

YOUTH & SCHOOL CLIMATE CONFERENCE

New Research & Best Practice Strategies to Improve Teaching & Learning for ALL

Keynote Address: Educating Minds and Hearts Because the Three Rs' Are Not Enough by Jonathan Cohen

2 Day collaborative event, infused with a generous spirit to assist you in your important and timely efforts to create, maintain, and sustain safe schools for all youth in your school communities.

Workshops for Practitioners including Educators, School Counselors, Resource Officers, Nurses, and other School Climate Leaders and Community Members

June 1-2, 2011

Wednesday 5:00pm - 8:30pm Thursday 7:00am - 4:30pm

Mill Falls Inn, Meredith, NH (click for directions)

Cost: \$495/person \$3000/team of 7

(includes meals & overnight accommodations, e-materials, and CD from the Youth Panel Media June 1st Evening Presentation)

Do you need a room? Single Double _____
(ROOMMATE'S NAME)

Day 2 ONLY Cost: \$300/person

CEU Certificate: 10 Hours

REGISTRATION DEADLINE: Postmarked by May 13th, 2011

Early Bird Special: Registration postmarked by May 1st, Cost = \$475

Space is limited - register early to get in and save!

Registration Form, Agenda, Directions and further details on-line

www.school-climate-consulting.org

Jonathan Cohen, PhD

*President, National School
Climate Center*

*Adjunct Professor in Psychology
and Education, Teachers College,
Columbia University*



School Climate Consulting Services, LLC

3rd Annual NH Conference on Bullying & Safe Schools
Youth & School Climate Conference

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DEAR EDUCATOR ~

It has been my pleasure to coordinate efforts with New England schools over the years in my roles as the director of NH Safe & Drug-Free Schools as well as a Safe Schools Consultant. My goal as always, is to bring the best information for educators and community members to the table – and allow you to learn from current research in a warm, collaborative, and highly supportive professional development climate. In this spirit, I am very excited to offer the *3rd Annual NH Conference on Bullying & Safe Schools* at Mill Falls Inn, Meredith, NH on June 1-2, 2011.

One very important aspect of my work that has emerged is how important I feel a toolbelt approach is to working with educators, schools, and youth. Leading from a risk and prevention perspective, I find each of us wears a toolbelt in doing our jobs - yet some tools are old, some are missing, and some holes where tools should hang are simply empty. As such, you and your Team will be able to attend the Workshops which fill those gaps in your work - and provide you and your Team tools to do your the work of helping students learn more effectively, more openly, and more enjoyably.

This Conference is a unique early June event – it is a truly collaborative event, infused with a generous spirit to assist you in your important and timely efforts to create, maintain, and sustain safe schools for all youth in your school communities. I am offering it in early June this year, in response to feedback that early June is a more convenient time for educators to be able to attend. On behalf of all the Conference presenters which include (Michael Nakkula and Caroline Watts, *experts on youth development and mental health issues in school-based practices*; Jonathan Cohen, *director of the National School Climate Center*; Jeff Perrotti, *safe schools consultant with the MA Safe Schools Initiative*; Richard Cole, *safe schools attorney*; Stan Davis, *bullying prevention author and leader*; Elizabeth Englander, *director of MARC and cyberbullying expert* - who will provide FREE curriculum to attendees!), along with many others who are there to share their research, their vision, their best-practice strategies, we hope you will attend.

Please contact me with any questions at molly@school-climate-consulting.org or 603.505.6652.

Kindly,

Molly Gosline, *School Climate Consultant*
Owner, School Climate Consulting Services



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Day 1 *(Evening Session Only)*

- 5:00 - 6:00 Registration & Check-In
- 6:00 - 7:30 **Session I:** Using Media to Reach Students: Central Role of Storytelling in Creating Safe School Climates (GSA Youth Panel, facilitator Jeff Perrotti)
- 7:30 - 8:30 Networking Event at Church Landing (hors d'oeuvres lakeside)

Day 1 Evening Session Workshop:

Using Media to Reach Students: Central Role of Storytelling in Creating Positive School Climates

GSA Youth Panel, facilitator Jeff Perrotti

Safe Schools Consultant Jeff Perrotti will present media resources which have practical applications for improving school climates. He will co-present with his Youth Panel - youth who have experienced safe and unsafe school climates, and can share personal stories and solutions they found in their school communities. A powerful presentation which highlights technology in a user-friendly manner to reach youth - from YouTube clips to Facebook tools, youth share what works - and what doesn't - in creating safe school climates for ALL students.

