



Federal Partners in Bullying Prevention Summit

August 11-12, 2010



Table of Contents

Agenda at a Glance.....	3
Wednesday, Aug. 11, Morning Materials.....	6
Wednesday, Aug. 11, Afternoon Materials.....	20
Thursday, Aug. 12, Materials.....	45
List of Participating Organizations.....	60

Agenda At A Glance

Wednesday, August 11, 2010, Morning: “What do we know?”

8:15 – 8:45 Registration

9:00 – 9:15 Opening video

9:15 – 9:45 Secretary of Education, Arne Duncan

Introduced by Assistant Deputy Secretary Kevin Jennings

9:45 – 10:00 BREAK

10:00 – 11:10 Research Panel Discussion: Scope of the Problem and State of the Science

Moderators: Valerie Maholmes, Ph.D., NICHD/NIH & Greta Massetti, Ph.D., CDC

PANEL PARTICIPANTS:

Phillip Rodkin, Ph.D.

University of Illinois at Urbana-Champaign

Sameer Hinduja, Ph.D.

Florida Atlantic University

Catherine Bradshaw, Ph.D.

Johns Hopkins University

Susan Limber, Ph.D.

Clemson University

11:10 – 12:00 Breakout Groups (Facilitated Discussions)

12:00 – 1:00pm LUNCH/Corporate Panel

Moderator: Norris Dickard, Office of Safe and Drug Free Schools, US Department of Education

PANEL PARTICIPANTS:

Michael Keller

CMO, Dairy Queen International

Stuart Snyder

President and COO

&

Alice Cahn

Vice President for Social Responsibility
Turner Broadcasting/Cartoon Network

Mozelle Thompson

Public Policy Advisor, Facebook, Inc.

Wednesday August 11, 2010, Afternoon: “What is the impact of bullying and what programs work in combating it?”

**1:00pm – 1:30pm Dr. Regina M. Benjamin, Surgeon General
& Dr. Mary Wakefield, Administrator, HRSA**

Introduced by Martha Moorehouse, Director, Division of Children and Youth Policy,
HHS/ASPE

The Stop Bullying Now! Campaign
FindYouthInfo.gov and Bullyinginfo.org websites

1:30 – 3:15pm Practitioner Panel
Moderator: Capt. Stephanie Bryn, HHS/HRSA

PANEL PARTICIPANTS:

Joseph Wright, M.D., MPH
AAP & Children’s National Medical Center

Robyn Holstein-Glass, Maggie Silliman, & Ashley Nahin
PROJECT CHANGE and You Have the Power! Program, Montgomery Co. Maryland

Vanita Evans
Community Outreach Specialist, FBI Buffalo, NY office

Judy Nuss
Coordinator of Social & Emotional Learning, Harrisburg School District

3:15 – 4:30 Breakout Groups (Facilitated Discussion)

Thursday August 12, 2010, Morning: “How can policy help prevent bullying?”

8:30 – 8:40 Welcome, review of yesterday, overview of today’s session

8:40- 9:20- Associate Attorney General Thomas Perrelli

Introduced by Mary Lou Leary, Principal Deputy, Assistant Attorney General, Office of Justice Programs

9:20 – 10:00 – Assistant Secretary of Education Russlynn Ali

Introduced by Assistant Deputy Secretary Kevin Jennings, Office of Safe and Drug Free Schools

10:00 – 11:15 Governance Panel

Moderator: Kara McDonagh, Office of Juvenile Justice and Delinquency Prevention, Department of Justice

PANEL PARTICIPANTS:

Jim Dillon

Former Principal

Jack Barnes

Superintendent Sullivan County Schools, Tennessee

Ryan Roemerman

Iowa Pride Network

&

Amy J. Williamson

Iowa Department of Education

Ken Seeley, Ed.D.

President, National Center for School Engagement

11:15 – 11:30 BREAK

“Where do we go from here?”

11:30 – 12:15 Breakout Groups (Facilitated Discussion)

12:15 – 12:45 Large Group Discussion: Call to Action for Organizations, Researchers, and Federal Partners

12:45 – 1:00 A Federal Call to Action, **Assistant Deputy Secretary Kevin Jennings, Office of Safe and Drug Free Schools**

Wednesday August 11, Morning

“What do we know?”

8:30 – 9:00 Registration

9:00 – 9:15 Opening video

9:15 – 9:45 Secretary of Education, Arne Duncan

Introduced by Assistant Deputy Secretary Kevin Jennings,
Office of Safe and Drug Free Schools, US Department of
Education



Arne Duncan was nominated to be Secretary of Education by President-elect Barack Obama and was confirmed by the U.S. Senate on Inauguration Day, Jan. 20, 2009. In his confirmation hearings, Duncan called education "the most pressing issue facing America," adding that "preparing young people for success in life is not just a moral obligation of society" but also an "economic imperative." "Education is also the civil rights issue of our generation," he said, "the only sure path out of poverty and the only way to achieve a more equal and just society." Duncan expressed his commitment to work under the leadership of President Obama and with all those involved in education "to enhance education in America, to lift our children and families out of poverty, to help our students learn to contribute to the civility of our great American democracy, and to strengthen our economy by producing a workforce that can make us as competitive as possible."

Prior to his appointment as secretary of education, Duncan served as the chief executive officer of the Chicago Public Schools, from June 2001 through December 2008. As CEO, Duncan's mandate was to raise education standards and performance, improve teacher and principal quality, and increase learning options. In seven and a half years, he united education reformers, teachers, principals and business stakeholders behind an aggressive education reform agenda that included opening over 100 new schools, expanding after-school and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the caliber of teachers, and building public-private partnerships around a variety of education initiatives. From 1992-1998, Duncan ran the non-profit education foundation Ariel Education Initiative, which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum, the Ariel Community Academy, which today ranks among the top elementary schools in Chicago.

Duncan graduated magna cum laude from Harvard University in 1987, majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All-American. He credits basketball with his team-oriented and highly disciplined work ethic. His late father was a professor at the University of Chicago and his mother has run a South Side tutoring program for inner-city children since 1961. As a student in Chicago, Duncan spent afternoons in his mother's tutoring program and also worked there during a year off from college. He credits this experience with shaping his understanding of the challenges of urban education.

Duncan is married to Karen Duncan and they have two children, daughter Claire, 8, and son Ryan, 5, who attend a public elementary school in Arlington, Va.

10:00 – 11:10 Research Panel Discussion: Scope of the Problem and State of the Science

Moderators: Valerie Maholmes, Ph.D., NICHD/NIH & Greta Massetti, Ph.D., CDC

10:00 – 10:25: Panelist Introductions

10:25-10:50: Moderated Questions

10:50-11:10: Audience Questions

PANEL PARTICIPANTS:

Philip C. Rodkin, Ph.D. is an associate professor of child development in the Departments of Educational Psychology and Psychology at the University of Illinois at Urbana-Champaign. He is interested in promoting healthy peer relationships for children in educational settings. One goal of his work is to understand the development of aggressive behavior, and to devise interventions that take account of children's existing social relationships. He is particularly interested in peer relationships that cross gender or racial lines, and in understanding what teachers do to help create healthy peer ecologies. Prof. Rodkin received his B. A. in Behavioral Science from the University of Chicago in 1988 and his Ph.D. in Social Psychology from Harvard University in 1994. His work has been funded by the Institute of Education Sciences, the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, the William T. Grant Foundation, and the Spencer Foundation.



Sameer Hinduja, Ph.D. is an Associate Professor in the School of Criminology and Criminal Justice at Florida Atlantic University and Co-Director of the Cyberbullying Research Center (www.cyberbullying.us). He works nationally and internationally with the public and private sector to reduce online victimization and its real-world consequences. Dr. Hinduja is a member of the Research Advisory Board for Harvard University's Internet Safety Task Force, and has given trainings and keynotes to a range of audiences including Fortune 500 companies, NGOs, federal law enforcement, school districts, parents, and youth. His most recent book is entitled "Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying" with Sage Publications (Corwin Press). Dr. Hinduja's interdisciplinary research is widely published in a number of peer-reviewed academic journals, and has been featured in hundreds of print and online articles around the world, as well as on radio and TV. He received his Ph.D. and M.S. in Criminal Justice from Michigan State University (focus area: computer crime) and his B.S. in Criminal Justice (minor in legal studies) from the University of Central Florida Honors College. At FAU, he has won both Researcher of the Year and Teacher of the Year, the two highest honors across the entire university.

Catherine Bradshaw, Ph.D., M.Ed. is an Associate Professor in the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health and has a joint appointment in the Johns Hopkins School of Education. She is the Associate Director of the Johns Hopkins Center for the Prevention of Youth Violence and the Co-Director of the Johns Hopkins Center for Prevention and Early Intervention. Her research focuses on bullying and school climate; the development of aggressive and problem behaviors; and the design, implementation, and evaluation of school-based prevention programs. She works with the Maryland State Department of Education and several school districts and national organizations to support the development and implementation of programs and policies to prevent bullying and school violence, and to foster safe and supportive learning environments. She has a career development award from the Centers for Disease Control and Prevention for her research on the use of evidence-based violence prevention programs in schools and collaborates on federally-funded research grants supported by the NIMH, NIDA, CDC, and the Institute of Education Sciences.



Susan Limber, Ph.D., MLS, is a faculty member within the Institute on Family and Neighborhood Life and Professor of Psychology at Clemson University. Dr. Limber's research and writing have focused on legal and psychological issues related to youth violence (particularly bullying among children), child protection, and children's rights. She directed the first wide-scale implementation and evaluation of the Olweus Bullying Prevention Program in the United States, coordinates training for the program in the North and South America, and has co-authored numerous resources for the Olweus program. Dr. Limber is the co-author of the book, *Cyber Bullying: Bullying in the Digital Age*, as well as many other articles on the topic of bullying. Since 2001, she has provided consultation to National Bullying Prevention Campaign, supported by the Health Resources and Services Administration. Dr. Limber is a Fellow of the American Psychological Association, and in 2004, she received the American Psychological Association's Early Career Award for Psychology in the Public Interest.

