

NSOC Application for "Southern Middle School"

Part 1: Applicant Information

Basic Info

Full name of school

Southern Middle School

School District

Wilson School District

Street address

2601 Grandview Blvd

City

West Lawn

State

Pa

Zip Code

19608

Main Phone Number (xxx-xxx-xxxx)

610-670-0180

Website

<http://www.wilsonsds.org/southernms/site/default.asp>

Contact Information

Prefix

Dr.

First Name

Stephen

Last Name

Burnham

Title or Position

Assistant Principal

E-Mail

burste@wilsonsds.org

Phone (xxx-xxx-xxxx)

610-670-0180 x4404

Prefix

Dr.

First Name

Rudy

Last Name

Ruth

Title or Position

Superintendent

E-Mail

rudrut@wilsonsds.org

Phone (xxx-xxx-xxxx)

610-670-0180

Name of principal

Mr. Michael Edelman

Is he/she fully supportive of this application?

-Yes

Demographics

Setting

Suburban

Grade levels

6-8

Category of grade levels

Middle

Student Enrollment

640

Mobility Rate

4

Per pupil cost/expenditure \$

13,075.56

White

68.5

Black/African American

13

Hispanic/Latino

13

Asian/Pacific Islander

4

Other racial/ethnic

1.5

English Language Learners (ELL/ESL)

4

Special Education

18

Students eligible for free or reduced lunch

26.75

Did your school make Adequate Yearly Progress (AYP) in 2010-11?

Yes

If not, please explain:

Additional Information

Year character education began

2007

How did you hear about this program/application?

CEP Website

Check all that apply (to the best of your knowledge)

- This school has submitted an SSOC/NSOC application before
- This school has been named a State School of Character before
- Staff members from this school have applied for Promising Practices

Part 2: Overview

Overview

Write a brief and compelling overview of your school (or district) and your character education journey

Wilson Southern Middle School was honored to accept national level recognition as a school of character in 2010. Feedback presented in the evaluation process was invaluable, because it indicated areas in which our school could improve. In addition to current curriculum, we added programs and modified instruction to continue to meet the needs of our students, families and staff. Bullying prevention, school-wide class meetings, and more service-learning opportunities were included for 2011-2012. To instill competence and character within the district, sixteen years ago Wilson promoted seven core character traits students should demonstrate including respect, responsibility, resourcefulness, caring, courage, honesty, and perseverance; they continue to be instilled. We believe students who demonstrate good character will have a positive influence in the community. Southern students and teachers started the 2011-2012 school year dedicated to making character an integral part of each day. Teachers, parents, and students collaborated to incorporate the district's seven core values into the four "Bulldog B's". These expectations are displayed throughout the building, and state: Be respectful; Be responsible; Be prepared; and Be a student of character. The posters serve as a daily reminder for students to exemplify good character traits within the building and in our community; students sign a contract indicating they will follow these expectations. Exposure to the "Bulldog B's" occurs in writing prompts, readings, cooperative activities, and advisory lessons. We incorporated a preventative and responsive anti-bullying program, OLWEUS. It was received as a level two program by the U.S. Dept. of Ed. and is a blueprint model program.

What advice would you have for those new to character education?

To successfully implement character education, a school must first consider its own context. The initiatives that are implemented must mesh with the basic philosophies of the building and match the instructional program that is in place. Essentially one must use a "round peg in a round hole." As the program unfolds the school must slowly evolve from year to year and build on what is already in place.

Name and title

Mr. Edelman, Principal

Attach a digital photo of your school - or one that represents your character initiative in action. Be sure that if students appear in the photo that you have followed your school/district's release policies.

[Pictures of Southern.pdf](#)

Part 3: Implementation of the 11 Principles

Principle 1

Principle 1: The school community promotes core ethical and performance values as the foundation of good character.

