Federal Partners in
Bullying Prevention Summit

August 11-12, 2010
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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 Roemerma
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, PhD., 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

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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”?  

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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?
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
Bullying Prevention
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, many 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

- **Social Emotional Learning**
- **Student Services**
- **School Mental Health**
- **Bullying Prevention**
- **Special Education Assessment and Referral**
- **Effective Classroom Management**
- **Suicide Prevention**
State Laws on Bullying

- Require that officials establish & enforce policies against bullying in public schools.
- Vary in their definitions and policy requirements and recommendations:
  - Reporting, immunity for reporting
  - Investigation
  - Parental notification
  - Discipline for children who bully
  - Training
  - 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 heath 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.
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.

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

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

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
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

Bullying Intervention/Prevention Activities

• American Academy of Pediatrics
  ➢ Organizational Policy
  ➢ Professional Education

• Children’s National Medical Center
  ➢ Clinical Care
  ➢ Advocacy

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
Policy Statement—Rule of the Pediatrician in Youth Violence Prevention

Abstract

Bullying, harassment, and violence in schools and communities have reached epidemic levels in the United States. Unfortunately, America’s schools are not prepared to deal with the increasing violence among adolescents. The American Academy of Pediatrics (AAP) is concerned about the health effects of violence in the school setting and believes that pediatricians have a role in dealing with this problem. To address this issue, the AAP is establishing a committee on violence prevention and reduction in collaboration with the National Association of Pediatric Nurse Practitioners (NAPNAP) and the American College of Nurse Practitioners (ACNP) to develop a set of guidelines for pediatricians. The committee is also planning to develop a Web site for parents and educators, to be launched in the fall.

AAP Professional Education:
National Conference & Exhibition
(NCE), 2006 to present

At Last, Facing Down Bullies (and Their Bullies)
New York Times, By PERRI KLASS, M.D., June 9, 2000

June 9, 2000 at 06:39 PM
High Rate Of Bullying Alarming
Posted by Kathy Weiler | Comment On This Post

Pediatricians take on bullies, dating violence
By CARLA K. JOHNSON

CHICAGO (AP) — The American Academy of Pediatrics wants doctors to take an active role in preventing bullying in schools and violence among teenagers.

AAPconvergence.com

Bullying Receives National, PediAtic Attention

An unprecedented number of schools, only a few dozen until a few months ago, are using Internet, e-mail, and cell phones to monitor students, parents and teachers, according to the American Academy of Pediatrics. The academy is working with state and local education officials to develop a national strategy to prevent bullying.

The academy is developing a new national strategy to prevent bullying. The strategy will be based on a model developed by the National Center for Injury Prevention and Control, which has been used successfully in other countries. The academy is also working with state and local education officials to develop a national strategy to prevent bullying. The strategy will be based on a model developed by the National Center for Injury Prevention and Control, which has been used successfully in other countries.
**AAP Educational Resource**

**Connected Kids: Safe Strong Secure** is 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.

**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.
Children's National: Bullying Intervention/Prevention Activities

- Clinic for Health Problems Related to Bullying [Neuroscience and Behavioral Health Center of Excellence]
- Advocacy
  - Legislative
  - Media
  - Public Education

Legislative Testimony (selected)

- 7/09 - Maryland General Assembly, Joint Committee of Children, Youth and Families, “Prevention of Morbidity and Mortality Linked to Bullying”
- 6/10 - U.S. House of Representatives, Labor and Education Committee, Subcommittee on Healthy Families and Communities, “Ensuring Student Cyber Safety”

Electronic and Print Media (selected)

- CBS Television Network, The Early Show – Bullying: Early Childhood Predictors
- CBS Evening News with Katie Couric – “The High Rate of BullyingAlarming”
- MSNBC Cable Network – “Bullying: In the Aftermath of Phoebe Prince”
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.

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.

Thank You - - Questions??
You Have The Power!