11:10 – 12:00 Breakout Groups (Facilitated Discussions)

- What are the most important research gaps in bullying?
- What are the key questions that need to be addressed in order to prevent bullying?
- What should be the federal priorities in bullying research?
- How should research inform bullying prevention programs and policy?

The Bully-Victim Relationship: Historical Foundations and Peer Supports

Philip C. Rodkin

Research on bullying has followed in response to terrible school tragedies, such as in the foundational work of Dan Olweus. Olweus recognized early that bullying involves an unequal power dynamic between a bully and his or her victim. This power dynamic is not just (or, in cyberspace, at all) about physical power, but social power— becoming more popular with friends, or having control over children being harassed. Bully-victim relationship dynamics are also about being in contexts where aggression can bring peer esteem. A survey for measuring bullying and victimization as a relationship is introduced. Results using this survey suggest (as did Olweus) a high prevalence of boys bullying girls. Parting thoughts are to: (a) distinguish bullying as a relationship of dominance and control; (b) track bullies and their social networks, and; (c) as parents and educators, teach and model moral values and behavior.

Federal Summit on the Prevention of Bullying, August 11, 2010

The Bully-Victim Relationship: Historical Foundations and Peer Supports

Philip C. Rodkin
University of Illinois

August 11, 2010

Historical Foundations of Bullying Research

- Tragedy & Response
- Olweus and the Stability of Aggression
- The Olweus Definition of Bullying
 - ... an **unequal power** dynamic
 - ... an **intentional** action
 - ... a **chronic** condition
- What does this mean, “**unequal power**”?



When Aggression Is Popular

- The paradox of aggressive behavior is that it is simultaneously adaptive and maladaptive
- Bullying is about social capital, not just physical power
 - ... being or becoming popular with your peers
 - ... being more popular than the children you harass
 - ... a relationship of control
- Do social networks– at school, in the community, in cyberspace– help make aggression adaptive for the bully?



Measuring Bullies and Victims as a Relationship

BULLIES AND KIDS THEY PICK ON

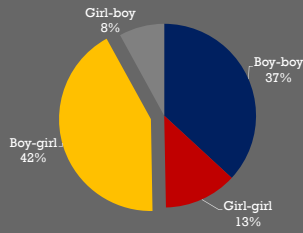
Some kids like to bully other kids around (they push them, or hit them, or say mean things to them, or call them names, or tell lies about them, or get other kids not to play with them).

If there are boys or girls in your class who like to bully other kids around, circle their names in the first column, then circle the names of the kids they bully the most in the second column. Draw a line between the two.

EXAMPLE:



Boys Harassing Girls



Children nominated as bullies tend to be seen as highly aggressive and more popular than the children they harass.

Parting Thoughts

- Bullying can be distinguished as a *relationship* of dominance and control.
- Effective interventions should attend not only to the bully's deficiencies but also to the peer social ecology.
- We need to monitor and track students' social relationships. Aggression is a contagion behavior that operates through social networks.
- How are parents and educators guiding peer social ecologies? Who is accountable when one child is being abused by another? Teaching and modeling values and moral behavior.

**Cyberbullying:
What We Know,
What We Can Do**

Sameer Hinduja, Ph.D.
Cyberbullying Research Center
Florida Atlantic University
hinduja@fau.edu

Fast Facts about Cyberbullying

- “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”
- Approximately 15-35% of students have been victims
- About 10-20% of students admit to cyberbullying others
- Girls as likely, if not more likely, to be involved as boys
- Involvement seems to peak in middle school (grades 6-8)
- Most victims of cyberbullying know, or at least think they know, who the cyberbully is

What the Research Shows

- Physical Consequences
 - Headaches, sleeping difficulties, abdominal pain
- Emotional consequences
 - Anger, frustration, sadness, fear
- Psychological consequences
 - Self-esteem, suicidal ideation
- Social Consequences
 - Rejection, peer conflict, lack of social competence
- Behavioral consequences
 - Conduct problems, bullying, delinquency, violence
 - Substance use, academic struggles, overall difficulties

Work to be Done...

- Assessments
- Information sharing/Workshops/Assemblies
- Social norming and climate
- Peer mentoring programming, mobilizing youth
- Focus on special populations
 - Gender identity/expression and sexual orientation
 - ASD youth (Asperger's Syndrome)
- Research (quantitative and qualitative)
 - Peers, scholastic achievement
 - Electronic dating violence, sexting
 - Juvenile delinquency and school violence



Protecting Health, Saving Lives – Millions at a Time



Student, Staff, & Parent Perspectives on Bullying and School Climate: Implications for School-wide Bullying Prevention

Catherine Bradshaw, Ph.D., M.Ed.

Johns Hopkins Center for the Prevention of Youth Violence (CDC)

Johns Hopkins Center for Prevention & Early Intervention (NIMH)

cbradsha@jhsph.edu July 2010

Social-Ecological Framework

- Importance of considering context in relation to individual factors
 - Influences both risk for involvement in bullying and impact of bullying
- Link between bullying and school climate
 - Those involved in bullying have less favorable perceptions of school and feel less connected to school
 - The more frequently involved in bullying, the less safe they feel
 - Bystanders are also negatively affected by bullying
- “Climate of bullying”
 - In schools where there are shared beliefs and attitudes supporting bullying, aggression and peer victimization become the norm
 - “Disorderly” schools and classrooms have higher rates of bullying and aggressive behavior, more students who endorse retaliatory attitudes, and are perceived as less safe and supportive

Often Discrepant Views Between Students, School Staff, and Parents

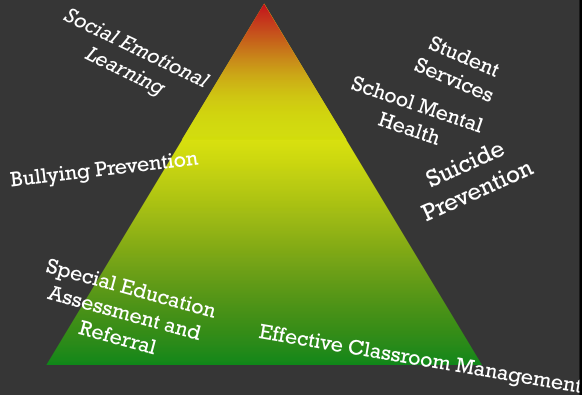
- Staff views on bullying
 - Staff grossly underestimate the prevalence of bullying, although are concerned about its impact
 - Students often think staff are unaware of the bullying or do not intervene effectively
 - Yet, most staff feel they have effective strategies for intervening and rarely make the situation worse
- Parent views on bullying
 - Underestimating the harm associated with bullying
 - Most concerned about bullying and school climate at the middle and high school level
 - Need to recognize the importance of supporting the child and contacting the school when issues arise
 - Need to be careful not to model aggression or encourage retaliatory behaviors
- Younger children more likely to contact parents and teachers about bullying, whereas teens turn to friends or ‘handle’ it themselves

Tiered Approach to Bullying Prevention

- Public health approach to prevention
 - Universal: Affects all students
 - Selected: Targets a subgroup of at risk students
 - Indicated: Intervention for youth showing early signs of involvement in bullying
- Multiple levels of prevention and early intervention
 - Individual: Interventions and counseling for children who bully and are bullied
 - Classroom: Lessons to foster social-emotional skills and competencies, effective communication, and strategies for preventing bullying; effective classroom management
 - School-wide: School-wide system of positive behavior support; common set of expectations for positive behavior across all school contexts; involvement of all school staff in prevention activities; effective supervision; clear anti-bullying policies
 - Family: Strategies for supporting children involved in bullying; open communication to promote disclosure of bullying; constructive role for parents in bullying prevention
 - Community: Awareness campaigns that encourage intervention and prevention; community involvement in prevention activities and programs



Integrating Programs & Services: A Multi-Component Whole-School Approach to Prevention



Misdirections in Bullying Prevention & Intervention

- Zero tolerance policies
- Conflict resolution/peer mediation
- Group treatment for children who bully
- Simple, short-term solutions

Best Practices in Bullying Prevention & Intervention

1. Focus on the school's social environment
2. Assess bullying
3. Garner staff and parent support
4. Have a representative team coordinate efforts
5. Train all staff
6. Establish and enforce rules and policies
7. Increase adult supervision in "hot spots"
8. Intervene consistently and appropriately
9. Focus some class time on prevention
10. Continue efforts over time

Evaluation of Bullying Prevention Programs

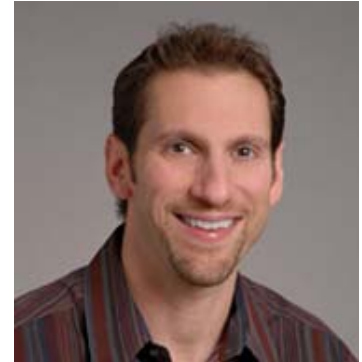
- Ttofi & Farrington (2008, 2009) meta-analysis:
 - Rigorous study (included 30 programs, 59 studies, 200+ participants in each)
 - Conclusions:
 - School-based programs can be effective (20-23% reduction of bullying).
 - There are variations in the effects of different programs.
 - Those "inspired by the work of Dan Olweus worked best."

12:00 – 1:00pm LUNCH/Corporate Panel

Moderator: Norris Dickard, Office of Safe and Drug Free Schools, Department of Education

PANEL PARTICIPANTS:

Michael Keller is the chief marketing officer (CMO) at International Dairy Queen. He has utilized his excellent marketing expertise and executive experiences to motivate people to promote bullying prevention. He has been instrumental in his role as chair of PACER Center's Marketing Advisory Board and PACER's National Board in promoting the need for the National Bullying Prevention Center and bullying prevention. He led the conceptualization of creating the National Bullying Prevention Month almost five years ago.