Wilson School District promotes core values, which are taught early in our students' educational curriculum and which continue throughout students' educational careers via the Bulldog B's. Wilson School District strives to hire teachers of character, and instills in teachers the importance of maintaining professionalism as they model attributes of good character. Our newsletter, The Wilson Pride, is posted on our website, and is mailed to all district households throughout the year; it informs parents and members of the community regarding the students' achievements, and how the district, including Southern Middle School, promotes the district's core values. The Bulldog Blitz is an on-line informational publication that announces weekly initiatives conducted by the district and its schools. Parents and guardians are informed of their child's academic performance by having access to our electronic Home Access Center, which documents students' achievements in the classroom. Southern continues to support families by holding conferences with parents and students alike. Parents were invited to meet with their child's team of teachers in an effort to keep parents informed of their child's progress, while establishing a rapport with the students' families in our community. Teachers shared examples of student work with families, involved parents in developing an action plan to assist with their child's academic success, and established a format for follow up communications. To instill a caring community, team building events occur during advisory periods throughout the year. Team building "Community Days" functions as an opportunity to involve members of the Southern staff, student body, families, and members of the community. Activities include a spaghetti dinner led by students and staff that is open to the community; performances and interactions with patients at a neighboring health care facility, Manor Care; OLWEUS, an anti-bullying program that involves students and staff performing activities that educate about bullying prevention. Finally, the Wilson Southern website is used to inform the community about all the educational and promotional activities Southern offers; it enables parents and the community to become actively engaged in students' education and participation at Wilson Southern.

Upload/attach one page of portfolio evidence to support your principle 1 responses.

[Principle 1.pdf](#)

Principle 2

Principle 2: The school defines "character" comprehensively to include thinking, feeling, and doing.

The Wilson School District is committed to its core values reflected in students' educational development. Wilson's motto, "Wilson's Pride – Our Children," has remained consistent. By communicating our core belief at Wilson Southern that "every child can learn," we promote a value system that encourages students to believe in themselves on a daily basis. Students are recognized for their achievements with written commendations and calls to parents acknowledging their child's progress and acts of kindness. We believe we learn from each other in a positive atmosphere of mutual respect. Clear expectations for students and teachers are displayed and implemented in classrooms and throughout the school. The "Bulldog B's" and cafeteria procedures set clear expectations of the values we want to instill in our students. Wilson Southern promotes core values with activities including assemblies that educate students about consequences of negative behavior; by modeling how to be good citizens; and by teaching lessons about adversity, tolerance, and respect. This year we engaged our sixth grade students in an environmental camping trip for two and half days; students learned about respecting nature, and each other. This experience taught students the value of teamwork, responsibility, and respect. Enlarged posters illustrating positive character traits and expectations are posted in the school cafeteria as a constant reminder of expectations at Southern, and to remind students to demonstrate these attributes. Students in one social studies class perform a monthly exercise called C.I.A. (Character in Action); students identify a news article that deals directly with a character trait. Students write a summary about the current event and then share a personal example of how they demonstrated this trait in a positive way. In seventh grade reading classes, students read stories about tolerance and adversity, then write and perform role-playing scenarios that illustrate this; students assess the lessons learned from the scenarios. The OLWEUS anti-bullying program provides students and staff with educational information and activities that promote awareness of bullying and prevention. Teachers conduct round-table discussions and activities encouraging students to be more aware of and put a stop to bullying.

Upload/attach one page of portfolio evidence to support your principle 2 responses.

[Principle 2.pdf](#)

Principle 3

Principle 3: The school uses a comprehensive, intentional, and proactive approach to character development

Southern incorporates character in and out of the classroom with Spirit Week, culminating with a pep rally promoting school spirit and unity. School Spirit Club places banners throughout the building illustrating positive mottoes to promote camaraderie; they create and deliver inspirational thank you cards to building staff members to show their appreciation, creating a bond among students and staff. Physical Education teachers participate as hosts of a two-day workshop, "Pursuing Victory", which provides a framework to teach character and sportsmanship within an interscholastic athletic program. Select chorus performs at elderly and rehabilitation facilities. Students and faculty members participate in "Faculty vs. Student Olympics". The eighth grade student body conducts a car wash; collected funds are donated to those in need in the community. An election night party engaged families in our character building initiative. Classes read the book, *The Misfits*, which emphasizes the consequences of stereotyping and bullying. Our custodian, who is the wrestling coach, spoke to a seventh grade reading class after they read a non-fiction wrestling story, "There Is A Girl In My Hammerlock" about tolerance; he connected the curriculum to his experience with the importance of tolerance in sports. Our Climate Committee including staff and custodians, monitors the climate of the school by conducting surveys and polls; their goal is to promote and improve school unity and morale. We create and distribute greeting cards and ornaments for nearby residents of Manor Care Rehabilitation Center. To benefit the community, we conduct a collection for the "Toys for Tots" program. During the holidays, students collaborate with the music department to go caroling. Teachers and students join to "Walk for Juvenile Diabetes", and for the "Relay for Life" walk; donations are forwarded to the National Juvenile Diabetes Association and Heart Association. Newly organized H2O for Life Club is a 7th grade service learning club that is raising money for Bibi Maram High School in Afghanistan for clean water, sanitation, and hygiene education. Students demonstrate community service learning as they volunteer to read at a nearby Literacy Council. The Holocaust Unit taught reflects upon tolerance, understanding, and the celebration of survival.

