

What are our schools doing about bullying?

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Duluth Public Schools
12/13/11

Before, During and After

Building strong communities
Improving awareness and reporting
Effectively responding to reports

At Elementary Schools

- Responsive Classroom & Positive Behavior Interventions and Supports
 - Morning Meetings to build community
 - Teaching Desired Expectations
 - Appropriate, Safe, and Kind (ASK)
 - ASKERS at Lowell
 - Belong, Be Safe, Be Respectful, Be Responsible, Be Hard Workers
 - 7 Principals of Responsive Classroom

At Elementary Schools

- Second Step Programming Typically Includes:
 - Listening skills
 - Identifying feelings
 - Managing strong emotions
 - Solving problems
 - Getting Along with Others

At Elementary Schools

- Partner with First Witness, a community organization, and child abuse resource center, to provide the “Safe and Strong Child Program” in all of our elementary schools across Duluth.

At Elementary Schools

- Other Creative Interventions
 - Stowe Elementary has made no-bully posters, students read message behind posters on PA, and have created a “Men As Peace Makers” Award for one student in each class
 - Lowell Elementary also celebrates “Bucket Filling” by sharing what they appreciate about each other, has partnered with CLIMB Theatre for “Innocent Bystanders” and Ms. Overland’s 5th Grade Class is doing a play.
 - Congdon and Nettleton Elementary Schools use a matrix of expectations to teach desired skills across settings in their schools.

At our Middle Schools

- Civility Project
 - 9 Key Concepts
 - Taught on a rotating basis in home-base
 - Supported by teachers volunteering to adapt curriculum and provide lessons for home-base
 - Other activities in home-base to build community include breakfast, intramurals, as well as study and organization skills

At our Middle Schools

- Other Creative Interventions
 - Morgan Park Counselors have lead discussions and shown the movie "Bully B'Ware" with 6th, 7th, and 8th grades, use developmental guidance lessons in the classrooms, and the "bully bucket" for anonymous reports.
 - Morgan Park uses RAK (Random Acts of Kindness), is working with Superior Police Department for Internet Safety, and the NET SMARTZ Curriculum for Internet safety.
 - Morgan Park believes the most important thing they do is build community and connections.

At our Middle Schools

- Woodland Middle School uses home-base grade level meetings, guest speakers, and multimedia presentations to address bullying, hallway behavior, perseverance, respect... as well as other relevant topics.

At our Middle Schools

- What makes a key difference regarding bullying in school?
Principal Kleive of Woodland Middle Sch. shared:
"Setting appropriate foundations and expectations, continued teaching and learning in a variety of media throughout the year, being present (in the halls, cafe...), intervening with appropriate conversation as quickly as possible, and to follow up."

At Our High Schools

- Both High Schools have made a commitment to complete cohorts of Intercultural Leadership Training.
- Both High Schools engage 11th and 12th Grade Students as Link Leaders to connect with incoming 9th Grade Students
- Both High Schools are working with Students For the Future to bring Rachel's Challenge to Duluth 12/16/11

Rachel's Challenge

- A national Anti-Bullying Campaign
- In honor of Rachel Scott; first student killed at Columbine High School.
- Focuses on a chain reaction of kindness
- December 16th, 2011 Includes:
 - Assembly
 - Leadership Training
 - Community Meeting
 - 1 Year of follow-up Support to each school

At Our High Schools

- East High School's Dean of Students role targets community involvement and response to issues of bullying, harassment, and violence.
- East High School includes student efforts through Student Government and the Hound-Pack.
 - Includes hall displays and multimedia messages of peace and school wide expectations
 - Special effort to welcome new students to the school

At Our High Schools

- Denfeld High School works with Link Crew to welcome new students, Men As Peace Makers Girls Group helped school participate in National Purple Peace Week, and 9th Grade Students just completed the annual "Respect Retreat".
- Denfeld also used data and information to determine areas of building with most issues and proactively increased supervision and response plans.

At Our Alternative Schools

- Our Alternative Schools include 7 sites associated with residential treatment and day treatment programs across Duluth as well as Unity High School and the Area Learning Center.
- All partner closely with community mental health providers, local law enforcement, the judicial system, county social services, and corrections.
- Have highly specialized staff and individualized plans to meet a wide variety of complex needs.

