



NEWS, TRAININGS, AND GRANT OPPORTUNITIES

Issue #14, January 5, 2011

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PERTINENT**

FOCUS ON BULLYING #3

GUIDANCE REGARDING BULLYING & CIVIL RIGHTS VIOLATIONS - SUPTS MEMO #283-10

Please review Dr. Patricia Wright Supts Memo at the following link:

http://www.doe.virginia.gov/administrators/superintendents_memos/2010/283-10.shtml

U.S. ED SECRETARY ARNE DUNCAN HIGHLIGHTS BEST PRACTICES OF BULLYING POLICIES—KEY EXAMPLES IN STATE LAWS ARE HIGHLIGHTED AS LEGISLATION THAT WORKS TO HELP PROTECT STUDENTS

In response to requests for assistance from state and local officials across the country following a rash of bullying-related suicides, U.S. Secretary of Education Arne Duncan, on December 16, distributed a memo to state leaders outlining key components of strong state bullying laws and policies. The technical assistance memo is intended to serve as a reference for state and local officials developing or revising anti-bullying legislation or policies.

“We need the commitment from everyone at the federal, state and local level to put an end to bullying,” U.S. Secretary of Education Arne Duncan said. “I hope that highlighting these best practices will help policymakers as they work to keep our children safe and learning.”

The memo, which was sent to all governors, chief state school officers and state education boards, is part of the

Obama Administration’s commitment to prevent bullying in schools. In the memo, the Department compiled key components of existing anti-bullying laws from 29 states. The laws were divided into 11 categories, which ranged from listing examples of bullying behavior to specifying procedures for investigating incidents.

Several states are leaders in their bullying policies. For example, Florida law specifically defines prohibited conduct, and Kansas law clearly covers “cyberbullying.” Washington state regulations require school officials and employees to tell certain personnel about any bullying they are aware of, and Georgia prohibits retaliation against those who report incidents. And in Massachusetts, the state policy includes a provision to provide training to an extensive list of staff members to help them prevent, identify and respond to bullying.

In addition to the memo, education officials are preparing a comprehensive summary of state anti-bullying laws and conducting a study of how those laws are implemented in the hopes that the data could further guide states in crafting effective regulations.

“We have all been told that bullying has been going on in our schools forever. But we can stop it now,” Duncan said. “Strong anti-bullying policies instill a climate that this behavior will not be tolerated.”

For more on the Education Department’s efforts around bullying prevention, visit <http://www.bullyinginfo.org>

Secretary Duncan’s technical assistance memo to the Chief State School Officers. The link for this memo is:

<http://www2.ed.gov/policy/gen/guid/secletter/101215.html>.

ATTACHMENT: ANTI-BULLYING POLICIES: EXAMPLES OF PROVISIONS IN STATE LAWS

In response to requests for assistance by state and local officials, educators, and policymakers, we summarize below examples of key components of state anti-bullying laws. This document serves as technical assistance for those stakeholders looking to develop or revise anti-bullying legislation or policies. The Department has organized the key components into eleven categories for convenience. We include citations to state laws that

illustrate the key components we identified, but we do not endorse any particular laws. Additional examples are included at the end of the document, but these citations are not intended to be comprehensive. Many other state and local laws and policies may provide helpful guidance on developing effective anti-bullying policies. As part of our technical assistance effort to disseminate useful information on this important topic, we welcome other examples of laws and policies that may be working effectively to address bullying in schools. States and local educational agencies (LEAs) should seek the guidance of state and local legal officials to ensure that the legislation is consistent with all applicable federal and state laws. The Department also plans to release a compendium of all current state laws and a study of their implementation.

The following are examples of components found in current state laws on bullying:

I. Purpose Statement

- Outlines the range of detrimental effects bullying has on students, including impacts on student learning, school safety, student engagement, and the school environment.
- Declares that any form, type, or level of bullying is unacceptable, and that every incident needs to be taken seriously by school administrators, school staff (including teachers), students, and students' families.

- *Example*¹:

- o **Oklahoma**: Okla. Stat. Ann. Tit. 70, § 24-100.3 (2009): "The Legislature finds that bullying has a negative effect on the social environment of schools, creates a climate of fear among students, inhibits their ability to learn, and leads to other antisocial behavior. Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol. . . . Successful programs to recognize, prevent, and effectively intervene in bullying behavior have been developed and replicated in schools across the country. These schools send the message that bullying behavior is not tolerated and, as a result, have improved safety and created a more inclusive learning environment."

II. Statement of Scope

- Covers conduct that occurs on the school campus, at school-sponsored activities or events (regardless of the location), on school-provided transportation, or through school-owned technology or that otherwise creates a significant disruption to the school environment.

- *Example*²:

- o **Indiana**: Ind. Code Ann. § 20-33-8-13.5 (b) (2010), Disciplinary Rule Requirements: "The discipline rules [related to bullying]...must apply when a student is: (1) on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; (2) off school grounds at a school activity, function, or event; (3) traveling to or from school or a school activity, function or event; or (4) using property or equipment provided by the school."

III. Specification of Prohibited Conduct

- Provides a specific definition of bullying that includes a clear definition of cyberbullying. The definition of bullying includes a non-exclusive list of specific behaviors that constitute bullying, and specifies that bullying includes intentional efforts to harm one or more individuals, may be direct or indirect, is not limited to behaviors that cause physical harm, and may be verbal (including oral and written language) or non-verbal. The definition of bullying can be easily understood and interpreted by school boards, policymakers, school administrators, school staff, students, students' families, and the community.