PROJECT CHANGE
Montgomery County, Maryland

OUR MISSION:
To promote positive youth development and youth leadership by engaging young people to contribute to their community through participation in service community service projects, 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

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

- 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
- 29 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 230 students
- 81.5% learned something new
- 99.9% 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; Nick News; "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:
  - 2009 U.S. Department of Education Office of Safe and Drug-Free Schools Annual Conference
  - 2009 American Federation of Teachers QuEST Conference
  - 6th Annual International Bullying Prevention Association Conference

YHTP! ToolKit

- CD with 5 power point presentations & printed materials
- Training Manual
- Role-playing scenarios
- Bullying prevention strategies
- YHTP! poster (2 per kit) designed by YHTP! teen mentors
STOP BULLYING
WESTERN NEW YORK

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

Contacts:
- Earl Gould - (716) 843-5274
- James A. Jancewicz – (716) 856-7800
- Maureen P. Dempsey - (716) 843-1788

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. Robertson 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 & Adolescent 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 3:00PM, at the Regal Transit Center 18 Plus IMAX Theater located at 6707 Transit Road, Williamsville, New York, the above agencies and organizations will distribute 500 informational packets to parents and children in an effort to encourage peer advocacy and bring 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 weekend 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
STOP BULLYING
Western New York

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@hbgsd.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.

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.
“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*


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

PANEL 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: jcbarnes@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 LGBT 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 an 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

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
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

STUDENT ACHIEVEMENT
Ryan Roemerman and Amy J. Williamson
Federal Partners in Bullying Prevention Summit
August 21, 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

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**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.

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**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