During Incidents of Bullying

- We tell aggressors that it is not ok, it needs to stop, and it is not tolerated and make a plan to move forward.
- With targets of bullying, we validate emotions, ensure separation to the degree possible, and make a plan to move forward.

After an Incident

- Many schools use referral and/or buddy rooms to allow students to calm down, develop a plan to make amends, and agree on how to move forward.
- Building Administrators often take reports of bullying and harassments, make investigations, and develop individualized interventions.
- Other resources include Counselors, School Social Workers, Deans of Students, and a wide number of other service providers.
- Student Support Teams, Child Study Teams, and IEP Teams are particularly effective when they establish an understanding of the function of behavior and teach replacement skills.

After an Incident

- We inform parents of what happened and engage them in developing and/or implementing the plan to move forward.
- For repeat offenders, we often partner with community service providers to provide multifaceted intervention and support.

A.S.K.E.R.S. -----At Lowell

- A. Appropriate -- *Doing what's right.*
 - S. Safe -- *Thinking about what you're about to do, before you do it.*
 - K. Kind -- *Treating others as you would like to be treated.*
 - E. Empathetic -- *Seeing things from another person's eyes.*
 - R. Respectful -- *Treating others in a way you know they would like to be treated.*
 - S. Student -- *All of us*
-

APPROPRIATE

- ***Doing what's right
 - ***Acting in ways you know in your heart feels right
 - ***Treating others as you know they would like to be treated
 - ***Using your manners: "Please" "Thank you" "Your Welcome"
 - ***Using "Inside" voices when in the building
 - ***Always walking in the halls
 - ***Accountable for your actions
 - ***Not waiting for an adult to tell you if what you're doing is right or not right.
-

SAFE

- **Thinking about what you're about to do, before you do it. This can be done real quickly...OR...Reflective and thoughtfully....EXAMPLE: When you step off the bus and are about to walk toward the school....Is it slippery? Is anyone else in front of me?
 - **Being aware of your surroundings – Being prepared .
 - **Following the rules. **Being careful
-

KIND

- **Going the "Extra" mile for someone else
 - **Doing something nice for another
 - **Smiling at someone for no apparent reason
 - **Not having to have something in return, but just doing a "Kind Act" for "Kindness Sake"
 - **To "Play it forward"
-

EMPATHETIC

- **Seeing things from another person's eyes
 - **Putting yourself in another person's shoes
 - **Having compassion for another person when they're hurting
 - **Going out of your way to be sure someone else is okay
-

RESPECTFUL

- **Treating others in a way you know they would like to be treated
 - **Giving people dignity
 - **Accepting people as to who they are, and where they're at in their life.
 - **Non-judgmental
 - **Respecting each other's differences
-

STUDENTS

- **We are all students

The Seven Principles of The Responsive Classroom

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of social skills that children need in order to be successful academically and socially. (C.A.R.E.S.)
5. Knowing the children we teach is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children.
7. How the grown-ups at school work together to accomplish our mission is as important as our individual competence.

The Responsive Classroom[®] and Balanced Literacy

A major objective of the use of *The Responsive Classroom* instructional approaches is to integrate social and academic learning so that the classroom becomes an ideal climate for school success. It takes a conscious, carefully planned social curriculum to maximize learning results. The six main components of *The Responsive Classroom*, established on research-based principles, are designed for this purpose. They make possible successful group learning and individual learning, and active, participatory lessons that allow students to construct an understanding of the subject matter, and integrate and retain it.

With regard to literacy, a balanced approach includes reading, writing, speaking, and listening, and it uses group, partner, and individual work. It involves children listening to each other as well as to the teacher, and sharing their understanding of what they have read. To make such experiences productive, the *Responsive Classroom* components of Morning Meeting and Rules and Logical Consequences help create the kind of atmosphere that feels safe. When students come to know one another as they do in the meeting, they are more able to take the learning risks necessary for literacy. When children practice speaking and listening every day, as they do in the meeting, they get skilled at both. They learn how to ask interesting questions and give thoughtful answers, how to tell a story, to summarize and condense information, and to describe details. Learning all these skills in Morning Meeting, they utilize them every time they read and listen to reading.