- Is consistent with other federal, state and local laws. (For guidance on school districts' obligations to address bullying and harassment under federal civil rights laws, see the Dear Colleague Letter: Harassment and Bullying, issued by the Department's Office for Civil Rights on October 26, 2010, available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>.)

- Prohibited Conduct also includes:
 - (1) Retaliation for asserting or alleging an act of bullying.
 - (2) Perpetuating bullying or harassing conduct by spreading hurtful or demeaning material even if the material was created by another person (e.g., forwarding offensive e-mails or text messages).

- *Examples*^{3,4}:

- o **Florida**: Fla. Stat. Ann. 1006.147(3) (2010): "(a) 'Bullying' means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve: (1) Teasing; (2) Social exclusion; (3) Threat; (4) Intimidation; (5) Stalking; (6) Physical violence; (7) Theft; (8) Sexual, religious, or racial harassment; (9) Public humiliation; or (10) Destruction of property. . . . (d) The definitions of 'bullying' and 'harassment' include: (1) Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment...[and] (2) Perpetuation of

[bullying or harassing] conduct ... by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a student. . . .”

o **Kansas:** Kan. Stat. Ann. § 72-8256.C.2 (2009): “‘Cyberbullying’ means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.”

IV. Enumeration of Specific Characteristics

- Explains that bullying may include, but is not limited to, acts based on actual or perceived characteristics of students who have historically been targets of bullying, and provides examples of such characteristics.

- Makes clear that bullying does not have to be based on any particular characteristic.

- *Examples*⁵:

- o **North Carolina:** N.C. Gen. Stat. § 115C-407.15(a) (2010): “Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.”

- o **Washington:** Wash. Rev. Code Ann. § 28A.300.285.2 (2010): “Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the...bullying.”

V. Development and Implementation of LEA Policies

- Directs every LEA to develop and implement a policy prohibiting bullying, through a collaborative process with all interested stakeholders, including school administrators, staff, students, students’ families, and the community, in order to best address local conditions.

- *Example:*

- o **Maryland:** Md. Code Ann., Educ. § 7-424.1(c) (2010): “[1] Each county board shall establish a policy prohibiting bullying, harassment, or intimidation. . . . [3] A county board shall develop the policy in consultation with representatives of the following groups: (i) Parents or guardians of students; (ii) School employees and administrators; (iii) School volunteers; (iv) Students; and (v) Members of the community”⁶

VI. Components of LEA Policies

A. Definitions • Includes a definition of bullying consistent with the definitions specified in state law.

- *Example*⁷:

- o **Oregon:** Or. Rev. Stat. § 339.356.2 (2009): “School districts must include in the policy...(b) Definitions of “harassment,” “intimidation,” or “bullying,” and of “cyberbullying” that are consistent with [this statute].”

B. Reporting Bullying

- Includes a procedure for students, students’ families, staff, and others to report incidents of bullying, including a process to submit such information anonymously and with protection from retaliation. The procedure identifies and provides contact information for the appropriate school personnel responsible for receiving the report and investigating the incident.

- *Example*⁸:

- o **Georgia:** GA. Code Ann. § 20-2-751.4(c) (2010): “Such ... policy shall include: . . . (5) A procedure for a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in such person’s name, at such person’s option, to report or otherwise provide information on bullying activity; (6) A statement prohibiting retaliation following a report of bullying....”

- Requires that school personnel report, in a timely and responsive manner, incidents of bullying they witness or are aware of to a designated official.

- *Example*⁹:

- o **Wisconsin:** Wis. Stat. § 118.46.1(a) (2009): “The [policy on bullying] shall include all of the following: . . . (6) A requirement that school district officials and employees report incidents of bullying and identify the persons to whom the reports must be made.”

C. Investigating and Responding to Bullying

- Includes a procedure for promptly investigating and responding to any report of an incident of bullying, including immediate intervention strategies for protecting the victim from additional bullying or retaliation, and includes notification to parents of the victim, or reported victim, of bullying and the parents of the alleged perpetrator, and, if appropriate, notification to law enforcement officials.¹⁰

- *Example*¹¹:

- o **Massachusetts:** 2010 Mass. Adv. Legis. Serv. Ch. No. 71.370(g) (2010): “...Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the

school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.”

D. Written Records

- Includes a procedure for maintaining written records of all incidents of bullying and their resolution.¹²

- *Example*¹³:

- o **California**: Cal. Educ. Code § 234.1 (2010): “The department shall assess whether local educational agencies have done all of the following: . . . (e) Maintained documentation of complaints and their resolution for a minimum of one review cycle.”

E. Sanctions

- Includes a detailed description of a graduated range of consequences and sanctions for bullying.¹⁴

- *Example*¹⁵:

- o **Alabama**: Ala. Code § 16.28B.5 (2010): “The model policy, at a minimum, shall contain all of the following components: . . . [4] A series of graduated consequences for any student who commits an act of intimidation, harassment, violence or threats of violence. Punishment shall conform with applicable federal and state disability, antidiscrimination, and education laws and school discipline policies.”

F. Referrals

- Includes a procedure for referring the victim, perpetrator and others to counseling and mental and other health services, as appropriate.