Amy J. Williamson
Iowa Department of Education
515.281.6273

Ryan Roemer
Iowa Pride Network
ryan@iowapridenetwork.org
515.731.8062
“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)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Attendee</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Academy of Child and Adolescent Psychiatry</td>
<td>Larry Greenhill, MD</td>
<td>President</td>
<td><a href="mailto:Lgreenhill@aacap.org">Lgreenhill@aacap.org</a></td>
<td>(202)966-7300</td>
</tr>
<tr>
<td>American Association of School Administrators</td>
<td>Dan Domenech</td>
<td>Executive Director</td>
<td></td>
<td>(703)528-0700</td>
</tr>
<tr>
<td>American Association of University Women</td>
<td>Tracy Sherman</td>
<td>Government Relations Manager</td>
<td><a href="mailto:shermant@aauw.org">shermant@aauw.org</a></td>
<td>(202)785-7730</td>
</tr>
<tr>
<td>American Camp Association</td>
<td>Peg Smith</td>
<td>Chief Executive Officer</td>
<td><a href="mailto:psmith@ACAcamps.org">psmith@ACAcamps.org</a></td>
<td>(765)342-8456</td>
</tr>
<tr>
<td>American Counseling Association</td>
<td>Richard Yep</td>
<td>Executive Office</td>
<td><a href="mailto:ryeep@counseling.org">ryeep@counseling.org</a></td>
<td>800.347.6647 x 231</td>
</tr>
<tr>
<td>American Institutes for Research’s Education, Human Development and the Workforce Department</td>
<td>David Osher</td>
<td>Vice President</td>
<td><a href="mailto:DOsher@air.org">DOsher@air.org</a></td>
<td>(202)403-5373</td>
</tr>
<tr>
<td>American School Counselors Association</td>
<td>Richard Wong, Ed.D.</td>
<td>Executive Director</td>
<td><a href="mailto:richard@schoolcounselor.org">richard@schoolcounselor.org</a></td>
<td>(703) 683-2722</td>
</tr>
<tr>
<td>American School Health Association</td>
<td>Susan Wooley, PhD</td>
<td>Executive Director</td>
<td><a href="mailto:swooley@ashaweb.org">swooley@ashaweb.org</a></td>
<td>(330)678-1601 x120</td>
</tr>
<tr>
<td>Anti-Defamation League</td>
<td>David Warren</td>
<td>Director, Education Division</td>
<td><a href="mailto:dwaren@adl.org">dwaren@adl.org</a></td>
<td>(212)885-7792</td>
</tr>
<tr>
<td>Asian American Legal Defense and Education Fund</td>
<td>Cecilia Chen</td>
<td>Staff Attorney, Educational Equity and Youth Rights Project</td>
<td><a href="mailto:cchen@aaldef.org">cchen@aaldef.org</a></td>
<td></td>
</tr>
<tr>
<td>Bazelon Center for Mental Health Law</td>
<td>Robert Bernstein, PhD</td>
<td>President and Executive Director</td>
<td><a href="mailto:robertb@bazelon.org">robertb@bazelon.org</a></td>
<td>(202)467-5730 x 125</td>
</tr>
<tr>
<td>Big Brothers Big Sisters of America</td>
<td>Karen Mathis</td>
<td>President and Chief Executive Officer</td>
<td><a href="mailto:karen.mathis@bbbs.org">karen.mathis@bbbs.org</a></td>
<td>(215)567-7000 x 738</td>
</tr>
<tr>
<td>Boys &amp; Girls Clubs of America</td>
<td>Joe Mollner</td>
<td>Senior Director, Delinquency Prevention</td>
<td><a href="mailto:JMoller@BGCA.ORG">JMoller@BGCA.ORG</a></td>
<td>(651)982-6999</td>
</tr>
<tr>
<td>CAPE - Council for American Private Education</td>
<td>Joe McTighe</td>
<td>Executive Director</td>
<td><a href="mailto:cape@capenet.org">cape@capenet.org</a></td>
<td>(301)916-8460</td>
</tr>
<tr>
<td>Cartoon Network Enterprises, Turner Broadcasting System, Inc.</td>
<td>Alice Cahn</td>
<td>VP of Social Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cartoon Network Enterprises, Turner Broadcasting System, Inc.</td>
<td>Stuart Snyder</td>
<td>President and COO</td>
<td><a href="mailto:Celeslie.Henley@turner.com">Celeslie.Henley@turner.com</a></td>
<td>(404)575-5067</td>
</tr>
<tr>