He secured the Disney teen star Demi Lovato as the celebrity spokesperson for PACER's National Bullying Prevention Center. He has worked closely with the Jonas Group to facilitate Demi's role as a key spokesperson against bullying through multiple medias and social networking. Demi will be on tour with the Jonas Brothers and will reach thousands of youth at each city with her message and public service announcements. Demi was bullied in middle school, is passionate about raising awareness of bullying prevention, and her strong message is conveyed to hundreds of thousands of teenagers. Michael has encouraged Demi to help with national policies related to bullying prevention. He is an experienced, dynamic, and compelling speaker to national audiences. Having experienced bullying himself in seventh and eighth grades, Michael is a committed, strong advocate for ending bullying. He has three children who are 11, 9, and 6.

PACER's national bullying prevention websites are PACERKidsAgainstBullying.org and PACERTeensAgainstBullying.org.



Stuart Snyder is president and chief operating officer of Turner Broadcasting System, Inc.'s (TBS, Inc.) Animation, Young Adults & Kids Media (AYAKM) division. In this capacity, he is responsible for assets including the cable television networks Cartoon Network, Boomerang and Adult Swim; the digital businesses Cartoonnetwork.com, Adultswim.com and Cartoon Network Video; and two animation production facilities, Cartoon Network Studios in Burbank and Williams Street Studios in Atlanta. Snyder's executive responsibilities also include consumer products, domestic advertising sales & marketing of those properties, and overseeing staffs based in New York City, Chicago and Los Angeles. Additionally, Snyder works closely with Turner Broadcasting System International on programming strategies for Cartoon Network Asia Pacific, Cartoon Network Europe, Cartoon Network Latin America & Caribbean and Cartoon Network Japan.

Snyder is based in Atlanta and reports to Phil Kent, chairman and CEO of TBS, Inc.

Previously, Snyder served as senior vice president and general manager of GameTap, a Turner Broadcasting broadband entertainment network. He returned to Turner Broadcasting in 2005 from CINAR Corporation, an animation, live-action and education production/distribution company based in

Montreal that he led as president and CEO. He co-founded Turnstile Entertainment, a New York-based company that creates and produces family entertainment programming featuring popular brands. Snyder also was president and COO of World Wrestling Entertainment, Inc., the television and sports entertainment franchise; and president of USA Home Entertainment, where he oversaw the marketing and release of the critically acclaimed film *Being John Malkovich* and was part of the management team that green-lit the Academy Award®-winning film *Traffic*.

Earlier in his career, Snyder was president and COO of Feld Entertainment, the world's largest producer of live family entertainment, featuring Ringling Bros. and Barnum & Bailey and Disney on Ice. He also led Turner Broadcasting's home entertainment division as executive vice president and general manager, Domestic Home Video and Non-Theatrical Services, for Turner Home Entertainment (T.H.E.), which during his tenure distributed *The Beatles Anthology Series*, *The Swan Princess*, *Ken Burns' Baseball* and *Gettysburg*. Snyder began his professional entertainment career at MGM/UA as head of the Non-Theatrical Division and later moved to its Home Entertainment Division.

Alice Cahn is Cartoon Network's VP of for Social Responsibility, directing content and the implementation of outreach and pro-social initiatives across all of the Cartoon Network divisions. Prior to joining Cartoon Network, Cahn served as Managing Director of the Markle Foundation's Interactive Media for Children Program. Cahn came to Markle from Sesame Workshop where she served as President of the Television, Film and Video group. From 1993-1998 Cahn was head of children's programming for US Public Broadcasting Service (PBS).



Cahn did her Master's work in Educational Technology at San Francisco State University and holds a Bachelor of Science in Education from New York University. She and her partner live in Maplewood, NJ and have three children.



Mozelle W. Thompson is on the Advisory Board of Facebook, and is CEO of Thompson Strategic Consulting which provides legal and policy advice to technology companies. He also was a Team Leader of the Obama/Biden Transition where he led the review of the US Securities and Exchange Commission, (SEC). From December 1997 until August 2004, he served as a Commissioner on the US Federal Trade Commission where he developed leadership roles in the areas of international consumer protection, high technology competition and convergence issues, online privacy and intellectual property. He also served as Chairman of the OECD Committee on Consumer Policy. Before the FTC, Commissioner Thompson served as Principal Deputy

Assistant Secretary of the Treasury for Government Financial Policy. He has also taught at Fordham, Stanford and Princeton Universities, and has received numerous honors including the Distinguished Service Award by the University of California, Berkeley School of Law and the Berkeley Center for Law and Technology, and the First International Leadership Award from Wired Safety.org.

Commissioner Thompson has had a long history of working on online safety issues. He served on the UK Home Office Child Protection and the Internet Task Force, the EU Safer Internet Task Force and the Australia Broadband Minister's Consultative Working Group on Child Safety. Mozelle graduated from Columbia College and Columbia Law School. He also holds a MPA from Princeton's Woodrow Wilson School of Public and International Affairs.

Wednesday August 11, 2010, Afternoon
“What is the impact of bullying and what programs work in combating it?”

1:00pm – 1:30pm Surgeon General Dr. Regina M. Benjamin and Mary Wakefield, Ph.D., RN, Administrator, HRSA



Regina M. Benjamin, M.D., M.B.A. is the 18th Surgeon General of the United States Public Health Service. Dr. Benjamin is Founder and Former CEO of the Bayou La Batre Rural Health Clinic in Alabama, former Associate Dean for Rural Health at the University of South Alabama College of Medicine in Mobile, and immediate Past Chair of the Federation of State Medical Boards of the United States In 1995. She was the first physician under age 40 and the first African-American woman to be elected to the American Medical Association Board of Trustees. She served as President of the American Medical Association Education and Research Foundation and Chair of the AMA Council on Ethical and Judicial Affairs (CEJA). In 2002 she became President of the Medical Association State of Alabama, making her the first African American female president of a State Medical Society in the United States.

Dr. Benjamin has a BS in chemistry from Xavier University, New Orleans; MD degree from the University of Alabama, Birmingham; an MBA from Tulane University and five Honorary Doctorates. She attended Morehouse School of Medicine and completed her family medicine residency in Macon, Ga.

Dr. Benjamin is a member of the National Academy of Science’s Institute of Medicine, and a Fellow of the American Academy of Family Physicians. She was a Kellogg National Fellow and a Rockefeller Next Generation Leader. Some of her numerous board memberships include the Robert Wood Johnson Foundation, Kaiser Commission on Medicaid and the Uninsured, Catholic Health Association, and Morehouse School of Medicine.



Mary Wakefield, Ph.D., R.N., was named administrator of the Health Resources and Services Administration (HRSA) by President Barack Obama on February 20, 2009. Dr. Wakefield is the former associate dean for rural health at the School of Medicine and Health Sciences at the University of North Dakota, where she was also a tenured professor and the director of the rural health clinic. In the 1990s, she served as chief of staff to two North Dakota senators: Kent Conrad (D) and Quentin Burdick (D). She also has served as director of the Center for Health Policy, Research and Ethics at George Mason University in Fairfax, Va., and worked on site as a consultant to the World Health Organization’s Global Programme on AIDS in Geneva, Switzerland. Dr. Wakefield is a fellow in the American Academy of Nursing and was elected to the Institute of Medicine (IOM) of the National Academies in 2004.

Dr. Wakefield is a native of Devils Lake, N.D. She has a bachelor of science degree in nursing from the University of Mary in Bismarck and master's and doctoral degrees in nursing from the University of Texas at Austin.



www.BullyingInfo.org

Bullying Prevention & Response

The Federal Partners in Bullying Prevention Steering Committee is partnering with the Interagency Working Group on Youth Programs to help prevent and address bullying.

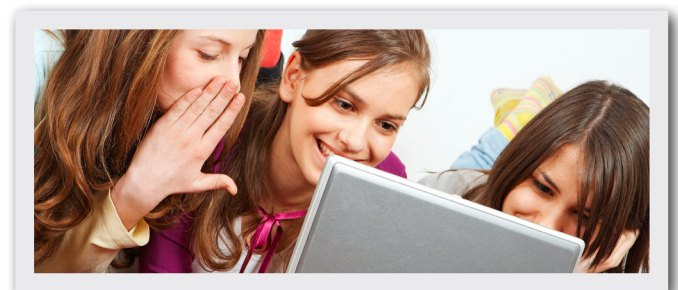
Bullying includes:

- Attack or intimidation with the intention to cause fear, distress, or harm that is either:
 - physical (e.g., hitting, punching)
 - verbal (e.g., name-calling, teasing), or
 - psychological/relational (e.g., rumors, social exclusion)
- A real or perceived imbalance of power between the bully and the victim, and
- Repeated attacks or intimidation between the same children over time

To reduce bullying, youth, parents, schools, communities, and others can help to build positive, supportive environments, promote acceptance and respect among all individuals, and watch for warning signs of bullying and respond in appropriate ways.

Want to learn more about bullying and what you can do? Visit BullyingInfo.org to:

- Watch informative **videos**
- Read feature **articles**
- Discover answers to **key questions** about bullying
- Find **information & resources** where you can learn more
- Use the **interactive mapping tool** to identify violence and victimization programs in your community
- Look for **tools** on bullying prevention



FIND youth INFO
www.FindYouthInfo.gov

BullyingInfo.org is an extension of FindYouthInfo.gov, a project of the Interagency Working Group on Youth Programs. FindYouthInfo.gov offers resources and tools on cross-cutting youth topics.

