

Woodbridge Board of Education Special
BOWA Boards of Education Meeting
Thursday, November 5, 2009 6:30 PM

Woodbridge BOE Special Meeting Presentation
Room Amity District Offices 25 Newton Road
Woodbridge, CT 06525

Agenda

- I. **Call to Order**
- II. **Pledge of Allegiance**
- III. **H1N1 Update - Leslie Balch, Director QVHD**
- IV. **Information on School Climate Survey - Dickon Pownall-Gray, Kiki Cahn**
- V. **Adjourn**

The Surviving Bullies Charity Inc.

A 501(c)(3) educational charity

presents



The School Climate Project

Our mission is to improve the academic performance of all students by lessening the toxic impact of bullying on the culture of schools

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September 2009

Mission Statement

Our mission is to improve the academic performance of all students by lessening the toxic impact of bullying on the culture of schools.

Vision Statement

We believe that children who learn in a positive school climate achieve superior academic results to those children forced to learn in an atmosphere debilitated by emotional distress and fear of bullying. Our goal is to become a national charity so that we can positively affect the climate in schools across the country. Our plan, over the next ten years, is to gain a reputation for providing data-driven, low cost, on-line screening and intervention programs that have documented efficacy with schools across the nation. Through the sale of sophisticated anti-bullying programs, we aim to be financially self-sufficient.

Our Most Critical Impact

Our online screening questionnaire system allows us to early identify seriously emotionally troubled children and to quickly intervene with our psychologist family-calling program to help prevent potential suicides and other acts of violence.

Table of Contents

Section	Page
A. Goals of the School Climate Project	4
B. Cost per Student	5
C. Why We are Concerned about Bullying	5
D. “Targets of Bullying are the Wimpy Kids” - a myth that must be exploded	5
E. Recent Legal Changes – The School Climate Project is at the Cutting Edge	5
F. Target Age Groups	6
G. How our Program Works	6
H. Why Now?	9
I. Fundraising	10
J. What’s in it for You as a Company?	12
K. How do we Measure the Success of our Program?	13
Appendix 1 - Personnel and Academic Advisory Board	15
Appendix 2 - A Case Study: <i>Practical anti-bullying advice given as part of the School Climate Project</i>	16
Appendix 3 - Reference from a Superintendent	17
Appendix 4 - A Brief History of the Charity	18

A. The Goals of the School Climate Project:

- To provide an early warning program capable of identifying emotionally distressed students and then intervening to help avoid suicides and other violent acts.
- To identify students who are being bullied (on average, 10% of kids are being severely bullied, 30% of kids have some experience with bullying¹) and to empower these students to better handle their bullying situation.
- To teach and empower “the silent majority” - bystanders - to step in and help targets of bullying, thereby reducing the power of the bullies while sending a powerful message to targets of bullying that they “are not alone”.
- To provide succinct “School Climate” data analysis reports to Superintendents and Principals so that they can take data-driven, tangible steps towards improving their “School Climate”.
- To promote, based on empirical school data findings, fundamental and systemic change to the curriculum and culture of schools so as to reduce mean behavior.
- To teach students, parents, teachers, cafeteria workers, senior school administrators, town clergy, town political leaders, about the negative impact that a tolerance for bullying has on the overall learning environment of a school.
- To make school communities aware that the academic research shows that chronic stress caused by bullying can damage the memory center of the teenage brain. This results in impaired academic performance for innocent targets of bullying.

¹ Based on national results of many bullying studies and validated by our results from over 1000 students

B. Cost Per Student

The cost per student for the total School Climate project program is twenty-five dollars (\$25) or \$25,000 for every 1,000 students.

C. Why we are concerned about Bullying:

The latest academic research shows that the stress of being bullied can elevate cortisol levels in the brain to the point where a bullied student's ability to store and recall academic information may be seriously impaired resulting in a decline in academic performance. Research also shows that targets of bullying can suffer a variety of mental and physical difficulties ranging from depression and anxiety to eating and sleep disorders. At its most extreme, bullying has led to suicide, to violent outbreaks, and to targets who decide to "get even" by bringing a loaded gun to school. The U.S. Secret Service Safe School Initiative Report (2002) analyzed 37 school shootings over a period of 26 years and found that bullying was a factor in many of the incidents evaluated. "In those cases, the experience of bullying appeared to play a major role in motivating the attack at school." Although there are usually multiple causes of violent episodes, bullying can often be the factor that pushes the child over the edge in teenage suicides and school violence.