<td>Character Education Partnership</td>
<td>Joseph W. Mazzola</td>
<td>Executive Director and CEO</td>
<td><a href="mailto:jmazzola@character.org">jmazzola@character.org</a></td>
<td>(202)296-7743</td>
</tr>
<tr>
<td>Children’s Hospital/AAP</td>
<td>Joseph L. Wright, MD, MPH</td>
<td>Senior Vice President</td>
<td><a href="mailto:jwright@cnmc.org">jwright@cnmc.org</a></td>
<td>(202)476-4930</td>
</tr>
<tr>
<td>Organization/Institution</td>
<td>Name</td>
<td>Position</td>
<td>Email/Phone</td>
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<tr>
<td>Children’s Social Worker, County of Los Angeles, Department of Children and Family Services</td>
<td>Vaka Faletau</td>
<td>Wraparound/System of Care Liaison SPA 4</td>
<td><a href="mailto:faletv@dcfs.lacounty.gov">faletv@dcfs.lacounty.gov</a> (213)639-4088</td>
<td></td>
</tr>
<tr>
<td>Christian Educators Association</td>
<td>Finn Laursen</td>
<td>Executive Director</td>
<td><a href="mailto:finn@ceai.org">finn@ceai.org</a> (888)798-1124</td>
<td></td>
</tr>
<tr>
<td>Council of Chief State School Officers</td>
<td>Elizabeth Partoyan</td>
<td>Strategic Initiative Director for Next Generation Learning</td>
<td><a href="mailto:elizabethp@ccsso.org">elizabethp@ccsso.org</a> (202)336-7000</td>
<td></td>
</tr>
<tr>
<td>Council of the Great City Schools</td>
<td>Michael Casserly</td>
<td>Executive Director</td>
<td><a href="mailto:mcasterly@cgcs.org">mcasterly@cgcs.org</a> (202) 393-2427</td>
<td></td>
</tr>
<tr>
<td>Department of Educational Psychology, University of Illinois Urbana-Champaign</td>
<td>Phillip Rodkin, PhD</td>
<td>Executive Director</td>
<td><a href="mailto:rodkin@uiuc.edu">rodkin@uiuc.edu</a> (217) 333-0527</td>
<td></td>
</tr>
<tr>
<td>Family Online Safety Institute</td>
<td>Stephen Balkam</td>
<td>CEO</td>
<td><a href="mailto:sbalkam@fosi.org">sbalkam@fosi.org</a> (202)775-0130</td>
<td></td>
</tr>
<tr>
<td>Family, Career &amp; Community Leaders of America</td>
<td>Michael Benjamin</td>
<td>Executive Director</td>
<td><a href="mailto:mbenjamin@fcclaimc.org">mbenjamin@fcclaimc.org</a> (703)476-4900 x300</td>
<td></td>
</tr>
<tr>
<td>FBI Buffalo Division</td>
<td>Vanita Evans</td>
<td>FBI Community Outreach Specialist</td>
<td><a href="mailto:Vanita.Evans@ic.fbi.gov">Vanita.Evans@ic.fbi.gov</a> (716) 843-5210</td>
<td></td>
</tr>
<tr>
<td>Fight Crime: Invest in Kids</td>
<td>Miriam A. Rollin</td>
<td>Co-Director, Cyberbullying Research Center School of Criminology and Criminal Justice Florida Atlantic University</td>
<td><a href="mailto:miriam@fightcrime.org">miriam@fightcrime.org</a></td>
<td></td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Sameer Hinduja, Ph.D.</td>
<td>Executive Director</td>
<td><a href="mailto:hinduja@fau.edu">hinduja@fau.edu</a> (561) 799-8227</td>
<td></td>
</tr>
<tr>
<td>Gallup</td>
<td>Joanna Barbour</td>
<td>Executive Director</td>
<td><a href="mailto:Joanna_Barbour@gallup.com">Joanna_Barbour@gallup.com</a> 202.715.3138</td>
<td></td>
</tr>
<tr>
<td>Gay, Lesbian, Straight Education Network</td>
<td>Eliza Byard, PhD</td>
<td>Executive Director</td>
<td><a href="mailto:ebyard@glsen.org">ebyard@glsen.org</a> (202)347-7780</td>
<td></td>
</tr>
<tr>
<td>Girl Scout Research Institute</td>
<td>Michael Conn</td>
<td>Vice President</td>
<td><a href="mailto:Mconn@girlscouts.org">Mconn@girlscouts.org</a> (212) 852-6554</td>
<td></td>
</tr>
<tr>
<td>Girls Leadership Institute</td>
<td>Rachel Simmons</td>
<td>Co-Founder</td>
<td><a href="mailto:rachel@rachelsimmons.com">rachel@rachelsimmons.com</a> (413)727-8898</td>
<td></td>
</tr>
<tr>
<td>Guilderland Schools</td>