Direct instruction in decoding, phonics, punctuation, and sentence structure also can occur each day in Morning Meeting during the portion devoted to reading the message board. Students read, solve problems, add letters, words, and punctuation, fix mistakes, and add their own ideas as they work each day with the message. The meeting also includes opportunities for spelling and rhyming activities and decoding songs and poems in playful, musical ways. The greatest cognitive growth occurs through social interaction, according to researcher Barbara Rogoff, and Morning Meeting is designed to provide a clear structure to facilitate that growth.

The *Responsive Classroom* component of Guided Discovery provides another support for literacy. Through this approach, children learn to use books, tapes, records, and all the materials and supplies used in balanced literacy, fully and carefully. They do better work with these materials and are more careful and responsible after the Guided Discoveries, and they learn from each other ideas about how to try new things that may stretch them in their learning.

Classroom Organization is the *Responsive Classroom* component that helps teachers set up the physical environment to facilitate student independence, responsibility, and sense of ownership of the room. Supplies that are well organized, stored, and labeled are better used. A good furniture arrangement helps make for friendly workers and smooth transitions. Good display offers an audience for the writing and representing of books read and writing done by the literacy learners.

The *Responsive Classroom* approaches also encourage teachers to offer to students daily differentiated opportunities to make meaningful choices in their literacy work. The Academic Choice structures give a huge boost to motivation as children engage in reading and writing activities that they helped design and that they choose. There are hundreds of possibilities for interesting, engaging, developmentally-appropriate tasks for children to do that fit within the Academic Choice framework. They can be performed independent of direct instruction at the moment from the teacher, and can include full accountability for results. This frees up the teacher for one-on-one and small-group work crucial to literacy growth.

The assessment component of *Responsive Classroom* includes a variety of assessment strategies such as observation and anecdotal notes, student recording sheets, tests, demonstrations, and representations. The Academic Choice structure always includes a reflection at the end, closing the loop that takes you back to planning for the next encounter with the task. Once teachers are familiar with the implementation of the Academic Choice component, they can use it with multiple variations to fit the time, subject, individual needs, and class needs. Like all the *Responsive Classroom* components, Academic Choice provides frameworks for good instruction, and once the frame is in place, the work of balanced literacy development becomes a daily, consistent opportunity for growth.

The Role of First Witness

The First Witness Child Abuse Resource Center opened in 1993 in Duluth, Minnesota with a mission to strengthen our community's response to child abuse and create a safe place for children to grow and thrive.

Prior to the founding of First Witness, children who disclosed abuse experienced multiple interviews in police departments, county attorney's offices and from social services. The multiple interviews created room for challenges in court and lead to re-traumatization of children. A forensically-sound interview protocol was developed to provide safe, child-led interviews that were reliable and valid in court. Interviews occur at the First Witness site with child and family advocates assisting the children and non-offending caregivers through the process, providing follow-up advocacy, counseling, information, referrals and support. First Witness coordinates a multi-disciplinary team of law enforcement, social services, physicians and non-profits to improve the community's response to child sexual abuse, physical abuse and neglect.

First Witness is also committed to proactively engaging and educating professionals and the public on the issue of child sexual and physical abuse. While the Safe and Strong Child© program is geared toward parents, educators and students, First Witness also conducts trainings on child abuse and forensic interviewing nationwide to ensure that new developments and best practices are being incorporated into their work.

The Mission of First Witness Child Abuse Resource Center is to strengthen our community's response to child abuse. We are making our community a safe place for children to grow and thrive.



Safe and Strong Child©

4 West 5th Street • Duluth, MN 55806
Phone: 218-727-8353 • Fax: 218-727-3747
www.firstwitness.org

Making our Community a Safe Place for Children to Grow and Thrive.

How To Request A Presentation

First Witness is available to present the Safe and Strong Child© program to grades Pre-K through 6, as well as to community centers, women's shelters and Head Start and ECFE classrooms. We also have presentations and materials modified to fit the needs of Special Education students.