- *Example*¹⁶:

- o **Maryland**: MD. Code. Ann., Educ. § 7-424.1.b (2010): “[2] The model policy...shall include: . . . (viii) Information about the types of support services available to the student bully, victim, and any bystanders....”

VII. Review of Local Policies

- Includes a provision for the state to review local policies on a regular basis to ensure the goals of the state statute are met.

- *Example*¹⁷:

- o **Illinois**: 105 Ill. Comp. Stat. Ann. 5/27-23.7(d) (2010): “The policy must be updated every 2 years and filed with the State Board of Education after being updated. The State Board of Education shall monitor the

implementation of policies created under [this subsection of the statute].”

VIII. Communication Plan

Includes a plan for notifying students, students’ families, and staff of policies related to bullying, including the consequences for engaging in bullying.

- *Example*¹⁸:

- o **Arkansas**: Ark. Code Ann. § 6-18-514(b) (2009): “The policies shall: . . . [6] Require that notice of what constitutes bullying, that bullying is prohibited, and the consequences of engaging in bullying be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus in the district; and [7] Require that copies of the notice...be provided to parents, students, school volunteers, and employees.”

IX. Training and Preventive Education

- Includes a provision for school districts to provide training for all school staff, including, but not limited to, teachers, aides, support staff, and school bus drivers, on preventing, identifying, and responding to bullying.

- *Example*¹⁹:

- o **South Carolina**: S.C. Code Ann. § 59-63-140(E) (2009): “Information regarding a local school district policy against harassment, intimidation or bullying must be incorporated into a school employee training program. Training also should be provided to school volunteers who have significant contact with students.

- o **Massachusetts**: 2010 Mass. Adv. Legis. Serv. Ch. No. 92.3(d)-2010: “The plan...shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying.”

- Encourages school districts to implement age-appropriate school- and community-wide bullying prevention programs.

- *Example*²⁰:

- o **South Carolina**: S.C. Code Ann. § 59-63-140 (F) (2009): “Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members.”

X. Transparency and Monitoring

Includes a provision for LEAs to report annually to the state on the number of reported bullying incidents, and any responsive actions taken.

- *Example*²¹:

- o **New York**: N.Y. Educ. Law §15 (2010): “The Commissioner shall create a procedure under which material incidents of discrimination and harassment on school grounds or at a school function are reported to the department at least on an annual basis. Such procedure shall provide that such reports shall, wherever possible, also delineate the specific nature of such incidents. . . .”

- Includes a provision for LEAs to make data regarding bullying incidence publicly available in aggregate with appropriate privacy protections to ensure students are protected.²²

- *Examples*²³:

- o **Iowa**: Iowa Code § 280.28.7 (2008): “The board of directors of a school district and the authorities in charge of each nonpublic school...shall report data collected...as specified by the department, to the local community.”

- o **Ohio**: Ohio Rev. Code Ann. § 3313.666.10 (2010): “...the district administration... [shall] provide ... a written summary of all reported incidents and post the summary on its web site....”

XI. Statement of Rights to Other Legal Recourse

- Includes a statement that the policy does not preclude victims from seeking other legal remedies.

- *Example*:

- o **Oregon**: Or. Rev. Stat. Ann. § 339.364 (2009): “Victim may seek redress under other laws. ...[This statute] may not be interpreted to prevent a victim of harassment, intimidation or bullying or a victim of cyberbullying from seeking redress under any other available law, whether civil or criminal.”

¹ For additional examples of purpose statements, see: 105 Ill. Comp. Stat. Ann. 5/27-23.7.a (2010); Iowa Code § 280.28.1 (2008); Md. Code Ann., Educ. § 7-424 (2010); Nev. Rev. Stat. Ann. § 388.132 (2009); N.J. Stat. Ann. § 18A:37.13 (2010); Or. Rev. Stat. § 339.353 (2009); Tenn. Code Ann. § 49-6-1014 (2010); W. Va. Code Ann. § 18-2C-1 (2009).

² For additional examples of statements of scope, see: Ark. Code Ann. § 6-18-514.2 (2009); Ga. Code Ann. § 20-2-751.4 (2010); 105 Ill. Comp. Stat. Ann. 5/27-23.7.a (2010); 2010 Mass. Adv. Legis. Serv. Ch. No. 92-2010

(Lexis Nexis 2010); Md. Code Ann., Educ. § 7-424 (2010).

³ For additional examples of bullying definitions, see: Del. Code Ann. Tit. 14, § 4112D.a (2010); Kan. Stat. Ann. § 72-8256 (2009); 105 Ill. Comp. Stat. Ann. 5/27-23.7(b) (2010).

⁴ For additional examples of cyberbullying definitions, see: Iowa Code § 280.28.2 (a) (2008); Md. Code Ann., Educ. § 7-424.3 (2010); 2010 Mass. Adv. Legis. Serv. Ch. No. 92-2010 (Lexis Nexis 2010); N.J. Stat. Ann. § 18A 37.14.2 (2010); Okla. Stat. Ann. Tit. 70, § 24-100.3 (2009).

⁵ For additional examples of characteristic enumeration, see: 105 Ill. Comp. Stat. Ann. 5/27-23.7.a (2010); Iowa Code § 280.28 (2008); Or. Rev. Stat. § § 339.351.3(2009).

⁶ For additional examples of requirements for LEA policies, see: Del. Code Ann. Tit. 14, § 4112D.b (2010); Fla. Stat. Ann. 1006.147 (2010); N.J. Stat. Ann. § 18A 37.15 (2010).