<td>Jim Dillon</td>
<td>Former Principal</td>
<td><a href="mailto:dillon117@gmail.com">dillon117@gmail.com</a> (518) 878-7717</td>
<td></td>
</tr>
<tr>
<td>Harrisburg School District</td>
<td>Judy Nuss</td>
<td>Coordinator Of Social &amp; Emotional Learning</td>
<td><a href="mailto:jnuss@hbgsd.k12.pa.us">jnuss@hbgsd.k12.pa.us</a> (717)703-4590</td>
<td></td>
</tr>
<tr>
<td>The Spirit Desk, LLC</td>
<td>Michael Barrett</td>
<td>Founder/Manager</td>
<td><a href="mailto:michaelbarrett@herointhehallway.com">michaelbarrett@herointhehallway.com</a> 1-877-543-4376</td>
<td></td>
</tr>
<tr>
<td>Institute on Family &amp; Neighborhood Life, Clemson University</td>
<td>Susan P. Limber, PhD</td>
<td>Professor</td>
<td><a href="mailto:slimmer@clemson.edu">slimmer@clemson.edu</a> (864)656-6320</td>
<td></td>
</tr>
<tr>
<td>Interfaith Alliance – Protecting Faith and Freedom</td>
<td>C. Welton Gaddy, The Rev. Dr.</td>
<td>President</td>
<td><a href="mailto:wgaddy@interfaithalliance.org">wgaddy@interfaithalliance.org</a> (202)238-3300x104</td>
<td></td>
</tr>
<tr>
<td>Interfaith Networks Group</td>
<td>Maha ElGenaidi</td>
<td>CEO and President</td>
<td><a href="mailto:elgenaidi@ing.org">elgenaidi@ing.org</a> (408)296-7312</td>
<td></td>
</tr>
<tr>
<td>International Association of Truancy and Dropout Prevention</td>
<td>Jimmie Thacker, Jr.</td>
<td>Executive Director</td>
<td><a href="mailto:brendajmit@comcast.net">brendajmit@comcast.net</a> (865)546-4958</td>
<td></td>
</tr>
<tr>
<td>International Bullying Prevention Association</td>
<td>Nathan Kleefisch, Ed.D.</td>
<td>President</td>
<td><a href="mailto:nkleefisch@comcast.net">nkleefisch@comcast.net</a> 1-800-293-9071</td>
<td></td>
</tr>
<tr>
<td>International Dairy Queen</td>
<td>Michael Keller</td>
<td>Chief Brand Officer</td>
<td><a href="mailto:michael.keller@idq.org">michael.keller@idq.org</a> (952)830-0317</td>
<td></td>
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<tr>
<td>Organization</td>
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<tr>
<td>Internet Keep Safe Coalition</td>
<td>Marsali Hancock</td>
<td>Executive Director</td>
<td><a href="mailto:mhancock@ikeepsafe.org">mhancock@ikeepsafe.org</a></td>
<td>(703)536-1637</td>
</tr>
<tr>
<td>Iowa Pride Network</td>
<td>Ryan Roemerman</td>
<td>Associate Professor</td>
<td><a href="mailto:ryan@iowapridenetwork.org">ryan@iowapridenetwork.org</a></td>
<td>(515)371-8355</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>Catherine Bradshaw, Ph.D</td>
<td>Chief Executive Officer</td>
<td><a href="mailto:cbradsha@jhsphealth.org">cbradsha@jhsphealth.org</a></td>
<td>(410)502-2587</td>
</tr>
<tr>
<td>Latin American Youth Center</td>
<td>Lori M. Kaplan</td>
<td>Associate Professor</td>
<td><a href="mailto:lori@layc-dc.org">lori@layc-dc.org</a></td>
<td>202.319.2225</td>
</tr>
<tr>
<td>Liz Claiborne, Inc.</td>
<td>Jane Randel</td>
<td>Senior Vice President, Corporate Communications and Brand Services</td>
<td><a href="mailto:jrandel@lizclaiborne.com">jrandel@lizclaiborne.com</a></td>
<td></td>
</tr>
<tr>
<td>Loyola University Chicago</td>
<td>James Garbarino</td>
<td>Executive Director</td>
<td><a href="mailto:jgarbar@luc.edu">jgarbar@luc.edu</a></td>
<td>(773)508-3017</td>
</tr>
<tr>
<td>Microsoft Corporation</td>
<td>Greg McCurdy</td>
<td>Senior Policy Counsel, US Government Affairs</td>
<td><a href="mailto:gmccurdy@microsoft.com">gmccurdy@microsoft.com</a></td>
<td>(646)225-4290</td>
</tr>
<tr>
<td>Miss Ohio 2010</td>
<td>Becky Minger</td>
<td>Executive Director</td>
<td><a href="mailto:missohio2010@missohio.org">missohio2010@missohio.org</a></td>