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Agenda June 1-2, 2011



Day 2

- 7:00 - 8:00 Breakfast & Coffee,
Late Registration
- 8:00 - 8:45 Welcome and Panel
Presentation
- 8:45 - 10:00 **Session II**
- 10:00 - 10:15 Coffee Break
- 10:15 - 11:30 **Session III**
- 11:30 - 12:30 LUNCH
- 12:30 - 1:00 Keynote Address -
Jonathan Cohen, PhD
- 1:00 - 2:30 **Session IV**
- 2:30 - 2:45 Coffee & Dessert
- 2:45 - 3:45 **Session V**
- 3:45 - 4:30 Next Steps, Wrap Up,
and Evaluations

Day 2 Session Workshops:

Jonathan Cohen, PhD

- *Assessing readiness and developing plans for capacity building: The essential foundation for effective bully prevention, pro-upstander and school climate reform efforts*

Stan Davis

- *What works in Bullying Prevention?*
- *From Witnesses to Allies*

Elizabeth Kandel Englander, PhD

- *Girls and Cyberbullying: New Research about Relational On-Line Aggression*
- *The Girls Assembly Program: A New Program from MARC*
- *Bullying & Cyberbullying: MARC at the Nexus of Research & Practice*

Richard W. Cole, Esq

- *Investigating Bullying and Harassment: Highlighting Important Things You Need to Know and Do*
- *Protecting Students with Disabilities from Bullying and Harassment*

Dr. Caroline Watts, EdD

- *School Climate and Discipline: What Works and What Doesn't ~ Narratives from the Field*

Jeff Perrotti, MA, CAS

- *That's so Gay: Creating Safe and Supportive Schools for Lesbian, Gay, Bisexual and Transgender Students*

Allison Vachon

- *Cyber-safety and Youth: Investigating & Preventing Internet Crimes*

Dr. Michael Nakkula, EdD

- *Building Positive Relationships in Schools: Highlighting the Developmental Assets in Youth (findings & implications from the Search Institute)*
- *Peace Games: Applying Developmental Assets in a School-based Approach*

Randy Ross, MS, MA

- *Does a Safer School Climate Impact Academic Achievement?*

Paul Poteat, PhD

- *When Bullying is Biased: Added Risks and Implications for Promoting Resilience*

National Conference for Community and Justice (NCCJ) Youth Leadership Team

- *Youth Leadership in Improving School Climate*

The Massachusetts Safe Schools Initiative (SSI)

- *Lessons Learned on How to Implement a Collaborative, Cross-Disciplinary Approach to Address Bullying and Harassment*



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Jonathan Cohen, PhD
President, National School Climate Center
Adjunct Professor in Psychology and Education,
Teachers College, Columbia University



Jonathan Cohen is an educator, clinician and author.

He is the president and co founder of the National School Climate Center: Educating Minds and Hearts Because the Three R's Are Not Enough. The NSCC is a national research, policy and educational center devoted to educating and supporting school, after school and parent leaders to helpfully promote social, emotional, ethical and academic learning and create even safer, more supportive, engaging, helpfully challenging and joyful schools.

Jonathan is an Adjunct Professor in Psychology and Education at Teachers College, Columbia University; an Adjunct Professor in Education at the School of Professional Studies, City University of New York; and, the founder the Teachers College Press Social Emotional Learning book series. He is also the co-founder and co-chair (with Terry Pickeral) of the National School Climate Council: a non-partisan group of policy and practice leaders devoted to narrowing the gap between school climate research, policy and practice.

KEYNOTE ADDRESS:

*Educating Minds and Hearts Because
the Three Rs' Are Not Enough*

**Assessing readiness and developing plans
for capacity building: The essential foundation
for effective bully prevention, pro-upstander
and school climate reform efforts**

Too often school leaders and leadership teams embark on bully prevention and/or school climate reform efforts without understanding two essential questions: 1) Are we really ready to embark on this school reform effort? And, 2) how can "we" develop plans to "build capacity" or promote the expertise of classroom leaders, school-based mental professionals and building leaders from "day one" of the effort? The range of factors that undermine these two foundational processes will be detailed. Participants will assess the readiness of their school to embark on comprehensive bully prevention/pro-upstander and school climate reform efforts. Participants will receive detailed information about suggested "roles and responsibilities" that support effective and sustained bully prevention/pro-upstander/ school climate reform efforts. Participants will also receive a School Climate Standards Self Assessment form that can become the foundation for faculty discussions about where your school is "now" with regard to actualizing the school climate standards.