D. "Targets of Bullying are the Wimpy Kids" – a myth that must be exploded

It is not true that targets of bullying are simply the "nerdy" or "wimpy" kids who can't defend themselves. Typical targets of bullies are the children who are "different" in any way – often they stand out for being the best at something. This may be the child who is "too smart", "too pretty", "too wealthy", or even the elite athlete. It can also be the child who is painfully shy or overweight, or has a foreign accent. And it is not just the targets who suffer as truly the whole school is involved: those who aren't bullies or bullied are often bystanders, witnesses to emotional cruelty and acts of violence that lead to feelings of "bystander guilt" and a student-wide perception that their school is unsafe.

E. Recent Legal Changes – The School Climate Project is at the Cutting Edge

Thirty-nine states currently have anti-bullying laws. Connecticut recently² passed an *Act Concerning School Learning Environment* that strengthens its 2002 anti-bullying law. It "requires each school board to develop and implement a prevention and intervention strategy to address bullying." It recommends all of the elements that are in our program, including a "school survey to determine the prevalence of bullying", "grade appropriate bullying prevention curricula", "implementation of a positive behavioral interventions and supports process...for safe school climate or bullying prevention" etc.

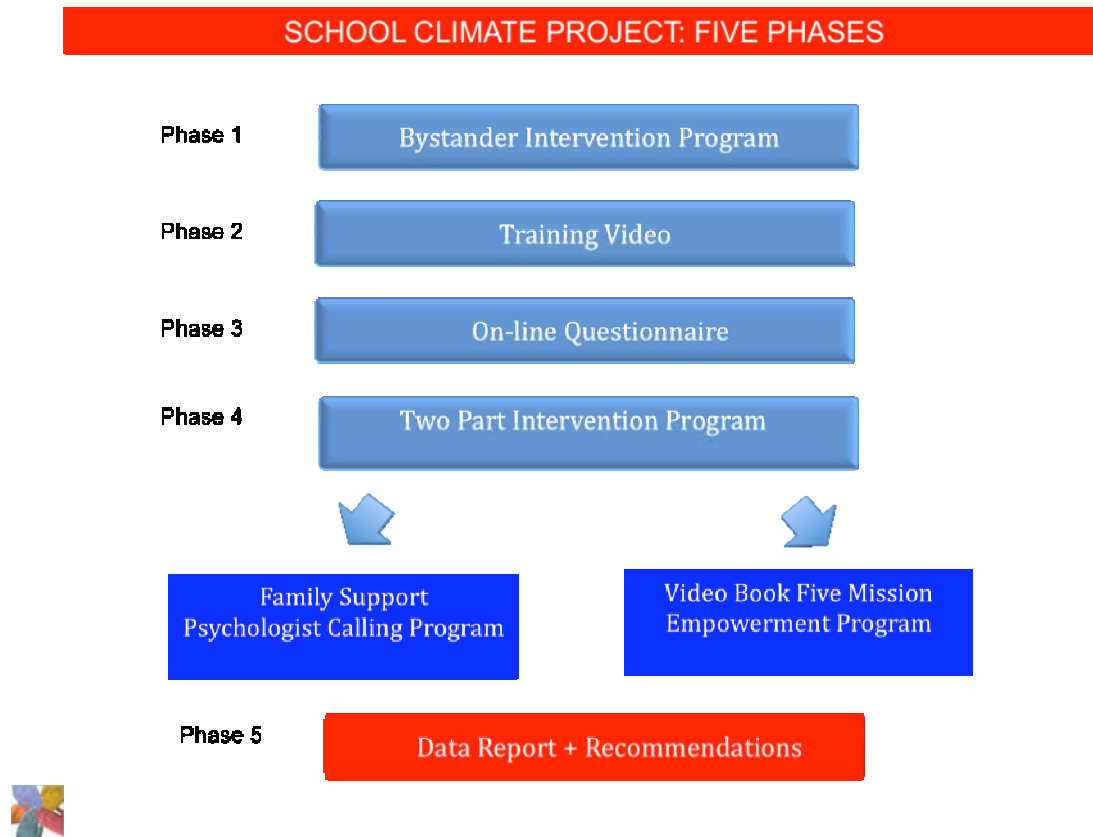
² This act went into effect on February 1, 2009.

F. Target Age Groups

To date we have offered the School Climate Program to students ranging from 5th grade thru 9th grade. We can potentially start with 4th grade by simply familiarizing them ahead of time with certain (possibly) new vocabulary words. Depending on a school's culture and goals, the program is appropriate for 10th grade thru 12th grade.