1:30 – 3:15pm Practitioner Panel

Moderator: Capt. Stephanie Bryn, HHS/HRSA

1:30-2:45: Panelist Presentations

2:45 – 3:15: Audience Questions

PANEL PARTICIPANTS:



Joseph L. Wright, MD, MPH is Senior Vice President and head of the Child Health Advocacy Institute, a newly established center of excellence at Children's National Medical Center in Washington, DC. In that capacity, Dr. Wright provides strategic leadership for the organization's advocacy mission, public policy positions and community partnership initiatives. He also serves as Vice President for Medical Affairs at the Hospital for Sick Children Pediatric Center, a sub-acute care affiliate of Children's National. Academically, Dr. Wright is a Professor and Vice Chairman in the Department of Pediatrics, as well as Professor of Emergency Medicine and Health Policy at the George Washington University Schools of Medicine and Public Health. He is among the original cohort of board-certified pediatric emergency physicians in the United States, and has been attending faculty in the Division of Emergency Medicine at Children's National

since 1992. As founding director of the division's Institute for Prehospital Pediatrics and Emergency Research, Dr. Wright provides state-level leadership as the EMS Medical Director for Pediatrics within the Maryland Institute for Emergency Medical Services Systems (MIEMSS), and national leadership as senior investigator and medical director of the federally-funded Emergency Medical Services for Children (EMSC) National Resource Center based at Children's National.

Dr. Wright's major scholarly interests include emergency medical services for children, injury prevention and the needs of underserved communities, areas in which he has authored or contributed over 70 articles and book chapters to the scientific literature. Dr. Wright has received recognition for his advocacy work throughout his career, including the Shining Star award from the Los Angeles-based Starlight Foundation, and induction into Delta Omega, the nation's public health honor society. Dr. Wright serves on several boards and commissions including the Board of Trustees of the National Children's Museum, the National EMS Advisory Council, and as an Obama administration appointee to the Pediatric Advisory Committee of the Food and Drug Administration (FDA). He has also been appointed to several leadership positions within the American Academy of Pediatrics (AAP) including as inaugural chair of the Academy's Violence Prevention committee, and currently as a member of the national Committee on Pediatric Emergency Medicine.

Robyn Holstein-Glass has been active in PROJECT CHANGE since 2003, and has served as the organization's Executive Director since 2006. Her graduate studies were in the area of Educational Psychology. She has experience teaching special education at the elementary, middle and high school levels.



Maggie Silliman is 17 and will be a senior this Fall. She is a YHTP! mentor and PROJECT CHANGE member. Art and science are her favorite subjects. Her hobbies include photography, travel, fashion, tree climbing, and imagining new and exciting things. She plans to study engineering in college.

Ashley Nahin graduated from high school and will attend James Madison University in the fall to study graphic design. She loves photography, and digital art. Volunteering is a huge passion. She has been working with the nonprofit organization PROJECT CHANGE for four years and was a teen mentor for the You Have The Power! Bullying Prevention Peer Education Project



Vanita Evans joined the Federal Bureau of Investigation (FBI) as the Community Outreach Specialist for its Buffalo Division in June 1999. As the liaison for the Buffalo Division, Ms. Evans establishes communication between the FBI and the community, schools systems, and corporate entities it has jurisdiction for in the 17 counties of Western New York. She is responsible for strengthening and sustaining the FBI's impact on serving diverse communities through partnerships.

A critical program Ms. Evans oversees is the Community Partnership Program. An FBI community outreach national program, the Citizens' Academy, was designed to develop and/or enhance the relationship between the FBI and the citizens of Western New York. The program provides information to citizens with regard to federal law enforcement in general and the FBI's jurisdiction in particular. Since the first Citizens' Academy class graduated 20 participants, in 1998, Ms. Evans has expanded the program, which celebrated its 19th class for a total of 420 participants as of November 2009.


A native Buffalonian, Vanita L. Evans received her early education in the City of Buffalo. A graduate of Buffalo Traditional School, she attended Central State University, Wilberforce, Ohio, from where she received her Bachelor of Science Degree in Computer Information Systems and Management. Ms. Evans holds a Master's Degree in Education - Counseling from Niagara University.

Prior to her Bureau career, Ms. Evans was previously employed at Niagara University as Counselor in the Office of Admissions responsible for recruitment in the New York City area, and Counselor/Assistant Director of the Higher Education Opportunity Program (HEOP).

In her personal capacity, Ms. Evans is an adjunct professor at Daemen College Higher Education Opportunity Program, a member True Bethel Baptist Church, and a member Delta Sigma Theta Sorority, Inc. Buffalo Alumnae Chapter.

Judy Nuss currently serves as the Director of Social and Emotional Learning for the Harrisburg School District in the capital city of Pennsylvania. She is a career educator, school leader, and central office administrator. After receiving her BS in Elementary Education at Temple University, Nuss has spent several decades as a teacher in public/private schools in the Philadelphia region and as a private school administrator. After an experience with start-up charter school that later failed, Judy earned a Masters in Community Psychology and Social Change at the Pennsylvania State University, in order to better understand systems change relevant to transformation of educational systems. Nuss spent more than three years as a project director of the Harrisburg Center for Healthy Child Development of the PSU Prevention Research Center leading research projects in local school districts and community agencies. In her most recent role as the Director of Social and Emotional Learning for the Harrisburg School District, Nuss oversees the implementation of the Promoting Alternative Thinking Strategies (PATHS), a model "Blueprints" program for Social Emotional Learning, and other prevention programs in addition to maintaining university partnerships. Additionally, Nuss provides district-wide leadership in her role as a member of the Superintendent's Cabinet.





**American Academy of Pediatrics
and
Children's National Medical Center**

Joseph L. Wright, MD, MPH
Professor of Pediatrics, Emergency Medicine & Health Policy
George Washington University Schools of Medicine and
Public Health

Federal Bullying Summit – Practitioner Panel
August 11th, 2010


www.ChildrensNational.org



**Bullying Intervention/Prevention
Activities**

- American Academy of Pediatrics
 - Organizational Policy
 - Professional Education
- Children's National Medical Center
 - Clinical Care
 - Advocacy


www.ChildrensNational.org




Organizational Mission

- American Academy of Pediatrics
 - A nonprofit professional organization of more than 60,000 primary care pediatricians, pediatric medical subspecialists, and pediatric surgical specialists dedicated to the health, safety, and well-being of infants, children, adolescents, and young adults.

Violence Prevention Subcommittee established 2005




www.ChildrensNational.org




AAP Educational Resource

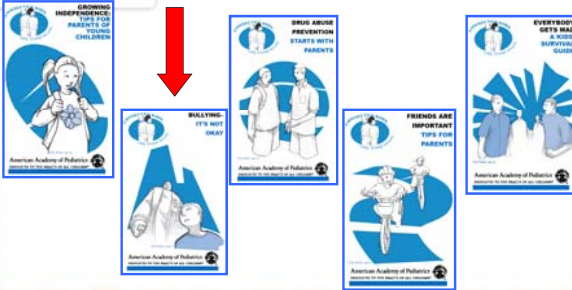
Connected Kids: Safe Strong Secure a new program that addresses violence prevention in the context of routine child health care. Development involved the input of over 100 experts, as well as extensive input from parents and teens during a three-year process. The final product consists of a clinical guide, 21 parent / patient information brochures, and supporting training materials.




www.ChildrensNational.org



Connected Kids: Middle Childhood Brochures




www.ChildrensNational.org




Organizational Mission

- Children's National Medical Center
 - Improve health outcomes for children regionally, nationally and internationally.
 - Be a leader in creating innovative solutions to pediatric healthcare problems.
 - Excel in Care, **Advocacy**, Research, and Education to meet the unique needs of children, adolescents and their families.



www.ChildrensNational.org




Maryland House Bill 199 (2008)

Public Schools - Bullying and Cyber-Bullying - Policy and Disciplinary Standards


FOR the purpose of requiring the State Board of Education to establish a certain policy prohibiting bullying and cyber-bullying in schools; requiring the State Board to develop a certain set of model standards for investigating certain complaints and disciplining certain individuals; requiring certain model standards to include certain requirements; requiring certain county boards of education to establish certain local standards concerning bullying based on certain State model standards; defining a certain term; and generally relating to policies and standards related to bullying in the public schools.

www.ChildrensNational.org



Public Awareness/Education

- Coalition for the Prevention of Bullying and Related Health Risks
 - Volunteer partnership of parents, students and representatives of educational, health, professional, civic, youth, business, labor, faith-based, and governmental organizations in Montgomery County, MD.



www.ChildrensNational.org



Thank You - - Questions??



www.ChildrensNational.org

You Have The Power!

PROJECT CHANGE
Montgomery County, Maryland

Robyn Holstein-Glass Maggie Silliman Ashley Nahin

PROJECT CHANGE

○ **OUR MISSION:**
To promote positive youth development and youth leadership by engaging young people to contribute to their community through participation in quality community service projects, peer mentoring programs, and leadership training.

○ Empowering Students. Enriching Community.

You Have The Power!

Bullying Prevention Peer Education Project

- Youth and adults working together
- Empowering students
- Peer education
- Helping schools to address bullying and improve the school's social community
- Contributing to youth development and strengthening youth leadership skills

You Have The Power!

YOUTH

- *Plan* the program
- *Lead* the program
- *Evaluate* the program

STOP BULLYING NOW!
TAKE A STAND. LEND A HAND.



Launching YHTP!

- Host school identifies a facilitator
- YHTP! high school mentors and adult advisors meet with school personnel to introduce YHTP!
- Host school selects a diverse group of about 15 students
- Teen mentors meet with younger students for an Introductory Meeting


YHTP! In Action

- High school mentors meet once a week to plan the project for the next lesson
- YHTP! mentors meet with students once a week after school for 10-12 weeks
- All participants sign a confidentiality agreement
- Students learn facts about bullying, create a school-wide presentation, and then CELEBRATE!




