>

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	<p>Second Step: Second Step is a violence prevention program teaching appropriate social skills using specific lessons and activities. The program provides positive student responses through problem solving and promotes a positive school climate through empathy.</p> <p>Mindset Study Group: The Mindset Study Group began with a group of Administrators and teachers who collaboratively studied research on developing a “growth mindset,” and then created and implemented lessons and activities in the classroom. These lessons are now part of the Wampus culture and focus on growing our brains through persistence, grit, and the belief that we can learn by making mistakes and by practice.</p> <p>Emotional Wellness Month: Emotional Wellness Month parallels National Mental Health Awareness Month in late spring. Activities include: distributing biodots and teaching students how to use biofeedback strategies to reduce stress; participating in lessons about stress and it’s physiological and emotional signs; and #chill week, which includes activities such as calming music, coloring, and mindfulness strategies.</p> <p>Wampus Way: The Wampus Code of Conduct outlines expected behaviors and consequences for violating the code of acceptable behaviors.</p> <p>Start with Hello: Start With Hello week focuses on preventing social isolation. Activities throughout the week include Random Acts of Kindness Day and No One Eats Alone Day. The entire Wampus community wears green “Start with Hello” buttons, and teachers provide lessons about inclusiveness and the effects of social isolation.</p> <p>Peer Mentoring: Peer Mentors are fifth grade students who “apply” to be mentors to students who have language challenges. This creates a culture of inclusiveness for all students.</p>
<p>Structures in place to report incidents of bullying, help students who need guidance, and promote positive student responses.</p>	<p>Kids Soaps help students learn how to resolve conflicts by watching and discussing scenarios</p> <p>Bus incident report forms provide the administration with information; follow-up meetings are held and referrals are made as appropriate</p> <p>Social skills groups provide students with a place to develop pro-social behaviors</p> <p>The school psychologist meets with students based upon administrator referral</p>

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	<p>The classroom teacher, school psychologist, Instructional Support Team, and/or a school administrator make referrals for children who need additional support and guidance.</p> <p>The Wampus Portal allows teachers to report incidents, which includes: behaviors, actions taken, and follow up action. The data from the incidents are monitored and reviewed.</p>
<p>Training programs related directly or indirectly to bullying.</p>	<p>Five teachers and the school psychologist received training from the Yale Center for Emotional Intelligence, and have provided turnkey training to faculty. Additional teachers will be trained in 2017-2018.</p> <p>Special education teachers received training in implementing the Second Step program</p> <p>All teachers were trained in bullying prevention by a consultant</p> <p>All administrators and some faculty have received training in Cultural Proficiency</p> <p>The Site-Based Team studied emotional wellness as they developed Wellness Week</p> <p>All teachers received training in the PBIS framework and implementation of BEST - Be responsible, Effort everyday, Show respect in a Team builder way.</p> <p>All teachers are trained in mindset theory and practice</p>

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HCC

<p>Programs that <i>directly</i> instruct on issues related to bullying.</p>	<p>Guidance Department: The guidance counselors provide direct instruction and organize school-wide assemblies on issues related to bullying, cyber bullying and Internet safety. The guidance counselors teach sixth grade students safe ways in which they can effectively use the Internet and appropriate communication using technology. Counselors also address issues of decision making and character education.</p> <p>Dignity for All Students Act Education: The assistant principal and guidance counselors meet with students throughout the year, in grades six through eight. Topics presented include: appropriate internet use; the legal definition of harassment and bullying; the legal ramifications for inappropriate behaviors; social networking sites and communication; limitations of free speech; computer tampering; and dissemination of indecent material. The students hear real-life stories and learn skills on positive behaviors and reporting incidents of bullying. Guest speakers include: North Castle Student Resource Officer; Youth Detective from the Town of North Castle.</p> <p>#Kindness: Each year, the guidance counselors and H.C.Crittenden’s student government develop a unique, week-long program for all grade levels of students to promote positive social behavior, respect for one another and bullying prevention. Speakers, activities, presentations and words of wisdom are all incorporated into this program to encourage positive choices and positive interactions among peers.</p>
<p>Programs that <i>indirectly</i> relate to bullying.</p> <p>These programs promote positive character attributes, increase student awareness, and foster a positive school climate.</p>	<p>Power of One Day: The sixth grade teachers organize the Power of One Day, demonstrating how one person or a group of people can make a difference in the world. The sixth grade teachers facilitate workshops along with community members and their colleagues in grades seven, eight, and the high school. Students participate in workshops ranging from leadership skills to human rights to sustainability. The students participate in activities designed to raise awareness about important issues and demonstrate that each individual has the power to make a difference in the lives of others in the local community and around the world.</p> <p>Make a Difference Day: Students learn how they can make a difference in the world emphasizing the theme of community service throughout the year. These themes of service, awareness and upstandarship are supported through the curriculum in sixth grade and in the extra curricular activities.</p>