To learn more or to request a Safe and Strong Child© presentation in your child's classroom or group, please contact our Prevention Educator Emily Kniskern at 218-727-8353 or via email at ekniskern@firstwitness.org

Safe and Strong Child© is supported by the Lloyd K. Johnson Foundation, the American Recovery and Reinvestment Act, and the generous donations of individual community members. Thank you to all of those who work together to keep children safe!

What is The *Safe and Strong Child*® Program?

First Witness Child Abuse Resource Center presents the *Safe and Strong Child*® program in pre-schools, Early Childhood Family Education (ECFE) classes, Head Start and elementary schools in Southern St. Louis County and Lake County. The curriculum, originally developed by the Program for Aid to Victims of Sexual Assault (PAVSA), has been praised by children, teachers, parents and school administrators for its dynamic and interactive teaching approach. *Safe and Strong Child*® has three components:

1. Developmentally appropriate curriculum for Pre-K through 6th grade students that defines safe and unsafe touch, models steps for what to do if confronted with a situation of unsafe touch, teaches children that abuse is never their fault, and identifies grown-ups to talk to about unsafe touch.
2. Training for teachers on how to recognize signs of sexual abuse, their role as mandated reporters, methods of perpetrators in selecting and grooming their victims, as well as how to work with children in their classrooms who have been abused.
3. Parent information sessions that cover the signs of sexual abuse, the methods of perpetrators in selecting and grooming their victims, how to protect their children from sexual abuse, tips and strategies for teaching children about personal body safety and the importance of respecting personal boundaries.



Fast Facts On Sexual Abuse

- Experts estimate that 1 in 4 girls and 1 in 6 boys are sexually abused before their 18th birthdays.
- 1 in 5 children are sexually solicited while on the internet.
- Approximately 90% of victims are assaulted by someone they know and trust.
- Sexual abuse most commonly occurs between the ages of 4 and 12.
- Both victims and perpetrators of sexual abuse come from all racial, religious and socioeconomic backgrounds.
- 70% of sexual abusers have between 1 and 9 victims. 20-25% have between 10 and 40 victims.



Why Children Are Vulnerable

- Children are totally dependent on adults
- Adults are more powerful than children, both physically, cognitively and socially.
- Both children and adults believe in the myth of the dangerous stranger
- Children are taught obedience to adult authority.
- Children are isolated from community supports.
- Children are often not believed when they tell someone about abuse .

How You Can Help Children Stay Safe

While it is critical to teach children how to protect themselves from sexual abuse, children's safety is the responsibility of adults.

- Make it easy for your child to talk to you; do check-ins over the dinner table, at bedtime or after school.
- Know where your child is and who they are with at all times.
- Create a support system for your child- help them identify adults they can talk to and trust.
- Let kids make decisions about their bodies- never force them to hug or kiss a relative or family friend.
- Talk to your child about sexual abuse, even if you feel awkward. Call First Witness for tips and strategies for talking about these issues.

What To Do if A Child Tells You About Abuse

When a child discloses sexual abuse, the adult's response has a tremendous impact on the child's well-being and recovery.

- **Always believe that the child is telling the truth.**
- Find a safe, quiet place to talk and assure the child that you will do your best to protect them.
- Stay calm, avoid showing extreme emotion and be a good listener
- Let the child talk, go slowly and don't ask too many questions.
- Reassure the child that it's not his or her fault and that you are glad they told you about the abuse.
- Let the child know that the perpetrator is at fault and needs help.
- Determine the child's immediate need for safety.
- Let the child know you will be reporting the abuse. Initial Intervention Unit: 218-726-2012
- For more information, call First Witness at 218-727-8353

Congdon Park Elementary School Behavior Matrix

At Congdon Park we will...

