



Dear Parents and Students,

As part of October's National Anti-Bullying Month, and the DOE's Respect For All initiative, schools are invited to participate in the respect for All essay and poster contest.

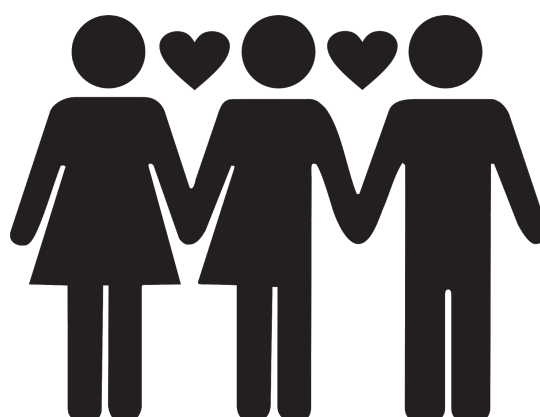


The contest gives the students an opportunity to raise awareness about bullying through their writing and artwork. Please read the guidelines of the contest and follow the rubrics attached. You do not have to do both the poster and essay. You can choose!

Be creative and show your best work! As an amazing and awesome PS/MS 219 student, we know that you will be able to express the theme of "Bystanders to Allies" in your writing and/or "Friends do make a difference" in your artwork. Have fun and continue to embrace the diversity of others!

Send your essays, artwork, or posters to Ms. Coniglio:

TConiglio@schools.nyc.gov.





PS/MS 219 PAUL KLAPPER

What we do matters.

<http://psms219.org>

FREDERICK C. WRIGHT, *Principal*

ERICA PALEY, *Assistant Principal*

144-39 Gravett Rd., Queens, NY 11367

MARLIN VELLON, *Assistant Principal*

SHEILAH PAPA, *Assistant Principal*

718-793-2130

親愛的家長和學生,

作為十月份的全國反欺凌月的一部分，以及美國能源部的尊重全民倡議，邀請學校參加對全民的尊重論文和海報競賽。

通過他們的作品和藝術品比賽使學生有機會提高對欺負他人方面的認識。請閱讀以下比賽指南，並遵循所附的規則。您不必同時做這兩項海報和論文。你可以選擇！

發揮創造力，展現自己的最佳作品！作為一個很棒的219小學初中學生，我們知道您將能夠表達您寫作中的“盟友旁觀者”和/或“朋友確實有所作為”。每天玩得開心，繼續擁抱其他人的差異

將您的論文，藝術品或海報發送給Ms. Coniglio：
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2020 de Octubre

Estimados padres y estudiantes,

Como parte del Mes Nacional Anti-Bullying de Octubre y la iniciativa Respect For All del DOE, se invita a las escuelas a participar en el concurso de ensayos y carteles de Respect for All.

El concurso brinda a los estudiantes la oportunidad de crear conciencia sobre el acoso a través de sus escritos y obras de arte. Por favor lea las pautas del concurso y siga las rúbricas adjuntas. No tienes que hacer tanto el póster como el ensayo. ¡Tu puedes escoger!

¡Sea creativo y muestre su mejor trabajo! Como estudiante asombroso e impresionante de PS / MS 219, sabemos que podrá expresar el tema de "espectadores a aliados" en su escritura y / o "Los amigos marcan la diferencia" en su obra de arte. ¡Diviértete y sigue aceptando la diversidad de los demás!

Envíe sus ensayos, obras de arte o carteles a la Sra. Coniglio:
TConiglio@schools.nyc.gov.

2020-21 "RESPECT FOR ALL" ANTI-BULLYING ESSAY AND POSTER CONTEST

October is National Anti-Bullying Month, and you are encouraged to participate in this anti-bullying essay and poster contest!

RFA Essay Contest for Students:

- The theme of the essay contest is **"From Bystanders to Allies."**
- Essay responses should be no more than 400 words, on 8½ x 11 letter paper, 10 Arial font size, single-spaced, with page numbers. Essays submitted on larger paper size will not be accepted.
- All essay responses must include: Student Name, PS/MS 219 Paul Klapper, and student grade.
- The essay must address one of the following four prompts.
 - Describe a time when you stood up for someone other than yourself. Explain how this act or acts have affected your life.
 - Describe a time when someone has helped you in a time of need. Explain how their actions have affected you.
 - Why do you think people have trouble accepting others who are different from them? How can you encourage others to be more accepting of those who are different?
 - The end of bullying begins with you: What have you (or someone you know) done to inspire, involve, or help others in preventing or ending bullying? Please give examples.
- See the "Essay Rubric" on the next page for more information regarding the criteria and metrics that the Superintendent's Office will use to determine winning essays for your district.