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	<p>Service and Kindness: HCC promotes service and kindness through the many volunteer efforts school-wide, through extra curricular and curricular activities.</p> <p>United Students Assembly (U.S.A.) and Students Acting In Leadership (S.A.I.L) – These student-led organizations work with students, teachers and the administration to positively impact the H.C.Crittenden community. These organizations use surveys and other means of research to identify opportunities for growth within our school community, such as the #Kindness stories, “renewed recycling”, “Happy, Calm Cafeteria”, and many more!</p> <p>Facing History and Ourselves: Our Social Studies, English Language Arts, and Fine Arts Departments have led interdisciplinary teacher training and curriculum writing in grades 6 – 12 utilizing the tools and resources from FHAO. A goal of FHAO includes empowering students to be upstanders, addressing how human behavior has impacted history, specifically alienated groups. Students are asked to reflect on their own behaviors and on their own choices over the course of their lives in order to see how it relates to other groups.</p>
<p>Structures in place to report incidents of bullying, help students who need guidance, and promote positive student responses.</p>	<p>Students have various support structures throughout the school to report bullying incidents, to receive guidance on positive responses, or receive support. They include:</p> <ul style="list-style-type: none"> ● Guidance Counselors are available to meet with students and provide one-on-one support ● Grade level team meetings provide opportunities for teachers to discuss students’ emotional and social progress; guidance counselors meet with teams regularly ● The school psychologist is available to meet with students based upon administrator referral ● The administration is involved in behavior incidents and meets with students and families as needed
<p>Training programs related directly or indirectly to bullying.</p>	<p>Various teachers have been trained in utilizing the Facing History and Ourselves resources and integrating the principles into their classrooms.</p> <p>Teachers participate in regular and ongoing training on safe schools.</p> <p>Teachers are educated on the Dignity for All Act.</p>

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Byram Hills High School

Programs that *directly* instruct on issues related to bullying.

Ninth Grade Mentor Class: 9th Grade Mentor Program: All ninth-grade students participate in the Freshmen Mentor Program during the first semester, which meets daily. These classes are taught by a Mentor Teacher and two Senior Mentor leaders. The goal of the Mentor Program is to build a strong sense of community across the entire grade and within each class. As a result of the program, a strong sense of community emerges, and the result is a decrease in instances of bullying.

Lessons specifically dedicated to anti-Bullying are built around the idea of building healthy and respectful relationships, and making strong moral choices. Team building games encourage students to work collaboratively, and understand that every student is an important part of the community.

Mentor classes directly deal with the impact of “cyberbullying” and “social media shaming” with lessons built around case studies in current events. The senior mentors lead discussions with the freshmen to identify and combat bullying in addition to determine the root cause of bullying. The program develops a sense of community to combat issues of bullying.

Health Class: All tenth grade students take Health for one semester. The Health curriculum includes lessons, activities, and case studies to address bullying, cyber bullying, and internet safety.

Each Health class has two senior Peer Leaders. The Health instructor teaches cyber bullying and internet safety to the Peer Leaders. The Peer Leaders create activities to teach the issues related to cyber bullying and internet safety.

Senior Leadership Seminar: All students in leadership positions (Peer Leaders, Mentors, Chem TAs, and Computer Science TAs) receive training to recognize and limit instances of bullying through the use of case studies. The goal of the seminar is to teach students to be empathetic leaders, recognize bullying, and support positive interactions to reduce instances of bullying. The student leaders develop strategies with students and adults.

Programs that *indirectly* relate to bullying.

Ninth Grade Mentor Class: The Mentor program creates a supportive environment through a focus on team building, fostering positive relationships, communication, and reflection. The senior student mentors serve as positive role models for the ninth grade students.