⁷ For additional examples regarding definitions in LEA policies, see: Delaware Del. Code Ann. Tit. 14, § 4112D.b (2010); Fla. Stat. Ann. 1006.147 (2010); Iowa Code 280.28.3 (2008); Md. Code Ann., Educ. § 7-424.1 (2010); N.J. Stat. Ann. § 18A 37.15.b.2 (2010); N.C. Gen. Stat. § 115C-407.16.b.2 (2010); S.C. Code Ann. § 59-63-140 (2010).

⁸ For additional examples regarding requirements procedures for reporting bullying, see: Ariz. Rev. Stat. § 14-341 (2010); Fla. Stat. Ann. § 1006.147 (2010); Iowa Code § 280.28.3.c (2008); Md. Code Ann., Educ. § 7-424 (2010); Or. Rev. Stat. § 339.356.2.g (2009); S.C. Code Ann. § 59-63-140 (2010).

⁹ For additional examples regarding requirements for reporting of school staff, see: Alaska Stat. § 14.33.220 (2010); GA. Code Ann. § 20-2-751.4.c.2 (2010); W. Va. Code Ann. §18-2C-3.4 (2009).

¹⁰ The Family Educational Rights and Privacy Act (FERPA) contains provisions restricting release of information pertaining to disciplinary actions taken against students. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

¹¹ For additional examples regarding requirements for investigating and responding to bullying, see: GA. Code Ann. § 20-2-751.4.c.3 (2010); Iowa Cod § 280.28.3.f (2008); Or. Rev. Stat. § 339.356.2.h (2009).

¹² FERPA contains provisions regarding the appropriate safeguarding of privacy in educational records. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

¹³ For additional examples on requirements for maintaining written records, see: Md. Code Ann., Educ. § 7-424 (2010).

¹⁴ The Individuals with Disabilities Education Act contains provisions related to the use of disciplinary measures with students with disabilities. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

¹⁵ For additional examples regarding sanctions, see: Connecticut Gen. Stat. Ann § 10-222d; Massachusetts St. 2010, c.92; New Mexico NIMAC § 6.12.7; Okla. Stat. Ann. Tit. 70, § 24-100.4 (2009).

¹⁶ For additional examples regarding referrals, see: Fla. Stat. Ann. § 1006.147 (2010); Okla. Stat. Ann. Tit. 70, § 24-100.4 (2009).

¹⁷ For additional examples regarding review of policies, see: 24 Pa. Cons. Stat. Ann. § 13-1303.1-a (2009).

¹⁸ For additional examples regarding communication plans, see: Del. Code Ann. Tit. 14, § 4123.a (2010); Fla. Stat. Ann. § 1006.147 (2010); Iowa Code § 280.28.3 (2008); N.J. Stat. Ann. § 18A 37.15.b.10-11 (2010).

¹⁹ For additional examples regarding training of staff, see: Conn. Gen. Stat. § 10-222d (2010); Del. Code Ann. Tit. 14, § 4123.a (2010); Iowa Code § 280.28.3 (2008); Nev. Rev. Stat. Ann. § 383.133 (2009); Or. Rev. Stat. § 339.359 (2009); Wyo. Stat. Ann. § 21-4-311 (2010).

²⁰ For additional examples regarding bullying prevention programming, see: Md. Code Ann., Educ. § 7-424 (2010); 2010 Mass. Adv. Legis. Serv. Ch. No. 92-2010 (Lexis Nexis 2010); Or. Rev. Stat. § 339.359 (2009).

²¹ For additional examples regarding reporting incidents to the State, see: Alaska Stat. § 14.33.210 (2010); Conn. Gen. Stat. § 10-222d (2010); Md. Code Ann., Educ. § 7-424 (2010);

²² FERPA contains provisions regarding the appropriate safeguarding of privacy in educational records. State and local officials are encouraged to seek guidance to make sure any policies comply with these provisions.

²³ For additional examples regarding requirements for reporting data to the public, see: Fla. Stat. Ann. § 1006.147 (2010); Iowa Code § 280.28 (2008).

VOICES FROM THE FIELD: “RIDE” ON THE CUTTING EDGE OF ANTI-BULLYING EFFORTS

The Rhode Island Department of Education (RIDE) in collaboration with NBC 10 News hosted a live anti-bullying summit on Monday, November 8th. TV Anchors, Patrice Wood and Mario Hilario hosted the event. A Call 10 panel was also held in the studios to answer viewer questions about bullying.

As part of this event, RIDE developed materials and videos for the Rhode Island Department of Elementary and Secondary Education LGBTQ Anti-Bullying Forum that was held with over 325 school administrators, school staff, teachers, parents, and students in attendance. The “Voices from the Field” videos are two to three minute individual videos that feature two Rhode Island students, a principal, and a teacher sharing their bullying experiences. To view the videos, click on the individual video. They are available at http://www.thriveri.org/moreinfo/whats_new.html

Also, RIDE is collaborating with local NBC10 affiliate to continue awareness and to develop strategies in addressing bullying at a Town Hall Meeting to be aired on Dec. 2nd. A representative of RIDE will be participating in this event as a panelist.

What's going on in Rhode Island?