Project Outcomes for mentors & younger students

- Increased knowledge of the characteristics, risks and consequences of bullying
- Increased awareness and recognition of bullying situations
- Increased knowledge of anti-bullying strategies
- Increased confidence with how to respond to bullying situations
- Improved leadership skills




Project Outcomes for school staff

- Increased knowledge and awareness of bullying
- Increased awareness of the YHTP! student participants as partners and leaders in helping to reduce bullying in their schools



YHTP! Project Demonstrates...


- Active engagement and leadership of high school students making a meaningful contribution
- Active engagement of younger adolescents
- Service to a school and community
- High schoolers mentoring younger students
- Making the school setting a place of safety
- Caring teachers, administrators, and parents providing support



YHTP! By the Numbers

To Date:

- 97 Teen Mentors Trained
- 111 Elementary and Middle School Students have participated in YHTP! training
- 20 Middle School Students have been trained to be "Mentors-In-Training"
- A Total of 4,428 Students have been reached (not including special workshops and presentations)



YHTP! 6th Grade Workshop

- Presented to 288 students
- 81.5% learned something new
- 89.9% will stand up for kids who are bullied
- 73.5% will tell an adult if they see someone being bullied
- 84.3% would recommend this workshop to other middle schoolers.



- Implemented in 6 schools
- Featured: PBS program - *In The Mix*; Nickelodeon's "Nick News" website; "TIME for Kids" (Time Magazine)
- Project Change is a member of the Maryland Coalition for the Prevention of Bullying and Related Health Risks

Professional Conferences Include:

- Montgomery County Public Schools Safe and Drug-Free Schools Symposiums (2006-2009)
- 2009 U.S. Department of Education Office of Safe and Drug-Free Schools Annual Conference
- 2009 American Federation of Teachers CuEST Conference
- 6th Annual International Bullying Prevention Association Conference



YHTP! ToolKit

- CD with 2 power point presentations & printed materials
- Training Manual
- Role-playing scenarios
- Bullying prevention strategies
- YHTP! poster (2 per kit) designed by YHTP! teen mentors
- Visit www.projectchange-md.org for more information.



Vanita Evans
Community Outreach Specialist, FBI Buffalo, NY office

STOP BULLYING
WESTERN NEW YORK



**6th Annual International Bullying
Prevention Association (IBPA) Conference**

- November 16th-18th (Pittsburgh, PA)
- Conference Theme: "Hope For A More Peaceful World"
- Workshops, Keynotes & Events
- Stop Bullying Now! – Resource Kits available during the trade show

Brainstorming Session

- NCMEC (National Center for Missing and Exploited Children) Take 25
- Regal Entertainment Group “Upcoming Premiere Karate Kid”
- FBICAAA (Citizens’ Academy Alumni Association) Member
- NFJC (National Federation of Just Communities) of Western New York
- Master Khechen School of Tae Kwon-Do

Saturday, June 12, 2010



FBI PRESS RELEASE
Buffalo Field Office

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Contact: Paul Gault - (716) 843-5774
James A. Janczewski - (716) 856-7800
Margaret P. Dempsey - (716) 845-4708

For Immediate Release
Date: June 11, 2010

FBI Buffalo teams up with Regal Transit Center 18 Plus IMAX On Anti-Bullying Awareness Initiative

Special Agent in Charge, James H. Robinson, Federal Bureau of Investigation (FBI) Buffalo Field Office, announces a collaboration, “Stop Bullying Western New York,” with the FBI Citizens’ Academy Alumni Association, National Federation of Just Communities of Western New York (NFJC), Child Abuse Treatment Services (CATS), Big Brothers Big Sisters of Erie County, National Center for Missing and Exploited Children (NCMEC), Master Khechen, The International Bullying Prevention Association, US Department of Health and Human Services “Stop Bullying Now Campaign” and PACER Center (Minneapolis, MN) to bring awareness to the ever-growing problem of bullying.

On Saturday, June 12, 2010, beginning at 10:00PM, at the Regal Transit Center 18 Plus IMAX Theater located at 6701 Transit Road, Getzville, New York, the above agencies and organizations will distribute 500 informational packets to parents and children in an effort to encourage our audience, including awareness to the issue of bullying. The materials will contain useful tips on how to handle bullies and how victims of bullying can rebuild their confidence. There will also be children’s activities. This effort will coincide with the national premiere of Karate Kid.

The FBI’s Community Outreach Program has a comprehensive mission to deal with multiple interrelated societal problems, including civil rights, gangs, drugs, and crimes in support of the FBI’s investigative programs. The “Stop Bullying Western New York” campaign will continue throughout the summer and fall leading up to the National Bullying Prevention Awareness Week, which runs during the first week in October.



Packet Materials

- “Stop Bullying Now!” activity materials
- FBI – SOS (Safe Online Surfing) School Based Internet Safety Program
- Child & Adolescent Treatment Services materials
- NFJC Unity Walk materials
- NCMEC Take 25th initiative materials
- Big Brother/Big Sister mentoring program
- PACER Center pledge cards/Teen Bullying information
- IBPA information







What's Next Fall 2010 – Spring 2011...

- Teen Summit
- School Based/After School Program Workshops
- Spring 2011 Cumulative Event (Graffiti Mural)

Social and emotional learning - rooted in prevention science - as a bullying prevention strategy

Bullying Prevention Summit
August 11, 2010

Judith Nuss
Director of Social and Emotional Learning
Harrisburg School District, PA.
jnuss@hbgasd.k12.pa.us

What is social and emotional learning?

- The process through which children and adults acquire the skills to:
 - recognize and manage their emotions
 - demonstrate caring and concern for others
 - establish positive relationships
 - make responsible decisions
 - and handle challenging situations effectively
 - SEL skills provide:
 - the foundation for academic achievement
 - maintenance of good health, resilience, and civic engagement in a democratic society
- CASEL, 2007

Link to neuroscience

- Survival brain (reptilian): brain stem; executes fight or flight reactions
- Emotional brain (limbic): generates positive and negative emotions (need to be safe, wanted, successful); prepares brain and body for action
- Logical brain (prefrontal cortex): center for logic, language, and reasoning; problem-solving brain plays role in regulating emotion

Students in evidence based SEL program become better able to:

- resolve differences and manage frustration
- express emotions fluently and respectfully
- solve problems cooperatively and effectively
- develop healthy peer relationships
- exhibit better classroom behavior that works to help improve classroom atmosphere.

©Clearing House Company, 2005

SEL Evidence-Based Programming

- PATHS
- Responsive Classroom/Developmental Designs
- PEACEMAKERS: grades 4-8
- Facing History and Ourselves
- Family School Partnerships/Parent Involvement
- Policy change and new policies added

Board Policy: Bullying

- Provides for safe, positive learning climate
- Bullying subject to consequences
- Defines bullying – pattern of abuse or aggressive behavior, typically targeted towards someone less physically or socially powerful
- Expectations of staff to be aware of acts of bullying and have skills for appropriate intervention
- Requires reporting of bullying incidents

Improve teacher/staff skills to be effective emotion coaches through professional development

- Teachers feel more effective and positive about teaching and coaching social skills development
- Students had better social skills
- Teachers use more proactive language
- Children feel more positive about school
- Teachers collaborated with each other more

Attributes of success

1. Explicit use of integrated evidence-based curriculum – not add on
2. Quality professional development for all staff
3. Development of students' interpersonal skills and emotional competence
4. Development of community in classrooms and school-wide
5. Development of classroom and school-wide rules by students and staff that promote positive interactions

Student Behavioral Outcomes

- More prosocial behavior
- Fewer absences and suspensions; improved attendance
- Reductions in aggression, disruptions, and violence
- Fewer hostile negotiations; lower rate of conduct problems; better conflict resolution skills



“We are all
uniquely
the same.”
H. Sanchez, 2008



“need to
feel safe,
wanted,
and
protected”



3:15 – 4:30 Breakout Groups (Facilitated Discussion)

3:15-4:00 Audience members will divide into groups and discuss the following questions and write answers on easel paper.

- What infrastructure and policies are needed to effectively implement bullying prevention projects and programs in schools and communities?
- What steps and incentives will encourage schools, businesses, health, safety, justice and education professionals to work together to combat bullying?
- How can we encourage and develop leadership among youth regarding bullying?
- What are some of the obstacles you've encountered in your efforts to promote bullying prevention, and how did you overcome them?

4:00 – 4:30 Group leaders will report to the larger group thoughts developed by the breakout groups.

Thursday August 12, Morning “How can policy help prevent bullying?”

8:40- 9:20- Associate Attorney General Thomas Perrelli

Introduced by Mary Lou Leary, Principal Deputy, Assistant Attorney General, Office of Justice Programs

Thomas J. Perrelli was sworn in on March 12, 2009, as the Associate Attorney General of the United States Department of Justice. Mr. Perrelli previously served in the Department as Counsel to Attorney General Janet Reno (1997 – 1999) and as Deputy Assistant Attorney General in heading up the Civil Division's Federal Programs Branch (1999 – 2001). In private practice, Mr. Perrelli worked for the national litigation firm of Jenner & Block LLP, where he co-chaired the firm's Entertainment and New Media practice group and served as Managing Partner of its Washington, D.C. office (1992 – 1997, 2001 – 2009). Mr. Perrelli graduated from Brown University and the Harvard Law School, where he was Managing Editor of the Harvard Law Review. He served as a law clerk for Hon. Royce C. Lamberth on the U.S. District Court for the District of Columbia (1991 – 1992). He is married and has two children.



9:20 – 10:00 – Assistant Secretary of Education Russlynn Ali

Introduced by Assistant Deputy Secretary Kevin Jennings, Office of Safe and Drug Free Schools, US Department of Education

President Barack Obama nominated Russlynn Ali as assistant secretary for civil rights at the U.S. Department of Education on March 18, 2009, and she was confirmed by the U.S. Senate on May 1, 2009. As assistant secretary, Ali is Secretary Duncan's primary adviser on civil rights and responsible for enforcing U.S. civil rights laws as they pertain to education—ensuring the nation's schools, colleges and universities receiving federal funding do not engage in discriminatory conduct related to race, sex, disability or age.