Upload/attach up to two pages of portfolio evidence to support your principle 3 responses.

[Principle 3.pdf](#)

Principle 4

Principle 4: The school creates a caring community.

Southern fosters caring relationships between adults and students; food drives, coat collections, donations to locks of (hair) love, collections for "Pennies for Pasta" fundraiser, contributions to Toys for Tots gifts, and participation in "Relay for Life" are conducted for charities. "Casual for a Cause" allows the faculty to give money donations for various charities. In lieu of library fines, our library accepts cans of food, called "Food for Fines"; collections are donated to the food bank and families in need. Student peer mediators assist students who feel uncomfortable about a personal or academic matter; this helps instill trust, confidence, and compassion among peers. Parents are invited to lunch with their child, and teachers invite students to join them for lunch for an opportunity to bond. Student Council members assist with Special Olympics. Students are encouraged to participate in a school conducted camping experience in sixth grade; they are educated about science and the environment, while learning and living cooperatively. Class meetings conducted with staff keep students informed of relevant topics. A bi-weekly advisory period is held for students to bond with teachers and peers; they discuss and perform activities increasing opportunities for success in school and in the community. We recently implemented an anti-bullying program, OLWEUS, conducted with students every six day school cycle. Students establish fellowship among peers, while learning about bullying preventative strategies. Staff members and community professionals address cyber bullying and bullying in school during assemblies. Students receiving disciplinary consequences discuss their misbehavior with a counselor, who recommends necessary changes in their behavior and character. Students use the "Ripple Effects", a computer program with lessons promoting positive changes in behavior and character. In order to document student concerns, situations students are asked to fill out an investigation/complaint form. Advisory team building activities involving teachers and students fosters communication and collaboration, while strengthening relationships. Students read to the elementary school students demonstrating responsibility and respect while helping to develop fluency skills.

Upload/attach one page of portfolio evidence to support your principle 4 responses.

[Principle 4.pdf](#)

Principle 5

Principle 5: The school provides students with opportunities for moral action.

Moral action goes hand in hand with character education. In Independent Living classes we promote moral action activities as students create "cottage industries", where the primary goal is to produce a product people will buy and then designate those profits to a charity. By completing projects in their classes, Family and Consumer Sciences students raise funds for Berks Women in Crisis, Opportunity House (Reading Homeless Shelter), the Soup Kitchen, Emma's Place Child Development Center, and various national charities. Out 8th grade students raised money for the Bethany Children's Home. Students write thank you letters to soldiers. National Junior Honor Society members, whose selection is based not only on academic performance, but also on leadership and character are required to perform twenty hours of voluntary school and community service. Local college students are invited to participate in our after school tutoring program. The "Going Green Club" performs environmental projects to keep school grounds clean, recycle, and promote environmental awareness. Student Council members help add an inviting look to the community by mulching flower beds, and adding painted "Bulldog" paw prints leading to our school. Parents and community volunteers stay involved by assisting our school with class trips and student functions such as the school musical, talent show, concerts, and book fairs. The Southern Parent Teacher Organization works collaboratively with staff and students to perform activities that benefit our school and community. Students improve the school environment by updating athletic showcases, and by volunteering to assist at an adjoining elementary school. The Kid to Kid program teaches refusal skills to third graders, who will attend Southern in the future. Essential questions used in the 7th grade reading class curriculum such as, "How does tolerance affect building a community of readers?" and "How does understanding adversity help build a community of learners?" connect curriculum with service learning. Students read the story, "A Mango Shaped Space" about a girl who faces adversity; then they research the medical condition the girl in the story endured. Students then decided to read stories about building character and overcoming adversity to younger students in the adjoining elementary school.

Upload/attach one page of portfolio evidence to support your principle 5 responses.