	Cafe	Hallway	Restroom	Morning Entry	Playground	Bus
Be Respectful	<ul style="list-style-type: none"> *voices off when music is on or hand signal is given *Use inside voices to communicate with your neighbors *Follow directions first time given 	<ul style="list-style-type: none"> *Be calm * voices off *Enjoy artwork with eyes only *Be respectful of others doing their job 	<ul style="list-style-type: none"> *Use whisper voices *Respect other's space *Wait your turn 	<ul style="list-style-type: none"> * Enter the grade level door or the breakfast door *Use self control *use inside voices *Line up on the right hand side of the hall or stairs 	<ul style="list-style-type: none"> *Use kind words to solve problems *Keep your hands to yourself *Outside voices *Show good sportsmanship *Listen and follow directions of the adult in charge 	<ul style="list-style-type: none"> *Listen to driver *Follow adult directions *Inside voices * stay in assigned seat if you have one
Be Responsible	<ul style="list-style-type: none"> *Sit in assigned area *Clean up after yourself *Use polite words like please and thank you *Eat your own lunch 	<ul style="list-style-type: none"> *Keep hallways, walls and floors clean *Respect and appreciate the decorations and work that is around Nettleton 	<ul style="list-style-type: none"> *Use toilet, sink, and paper towels correctly *Be quick *use paper and water in an environmentally friendly way *Report problems immediately to an adult 	<ul style="list-style-type: none"> *Follow directions *Use the time to do something productive such as read or homework *Follow directions of the adult or student monitor 	<ul style="list-style-type: none"> *Clean up equipment *Line up when the bell rings and turn off voices *take care of equipment and pick up playground toys 	<ul style="list-style-type: none"> *Be on time *Stay in line *Hands and feet to self *Follow directions *Keep food in backpack while on the bus
Be Safe	<ul style="list-style-type: none"> *hold tray with both hands *raise your hand if you need something *follow procedures for the quiet sign *Walk and watch Where you are going 	<ul style="list-style-type: none"> *Keep hands and objects to yourself *Walk in the hallway, face forward, following in a line 	<ul style="list-style-type: none"> *Walk *Wash hands with soap and water *Keep hands and feet to yourself *not climb on an of the fixtures or doors 	<ul style="list-style-type: none"> *Once you line up do not move to another place in line *Keep hands and feet to self 	<ul style="list-style-type: none"> *Follow rules *Use equipment safely *Stand in line with hands and feet to yourself *Play Safely with each other so no one gets hurt. * Stay in and Play on only within the playground space. 	<ul style="list-style-type: none"> *Back to back and seat on the seat *Face forward *Feet and hands to self *Get on and off bus safely *Keep aisles clear *Keep everything inside bus windows *Wait for the bus driver to "wave" to cross in front of the bus
Be Hard Workers	<ul style="list-style-type: none"> *Make Healthy Eating choices *Know your number 	<ul style="list-style-type: none"> *Walk on the right side of the hallway 	<ul style="list-style-type: none"> *Do your job and get out 	<ul style="list-style-type: none"> *Use this time to get prepared for the day 	<ul style="list-style-type: none"> *Exercise your brain and your body *Do your best in whatever you choose to play 	<ul style="list-style-type: none"> *Check and clean up area on bus before leaving
Belong	<ul style="list-style-type: none"> *Use kind words *Include your neighbors 	<ul style="list-style-type: none"> *Stay together in an orderly line 	<ul style="list-style-type: none"> *Use kind words *Be a role model 	<ul style="list-style-type: none"> *Be a good role model *Use kind words 	<ul style="list-style-type: none"> *Include everyone *Take turns and play fair 	<ul style="list-style-type: none"> *Use polite and kind words

PAY ATTENTION

Be aware and attend to the world and the people around you.

Listen



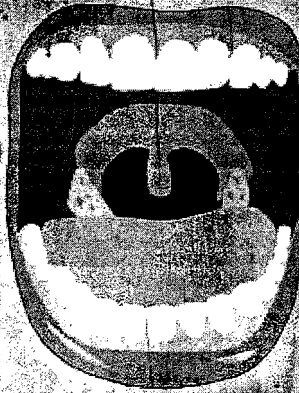
FOCUS ON OTHERS IN ORDER TO BETTER UNDERSTAND THEIR POINTS OF VIEW.



BE INCLUSIVE

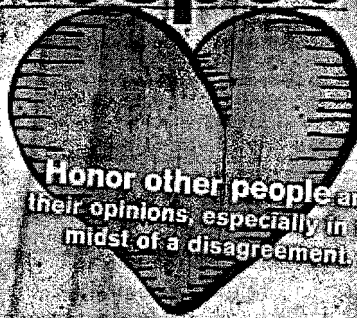
Welcome all groups of citizens working for the **GREATHER GOOD** of the community.