Until her appointment to the Department of Education, Russlynn Ali had been a vice president of the Education Trust in Washington, D.C., and the founding executive director of the Education Trust-West in Oakland, Calif., since 2001. In those positions, she developed and implemented a long-range strategy to close achievement gaps among public school students in California; worked with school districts to improve curriculum and instructional quality at high-poverty and high-minority public schools; and designed, field-tested and implemented comprehensive audit tools that examined inequities in schools and districts. She also advised legislative and gubernatorial staff as well as senior education experts on education matters in the state in addition to assuming fundraising and operational responsibilities as a member of the senior management team at Education Trust.

Ali received her J.D. from Northwestern University School of Law, where she was awarded the Lowden-Wigmore Prize for Trial Advocacy and was a Julius Miner Moot Court Finalist. She received her bachelor's degree in law and society from the American University. She also attended Spelman College.

10:00 – 11:15 Governance Panel

Moderator: Kara McDonagh, Office of Juvenile Justice and Delinquency Prevention, Department of Justice

10:00 – 10:45: Panelist Presentations

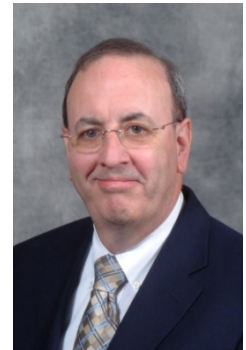
10:45 – 11:15: Audience Questions

PANNEL PARTICIPANTS:



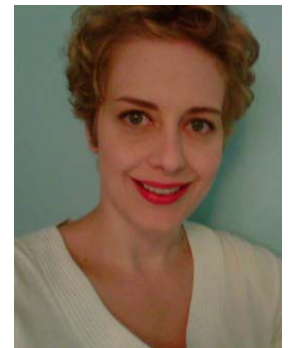
Jim Dillon is an educational consultant who was a elementary school principal for 17 years. He is the author of the Peaceful School Bus, a book and program designed to prevent and reduce bullying on the school bus. He is a certified Olweus Bully Prevention Program trainer. He has been a teacher and administrator for over 30 years. He lives in upstate New York.

Jack Barnes has devoted 37 years of outstanding service and singular dedication to the school children and education community of Sullivan County, TN. His career is distinguished by positions as Junior High classroom teacher, High School Assistant Principal, Elementary Principal, Supervisor of Grades 6-12, Assistant Superintendent and ultimately Superintendent of Sullivan County Schools. Under his leadership innovative instructional strategies were implemented, ACT scores and graduation rates increased. Over the last 10 years he has promoted the relationship between school climate and student achievement. Email: jbarnes@chartertn.net; Phone: 423-429-5662



Ryan Roemerman is the Co-Founder and Executive Director of Iowa Pride Network, a non-profit organization that works directly with LGBTQA youth that cultivates advocates and leaders who fight homophobia and transphobia and strive for social justice. Ryan has a B.A. in Communication Studies from the University of Iowa in Iowa City, Iowa.

Amy J. Williamson is an Education Program Consultant at the Iowa Department of Education where she manages data collection, analysis, and reporting for the Bureau of Student and Family Support Services. She has an M.A. in Political Science with an emphasis in Social Science Research Methods from Emory University in Atlanta, Georgia.






Ken Seeley, Ed.D. founded the COLORADO FOUNDATION FOR FAMILIES AND CHILDREN in 1993 and has served as the President and CEO since then. After ten years of research and program development with out of school youth, Ken developed the National Center for School Engagement in 2003 to serve as a national resource for reducing truancy and dropouts and to improve school climate. He is an experienced educator and cross system leader having extensive background with at risk youth in schools, juvenile justice, mental health, and substance abuse settings. When he served as principal of the Laboratory School at the University of Northern Colorado, he was also a professor of education. Ken was a tenured faculty member at the University of Denver and served

as the coordinator of graduate education. With a doctorate in education, he continues as an adjunct faculty member teaching program evaluation, research, and educational leadership. He has served as a policy analyst and consultant for the Center for Study of Social Policy and many foundations including the Annie E. Casey Foundation, the Edna McConnell Clark Foundation, the Colorado Trust and the Piton Foundation. He was a founder of Grantmakers Evaluation Network which merged to form Grantmakers for Effective Organizations and currently serves as co-principal investigator of two five-year evaluations of the Safe Schools Healthy Students federal grants in Adams County, and Pueblo City Schools. Ken serves on the boards of a number of non-profit organizations as chairman of Qualistar Early Learning, President of Colorado Heritage Camps for Adoptive families, and is member of the board of Colorado School Based Health Center Association and the Bea Romer College of Parental Arts.

11:15 – 11:30 BREAK



Leadership and Bullying Prevention

Jim Dillon
 Educational Consultant
 Retired Elementary School Principal
 OBPP trainer
 Author of Peaceful School Bus

518 346 2781
 jdillon117@gmail.com

Public Questions

- After a tragic event, a suicide or violent act of revenge that occurs as a result of frequent and persistent bullying, the public is outraged at those people in a school who did "nothing":
- "How come nobody cared enough to do something to stop it?"
- "How could the staff be so heartless and callous?"

Perplexing Questions

- "How is it that people who care act as if they don't?"
- "Why should it take a tragedy to get a school to finally do something?"
- "In how many other schools does a tragedy need to happen before all schools decide to do something to prevent it?"

What can a educational leader do?

- Accept and acknowledge the problem.
- Define and understand the problem.
- Make it clear that bullying affects everyone in the community.
- Collect data but put a human face on it

What can educational leader do?

- Accept responsibility for the problem by inviting shared responsibility: school, students, parents and community.
- Send the right message: No one is to blame but everyone is responsible.

What can educational leader do?

- Get the facts out to the community: what is bullying?, its effects, role of bystanders, difference between bullying and conflict, etc.
- Reframe the problem: it is about culture and climate not just "discipline".
- Focus on the "verb" (bullying) not the noun (bully)

What can an educational leader do?

- Ask for help and be open to the ideas and input of those who offer it
- Use the energy of parents to help with your efforts
- Be the change you want to see (you cannot bully people into stopping bullying)

What can an educational leader do?

- Reframe the problem in positive terms: let's improve how we all treat each other
- Believe that change is not just possible but inevitable if people work together: replace cynicism with hope

Bottom line:

- This is not an issue like choosing a program or curriculum.
- Think of one student (what if it is your own child).
- No reason not to "start" (Think big but start small).
- MORAL OBLIGATION
- CONNECT PEOPLE TO THE MORAL PURPOSE THAT IS IN THEIR HEARTS

Sullivan County, TN Programming for Bullying and Harassment Prevention

While under a Justice Department Consent Decree for peer on peer racial harassment, Sullivan County Schools decided to include all types of bullying and harassment to include sexual, special needs, sexual orientation, as well as, racial.

As a result of policy changes, each incident is to be reported to the Central Office and investigated with documentation as either minor or major. Discipline action and/or counseling is based on the severity of the incident.

Part of the requirement of the decree was to survey students and teachers concerning climate within their building. Also focus groups of diverse students were used as another data source. Results from both data sources were found to be very similar. Perception about school climate at times varied greatly between students and teachers. Other voices were heard when we added parent and administrator responses. How can this information be used to affect school climate and student achievement?

EMPOWER STUDENTS. Respect and Leadership Teams in middle and high schools help serve this purpose. The teams are made of a diverse group of the student population. The team works within their school on projects to help stop bullying and harassment, as well as, being mentors for students in feeder schools.

These students are trained to help their peers take the on-line survey and are the first to see the analysis of data. The R & L teams present the results to the school faculty. The teams and faculty set goals for change within the school from the data. Jointly action plans are developed for each goal with both parties taking responsibility for implementation, evaluation and hopefully success. Empowering students that represent all groups within a school allows a voice for those groups and a way to gain a "buy in" for constructive changes within a school.

After four years the system was released from the decree. What else could we do to increase school climate and student achievement? What could be more respectful than to teach the way students learn? For the last three years, the system has concentrated professional development on differentiated instruction strategies. Students learn in different ways, therefore, modes of instruction should vary daily.

The student day was increased from 6.5 hours to 7 hours per day. This allowed increased instruction time and professional development days without students. With more time during the school day, could that time be better utilized?

For a year intense professional development was provided for school administrators pertaining to scheduling. The result was a modified block schedule with math and language arts taught

daily in extended time. The schedule allows for a four to six day rotation to utilize optimum learning time, an IE period (Intervention and Enrichment) and common teacher planning time to collaborate on instruction and discuss individual student performance.

The State of Tennessee has changed all curricula to provide more Rigor and Relevance of subject matter for our students. Our third R is Relationships. Teachers and administrators must demonstrate to students the desire to learn more about them as individuals and to show they care about their education and well-being.

This description of the programming in Sullivan County, TN is very general. For administrators and teachers these changes have resulted in less discipline and an increase in student achievement. These changes for students have resulted in a desire to come to school, be successful and know there is someone in that building they can go to for help. We have seen a change in students' lives.