- RIDE is nationally recognized as the first state in the nation to develop a state-wide plan to address the needs of LGBTQ youth
- RIDE is currently developing face-to-face and online professional development opportunities for school staff to learn about LGBTQ issues;
- RIDE participates on the Rhode Island Senate Commission on Cyber bullying;
- RIDE collects and analyzes data via the School Health Profiles, the Youth Risk Behavior Survey, SurveyWorks, the Annual School Health Report, and through the discipline data reports;
- The Rhode Island Board of Regents developed and promulgated an anti-discrimination policy related to sexual orientation which is being revised/updated to include gender identity/expression and to reflect current Rhode Island general laws.

RIDE's Coordinated School Health website, thrive, continues to provide teachers, school administrators, youth, parents and community partners updated information, and tools and resources needed for schools to address the health and safety of all students including issues of bullying. RIDE is currently developing a School Safety component to the thrive website: http://www.thriveri.org/moreinfo/whats_new.html .

Recent Data Reports produced by RIDE include:

- Sexual Orientation and Bullying in RI High Schools at:
[http://www.ride.ri.gov/PSI/SupportIntervention/DataWorks/documents/20101108 Sexual Orientation and Bullying v1 JM.pdf](http://www.ride.ri.gov/PSI/SupportIntervention/DataWorks/documents/20101108_Sexual_Orientation_and_Bullying_v1_JM.pdf)
- Youth at Risk - Sexual Orientation and Health Risks: RI Public High Schools at:
[http://www.ride.ri.gov/PSI/SupportIntervention/DataWorks/documents/20101108 Sexual Orientation and Health Risks v1 JM.pdf](http://www.ride.ri.gov/PSI/SupportIntervention/DataWorks/documents/20101108_Sexual_Orientation_and_Health_Risks_v1_JM.pdf)

FEDERAL PARTNERS IN BULLYING PREVENTION TASK FORCE INVITES PUBLIC TO SUBMIT IDEAS ON FIGHTING BULLYING—INTER-AGENCY “FINDYOUTHINFO.GOV” ACCEPTS SUBMISSION OF YOUTH TOPIC RESOURCES

The Federal Partners in Bullying Prevention Task Force recently announced that it will now accept submission of field-based practices to combat bullying for listing on its website <http://www.bullyinginfo.org>, a repository for bullying prevention information.

“We know that many programs are successfully addressing bullying and want to share those materials with others,” said Kevin Jennings, Assistant Deputy Secretary for the Education Department’s Office of Safe and Drug-Free Schools who also chairs the Federal Partners in Bullying Prevention Task Force. “Our goal is to create an easy, central mechanism for them to do so.”

Submissions can include a range of formats from research articles to youth-produced public service announcements. All material must be made available free of charge and hosted on either a government or non-profit website. All submissions will be reviewed before posting: inclusion does not indicate an endorsement by the Federal government.

Findyouthinfo.gov already accepts submissions of evaluated, evidence-based programs for listing in its program directory. The site will now also accept submissions for a range of youth topics, including not only bullying but also health and nutrition, positive youth development, substance use, parenting, and others

To submit field-based material to Bullyinginfo.org and/or Findyouthinfo.gov, please visit <http://www.findyouthinfo.gov/resourcesubmission.aspx>.

To submit evaluated evidence-based programs, please visit <http://www.findyouthinfo.gov/nominate.shtml>

VOICES FROM THE FIELD: TEXAS “GRASS-ROOTS” EFFORT ADDRESSES BULLYING IN SCHOOLS ACROSS REGION 12

Nancy T. Cross, Education Specialist, Texas Education Agency (TEA) Central Texas Education Service Center Region 12 recently sent us a “grass-roots” effort that is addressing bullying in schools and across the communities Region 12 serves. She said, “On September 14, 2010, our local market Channel 10 KWTX, launched a bullying prevention effort for which our Education Service Center Region 12 provided support with both technical assistance and recruitment of professional staff from local school districts and higher education from Baylor University.”

Channel KWTX began work on this project in April 2010 following the report of completed suicides associated with reported bullying incidents both in the station market area and surrounding areas.

The link to that continuing resource is: <http://www.kwtx.com/stopbullying> and <http://www.momseveryday.com/centraltexas>. Go to “TIPS FOR EVERY MOM” page 2 and watch “Talking to Kids about Bullies.”

In addition, Channel KWTX plans to host another “10 On Your Side” Call Event in early 2011.

PAST ISSUES - FOCUS ON BULLYING

- [SDFS News and Grant Opportunities #7](#)
- [S&SS News and Grant Opportunities #11](#)

DON’T FORGET

These links are available at our DOE web site:

“Bullying Prevention Site”:
<http://www.doe.virginia.gov/support/prevention/bullying/index.shtml>

“What Every Teacher Should Know About Preventing Youth Suicide”:
<http://www.vahealth.org/Injury/preventsuicideva/documents/2010/pdf/Every%20Teacher.pdf>

“Suicide Prevention Guidelines”:
http://www.doe.virginia.gov/boe/guidance/health/suicide_prevention.pdf

VIRGINIA NEWS

DCV Annual Report

Look for the newest (2008-09) report –
Now posted at:

http://www.doe.virginia.gov/statistics_reports/school_climate/discipline_crime_violence/08_annual_report.pdf

VIRGINIA TRAININGS



VIRGINIA PROJECT CONNECT: CREATING FUTURES WITHOUT VIOLENCE A TRAINING PROVIDED BY THE VIRGINIA DEPARTMENT OF

HEALTH

DATES: Vary

Project Connect, a groundbreaking multi-state initiative of the Family Violence Prevention Program, seeks to develop comprehensive models of public health prevention and intervention that can lead to improved health and safety for victims of sexual and domestic violence.