G. How our Program Works:

There are 5 distinct phases to our School Climate Project.



1. Bystander Intervention Module (currently in production)

At the beginning of the school year, all students will be given a set of 20 scenarios, written by a group of 7th graders, about real-life bullying situations and how bystanders can help in each scenario. There are videos of teenagers describing the scenarios and the various responses that bystanders could have, and then the “best response” is advocated. Schools can analyze these scenarios in Health class, and all children will be given copies on a disc that they can also work through on their own. The goal of the module is to empower bystanders to unite as a group to improve their school's culture from within. This is far more powerful over the long term than teachers telling the students to be less mean to each other.

2. Training Video

All students see a video about the physical and emotional effects of bullying. The video is designed to be engaging to teenagers. It's a fairy tale about shrews that have been bullied, based on actual research on shrews done at Rockefeller University in New York. The video is designed to raise awareness about bullying, as well as to inform the students about the questionnaire that they'll be taking and the intervention programs (see below). Students have responded emotionally to the "Shrew Story" and teachers tell us that students often talk about the "Shrew Story" and its morals for many months after they initially saw the movie.

3. On-line Questionnaire

During their Health or Physical Education class, the students spend 30-45 minutes (one period) completing a series of online questionnaires. Our strictly confidential questionnaires ask students about how connected they feel to their school, if they are concerned about being bullied at school, if they are anxious or depressed, etc. The questionnaires were selected together with the Yale University Department of Psychology, and have been validated over the past 20 years by leading research universities including Yale, Columbia, Johns Hopkins, University of Pennsylvania, and the National Institutes of Health. The questions are straightforward in style and are mostly multiple choice. The completed questionnaires are automatically scored by a computer and the encoded results are transmitted to our database system. After evaluating more than 1000 students, we can attest that our "system scores" are highly predictive of emotional distress in teenagers. (The predictive efficacy of our early warning system has been thoroughly validated by the response our psychologists are getting when they call the families of the emotionally distressed students that our system has "red flagged" for immediate intervention and support.) Similarly, we have found that our on-line questionnaires are extremely accurate in identifying those that are having difficulty with bullying.

4. Two Part Intervention Program

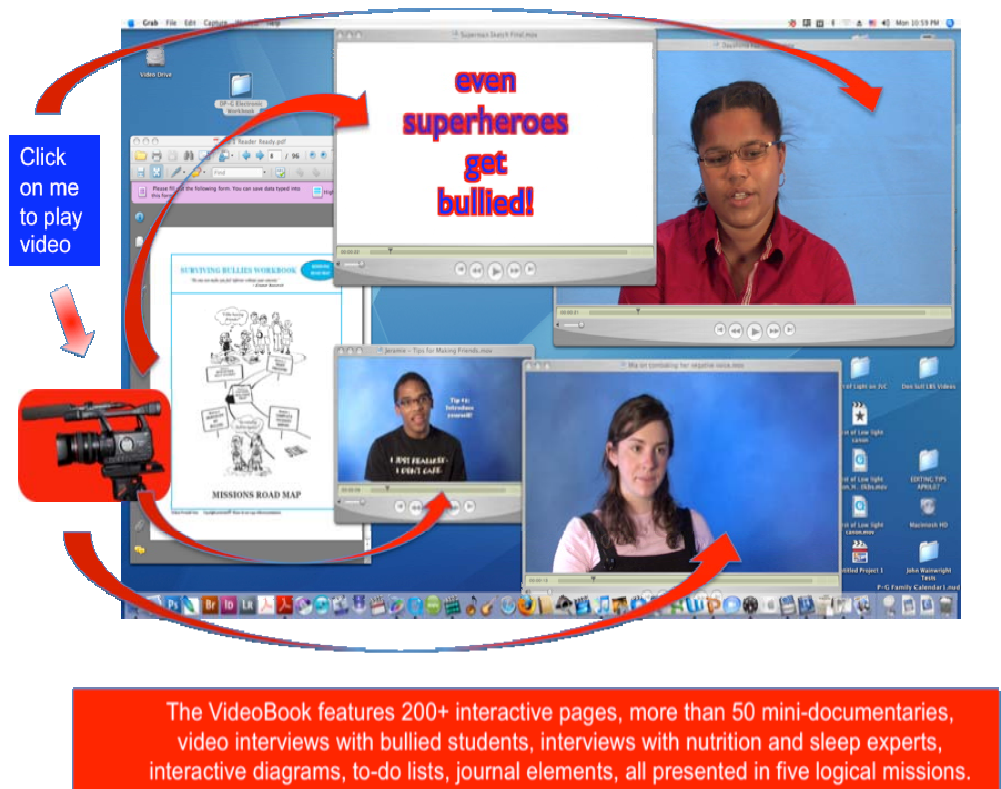
a. Family Support Psychologist Calling Program