RFA Poster Contest for Students:

- The theme of the poster contest is **"Friends do make a difference."**
- Create a poster that incorporates your experience and understanding of bullying and anti-bullying. The intent of this contest is to raise awareness around bullying issues through the healing power of art. Art helps us tell stories, express pain, and share hopes. Your poster can reflect any of these perspectives.
- When you submit your artwork, please write a brief statement about what your poster means to you.
- The poster size must not exceed 11" x 17," must relate to anti-bullying, and must be an original work. Posters exceeding size limit will not be accepted.
- See the "Poster Rubric" on the next page for more information regarding the criteria and metrics that the Superintendent's Office will use to determine winning essays for your district.

Essays and Posters must incorporate one or more of the Social Emotional Learning (SEL)

Performance Indicators:

1. Identify unwelcome teasing or bullying behaviors.
2. Identify bullying behavior and how it affects people.
3. Identify intervention strategies to stop bullying.
4. Describe how classmates who are the subject of rumors or bullying might feel.
5. Distinguish between bullying and non-bullying situations.
6. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal).
7. Describe strategies for preventing or stopping bullying.
8. Role-play strategies for preventing or stopping bullying.
9. Evaluate the effectiveness of strategies for preventing or stopping bullying.
10. Role-play how to report bullying behavior.

2020-21 “Respect for All” Anti-Bullying Essay and Poster Contest

Essay Rubric

CRITERIA	4 Very Good	3 Good	2 Okay/Fine	1 Needs Work
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or	4---clearly introduce a topic in a manner that follows logically from the task and purpose --demonstrate comprehension and analysis	3---clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade appropriate comprehension of the text	2---introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	4--develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	3--develop the topic with relevant facts, definitions, and details throughout the essay	2---partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	1---demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	4--clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows clearly	3---generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and	2exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic	1---exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation,	4---demonstrate grade appropriate command of conventions, with few errors	4---demonstrate grade appropriate command of conventions, with occasional errors that do not hinder comprehension	2---demonstrate emerging command of conventions, with some errors that may hinder comprehension	1---demonstrate a lack of command of conventions, with frequent errors that hinder comprehension

Poster Rubric

Excellent	4 Very Good	3 Good	2 Okay/Fine	1 Needs Work
VISUAL IMPACT (overall quality)	4 The unique organization of art elements, content, & execution create a striking & memorable work. It has the power to “wow” the viewer	3 The organization of art elements, content, and execution create cohesive work. The work has lasting impact on the viewer.	2 The organization of art elements, content, and execution are addressed in the work. The work holds the viewer’s attention.	1 The organization of art elements, content, & execution are incompletely addressed in the work. There is little or no impact on the viewer.
INTERPRETATION & CREATIVITY (completeness/effort)	4 The design shows unique and creative interpretation of the assignment and was continued until it was as complete as possible. Effort was far beyond that required, with great attention to details.	3 The design shows clear understanding of assignment and the student’s ability to think “outside the box.” With more effort, the project might have been outstanding.	2 The design shows some creativity and adequate interpretation of the assignment. However, the work appears unfinished.	1 The design requirements are fulfilled but give no evidence of original thought or interpretation. Project is incomplete or lacks attention to details.
COMPOSITION / DESIGN (organization)	4 Shows and effectively utilizes knowledge of the elements and principles of design, combining three or more elements and principles. The design effectively filled the entire space.	3 Shows an awareness of the elements and principles of design, using one or two elements and principles. The design mostly filled the space.	2 The assignment was completed, yet work lacks conscious planning and little evidence that an overall composition was planned. The design partly filled the space.	1 The student did the assignment, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning: The design space is somewhat
CRAFTMANSHIP (made with skill of mediums and overall neatness)	4 It demonstrates a mastery of skill and a clear understanding and application of specific medium qualities. The design is beautiful and	3 It demonstrates skill and some understanding of specific medium qualities. The design is pleasing and partially complete.	2 It demonstrates partial skill and understanding of specific medium qualities. The design is	1 It lacks understanding of specific medium qualities. The design is a bit careless in creation of the work.
CRITERIA	4 All criteria of assignment have been met. Student work demonstrates the best example of following directions for assignment.	3 Most of the required criteria have been followed.	2 Some of the criteria have been met.	1 Only one criterion has been met.