In Virginia, the project's focus lies in family planning and home visiting settings. The Virginia Department of Health's Injury, Suicide and Violence Prevention Program, in partnership with the Women's and Infants' Health Program, the Virginia Home Visiting Consortium, and the Virginia Sexual and Domestic Violence Action Alliance, is developing assessment strategies and tools, training curricula, and educational materials to better enable family planning clinic staff and early childhood home visiting workers to identify and provide support and referral to individuals and families impacted by sexual and domestic violence.

Target Audience: This workshop is one of a series primarily focused on early childhood home visitors but may also be appropriate for others working in a home (non-clinical) setting with families at risk for and/or experiencing sexual/domestic violence.

To Register:

Follow the steps below to open a new account or to register for a new training using your existing account: If you have already created an account, log-in to your account and select "enroll yourself" in the training you want to attend. If you do not have an account, you will need to complete all of the steps below. Be sure to choose "HVC – Home Visiting Consortium" as an

interest, so that you will receive information about future trainings.

1. Go to www.jmu.edu/outreach
2. In the left sidebar, click on "Professional," then "Home Visiting Consortium."
3. Click on "here" where indicated; you will be taken directly to the registration site.
4. Choose the training you would like to attend from the available list.
5. Click on "Enroll Yourself."
6. Click on "Create Account."
7. Complete account registration. You should then see a screen that says "Welcome! Thank you for creating an account with James Madison University," and includes your ID number in this system. Click on "Continue" at the bottom of that page; click on "Continue."
8. Complete the Additional Information requested, and click on "Finish Registration."
9. Click on "Submit."
10. You should receive a confirmation email with the details of your course.

If you have any questions about the registration process, please call James Madison University at (540)568-8849. In the future, if you would like to view the list of trainings you have completed:

1. Go to www.jmu.edu/outreach.
2. In the left sidebar, click on "Professional," then "Home Visiting Consortium."
3. Click on "here" where indicated.
4. On the registration screen, click on "My History" in the left sidebar. You'll need to login with the email address and password you used when you created your account above.

VIRGINIA EARLY WARNING SYSTEM (VEWS)

In February 2009, the Board of Education strengthened Virginia's accountability program by:

- Requiring high schools – beginning with the 2011-2012 school year – to meet an annual benchmark for graduation.
- Revising Virginia's accreditation standards to create a graduation and completion index for high schools

The Virginia Early Warning System (VEWS) relies on readily available data – housed at the school – to predict which students are at risk for dropping out of high school; target resources at the school- and division-level to support students not on track to graduate while they are still in school and before they drop out; examine patterns and identify school climate issues that may contribute to disproportionate dropout rates.

In collaboration with four Virginia school divisions, the [Appalachia Regional Comprehensive Center](#), and the [National High School Center](#), VDOE developed VEWS to identify ninth-grade students who are at risk of not

graduating from high school with a Standard or Advanced Studies diploma. VEWS provides:

- An index tool that identifies students in the ninth-grade class as on-track or off-track towards earning a Standard or Advanced Studies diploma;
- A progress monitoring tool for high school students during the school year;
- Documentation and tracking of student interventions;
- Student-level reports;
- School-level reports; and
- Division-level reports.

Virginia Early Warning Tool Interface (EWTI)

The system provides data used to finalize the VEWS application and identify students who are considered to be either:

- On-Track and have a high probability of graduating from high school with a Standard or Advanced Studies diploma; or
- Off-Track and have a high probability of dropping out or otherwise leaving high school without earning a Standard or Advanced Studies diploma.

Webinar: How to Load the VEWS Tool

For technology interface users – this session explains how to interface VEWS and the Early Warning Tool Interface (EWTI).

This session is offered twice:

- January 5, 2011, 10:00 am
- January 12, 2011, 2:00 pm

Materials for this Webinar:

- [Introduction to Technical Aspects of the Virginia Early Warning System Tool](#) (PPT) – this is the presentation to be used during the Webinar.
- [Partially loaded VEWS Tool](#) (XLSM) – please download and save this as a macro-enabled file.
- [Sample data file](#) (grading period 4) (TXT) – please save this as a tab delimited file.
- [VEWS Reference Screenshots](#) (printed copy) (PPT) – please have this document available for your reference.
- [VEWS Technical Manual](#) (printed copy) (Word) – please have this document available for your reference.

System requirements:

PC: Excel 2003 or later.

Mac: Excel 11.0 (part of Office 2004) or Excel 14.0 (part of Office 2011).

Please note: the EWS Tool v2.0 cannot be run in Excel 12.0 (part of Office 2008) as this version does not support Visual Basic for Applications (VBA) macros.

Webinar: How to Use the VEWS Tool

For principals, school administrators, guidance counselors, social workers and others who will be using VEWS to support students.

This session is offered twice:

- January 6, 2011, 10:00 am
- January 13, 2011, 2:00 pm

Materials for this Webinar:

- [Introduction to the Virginia Early Warning System \(VEWS\)](#) (PPT)
- [Implementation Guide](#) (PDF)

Instructions for accessing webinars

For the AUDIO connection needed for the webinar

1. Dial in to (866) 842-5779
2. Enter the conference code 8047865819

For the VIEWING connection needed for the webinar

1. Log onto: <https://vadoe.webex.com>
2. Find the appropriate session on that page and click on the green "join now" button.
3. Follow the directions on the screen. If asked to download active WebEx using the information bar, please do so.
First-time WebEx users usually have to complete this step.