For those students that score highly (showing emotional distress) on several of the on-line questionnaires (to date, approximately 4% of the student population), an outside psychologist calls the family. The purpose is to let the family know that the questionnaires brought up a 'red flag' and to provide them with referrals to adolescent psychologists within the community who can further evaluate their child face-to-face. Since the tests are predictive but not diagnostic, we encourage those families whose children are not already seeing a trained professional to have them seek outside help. Contrary to what we expected, parents have responded with relief (not defensiveness) to this part of the program, using the psychologist as a sounding board and a confirmation of their suspicions about their child. When our psychologists call families, they are also able

to ask parents if they would like to learn about the free counseling services that their school may offer. If the parents wish to involve their school's counseling services (many prefer to not inform their school of their child's distress), we then email the parents an information package about the names, skills and contact details of their school counseling services.

b. Video Book Empowerment Program

If the child's score suggests that they are having difficulty with being bullied at school, they are confidentially given The Surviving Bullies Video Book. This Video Book is designed to be fun and engaging. It's composed of five missions (chapters) of written advice, interactive questions and short video clips of students giving practical advice on how to cope with being bullied. The students in the videos are all teenagers who were bullied themselves and who want to share from their experiences to help others find their way through the bullying world.



- 5. **Data Report** for School Administration with detailed analysis of results and recommendations for school-wide improvement.

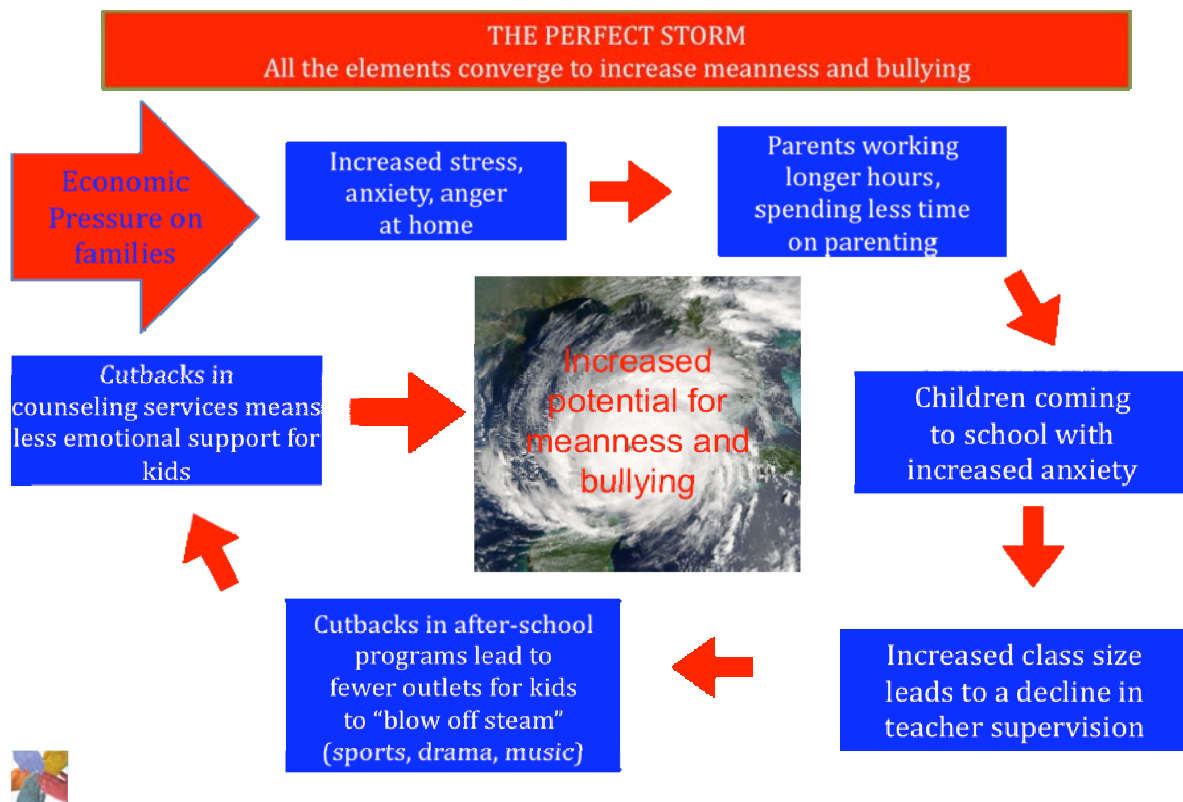
Each participating school is given a document at the end of the program explaining the results of the school as a whole. It is approximately 75 pages and is filled with specifics about how the students feel about their school, the