<td>419-410-6186</td>
</tr>
<tr>
<td>National Assembly on School-Based Health Care</td>
<td>Laura Hurwitz, LCSW</td>
<td>Director, School Mental Health</td>
<td><a href="mailto:LHurwitz@nasbhc.org">LHurwitz@nasbhc.org</a></td>
<td>(202)638-5872 x205</td>
</tr>
<tr>
<td>National Association for Pupil Transportation</td>
<td>Mike Martin</td>
<td>Executive Director</td>
<td><a href="mailto:mike.martin@nappt.org">mike.martin@nappt.org</a></td>
<td>(518)452-3611 x103</td>
</tr>
<tr>
<td>National Association for Sport and Physical Education</td>
<td>Francesca Zavacky</td>
<td>Program Manager with CDC cooperative</td>
<td><a href="mailto:Fzavacky@aahperd.org">Fzavacky@aahperd.org</a></td>
<td></td>
</tr>
<tr>
<td>National Association of Elementary School Principals</td>
<td>Gail Connelly</td>
<td>Executive Director</td>
<td><a href="mailto:gconnelly@naesp.org">gconnelly@naesp.org</a></td>
<td>800-386-2377</td>
</tr>
<tr>
<td>National Association of Independent Schools</td>
<td>Harold Eugene Batiste III (Gene Batiste)</td>
<td>Vice President</td>
<td><a href="mailto:batiste@nais.org">batiste@nais.org</a></td>
<td>(202)973.9712</td>
</tr>
<tr>
<td>National Association of Peer Program Professionals</td>
<td>Judy Tindall, PhD</td>
<td>Executive Director</td>
<td><a href="mailto:nappp@peerprogramprofessionals.org">nappp@peerprogramprofessionals.org</a></td>
<td>(888) 691-1088</td>
</tr>
<tr>
<td>National Association of Police Athletic Leagues</td>
<td>Michael Dillhony</td>
<td>Executive Director</td>
<td><a href="mailto:mdillhony@nationalpal.org">mdillhony@nationalpal.org</a></td>
<td>(561)745-5535 x224</td>
</tr>
<tr>
<td>National Association of School Psychologists</td>
<td>Susan Gorin</td>
<td>Executive Director</td>
<td><a href="mailto:sgorin@naspweb.org">sgorin@naspweb.org</a></td>
<td>(301)657-0270</td>
</tr>
<tr>
<td>National Association of School Resource Officers</td>
<td>Richard J. Caster, Ed.D</td>
<td>Executive Director</td>
<td><a href="mailto:dick.caster@nasro.org">dick.caster@nasro.org</a></td>
<td>(614)257-9333</td>
</tr>
<tr>
<td>National Association of School Safety</td>
<td>Peter P. Pochowski</td>
<td>Executive Director</td>
<td><a href="mailto:nassleo@nassleo.org">nassleo@nassleo.org</a></td>
<td>(315)529-4858</td>
</tr>
<tr>
<td>National Association of Secondary School Principals</td>
<td>Dick Flanary</td>
<td>Senior Director of Leadership Programs and Services</td>
<td><a href="mailto:flanaryd@principals.org">flanaryd@principals.org</a></td>
<td>(703)860-7294</td>
</tr>
<tr>
<td>National Association of State Boards of Education</td>
<td>Lowell Johnson, Ph.D.</td>
<td>President</td>
<td><a href="mailto:lowellj@nasbe.org">lowellj@nasbe.org</a></td>
<td>(304)645-7883</td>
</tr>
<tr>
<td>Organization</td>
<td>Name</td>
<td>Title</td>
<td>Email/Website</td>
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<tr>
<td>National Association of State Boards of Education</td>
<td>Brenda Welburn</td>
<td>Executive Director</td>
<td><a href="mailto:brendaw@nasbe.org">brendaw@nasbe.org</a></td>
<td>(703)684-4000</td>
</tr>
<tr>
<td>National Catholic Education Association</td>
<td>Karen Ristau, Ed.D.</td>
<td>President</td>
<td><a href="mailto:kristau@ncea.org">kristau@ncea.org</a></td>
<td>(571)451-2890</td>
</tr>
<tr>
<td>National Center for School Engagement</td>
<td>Ken Seeley, Ed.D.</td>
<td>President</td>
<td><a href="mailto:kseeley@pfac.org">kseeley@pfac.org</a></td>
<td>(303)837-8466 x101</td>
</tr>
<tr>
<td>National Center for Victims of Crime</td>
<td>Mai Fernandez</td>
<td>Executive Director</td>