[Principle 5.pdf](#)

Principle 6

Principle 6: The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

An engaging, rigorous, and relevant curriculum is a staple at Southern. Differentiated instruction is incorporated in the curriculum at Southern; while all students can learn, not all students learn the same. Teachers have been reading articles and books about differentiated instruction during professional development days, and then implementing lessons that include hands-on projects and self-management to promote social skills, problem solving and confidence. For example, in math class students work collaboratively and respectfully together to solve the "Brownie Project". During this project and others like it, students are actively involved in academia that includes an awareness of how others are treated, in an environment where regardless of race, social status, gender, culture, or ethnicity, all people are valued and accepted. Classroom lessons reflecting this belief include character building themes and lessons. Students interpret the painting "The Problem We All Live With" by Norman Rockwell, to make inferences about the Civil Rights Era evoking reflection upon how people should be treated. Students read "The Five People You Meet in Heaven" and discuss the video Freedom Writers, supporting the thesis that our lives are connected, and how comments and actions can make a difference. Students read stories about the Civil Rights era and Martin Luther King, Jr. They perform activities, such as role playing and then reflect upon their understanding of tolerance and character. In an effort to incorporate our OLWEUS program, the Introduction to Business class designed and made their own anti-bullying posters. The posters are hung on the walls throughout the school to reinforce the belief Southern is a place of caring and not bullying. Our minority students have flourished on the PSSAs. The 7th grade PSSA math results indicated 83.3% of our Hispanic students and 70.5% of our African-American students scored Adv./Pro. While in 7th grade reading 95.6% of our Hispanic students and 76.4% of our African-American students scored Adv./Pro. The percentage of Adv/Pro for our African-American students in 8th grade math were 83.3% and reading 96% for Adv./Pro. Finally, our Hispanic scores increased in 8th grade writing with a combined score 94.1% Adv./Pro. These students are performing better than the national average.

Upload/attach one page of portfolio evidence to support your principle 6 responses.

[Principle 6.pdf](#)

Principle 7

Principle 7: The school fosters students' self-motivation.

Students are encouraged to be self-motivated, and monitor their progress and achievements; curriculum, procedures, and expectations promote this concept. Monthly presentations promoting development of character are conducted, including inspirational and motivational speakers. Cooperative teaching, learning communities, and team-building activities are found in every classroom throughout our school. The school handbook acts as a guide to help students understand rules and policies that will help to promote a caring and respectful school. Teachers complete "Breakthrough Performance" cards to acknowledge students' unselfish acts of kindness to others; the cards are then forwarded to their parents. Integrity is encouraged and prevalent among our student body; frequently students find money or valuables that do not belong to them and turn them in to the office for retrieval by owners. Students in some classes write their own quarterly academic and behavioral goals; then they monitor and assess their progress and achievements. Students' unique accomplishments are celebrated as students join teachers for "Lunch Bunch" to celebrate their achievements. Student academic success is supported as students are permitted to re-take tests, with provisions, in order to improve their grades and comprehension. However, if a student demonstrates misconduct, he or she is encouraged to write a letter of apology to instill responsibility; some complete parent approved community service within the district as a consequence for their misbehavior. Students have an opportunity to visit a local minor league ballpark to participate in a day filled with standard-based, educational and character building activities with team affiliated personnel. At the end of the year, students visit The Body Zone/Colonial Sports Fitness Center for "Field Day" activities to collaborate and perform character building cooperative activities. In one special education class, students are introduced to "Bulldog Bucks", where students discuss how they can improve upon existing expectations. Spirit Club promotes a "coat collection" and will donate the coats to local organizations who distribute them to those in need, encouraging acts of kindness. The OLWEUS anti-bullying program establishes norms for students to follow to prevent bullying.

Upload/attach one page of portfolio evidence to support your principle 7 responses.

[Principle 7.pdf](#)

Principle 8

Principle 8: The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.

To create a school community that fosters and models character education, staff members are responsible for adhering to the same core values that students are expected to follow. Staff members plan character education lessons during co-planning and team meetings. The teachers incorporate character education throughout their lessons and refer to them when they discipline the students. During team meetings, the team creates an action plan to help students develop a solution for these concerns. The solutions encourage students to become problem solvers, while fostering respect and acceptance. Teams of teachers communicate to families via phone, email, or by invitation to a conference regarding concerns and recommendations for an action plan to assist with their child's success. The staff reads Life's Greatest Lessons by Hal Urban as an inspiration to make a difference in their lives and in the lives of our students. The use of Performance Tracker, a computerized student performance informational program, allows teachers to monitor student performance, document student behaviors and communication to parents. The Student Assistance Program committee conducts regular meetings to initiate and implement interventions to assist students with behavioral, academic and/or social concerns, and works cohesively with those students, their families, and staff to implement the appropriate proactive interventions. Peer mediation is mentored by guidance counselors as students work collaboratively to mediate conflicts among their peers. Another initiative used this year includes "social thinking vocabulary" and problem rating scales shared with grade level teaching teams by the school's social worker. The intent is to increase consistency within the school to promote good character and good decision making. The problem scales assist students in building conflict resolution and de-escalation skills. Professional development training allows administration, and staff to plan and implement character building initiatives. We are reading the text, Teaming Rocks this year, which emphasizes teacher collaboration and character building teaming concepts. The book is used to help teachers incorporate team interdisciplinary and character building lessons more effectively.