incidence of the six main types of bullying: physical, verbal, racial, sexual and cyber (how much, where it takes place, by whom etc), the emotional state of the children, how well they sleep, etc. It is broken down by grade, by gender, by students who score highly on multiple tests, etc. Each section of data is followed by specific practical recommendations to help the school improve in all those areas where they need improvement.

H. Why Now?

Bullying is not new, it is part of human nature and has evolved over thousands of years of human behavior. What is new is that we now know how toxic it is, and the potential for devastating consequences if it is left unchecked.

In addition, we believe that this current economic climate has created “the perfect storm” which has the potential to result in an increased incidence and severity of bullying. High unemployment and economic pressures at home have created increased anxiety for children and decreased parenting due to multiple jobs and parental stress. Cutbacks in school budgets have resulted in less supervision at school by adults (increased class sizes), declines in outlets for children to ‘blow off steam’ and cutbacks in counseling services. The possible result: an increase in mean behavior, bullying and potentially violence in schools.



I. Fundraising

The goal of our charity is to become self-funding by charging a fee per student (about \$25 per student) to private schools and wealthier public schools. Our plan for our “profits” (once we achieve profitability) is to use them to subsidize programs for economically distressed schools and to continue the development of improved products and systems. However, in the short-term, few schools anywhere have the money in their budget to fully cover our costs. Consequently, for the 2009-2010 academic year, our goal is to raise \$200,000 so as to be able to provide our services to our current schools, to help us provide matching funds to the many schools requesting our services and to allow us to complete and bring live our electronic “Videobook” Bystander Intervention program.

Our immediate short-term needs are to cover the costs of 5 schools that have signed up for our services but cannot pay for them:

Redding CT: John Read Middle School	\$10,000
Easton CT: Helen Keller Middle School	\$10,000
Redding/Easton: Joel Barlow High School	\$ 5,000
Orange CT: Amity Middle School - Orange Campus	\$ 5,000
Bethany CT: Amity Middle School - Bethany Campus	<u>\$ 5,000</u>

Total short-term funds required \$35,000

We have additional schools in Derby, Orange and Bethany CT that have expressed interest in implementing our program but do not have the necessary funds either. These elementary and middle schools have an additional 1400 students (approximately) requiring another \$35,000.

We are currently working on a Bystander Intervention Module to kick off the School Climate Program at the beginning of each year (see description below). The bystander intervention scenarios have been written by a group of 7th graders from Easton, CT and edited by us. In order to produce the module, we need approximately \$60,000 in order to create the video, engage celebrities to participate, shoot the video, and make copies for the coming years.

Staffing:

- a. We need to hire a part-time database manager to manage the system, prepare the reports, analyze the data and trouble-shoot problems in the implementation. \$25,000.
- b. We need to hire psychologists (as consultants) to contact the families of children at risk. \$5,000.
- c. Current Chief Operating Officer: \$60,000.

Committed Schools:	35,000
Potential Schools :	35,000
Bystander Program :	60,000
Staffing :	<u>90,000</u>
Total for 2009-2010:	220,000

Total funds required for the year 2009/2010	\$220,000
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J. What's In It for You as a Company?

In this economic crisis, consumers have reduced their spending and become highly selective about which products they purchase. Products that consumers perceive to be of high economic value that are produced by a company with a reputation for high quality and integrity outsell products from competitor companies who have a less positive brand image and are not known for their integrity. With financially constrained consumers playing safe and “buying quality”, an ideal competitive public relations strategy is to enhance one’s corporate image for integrity by supporting charitable programs that tangibly, strongly touch the lives of loyal customers while also attracting the buying interest of new customers.

The shame and humiliation of bullying makes it a topic that people don’t talk about out of a visceral fear of being perceived by their peers as weak, flawed, and worst of all, deserving of being shunned by their community. Our online questionnaires have confirmed what we all have instinctively known for years, that bullying and the emotional pain it causes operates beneath normal human radar in a subterranean world of toxic shame and humiliation. Individuals caught in this secret world of shame suffer in silence, afraid that if they complain or ask for help, everyone will know that they are “too weak” to deal with being bullied.