<td><a href="mailto:mrappaport@ncvc.org">mrappaport@ncvc.org</a>; <a href="mailto:mfernandez@ncvc.org">mfernandez@ncvc.org</a></td>
<td>(202) 467-8700</td>
</tr>
<tr>
<td>National Crime Prevention Council</td>
<td>Ann M. Harkins</td>
<td>President, CEO</td>
<td><a href="mailto:aharkins@ncpc.org">aharkins@ncpc.org</a></td>
<td>(202)466-6272</td>
</tr>
<tr>
<td>National Disability Rights Network</td>
<td>Kuna Tavalin</td>
<td>Public Policy Analyst</td>
<td><a href="mailto:kuna.tavalin@ndrn.org">kuna.tavalin@ndrn.org</a></td>
<td>(202)408-9514</td>
</tr>
<tr>
<td>National Education Association</td>
<td>Jerry Newbury</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Human Services Assembly</td>
<td>Irv Katz</td>
<td>President and CEO</td>
<td><a href="mailto:irv@nassembly.org">irv@nassembly.org</a></td>
<td>(202)347-2080 x12</td>
</tr>
<tr>
<td>National Middle School Association</td>
<td>Drew Allbritten, PhD</td>
<td>Executive Director</td>
<td><a href="mailto:dallbritten@nmsa.org">dallbritten@nmsa.org</a></td>
<td>(614)895-4730</td>
</tr>
<tr>
<td>National Organizations for Youth</td>
<td>Sandy Spavone</td>
<td>Executive Director</td>
<td><a href="mailto:sspavone@noys.org">sspavone@noys.org</a></td>
<td>(703)981-0264</td>
</tr>
<tr>
<td>National Parent Teacher Association</td>
<td>Byron Garrett</td>
<td>President</td>
<td><a href="mailto:bgarrett@pta.org">bgarrett@pta.org</a></td>
<td>(312) 670-6782</td>
</tr>
<tr>
<td>National Rural Education Association</td>
<td>John Hill</td>
<td>Executive Director</td>
<td><a href="mailto:jehill@purdue.edu">jehill@purdue.edu</a></td>
<td>(765) 494-0086</td>
</tr>
<tr>
<td>National School Boards Association</td>
<td>Anne Bryant</td>
<td>Executive Director</td>
<td><a href="mailto:abryant@nsba.org">abryant@nsba.org</a></td>
<td>(703) 838-6722</td>
</tr>
<tr>
<td>National School Climate Council</td>
<td>Terry Pickeral</td>
<td>President, Cascade</td>
<td><a href="mailto:t.pickeral@comcast.net">t.pickeral@comcast.net</a></td>
<td>(360)303-7480</td>
</tr>
<tr>
<td>National State Adolescent Health Coordinators Network</td>
<td>Claire D. Brindis, Ph.D.</td>
<td>Executive Director</td>
<td><a href="mailto:claire.brindis@ucsf.edu">claire.brindis@ucsf.edu</a></td>
<td>(415) 4765255</td>
</tr>
<tr>
<td>National Women's Law Center</td>
<td>Fatima Goss Graves</td>
<td>Vice President for Education and Employment</td>
<td><a href="mailto:fgraves@nwlc.org">fgraves@nwlc.org</a></td>
<td>(202)588-5180</td>
</tr>
<tr>
<td>National Youth Violence Prevention Campaign</td>
<td>Jon Werz</td>
<td>CEO</td>
<td><a href="mailto:jon@guidance-group.com">jon@guidance-group.com</a></td>
<td>(516)496-4863 x 101</td>
</tr>
<tr>
<td>NetSmartz Workshop</td>
<td>Herb Jones</td>
<td>President of the External Affairs Department for National Center for Missing &amp; Exploited Children</td>
<td><a href="mailto:nathan@ncmec.org">nathan@ncmec.org</a></td>
<td>(703)224-2150</td>
</tr>
<tr>
<td>NetSmartz Workshop</td>
<td>Roarke Lynch</td>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PACER</td>
<td>Paula F. Goldberg</td>
<td>Executive Director</td>
<td><a href="mailto:pgolderbeg@pacer.org">pgolderbeg@pacer.org</a></td>
<td>(952)838-9000</td>
</tr>
<tr>
<td>Pakistani American Public Affairs Committee</td>
<td>Irfan Malik</td>
<td>Executive Director</td>
<td><a href="mailto:Irfan.malik@pakpac.net">Irfan.malik@pakpac.net</a></td>
<td>(410)303-6699</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>Cheryl Dellasega, Ph.D., GNP</td>
<td>Professor</td>
<td><a href="mailto:cdellasega@hmc.psu.edu">cdellasega@hmc.psu.edu</a></td>
<td>(717)531-8778</td>
</tr>
<tr>
<td>Prevent Child Abuse America</td>