Upload/attach one page of portfolio evidence to support your principle 8 responses.

[Principle 8.pdf](#)

Principle 9

Principle 9: The school fosters shared leadership and long-range support of the character education initiative.

Leadership in the character education initiative is shared between staff, students, and parents through school presentations, after school meetings, newsletters, and communication via morning TV announcements by students. Each month administrators announce random acts of kindness reported by students. Monthly character education/discipline committee meetings are conducted with staff; ideas are formulated and implemented to promote character education initiatives. Our principal concludes, "To successfully implement character education, a school must first consider its own context. The initiatives that are implemented must mesh with the basic philosophies of the building and match the instructional program that is in place." To parallel this, instruction correlates with the core values and good character expectations in every classroom. Students receive leadership training from Berks County Rotary Club's New Generation Youth Leadership Conference. We invite local and national speakers to speak at assemblies regarding good choices and demonstrating best character traits. Nationally acclaimed athlete, Kermit Citron, spoke about character building attributes that helped him succeed. Author and Holocaust survivor, Marion Blumenthal Lazan, spoke about adversity, and character traits that helped her family survive. Motivational speaker from the National Character Education Foundation, Jon Pritikin, recognized as "one of the strongest men", encouraged students to be strong in body and character. Colleges collaborate in our BELIEVE program. Students who are recognized for character, leadership, and academic achievement meet quarterly with our Character Education Committee to discuss character education initiatives including what we are doing as a school and community to build character education, what should be done, and what differences they see in our building and community as result of implementing the OLWEUS program and promoting the "Bulldog B" and cafeteria expectations. Other indicators that students are actively involved in the character education initiative include peer mediators; members of our school newspaper, Bulldog Bulletin; Student Council; classroom instruction student facilitators; student created behavioral goals, and Student Climate Committee.

Upload/attach one page of portfolio evidence to support your principle 9 responses.

[Principle 9.pdf](#)

Principle 10

Principle 10: The school engages families and community members as partners in the character-building effort.

Wilson Southern Middle School engages families and community members as partners in the character-building effort of our students. Our very active PTO, sponsors BOSS (Breakfast for Outstanding Southern Students) to recognize students who demonstrate outstanding character, leadership, and academic achievements at a school breakfast with invited faculty and parents. At Southern, we are also reaching out to our community with our "BELIEVE" program. Believe ribbons and cards are distributed, and a "Believe" website was created. Our hope is that people will become more aware of the potential we all have to make a difference in our community, at school, in our homes, and within ourselves. We constantly reinforce that recognizing, demonstrating, and rewarding good character creates life-long learners and positive achievement. Eighth grade multi-media classes filmed and produced videos to honor and recognize efforts of firefighters in the community; this was a joint effort with Berks Fire & Water Restoration. Students created a reenactment through words and visuals of the life story of a survivor or victim from the Holocaust; parents had an opportunity to hear the stories of each Holocaust survivor, or victim through this memorial hallway. Eighth grade students created holiday cards, and Read 180 students sent former military and active military personnel thank you cards. Parents assist with the school musical and the invitation to parents is presented on our "Uncle Sam - We Want You!" website. Spirit Club creates and delivers inspirational cards to a neighboring rehabilitation center. Parents are invited to student/teacher conferences to inform families about their child's progress. Many families attended parent visitation day this year to observe classroom environments and character building lessons; many parents became voluntary participants in lessons. Parents are invited to communicate ideas, questions or concerns via our website. Families are notified of upcoming events and pertinent information via the "all call" phone messages. Parents are invited to help with "reading day café", school musicals, and classroom activities to promote effective communication, and a desire to keep them informed of myriad character building opportunities their children experience at Southern Middle School.

Upload/attach one page of portfolio evidence to support your principle 10 responses.