In our numerous conversations over the last seven years with children, parents, teachers, community leaders, religious leaders, the lay public in general, we have been constantly amazed by how many people have been bullied at some point in their lifetime and how emotionally raw these memories of being bullied are, yet how uncomfortable individuals are relating their bullying stories because they still evoke powerful memories of shame and humiliation. Because of this we believe that there is **CONSIDERABLE** public relations value for the corporation that is perceived by the public to be **BRAVE** enough to publicly support anti-bullying initiatives.

The amazing fact that we have discovered is that almost **EVERYONE** has a story to tell about bullying – either a story from their past, or from their children, or from a close friend. When we bring up bullying, there is almost no one who hasn’t been touched by it in some way. We are all parts of communities – workplaces, neighborhoods, schools. And when bullying affects our community, it changes the atmosphere and makes it a bad environment for everyone in that community.

While people may not talk about bullying much, when a company has the courage to take a stand against bullying and to do something to help prevent it, people admire it and are more likely to want to purchase products from that company.

We strongly believe that publicly supporting the Surviving Bullies Charity’s *School Climate Project* presents a powerful public relations opportunity that is especially well suited to competing for product sales in a recession.

K. How will we Measure the Success of our Program?

Short Term:

We know we are succeeding based on the feedback that we receive: from school administrators, teachers, parents and kids. So far, we knew we were succeeding when we heard:

- From a parent of the child that scored the highest on all the questionnaires of the 1000 students – when our psychologist suggested that her daughter see a therapist, the mother replied that she suspected something was wrong but didn't know what to do. We strongly believe that we may have saved this child from hurting herself or others.
- From a parent of another child who had a terrible year in school – she was depressed, did badly at school, etc. After obtaining a referral from our psychologist, the child is “back to her old self”, happy, social, thriving once again.
- From a child who was being badly bullied by members of the football team. After following some of the advice from our program, he approached the bullies in a new way. Not only did the bullying stop, but several weeks later, he was invited to a social event hosted by one of the bullies.
- From a parent of a boy who had always done extremely well in school and suddenly was getting bad grades. The parent had met with the principal and with the teachers and no one had any explanation for the drop in grades. When she heard that he was being bullied (based on the results of our questionnaire), the pieces suddenly fell into place. We referred the child to a psychologist and, per the parent's request, sent the actual results of the questionnaires to the psychologist to aid him in his treatment plan.
- From the superintendent of the Easton/Redding school system who believes that the program is so important that he wants to institutionalize it so that it recurs each year (see attached letter of reference).

Long Term:

A. As time and money permit, we plan on measuring the long-term impact of our programs by having independent researchers conduct efficacy studies that:

1. Investigate whether our programs have helped seriously troubled students, have decreased the incidence and severity of bullying, have increased the number of student bystanders who actively intervene to stop bullying, have positively impacted students who bully.
2. Measure if students, teachers and senior administrators perceive that their school's culture has improved after having gone through our program.
3. Measure if students feel more connected to their school and if they feel safer in their school after having gone through our program.

B. As time and money permit, we plan on making our aggregate databases available to academic institutions to enable research into the core causes of bullying and emotional

distress in schools. With this important goal in mind, we have built our questionnaire and database utilizing SPSS (a division of IBM and the leading provider of analytic software to academia worldwide) to guarantee that academic researchers worldwide can successfully interface with our database.

C. As time and money permit, we want to support research into the long-term financial costs to society of allowing students to “fail” in school because they feel emotionally or physically unsafe in their school and consequently perform poorly academically. It is our belief that students who are allowed to “fail” in school are more likely to become financial burdens to society because they are at a greater risk of: being on welfare, becoming involved in crime, making unwarranted claims for Worker’s Compensation, committing acts of violence against others, having serious and costly health problems (i.e. diabetes, alcoholism, drug addiction), bringing up children who may also “fail” in school, etc.

We are committed to documenting the efficacy of our programs. We are convinced that programs such as ours have the potential to improve the academic performance of students in schools by improving the culture of their schools. We sincerely believe that the more our students succeed at school the more competitive we will be as a nation in a 21st century of ever-increasing global economic competition.