The PASSWORD for every session is the DATE of the session written as Monthdayyear.

Example: May132010

NATIONAL NEWS



HHS' NIDA's MONITORING THE FUTURE SURVEY SHOWS INCREASES IN ECSTASY USE AND CONTINUED HIGH LEVELS OF PRESCRIPTION DRUG ABUSE AMONG TEENS—

MARIJUANA USE INCREASES, ESPECIALLY AMONG EIGHTH-GRADERS

Fueled by increases in marijuana use, the rate of eighth-graders saying they have used an illicit drug in the past year jumped to 16 percent, up from last year's 14.5 percent, with daily marijuana use up in all grades surveyed, according to the 2010 Monitoring the Future Survey (MTF). For 12th-graders, declines in cigarette use accompanied by recent increases in marijuana use have put marijuana ahead of cigarette smoking by some measures. In 2010, 21.4 percent of high school seniors used marijuana in the past 30 days, while 19.2 percent smoked cigarettes.

The survey, released December 14, also shows significant increases in use of Ecstasy. In addition, nonmedical use of prescription drugs remains high. MTF is an annual series of classroom surveys of eighth, 10th, and 12th-graders conducted by researchers at the University of Michigan, Ann Arbor, under a grant from the National Institute on Drug Abuse (NIDA), part of the National Institutes of Health.

Most measures of marijuana use increased among eighth-graders, and daily marijuana use increased significantly among all three grades. The 2010 use rates were 6.1 percent of high school seniors, 3.3 percent of 10th-graders, and 1.2 percent of eighth-graders compared to 2009 rates of 5.2 percent, 2.8 percent, and 1.0 percent, respectively. "These high rates of marijuana use during the teen and pre-teen years, when the brain continues to develop, places our young people at particular risk," said NIDA Director Nora D. Volkow, M.D. "Not only does marijuana affect learning, judgment, and motor skills, but research tells us that about 1 in 6 people who start using it as adolescents become addicted."

"The increases in youth drug use reflected in the Monitoring the Future Study are disappointing," said Gil Kerlikowske, director of the White House Office of National Drug Control Policy. "Mixed messages about drug legalization, particularly marijuana, may be to blame. Such messages certainly don't help parents who are trying to prevent kids from using drugs. The Obama administration is aggressively addressing the threat of drug use and its consequences through a balanced and comprehensive drug control strategy, but we need parents and other adults who influence children as full partners in teaching young people about the risks and harms associated with drug use, including marijuana."

The MTF survey also showed a significant increase in the reported use of MDMA, or Ecstasy, with 2.4 percent of eighth-graders citing past-year use, compared to 1.3 percent in 2009. Similarly, past-year MDMA use among 10th-graders increased from 3.7 percent to 4.7 percent in 2010.

Also of concern is that the downward trend in cigarette smoking has stalled in all three grades after several years of marked improvement on most measures. Greater marketing of other forms of tobacco prompted the 2010 survey to add measures for 12th-graders' use of small cigars (23.1 percent) and of tobacco with a smoking pipe known as a hookah (17.1 percent).

Prescription drug abuse remains a major problem. Although Vicodin abuse decreased in 12th graders this year to 8 percent, down from around 9.7 percent the

past four years, other indicators confirm that nonmedical use of prescription drugs remains high. For example, the use of OxyContin, another prescription opiate, stayed about the same for 12th-graders at 5.1 percent in 2010. And six of the top 10 illicit drugs abused by 12th-graders in the year prior to the survey were prescribed or purchased over the counter. The survey again found that teens generally get these prescription drugs from friends and family, whether given, bought, or stolen.

However, the survey says binge drinking continued its downward trend. Among high school seniors, 23.2 percent report having five or more drinks in a row during the past two weeks, down from 25.2 percent in 2009 and from the peak of 31.5 percent in 1998. In addition, 2010 findings showed a drop in high school seniors' past-year consumption of flavored alcoholic beverages, to 47.9 percent in 2010 from 53.4 percent in 2009. Past-year use of flavored alcohol by eighth-graders was at 21.9 percent, down from 27.9 percent in 2005.

The MTF survey also measures teen attitudes about drugs, including perceived harmfulness, perceived availability, and disapproval, all of which can predict future abuse. Related to its increased use, the perception that regular marijuana smoking is harmful decreased for 10th-graders (down from 59.5 percent in 2009 to 57.2 percent in 2010) and 12th-graders (from 52.4 percent in 2009 to 46.8 percent in 2010). Moreover, disapproval of smoking marijuana decreased significantly among eighth-graders.

"We should examine the extent to which the debate over medical marijuana and marijuana legalization for adults is affecting teens' perceptions of risk," said Dr. Volkow. "We must also find better ways to communicate to teens that marijuana use can harm their short-term performance as well as their long-term potential."

MTF is one of three major surveys sponsored by the U.S. Department of Health and Human Services (HHS) that provide data on substance use among youth. The others are the National Survey on Drug Use and Health and the Youth Risk Behavior Survey. The MTF Web site is: <<http://monitoringthefuture.org>>. Follow Monitoring the Future 2010 news on Twitter at @NIDANews, or join the conversation by using: #MTF2010. Additional information on MTF can be found at <<http://www.hhs.gov/news>>; or <<http://www.whitehousedrugpolicy.gov>>.