School Climate in Sullivan County, TN

Jack Barnes
Superintendent, Sullivan County Schools

School Climate in Sullivan County Schools, TN

- A Federal lawsuit filed under Title VI
- The Justice Department's Consent Decree
- Everyone had anti-racism anti-harassment training
- Developed New Policies and Infrastructure
- Required School Climate Assessment and Data Analysis
- Moved from Evaluation of Climate to District-wide implementation of "The SafeMeasures™ School Climate Action Research Process"
- Student Leadership Teams (R & L) and Adult Mentors put in place
- Professional Development in Respectful Effective Teaching
- Linked School Climate to TN School Improvement Planning
- Evidence of Connections between School Climate to Academics

Interventions Resulting From Survey Data

- Intense Professional Development:
 - Differentiated Instruction Strategies – Respectful Teaching
 - Infusion of Technology – What Students Know
 - Building Relationships – With Students, Parents, Colleagues
- Extended The School Day 30 Minutes:
 - Allowed Restructuring Of The School Day – Common Teacher Planning Time, Intervention/Enrichment Period
 - Allowed Student Free Professional Development Days
 - Allowed "Banking" Of Days For Inclement Weather
- Data Walls:
 - Any Data Generated By The School To Include: Student, Teacher, Parent Surveys; Attendance; Tardies; Formative Assessments; State Mandates Assessments
 - Displayed Prominently For Students, Staff, Parents, And Community Members To Observe

We Add **Student Leadership** to the Process

School climate occurs when adults are not around!

Students see, hear, and understand school climate issues in ways adults cannot.

Students aren't the problem, SYSTEMS are the problem. (It is what adults do that matters most.)

Students are school climate EXPERTS and can influence their peers in ways adults cannot.

DIVERSE Student Leadership Teams are the KEY

How the Process Works

Stage #1: Adult Team Development, Planning, and Student Leadership Team Selection

Stage #2: Students Collect School Climate Data

Stage #3: Student Leaders and Adults Set School Climate Improvement Goals

Stage #4: Student Leaders and Adults Develop and Implement Action Projects

Stage #5: Formative Assessment, Leaders Work to Ensure Systemic Changes and Sustainability

Sullivan County Success Stories

Two thirds of Sullivan County schools showed significant improvement in school climate.

New policies were developed; everyone was trained.

Consent Decree was lifted by USDOJ.

Academic achievement improved significantly, as measured by improvement in TN state test scores, in those schools that showed improvement in school climate (Preble & Newman, 2006).

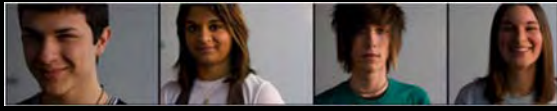
Every school developed School Improvement Plans that linked school climate to academic goals.

Student leadership teams supported by administration and teachers can be found in nearly all schools.

Sullivan County Core Values



Based on Saphier & D'Auria, 1993



Ryan Roemer and Amy J. Williamson
Federal Partners in Bullying Prevention Summit
August 12, 2010

Creating Safe Schools in Iowa

Iowa Safe Schools Law

- Iowa Code § 280.28 (2007)
- Prohibits bullying and harassment by employees, students, volunteers
- Based on 17 protected categories
- Requires schools to adopt a policy that defines consequences and procedures for investigating incidents
- Requires data collection and reporting

The State Perspective

- Safe Schools Law was an unfunded mandate
 - Implementation
 - Monitoring
- You Can't Mandate What Matters
 - (Fullan, 1993)
 - Complex change
 - Requires new skills, behavior, beliefs
- Grassroots effort has helped to shape state policy

Current Status

- New, much improved data collection in second year of pilot
- Standardized report form, interview form, and data system
- In process of altering data collection to meet needs of Civil Rights Data Collection (CRDC)
- In first year of Safe Schools Certification Program, a partnership with the Safe Schools Certification Coalition

Safe School Certification Program

- **Safe School Certification Coalition/Program—What it is:**
 - The Coalition: A diverse group of non-profit organizations and state agencies, representing the seventeen enumerated categories within the law.
 - The Program: focuses on law compliance and elements that make a school safe, such as trainings for students and teachers about the law, and programs that reduce and eliminate bullying and harassment.

Safe School Certification Program

- **Safe School Certification Coalition Partners:**
 - *Iowa Department of Education*
 - *Commission on the Status of African Americans*
 - *Iowa State Education Association*
 - *Iowa Civil Rights Commission*
 - *Commission on the Status of Women*
 - *Iowa Pride Network*
 - *Latino Affairs Commission*
 - *Interfaith Alliance of Iowa*
 - *Commission on Persons with Disabilities*
 - *Iowa Safe Schools*
 - *Iowa Department of Human Rights*
 - *Commission on the Status of Native Americans*

Safe School Certification Program

What we ask schools to do:

- **Prerequisite:** Iowa Safe School Law Requirements
- **Eight Elements:**
 - 1) Programs & Implementation
 - 2) Buy-In
 - 3) Training
 - 4) Leadership
 - 5) Student Engagement
 - 6) Enforcement
 - 7) Data
 - 8) Family/Community Engagement

Safe School Certification Program

Benefits to students and schools:

- *Makes schools safe places for students and staff*
- *It's completely voluntary*
- *Becoming certified is Fee Free*
- *One-on-one on-going support is provided to schools*
- *Recognizes and honors your school's efforts to ensure ALL students' safety*
- *It is a prestigious endeavor that benefits the school, community and most importantly, students*
- *Becoming certified allows schools to meet state and federal requirements*

Safe School Certification Program

Why this program is important:

- Nationally, states that see unenforced laws are less likely to want to pass comprehensive Safe School Laws—not enforced, no reason to pass
- Knowing what it takes to pass, implement and enforce laws allows for better law creation
- Ultimately, this is a transition that many states will face; this program provides a much needed framework

Contact Us

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“Where do we go from here?”

11:30 – 12:15 Breakout Groups (Facilitated Discussion)

- How can we apply what we've learned at the summit to our bullying prevention programming and policy statements?

12:15 – 12:45 Large Group Discussion: Call to Action for Organizations, Researchers, and Federal Partners

12:45 – 1:00 p.m. A Federal Call to Action Around Bullying Assistant Deputy Secretary Kevin Jennings

Kevin Jennings was appointed by Secretary of Education Arne Duncan in July 2009 as assistant deputy secretary to head the Office of Safe and Drug-Free Schools. Jennings brings to this role over two decades of experience as a writer, a teacher, and a leader in the fields of K-12 education and civil rights.

A native of Winston-Salem, N.C., he became the first member of his family to graduate from college when he received his bachelor's degree magna cum laude in history from Harvard University.. He was a high school history teacher, first at Moses Brown School in Providence, R.I., from 1985 to 1987, and then at Concord Academy in Concord, Mass., from 1987 to 1995. It was at Concord Academy in 1988 that he became the faculty advisor to the nation's first Gay-Straight Alliance (GSA), launching his life's dedication to seeking to ensure that schools are safe places where every young person can focus on learning.



In 1990, Jennings founded the Gay, Lesbian and Straight Education Network (GLSEN), a local volunteer group in the Boston area bringing together lesbian, gay, bisexual, transgender (LGBT) and straight teachers, parents, students, and community members who wanted to end anti-LGBT bias in the state's K-12 schools. In 1992, he was appointed by Gov. William Weld (Mass.) to co-chair the Education Committee of the Governor's Commission on Gay and Lesbian Youth. The commission led the fight that made Massachusetts the first state in the nation to outlaw discrimination against public school students on the basis of sexual orientation and to establish, in 1993, a statewide program to ensure educational equity on issues of sexual orientation.

In 1993, Jennings was named a Joseph Klingenstein Fellow at Columbia University's Teachers College, from which he received his master's degree in interdisciplinary studies in education in 1994. He subsequently left teaching to set about building GLSEN into a national force. Under his leadership, GLSEN made safe schools into a national issue, increased by over 600 percent the number of students protected from harassment and discrimination based on sexual orientation and/or gender identity, and grew the number of GSAs from under 50 in 1995 to over 4,300 when he stepped down in 2008. Under Jennings' leadership, GLSEN programs like GSAs, No Name-Calling Week, and Day of Silence became commonplace in America's schools.

Jennings earned an M.B.A. from New York University's Stern School of Business in 1999. He has authored six books, and also helped write and produce the documentary *Out of the Past*.

Jennings serves on the boards of the Harvard Alumni Association and Union Theological Seminary. He is also president of the board for the Tectonic Theater Project. He is the national fundraising chair for the Appalachian Community Fund, where he established the Alice Jennings Fund to help low-income and battered women have the opportunities his own mother was denied as a girl and woman from Appalachia. He and his partner, Jeff, are the proud "parents" of a golden retriever, Amber, and a Bernese mountain dog, Ben, and also have a "granddog" in Ben's son, Jackson, born in March 2009.

List of Participating Organizations and Researchers (as of 07/30/2010)

Organization	Attendee	Title	Email	Phone
American Academy of Child and Adolescent Psychiatry	Larry Greenhill, MD	President	Lgreenhill@aacap.org	(202)966-7300
American Association of School Administrators	Dan Domenech	Executive Director		(703)528-0700
American Association of University Women	Tracy Sherman	Government Relations Manager	shermant@aauw.org	(202)785-7730
American Camp Association	Peg Smith	Chief Executive Officer	psmith@ACAacamps.org	(765)342-8456
American Counseling Association	Richard Yep	Executive Office	ryep@counseling.org	800.347.6647 x 231
American Institutes for Research	Mary Thorngren	Senior Project Specialist	mthorngren@air.org	(202)403-6869
American Institutes for Research's Education, Human Development and the Workforce Department	David Osher	Vice President	DOsher@air.org	(202)403-5373
American School Counselors Association	Richard Wong, Ed.D.	Executive Director	richard@schoolcounselor.org	(703) 683-2722
American School Health Association	Susan Wooley , PhD	Executive Director	swooley@ashaweb.org	(330)678-1601 x120
Anti-Defamation League	David Warren	Director, Education Division	dwarren@adl.org	(212)885-7792
Asian American Legal Defense and Education Fund	Cecilia Chen	Staff Attorney, Educational Equity and Youth Rights Project	cchen@aaldef.org	
Bazelon Center for Mental Health Law	Robert Bernstein, PhD	President and Executive Director	robertb@bazelon.org	(202)467-5730 x 125
Big Brothers Big Sisters of America	Karen Mathis	President and Chief Executive Officer	karen.mathis@bbbs.org	(215)567-7000 x 738
Boys & Girls Clubs of America	Joe Mollner	Senior Director, Delinquency Prevention	JMollner@BGCA.ORG	(651)982-6999
CAPE - Council for American Private Education	Joe McTighe	Executive Director	cape@capenet.org	(301)916-8460
Cartoon Network Enterprises, Turner Broadcasting System, Inc.	Alice Cahn	VP of Social Responsibility		
Cartoon Network Enterprises, Turner Broadcasting System, Inc.	Stuart Snyder	President and COO	Celeslie.Henley@turner.com	(404)575-5067
Character Education Partnership	Joseph W. Mazzola	Executive Director and CEO	jmazzola@character.org	(202)296-7743
Children's Hospital/AAP	Joseph L. Wright, MD, MPH	Senior Vice President	jwright@cnmc.org	(202)476-4930