DON'T GOSSIP



And don't accept when others choose to do so.

Show Respect



Honor other people and their opinions, especially in the midst of a disagreement.

LOOK FOR OPPORTUNITIES TO AGREE. DON'T CONTRADICT JUST TO DO SO.



BE AGREEABLE



apologize

Be sincere and repair damaged relationships.

GIVE constructive criticism



WHEN DISAGREEING STICK TO THE ISSUES AND DON'T MAKE A PERSONAL ATTACK.



Don't shift responsibility and blame onto others. share disagreements publicly.

TAKE RESPONSIBILITY

It's not what you say. It's how you say it.

Speak your Peace

The **Civility** Project

dsaspeakyourpeace.org

A project of the Duluth-Superior Area Community Foundation's Millennium Group. It is not a campaign to end disagreements. Rather it is a campaign to improve communication by reminding ourselves of the basic principles of respect. Design donated by H. T. Klotzky & Associates. Printing donated by Stewart-Taylor Printing.

To help your child you can...



Minnesota Department of Education



Duluth Public Schools; ISD 709



a. Contact the teacher, then principal or counselor, finally district administrators with your concerns, going up the line of supervisors, which may take you to the school board.



Congdon Park 336-8825	Homecroft 336-8865	Lakewood 336-8870	L. MacArthur 336-8900	Lester Park 336-8875	Lowell 336-8895	Nettleton 733-2172	Piedmont 336-8950	Stowe 336-8965
Morgan park 626-4512				Woodland 728-7456				
Denfeld 336-8830				East 336-8845				
ALC / Unity 336-8756		Arrowhead Academy 625-6708		Chester Creek Academy 728-5722		Merritt Creek Academy 625-2689		Woodland Hills Academy 728-7492



b. Take your child to a pediatrician or family doctor, if the child reports injury or is exhibiting signs of school aversion: hates going to school, scared to go to school, crying excessively about school or events at schools, extreme drop in grades or has decided to not go to the bathroom during the school day. A doctor may in some cases recommend mental health services, or may be able to recommend how to broach the problem with the school.



Duluth Public Schools has partnered with local service providers to offer “Co-located Mental Health Services”. Many agencies offer sliding fee scales, accept multiple forms of insurance, and work with aggressors and targets of violence, harassment, and bullying. Contact your school for more information. Lake Superior Community Health Center also offers assistance in accessing health care through the Health Care Access Office; 218-722-9650 (Duluth) or 715-392-1955 (Superior).



c. Support the child academically, ensuring that the child takes time to do his/her work, giving help if you can and checking to see that the homework is complete.



“High Achievement for All” is one of three Duluth Public Schools District Aims. Each Duluth Public School has an individualized goal and multiple detailed interventions to improve student achievement. Along with these interventions, the Duluth Public Schools has partnered with True North Americorps and Americorps Promise Fellows to recruit and coordinate volunteers as well as provide direct service to students. Contact your school to learn more about services as well as ways to become involved.



d. Support the child in non-violent problem solving.



The “SODA” Model is a common method of problem solving. Support your child in thinking through:

- S = Situation What has happened. Is it repeated? Is it unwanted? Is it an unequal relationship?
- O = Options What are child’s non-violent options? What is available at school and in the community?
- D = Do Who is going to do what, when, and where?
- A = Assess What is the outcome? Ask your child, school, and community providers if it is resolved.



e. Repeat family expectations for honesty, responsibility and kindness.



Many Duluth Public Schools actively teach Positive Behavioral Expectations to proactively improve and ensure a "Safe and Welcoming Climate for All". Some examples include but are not limited to:

- ASK: Appropriate, Safe, and Kind
- ASKERS; Appropriate, Safe, Kind, Empathetic, Respectful, Students
- Be Safe, Be Respectful, Be Responsible
- Respecting Self, Others, and Community
- Citizenship and Civility
- Appreciating and valuing diversity

Please review information from your school, have a conversation about these expectations with your child's teacher or administrator, and talk your child about these expectations. How might they respond to bullying as the target, aggressor, or bystander?



f. When a child has harmed another person, work with the school to help the child change his /her behavior and make amends. In bullying cases or cases of suspensions for rule violations: consider a restorative process to address the harm, and to work with all parties affected by the harm to determine a plan for behavior change, making amends and getting help if needed. For recommendations for restorative process facilitators, contact the Minnesota Restorative Services Coalition, at www.mnmrsc.org. Scroll down to the bottom of the home page for a link to the MRSC Regional Contacts.