<td>James M. Hmurovich</td>
<td>President and CEO</td>
<td><a href="mailto:jhmurovick@preventchildabuse.org">jhmurovick@preventchildabuse.org</a></td>
<td>(312)663-3520 x 810</td>
</tr>
<tr>
<td>Organization</td>
<td>Name</td>
<td>Position</td>
<td>Email</td>
<td>Phone</td>
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<tr>
<td>Raikes Family Foundation</td>
<td>Tricia Raikes</td>
<td>President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBN!/Widmeyer Communications</td>
<td>Jason Smith</td>
<td></td>
<td></td>
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<tr>
<td>SBN!/Widmeyer Communications</td>
<td>Katie Reardon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Social Work Association of America</td>
<td>Frederick Streeck</td>
<td>Executive Director</td>
<td><a href="mailto:fstreeck@comcast.net">fstreeck@comcast.net</a></td>
<td>(317)464-5116</td>
</tr>
<tr>
<td>Sikh American Legal Defense Education Fund</td>
<td>Jasjit Singh</td>
<td>Associate Executive Director</td>
<td><a href="mailto:jasjit@saldef.org">jasjit@saldef.org</a></td>
<td>(202)393-2700 x127</td>
</tr>
<tr>
<td>State &amp; Territorial Injury Prevention Directors' Association &amp; Children's Safety Network</td>
<td>Sally Fogerty</td>
<td>CSN Director</td>
<td><a href="mailto:sfogerty@edc.org">sfogerty@edc.org</a></td>
<td>(617) 618-2918</td>
</tr>
<tr>
<td>Student and Family Support Services, Iowa Department of Education</td>
<td>Amy J. Williamson</td>
<td>Consultant</td>
<td><a href="mailto:amy.williamson@iowa.gov">amy.williamson@iowa.gov</a></td>
<td>(515)281-6273</td>
</tr>
<tr>
<td>Students Against Destructive Decisions</td>
<td>Penelope Wells</td>
<td>President and Executive Director</td>
<td><a href="mailto:pwells@sadd.org">pwells@sadd.org</a></td>
<td>1-877-SADD-INC</td>
</tr>
<tr>
<td>Sullivan County</td>
<td>Jack Barnes</td>
<td>Director of Schools</td>
<td><a href="mailto:cbarnes@chartertn.net">cbarnes@chartertn.net</a></td>
<td>(423)429-5662</td>
</tr>
<tr>
<td>The Sikh Coalition</td>
<td>Amardeep Singh</td>
<td>Legal Director</td>
<td><a href="mailto:amar@sikhcoalition.org">amar@sikhcoalition.org</a></td>
<td>(212) 655-3095 x83</td>
</tr>
<tr>
<td>University of Illinois, Urbana-Champaign</td>
<td>Dorothy Espelage, PhD</td>
<td></td>
<td><a href="mailto:espelage@illinois.edu">espelage@illinois.edu</a></td>
<td>(217)333-9139</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>L. Rowell Huesmann</td>
<td></td>
<td><a href="mailto:huesmann@umich.edu">huesmann@umich.edu</a></td>
<td>(734)764-8358</td>
</tr>
<tr>
<td>Westfield State College</td>
<td>Elizabeth Stassinos, Ph.D.</td>
<td></td>
<td><a href="mailto:estassinos@wsc.ma.edu">estassinos@wsc.ma.edu</a></td>
<td>413.572.5731</td>
</tr>
<tr>
<td>WiredSafety.org &amp; Stopcyberbullying.org</td>
<td>Parry Aftab</td>
<td>Executive Director</td>
<td><a href="mailto:parry@aftab.com">parry@aftab.com</a></td>
<td>(201)463-8663</td>
</tr>
<tr>
<td>Yahoo!</td>
<td>Carol Bartz</td>
<td>CEO</td>
<td></td>
<td>(408) 349-3300</td>
</tr>
<tr>
<td>You Have the Power</td>
<td>Robyn Holstein-Glass</td>
<td>Executive Director</td>
<td><a href="mailto:rglass@projectchange-md.org">rglass@projectchange-md.org</a></td>
<td></td>
</tr>
<tr>
<td>Youth for Christ</td>
<td>John Richmond</td>
<td></td>
<td><a href="mailto:JRichmond@cdyfc.org">JRichmond@cdyfc.org</a></td>
<td>(518)783-5332</td>
</tr>
<tr>
<td>Youth Service America</td>
<td>Steve Culberston</td>
<td>President and CEO</td>
<td><a href="mailto:sculbertson@ysa.org">sculbertson@ysa.org</a></td>
<td>(202)296-2992 x103</td>
</tr>
</tbody>
</table>