Children's Social Worker, County of Los Angeles, Department of Children and Family Services	Vaka Faletau	Wraparound/System of Care Liaison SPA 4	faletv@dcfs.lacounty.gov	(213)639-4088
Christian Educators Association	Finn Laursen	Executive Director	finn@ceai.org	(888)798-1124
Council of Chief State School Officers	Elizabeth Partoyan	Strategic Initiative Director for Next Generation Learning	elizabethp@ccsso.org	(202)336-7000
Council of the Great City Schools	Michael Casserly	Executive Director	mcasserly@cgcs.org	(202) 393-2427
Department of Educational Psychology, University of Illinois Urbana-Champaign	Phillip Rodkin, PhD		rodkin@uiuc.edu	(217) 333-0527
Family Online Safety Institute	Stephen Balkam	CEO	sbalkam@fosi.org	(202)775-0130
Family, Career & Community Leaders of America	Michael Benjamin	Executive Director	mbenjamin@fcclainc.org	(703)476-4900 x300
FBI Buffalo Division	Vanita Evans	FBI Community Outreach Specialist	Vanita.Evans@ic.fbi.gov	(716) 843-5210
Fight Crime: Invest in Kids	Miriam A. Rollin	National Director	Miriam@fightcrime.org	
Florida Atlantic University	Sameer Hinduja, Ph.D.	Co-Director, Cyberbullying Research Center School of Criminology and Criminal Justice Florida Atlantic University	hinduja@fau.edu	(561) 799-8227
Gallup	Joanna Barbour		Joanna_Barbour@gallup.com	202.715.3138
Gay, Lesbian, Straight Education Network	Eliza Byard, PhD	Executive Director	ebyard@glsen.org	(202)347-7780
Girl Scout Research Institute	Michael Conn	Vice President	Mconn@girlscouts.org	(212) 852-6554
Girls Leadership Institute	Rachel Simmons	Co-Founder	rachel@rachelsimmons.com	(413)727-8898
Guilderland Schools	Jim Dillon	Former Principal	jdillon117@gmail.com	(518)878-7717
Harrisburg School District	Judy Nuss	Coordinator Of Social & Emotional Learning	jnuss@hbgsd.k12.pa.us	(717)703-4590
The Spirit Desk , LLC	Michael Barrett	Founder/Manager	michaelbarrett@herointhehallway.com	1-877-543-4376
Institute on Family & Neighborhood Life, Clemson University	Susan P. Limber, PhD	Professor	slimber@clemson.edu	(864)656-6320
Interfaith Alliance – Protecting Faith and Freedom	C. Welton Gaddy, The Rev. Dr.	President	wgaddy@intefaithalliance.org	(202)238-3300x104
Interfaith Networks Group	Maha ElGenaidi	CEO and President	elgenaidi@ing.org	(408)296-7312
International Association of Truancy and Dropout Prevention	Jimmie Thacker, Jr.	Executive Director	brendajimt@comcast.net	(865)546-4958
International Bullying Prevention Association	Nathan Kleefisch, Ed.D.	President	nkleefisch@comcast.net	1-800-293-9071
International Dairy Queen	Michael Keller	Chief Brand Officer	michael.keller@idq.org	(952)830-0317

Internet Keep Safe CoalitionSM Headquarters	Marsali Hancock		mhancock@ikeepsafe.org	(703)536-1637
Iowa Pride Network	Ryan Roemerman	Executive Director	ryan@iowapridenetwork.org	(515)371-8355
Johns Hopkins University	Catherine Bradshaw, Ph.D	Associate Professor	cbradsha@jhsp.edu	(410)502-2587
Latin American Youth Center	Lori M. Kaplan	Chief Executive Officer	lori@layc-dc.org	202.319.2225
Liz Claiborne, Inc.	Jane Randel	Senior Vice President, Corporate Communications and Brand Services		
Loyola University Chicago	James Garbarino		jgarbar@luc.edu	(773)508-3017
Microsoft Corporation	Greg McCurdy	Senior Policy Counsel, US Government Affairs	gmccurdy@microsoft.com	(646)225-4290
Miss Ohio 2010	Becky Minger	Miss Ohio 2010	missohio2010@missohio.org	419-410-6186
National Assembly on School-Based Health Care	Laura Hurwitz, LCSW	Director, School Mental Health	LHurwitz@nasbhc.org	(202)638-5872 x205
National Association for Pupil Transportation	Mike Martin	Executive Director	mike.martin@napt.org	(518)452-3611 x103
National Association for Sport and Physical Education	Francesca Zavacky	Program Manager with CDC cooperative	Fzavacky@aahperd.org	
National Association of Elementary School Principals	Gail Connelly	Executive Director	gconnelly@naesp.org	800-386-2377
National Association of Independent Schools	Harold Eugene Batiste III (Gene Batiste)	Vice President	batiste@nais.org	(202)973.9712
National Association of Peer Program Professionals	Judy Tindall, PhD	Executive Director	napp@peerprogramprofessionals.org	(888) 691-1088
National Association of Police Athletic Leagues	Michael Dillhyon	Executive Director	mdillhyon@nationalpal.org	(561)745-5535 x224
National Association of School Psychologists	Susan Gorin	Executive Director	sgorin@naspweb.org	(301)657-0270
National Association of School Resource Officers	Richard J. Caster, Ed.D	Executive Director	dick.caster@nasro.org	(614)257-9333
National Association of School Safety National Association of School Safety and Law Enforcement Officers	Peter P. Pochowski	Executive Director	nassleo@nassleo.org	(315)529-4858
National Association of Secondary School Principals	Dick Flanary	Senior Director of Leadership Programs and Services	flanaryd@principals.org	(703)860-7294
National Association of State Boards of Education	Lowell Johnson, Ph.D.	President	lowellj@nasbe.org	(304)645-7883

National Association of State Boards of Education	Brenda Welburn	Executive Director	brendaw@nasbe.org	(703)684-4000
National Catholic Education Association	Karen Ristau, Ed.D.	President	kristau@ncea.org	(571)451-2890
National Center for School Engagement	Ken Seeley, Ed.D.	President	kseeley@pffac.org	(303)837-8466 x101
National Center for Victims of Crime	Mai Fernandez	Executive Director	mrappaport@ncvc.org; mfernandez@ncvc.o	(202) 467-8700
National Crime Prevention Council	Ann M. Harkins	President, CEO	aharkins@ncpc.org	(202)466-6272
National Disability Rights Network	Kuna Tavalin	Public Policy Analyst	kuna.tavalin@ndrn.org	(202)408-9514
National Education Association	Jerry Newbury			
National Human Services Assembly	Irv Katz	President and CEO	irv@nassembly.org	(202)347-2080 x12
National Middle School Association	Drew Allbritten, PhD	Executive Director	dallbritten@nmsa.org	(614)895-4730
National Organizations for Youth	Sandy Spavone	Executive Director	sspavone@noys.org	(703)981-0264
National Parent Teacher Association	Byron Garrett	President	bgarrett@pta.org	(312) 670-6782
National Rural Education Association	John Hill	Executive Director	jehill@purdue.edu	(765) 494-0086
National School Boards Association	Anne Bryant	Executive Director	abryant@nsba.org	(703) 838-6722
National School Climate Council	Terry Pickeral	President, Cascade Educational Consultants	t.pickeral@comcast.net	(360)303-7480
National State Adolescent Health Coordinators Network	Claire D. Brindis, Ph.D	Executive Director	claire.brindis@ucsf.edu	(415) 4765255
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National Youth Violence Prevention Campaign	Jon Werz	CEO	jon@guidance-group.com	(516)496-4863 x 101
NetSmartz Workshop	Herb Jones	President of the External Affairs Department for National Center for Missing & Exploited Children	lnathan@ncmec.org	(703)224-2150
NetSmartz Workshop	Roarke Lynch	Director		
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Pennsylvania State University	Cheryl Dellasega, Ph.D., GNP	Professor	cdellasega@hmc.psu.edu	(717)531-8778
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Raikes Family Foundation	Tricia Raikes	President		
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State & Territorial Injury Prevention Directors' Association & Children's Safety Network	Sally Fogerty	CSN Director	sfogerty@edc.org	(617) 618-2918
Student and Family Support Services, Iowa Department of Education	Amy J. Williamson	Consultant	amy.williamson@iowa.gov	(515)281-6273
Students Against Destructive Decisions	Penelope Wells	President and Executive Director	pwells@sadd.org	1-877-SADD-INC
Sullivan County	Jack Barnes	Director of Schools	jcbarnes@chartertn.net	(423)429-5662
The Sikh Coalition	Amardeep Singh	Legal Director	amar@sikhcoalition.org	(212) 655-3095 x83
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WiredSafety.org & Stopcyberbullying.org	Parry Aftab	Executive Director	parry@aftab.com	(201)463-8663
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