Duluth Public Schools will at times use restorative processes to help students change behavior and make amends. Factors to consider include, but are not limited to, the motivation of each party involved, the potential of re-traumatizing the targeted student, and prior history of each party involved.

Duluth Public School's Student Policy Handbook states... acts of bullying will result in:

- First Offense: Student conference, notification of parent(s) or guardian(s) and consideration of 1 day in or out of school suspension and conference with parent(s) or guardian(s) if student is suspended
- Second Offense: 3 Day out of school suspension
- Third Offense: 5 Day out of school suspension and consideration for expulsion

Student discipline is subject to further policies, regulations and statutes that are not repeated here but will guide and influence the fair treatment of all students.



Indicates selected information from MN Department of Education (MDE) Website
Document Title: [Possible Family Member Actions Regarding Bullying and Other harm](#)



Indicates information developed by, and specific to, Duluth Public Schools (DPS)

Created: 10/27/11
Revised:

Ron Lake, MSW, LICSW
Climate Coordinator
Duluth Public Schools

COMMUNITY RESPONSE TO

CONTINUING THE CONVERSATION



Bullying isn't just insulting taunts or pushing others around on the playground anymore. It has advanced to abusive behavior that affects thousands of people—primarily students—every day. Bullying is aggressive behavior repeated over time that involves unwanted, negative actions and an imbalance of power. Parents, educators, students and community members are encouraged to join the conversation about what we, as a community, can do to stop bullying.

LOCATION: Radisson Hotel Duluth Ballroom
505 West Superior Street, Duluth

TIME: • 5:30-6:15 p.m. **Listening Circles** (*optional*).
Facilitators will lead listening circles in the Ballroom Foyer to give people a chance to talk about their concerns.
• 6:30-8:30 p.m. **Presentation.**

FEE: \$10/person for each program. Scholarships available.

Thursday, January 26, 2012
Speaker: **Alana Friedman, MA**

Title: ***The Bullying Bandwagon: Steppin' Up With Courage***

- General Overview/Definitions of Bullying
- How to Intervene When You Observe Bullying
- The Roles of Bullying

Thursday, March 1, 2012

Speakers: **Nathan Kesti, Restorative Practice Program Coordinator, Men As Peacemakers**

Ed Heisler, Minnesota Men's Action Network (MN-MAN) Prevention Specialist, Men As Peacemakers

Title: ***The Bullying Bandwagon: Understanding Power and Abuse***

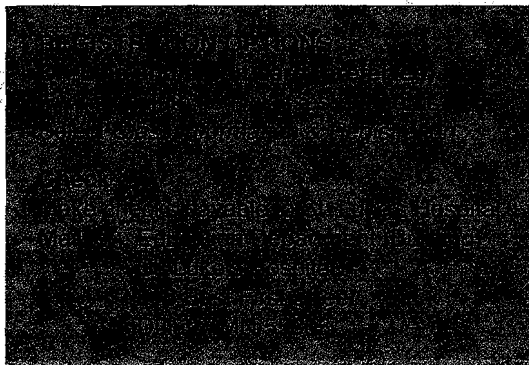
- Overview of Issue/Definitions
- Understanding Power, Control and Abuse
- Creating Communities Free from Bullying and Abuse

Thursday, March 29, 2012

Speaker: **Ron Lake, MSW, LICSW, Climate Coordinator, ISD 709**

Title: ***The Bullying Bandwagon: Becoming An Advocate for Change***

- Overview of Issue/Definitions
- Understanding Behavior as Functional and Communicative
- Using the Tool Kit to Advocate for Change



Sponsored by:



**FOR MORE INFORMATION,
CALL 218-249-5694.**