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<p>These programs promote positive character attributes, increase student awareness, and foster a positive school climate.</p>	<p>The students participate in various service projects during the semester, including: writing letters to active military personnel overseas; buying and wrapping gifts for families staying at the Ronald McDonald House; and collecting canned goods for the Westchester Food Bank. These activities give students a sense of belonging to a larger community and reinforce the positive role they play in it.</p> <p>Facing History and Ourselves (FHAO): Our Social Studies and Fine Arts Departments have led interdisciplinary teacher training and curriculum writing in grades 6 – 12 utilizing the tools and resources from FHAO. A goal of FHAO includes empowering students to be upstanders, addressing how human behavior has impacted history, specifically alienating groups. Students are asked to reflect on their own behaviors and on their own choices over the course of their lives in order to see how it relates to other groups.</p> <p>Elective Course, History of Human Conscience: The course studies examples of genocide and how regular citizens have responded to address these issues. Students examine how both bystanders and upstanders contributed to human rights abuses and/or important actions to combat these abuses.</p> <p>Student Leadership Board: The Student Leadership Board, comprised of about 20 students per grade level in grades 9 - 12, study the impact of culture on society and their roles in developing a positive culture. Students develop skills to understand and impact their communities and to make a difference in the world around them. They look at case studies and role play responses to real-world events. In their senior year, students learn facilitation skills to lead work in helping others understand diversity and cultural proficiency.</p> <p>Student Wellness Advisory Committee: This student organization promotes acceptance and support by striving to raise awareness and reduce the stigma associated with mental health issues</p> <p>Gay Straight Alliance: The goal of the Gay-Straight Alliance is to spread knowledge and awareness about the issues that have an impact on gay, lesbian, straight, bisexual, transgender, and questioning youth.</p> <p>Students Advocating Gender Equality: This club raises awareness about issues and stereotypes of young women, such as ideas behind equal pay, reproductive health, body image stereotypes, domestic violence, sex trafficking, women in political office, representation of women in the media, as well as many other issues.</p>
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	<p>Peer Leaders: The senior Peer Leaders serve as positive role models for tenth grade students.</p> <p>Student Athletic Training Team: High School students on a varsity sports team are selected to be role models for good character and sportsmanship. The students develop and teach three lessons to sixth grade students about sportsmanship and civility, bullying and teasing, and early intervention for drug, alcohol and tobacco abuse prevention. This program is coordinated with the middle school health teachers who do follow-up activities after the presentations.</p> <p>Student Assistance Counselor: The student assistance counselor works both directly and indirectly with students. She provides information and direction to students who are concerned about a peer who is being bullied about the best way to get their friend assistance, (e.g., empowering them to speak to an administrator directly or to get another adult to inform the administrator.) She provides direct assistance to students based upon an administrator’s referral, or may refer student to an outside agency or police department.</p> <p>School Psychologist: The school psychologist is available to students based upon student request or administrator referral.</p>
<p>Structures in place to report incidents of bullying, help students who need guidance, and promote positive student responses.</p>	<p>Students have various support structures throughout the school to report bullying incidents, to receive guidance on positive responses, or receive support. They include:</p> <ul style="list-style-type: none"> ● Senior student mentors in the Ninth Grade Mentor Program serve as role models and support ● Assistant principals are available to students and receive referrals from teachers ● Student Assistance Counselor is available to students ● Peer Leaders in the tenth grade Health class serve as instructors and model positive behaviors ● School psychologist is available to students ● Peer tutoring program provides academic support to students
<p>Training programs related directly or indirectly to bullying.</p>	<p>Assistant principals receive extensive training on the Dignity for All Students Act, and they represent the Dignity Act officers in their buildings</p> <p>Teachers and senior student mentors receive training each year for the ninth grade Mentor Class</p> <p>All senior leaders are trained on bullying and communication skills through the Senior Leadership Seminar</p> <p>Faculty and Staff train the high school students for the Athletes Helping Athletes Program</p>

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	<p>Youth Office trains Peer Leaders on the legal issues related to cyber bullying and internet safety</p> <p>Teachers receive regular training on internet safety, cyber bullying, and bullying</p> <p>Teachers review the District's Code of Conduct annually and participate in training every year</p>
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