[Principle 10.pdf](#)

Principle 11

Principle 11: The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character. Be sure in your narrative response and attached evidence for this principle that you clearly demonstrate the impact of character education on student academic achievement, student behavior, and school culture/climate. Be sure to provide specific quantitative and qualitative evidence. Use numbers rather than percentages when reporting changes in student behavior. The narrative and supporting evidence combined should demonstrate that your community has gathered data, reflected on it, and then acted as needed.

Southern continuously assess our students both qualitatively and quantitatively in order to determine our school's climate, disciplinary levels, and state-wide assessment scores. When we generate the results, we determine the areas of need in order to facilitate the necessary changes that will lead students to healthier choices, better decisions, and improved scores. Evidence that students feel supported and welcomed is clear from the school climate survey where 92% of the students responded they strongly agree or agree to the statement of "The teachers expect me to do my best". We only had 4% of our student population indicate that they disagree or strongly disagree that "I think Southern Middle School promotes character education (being respectful, responsible, etc.)" In addition to the standard questions, students had the opportunity to type their own feelings about the school's climate. Students wrote comments like: "The teachers are very nice and respectful. The school is amazing and should not be changed." and "My teachers and friends are the best. I used to get bullied all through elementary, but now I don't. I think this is the best school ever because of the principals, teachers and my friends." This positive learning environment has helped to contribute to students' maintaining or increasing PSSA scores annually. Southern students presently include an impressive percentage of students at or above proficiency. Our most recent results revealed that our 6th graders scored 85.2% in reading and 78.4% in math at or above proficiency levels. While our 7th graders scored 87.2% in reading and 91.3% in math at or above proficiency levels. Finally, our 8th graders scored 93.6% in reading and 84.4% in math at or above proficiency levels. Our community is also involved with our character initiatives as they monitor many Southern students performing volunteer work for National Junior Honor Society. Many Southern students are recognized by the National Leadership Council Committee for their outstanding leadership and character contributions. Community involvement is encouraged as parents are invited to school district town hall meetings. Teachers use the Performance Tracker program to monitor each student's test scores and the interventions made throughout the school year to help the students to reach their full potential.

Upload/attach up to 4 pages of portfolio evidence to support your principle 11 responses.

[Principle 11.pdf](#)

Part 4: 11 Principles Self Evaluation

Self Evaluation

	Item 1	Item 2	Item 3	Item 4	Average
Principle #1	3.9	3.4	3.9		3.73
Principle #2	3.8	3.9	2.9		3.53
Principle #3	3.1	3.8	3.7	3.7	3.58
Principle #4	3.5	3.8	3.9	3	3.55
Principle #5	3.4	3.9	3		3.43
Principle #6	3.6	3.4	3.7		3.57
Principle #7	2.8	3.8			3.3
Principle #8	3.6	3.6	2.9		3.37
Principle #9	3.3	3.5	3.6		3.47
Principle #10	2.9	3.8	1.8		2.83
Principle #11	3.9	3	3.5		3.47
Total					3.44

If you have applied for SSOC/NSOC recognition in the past and received feedback from your state sponsor or CEP, please describe what steps you have taken since that last application to address any areas for growth noted in your feedback.

Wilson Southern Middle School was honored to accept national level recognition as a school of character in 2010. Feedback presented in the evaluation process was invaluable, because it indicated areas in which our school could improve. In addition to current curriculum, we added programs and modified instruction to continue to meet the needs of our students, families and staff. Bullying prevention, school-wide class meetings, and more service-learning opportunities were included for 2011-2012. To instill competence and character within the district, sixteen years ago Wilson promoted seven core character traits students should demonstrate including respect, responsibility, resourcefulness, caring, courage, honesty, and perseverance; they continue to be instilled. We believe students who demonstrate good character will have a positive influence in the community. Southern students and teachers started the 2011-2012 school year dedicated to making character an integral part of each day. Teachers, parents, and students collaborated to incorporate the district's seven core values into the four "Bulldog B's". These expectations are displayed throughout the building, and state: Be respectful; Be responsible; Be prepared; and Be a student of character. The posters serve as a daily reminder for students to exemplify good character traits within the building and in our community; students sign a contract indicating they will follow these expectations. Exposure to the "Bulldog B's" occurs in writing prompts, readings, cooperative activities, and advisory lessons. We incorporated a preventative and responsive anti-bullying program, OLWEUS. It was received as a level two program by the U.S. Dept. of Ed. and is a blueprint model program.