The National Survey on Drug Use and Health, sponsored by the Substance Abuse and Mental Health Services Administration, is the primary source of statistical information on substance use in the U.S. population 12 years of age and older. More information

is available at

<http://www.drugabusestatistics.samhsa.gov>.

The Youth Risk Behavior Survey, part of HHS' Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System, is a school-based survey that collects data from students in grades 9-12. The survey includes questions on a wide variety of health-related risk behaviors, including substance abuse. More information is available at

<http://www.cdc.gov/nccdphp/dash/yrbs/index.htm>.

For the complete information, please go to:

<http://www.nih.gov/news/health/dec2010/nida-14.htm>.

NATIONAL TRAININGS



17TH NATIONAL CONFERENCE ON ALTERNATIVES TO EXPULSION, SUSPENSION, & DROPPING OUT OF SCHOOL

February 2-4, 2011, Royal Plaza Hotel in the

Walt Disney World Resort, Orlando, Florida

Go to: www.alternativesconference.org for more information

OJJDP WITH PIRE AND FOX VALLEY TECHNICAL COLLEGE THROUGH THE UNDERAGE DRINKING ENFORCEMENT TRAINING CENTER PRESENTS "CONDUCTING COMPLIANCE CHECK OPERATIONS"—DISTANCE LEARNING COURSE

This FREE four-hour online training course provides basic guidelines and operational information on reducing sales of alcohol to underage purchasers through compliance investigations of alcohol retailers. The course presents rationales for carrying out these investigations and emphasizes the importance of reducing youth access to alcohol thereby reducing youth related crime in the community and improving the quality of life.

COURSE OUTCOMES:

Participants who complete the course will be able to:

- Understand the issues related to underage drinking and the retail availability of alcohol to underage purchasers.
- Motivate policymakers, communities, and law enforcement to place greater emphasis on alcohol compliance investigations and prevention of underage drinking.

- Implement step-by-step guidelines for carrying out alcohol compliance investigations.
- Identify barriers to compliance investigations and approaches to overcoming these barriers.
- Utilize compliance investigations efficiently and effectively to deter sales to minors and demonstrate community norms against underage drinking.

COURSE OBJECTIVE:

To train newly hired or experienced officers to utilize their existing alcohol laws or ordinances as an operational tool to prevent underage access to alcohol from commercial sources. This course is designed at an introductory level and is intended to be used as a tool to prepare attendees for subsequent on-site classroom training and experiential learning activities.

To access the course visit:

<https://www.thecjportal.org/dl/PIRE/CC/Pages/ComplianceChecks.aspx>

FUNDING OPPORTUNITIES

FEDERAL FUNDING OPPORTUNITY: HHS' NATIONAL INSTITUTES OF HEALTH—REDUCING RISK BEHAVIORS BY PROMOTING POSITIVE YOUTH DEVELOPMENT (RO1)



The National Institutes of Health (NIH) is offering grants to effective, evidence-based, gender-inclusive programs that are adapted, translated, or disseminated for new populations of youth and adolescents for the purpose of reduction of youth risk behaviors.

Award amounts vary. Eligible applicants are public/state controlled or private institutions of higher education, non-profits with or without 501 (c) (3) IRS status, for profit organizations, and various other organizations, including non-U.S. entities.

Deadline: February 5, 2011

Please contact NIH for more information and to apply for this funding by visiting:

<http://grants.nih.gov/grants/guide/pa-files/PA-08-241.html>

(SOURCE: Building Partnerships for Youth [National 4-H Council and the University of Arizona])

PREVIOUSLY MENTIONED, BUT STILL PERTINENT

FUNDING OPPORTUNITIES:

THE NATHAN CUMMINGS FOUNDATION -
HEALTH PROGRAM GRANTS (Deadline: Rolling)
<http://www.nathancummings.org/health/index.html>

CAMPBELL SOUP FOUNDATION - COMMUNITY
DEVELOPMENT GRANTS (Deadline: Rolling)
<http://sparkaction.org/content/grant-campbell-soup-foundation-community-d>

HERSHEY COMPANY - CORPORATE
CONTRIBUTIONS
(Deadline: Rolling)
<http://www.thehersheycompany.com/about/responsibility.asp>

AMERICORPS STATE AND NATIONAL GRANTS
FY 2011
http://www.americorps.gov/for_organizations/funding/nofa_detail.asp?tbl_nofa_id=83 Deadline: January
25, 2011

NEA FOUNDATION: LEARNING & LEADERSHIP
GRANTS
http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm Deadline: Rolling

NEA FOUNDATION: STUDENT ACHIEVEMENT
GRANTS
http://www.neafoundation.org/programs/StudentAchievement_Guidelines.htm Deadline: Rolling

ROBERT WOOD JOHNSON FOUNDATION -
ACTIVE LIVING RESEARCH: BUILDING
EVIDENCE TO PREVENT CHILDHOOD OBESITY
DEADLINE: JULY 1, 2011
<http://www.rwjf.org/applications/solicited/cfp.jsp?ID=21121&cid=xem-emc-faS>

NOTE: The material provided in this newsletter is for informational purposes only.

The opinions expressed herein may not always reflect the views of the Virginia Department of Education, nor do they imply an endorsement. We hope that you find this information to be useful.