Appendix 1

Personnel and Academic Advisory Board

Dickon Pownall-Gray, Founder/President, has been a professional businessman all his life. He went to Birmingham University for his BA, to the University of California Berkeley as an “Education Abroad” British scholar for his Masters and later received his MBA from the London Business School. He worked at Bain & Company in London, as a senior consultant, and went on to be the CEO of Health Care Systems, Inc. In 1988 he founded CareSys Inc., which he later successfully sold to Preferred Health Care, a publically traded managed care company. He founded, and later sold, Infos/P2iOnline, a software company focused on converting newspaper and magazine print advertising to online advertising. For the last seven years, he has dedicated himself to helping emotionally troubled and bullied children avoid the suffering that he endured as a child growing up in England. His dream is to make the School Climate Project national, in order to find, and to help, deeply emotionally distressed school children who are often targets of bullying across the country.

Kiki Cahn, Chief Operating Officer has also been a professional businesswoman all her life. She went to Harvard University and received an MBA from London Business School. She had upper management positions at both an international steel trading company and in customer service for the Danbury Mint. Working on the School Climate Project has been an extremely rewarding experience for her. It has combined her love of being involved in all aspects of a “business” with her desire to help make the world a better place for our children to grow up. As the parent of an elementary school child, she can see the importance of this program on a daily basis.

Academic Advisory Board

- Lisa Cross, Ph.D.
Assistant Clinical Professor of Psychiatry
Yale University School of Medicine
- JoAnn Freiberg, Ph.D.
Associate Education Consultant on Bullying and Character Education,
Connecticut State Department of Education
- Christopher C. Henrich, Ph.D.
Assistant Professor, Department of Psychology
Georgia State University
- Timothy G. Reagan, Ph.D.
Professor in Educational Leadership
Central Connecticut State University
- Golan Shahar, Ph.D.
Associate Professor, Behavioral Sciences Department
Ben Gurion University of the Negev, Israel

Appendix 2: Case Study (disguised for confidentiality reasons)

Practical anti-bullying advice given as part of the School Climate Project

Kevin, an extremely intelligent 7th grader, was being bullied by members of his school's football team. Kevin's father wanted him to play football to "make him tougher". Kevin tried hard but through no fault of his own was too small and not well coordinated. A group of the best football players decided to publicly humiliate Kevin until he quit the team as they saw Kevin as a "weak link" to whom the coach would be obliged to give playing time. Kevin's dad would not let Kevin quit the team, so he was trapped between his father's wishes and the determination of several team members to intimidate him on a daily basis until he quit.

Kevin told us that the three main bullies were ardent Alabama Crimson Tide football fans. We advised him to learn everything he could about Alabama's Crimson Tide, and to study the game that had taken place that weekend where Alabama convincingly beat their long-time arch rivals Mississippi. We assured Kevin that if he arrived at school on Monday morning talking about this game, touting himself as a knowledgeable Alabama fan, the three bullies wouldn't be able to touch him because the bullies considered true fans of Alabama as "family".

Kevin's anti-bullying strategy worked. Once he "became one of them" by proving himself to be an Alabama fan (which he wasn't, but crucially he studied diligently so that he could pass himself off as one), the three bullies no longer picked on Kevin. In a post interview with us, Kevin told us that the coolest thing was that he had felt empowered to solve his own bullying problem and that he had successfully handled the bullies on his own.

N.B. The anti-bullying tactic that Kevin used so effectively can be found in the Surviving Bullies Videobook in mission four, the "Bully Antidote". This section teaches students how to develop "common knowledge" with their bullies (i.e. the more common knowledge you share with a bully the less of a target you are likely to be).

Appendix 3: Reference

The Public Schools of Easton, Redding and Region No. 9

654 Morehouse Road
Post Office Box 500
Easton, Connecticut 06612
(203) 261-2513 Fax (203) 261-4549

Easton Board of Education, *Dr. Alan Katz, Chair*
Redding Board of Education, *David Lewson, Chair*
Region 9 Board of Education, *Huntley Stone, Chair*

Allen Fossbender
Superintendent
afossbender@er9.org

E. Marie Mas
Assistant Superintendent
for Curriculum & Instruction
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Margaret Sullivan
Director of Finance & Operations
psullivan@er9.org

July 23, 2009

Ms. Kiki Cahn
Mr. Dickon Pownall-Gray
The Surviving Bullies Charity, Inc.
42 Lords Highway
Weston, CT 06883

Dear Kiki and Dickon:

Thank you for sharing the survey results of the School Climate Project, including accomplishments, challenges, and future recommendations. The objectives of the project are aligned with the ER9 Strategic Plan under the strand of character attributes. The response from parents and students was very positive. Your dedication to continue the program should be commended.

We express our interest in continued participation by John Read Middle School, Helen Keller Middle School, and Joel Barlow High School in the School Climate Project for the 2009-10 school year. The service you provide is particularly important because you used a research-based approach to data collection, analysis, and development of specific recommendations. This data collection aligns with the ER9 Strategic Plan under the strand of personalized learning as related to character attributes.

The project raised the awareness of how students treat each other in our school districts at the middle and secondary levels. Your focus on educating students about bullying as opposed to punishing students, as well as your extended recommendations, are a tribute to the successful outcomes of the project. Many students benefitted from the use of the *VideoBook*. Additionally, several families benefitted from the outreach intervention provided by your psychologists.

Due to the current economic climate, the budgets for each of the districts were drastically reduced for the 2009-10 academic year. At this time, we do not have the ability to pay for any costs related to the program. We appreciate your commitment to fundraising in order to allow the students in Easton, Redding, and Region 9 to continue participating in this invaluable project.

Please accept this letter as a declaration of our interest in participating in the project next year. We look forward to working with you and your team in an effort to reduce bullying and to raise the awareness of what bystanders can do to support students who are bullied.

Sincerely,



E. Marie Mas
Assistant Superintendent for Curriculum and Instruction



Allen Fossbender
Superintendent of Schools

cc: Diane Martin
Tom McMorran
Joan Parker

Appendix 4

A Brief History of the School Climate Project

The School Climate Project has been 7 years in the making. As founder and President and former target of bullying, Dickon Pownall-Gray has dedicated these years of his life to helping children avoid the physical and emotional perils that he himself was subjected to as a child.

Step One involved researching existing academic work on bullying and formally interviewing about fifty children who had been targets of severe bullying to learn about what really happens in schools today.

Step Two involved writing the Surviving Bullies Workbook, designed to give adolescents practical advice on how to deal with their bullying situation. This was based on hundreds of hours of interviews with teenagers, especially at the Eagle Hill School in Massachusetts, about their bullying experiences and the practical advice that worked for them. The workbook was published in 2006.

Step Three involved collaborating with Yale's Department of Psychology that resulted in the selection of fifteen questionnaires (e.g. the Beck Hopelessness Survey, The Rosenberg Depression Scale, the UCLA Loneliness Survey, etc.) from adolescent academic research that had been validated by research with tens of thousands of children. Three further questionnaires were written by the Surviving Bullies charity to fill in what we perceived to be "holes" in the academic research, specifically the "cyber bullying", the "direct bullying" and the "bystander" questionnaires. In total eighteen discreet questionnaires were then assembled into one 300-question, predictive, online questionnaire that scores automatically and takes the average middle school pupil about thirty minutes to fill out.

Step Four involved turning the original paper form workbook into an online, interactive, multi-media "videobook" in order to better engage teenagers with the content of the workbook. The videobook now includes 59 mini-documentaries with over 3 hours of video footage, mostly of teenagers talking about their own experiences with bullying and giving advice.

Step Five involved persuading the boards of education of three schools to allow us to pilot our program with their schools. This was a particularly difficult political task requiring the Surviving Bullies Charity's team to present to each of the boards of education three times and to overcome numerous objections ranging from concerns about recognizing that gay kids are targets of bullying to concerns that our sleep questionnaire would cause political problems (i.e. by demonstrating that high school students are chronically sleep-deprived and hence should start high school an hour later than they currently do – which was felt would cause chaos with current afternoon start times for athletic programs and with current school bus schedules).

Step Six involved actually implementing the School Climate Project with three schools and more than 1,000 student during the 2008-2009 academic year, with children from 5th thru 9th grades. Over the course of the pilot program year, working closely with the administration and the students in these schools, the School Climate Project program was refined and many components were added to the original project. For example, we did a workshop for teachers on bullying and how to deal with it in their classroom. All students watched our training video and were invited to debate its implications in a town hall meeting format. We did a year-end segment for the students where we presented their own questionnaires responses back to them (in aggregate form) to demonstrate to them how much their schools and our charity valued their opinion. We had one entire seventh grade write essays about bullying and how it affected them and then presented those responses back to them. Those same 7th graders then worked on Bystander Intervention Scenarios that will be part of our Bystander Intervention Module.

Of the 1000+ students that completed our online questionnaire, approximately 4% were determined to be at significant emotional risk. Their families were contacted by psychologists to provide an early warning flag and to provide referrals to adolescent psychologists for those not already seeing professionals. Approximately 10% of the students responded to our online questionnaire indicating that were being severely bullied. This group of severely bullied students was offered our Videobook to help them deal with bullying situations.