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Stan Davis Certified Social Worker, Guidance Counselor K-12 and Author

Stan Davis has worked for human rights in many different ways. In the 1960s he worked in the Civil Rights movement. As a social worker and child and family therapist in the 1970s and 1980s, he worked with abused, traumatized, and grieving children and trained Child Protective Workers. He designed and implemented training for a network of rape crisis centers and collaborated with police to develop effective interventions for domestic abuse. In 1985 he became a school counselor. After working in high school and middle school he moved to the James H. Bean elementary school in Sidney, Maine, where he continues to work three days a week. Since the mid-1990s he has put his energies toward helping schools prevent bullying. Stan's work has been featured in national newspaper and radio articles and on a special 20/20 report on bullying with John Stossel. He is the author of the 2004 book *Schools Where Everyone Belongs: Practical Strategies to Reduce Bullying* (2nd edition 2007) and the 2007 book *Empowering Bystanders in Bullying Prevention*.



YOUTH VOICE PROJECT

With Dr. Charisse Nixon, Stan is co-leading the *Youth Voice Research Project*, which has collected information from more than 13,000 young people in the United States about what works and what doesn't work in bullying prevention. His trainings integrate research, practical experience, specific techniques, storytelling, and audience participation.



What works in Bullying Prevention?

This workshop will present an overview of recent research, which questions some traditional interventions and emphasizes the importance of building connectedness, resiliency, consistency, and of building alliance by caring peers. You will learn about the results of the Youth Voice Project, which asked more than 13,000 US teens what worked for them.

From Witnesses to Allies

This workshop will focus on practical, research-based strategies to increase peer support for mistreated youth, to improve peer culture, and to reduce the trauma related to incidents of bullying.



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Elizabeth Kandel Englander, PhD
Director, Massachusetts Aggression Reduction Center
Professor of Psychology Bridgewater State University

Elizabeth Kandel Englander is a professor of Psychology and the founder and Director of the Massachusetts Aggression Reduction Center at Bridgewater State University, a Center which delivers anti-violence and anti-bullying programs, resources, and research for the state of Massachusetts. She is a nationally recognized expert in the area of bullying and cyberbullying, childhood causes of violence, aggression and abuse, and child development.

Since founding the Massachusetts Aggression Reduction Center she has trained thousands of teachers and administrators in Massachusetts, worked with thousands of schoolchildren, parents and community groups, conducted and published research on the topic of cyberbullying, authored the third edition of *Understanding Violence* (a standard text in the field), served as Special Edition Editor to the *Journal of Social Sciences*, and helped author and pass legislation to help prevent violence and bullying. The Massachusetts Aggression Reduction Center is the only center in public higher education which provides no-or low-cost cutting-edge research and programs for K-12 education. MARC is also the Department of Education's bullying and cyberbullying prevention partner. Each year Dr. Englander trains and supervises graduate and undergraduate students and collaborates with multiple agencies around the State of Massachusetts and across the nation.



**Girls and Cyberbullying:
New Research about Relational
On-Line Aggression**

**The Girls Assembly Program:
A New Program from MARC**

**Bullying & Cyberbullying: MARC at
the Nexus of Research & Practice**

This presentation will focus on new research from the Massachusetts Aggression Reduction Center at Bridgewater State University, focusing on gender differences in cyberbullying. Topics will include how girls and boys differ in their use of technology; drawing distinctions between cyber-fighting and cyberbullying; gender differences in how students use technology; and how technology appears to be impacting upon relationships, particularly between girls.

<http://www.marccenter.org>



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Richard W. Cole, Esq Civil Rights and Safe Schools Consultant

Richard W. Cole, principal of *Cole Civil Rights and Safe Schools Consulting* in Boston, Massachusetts, www.colecivilrights.com, is a nationally known civil rights attorney, former Assistant Attorney General and Civil Rights Division Chief in Massachusetts. Richard offers a broad range of training, policy development, investigative and technical assistance to educators and law enforcement throughout the U.S. on promoting school safety, civil rights, educational equity, disability rights, race relations, discrimination and in addressing harassment, bullying and hate crimes in schools and cyberspace. He also provides legal assistance to parents whose children are targets of harassment or bullying. Richard has extensive investigative, training and litigation experience and has published widely on civil rights issues. Richard was national co-chair of the federal-state effort resulting in the acclaimed U.S. Department of Education's publication, "*Protecting Students from Harassment and Hate Crime – A Guide for Schools.*" He also co-chaired the "Massachusetts Safe Schools Initiative," a multidisciplinary collaboration to provide educators the tools they need to address harassment, bullying and hate crimes in schools.



Investigating Bullying and Harassment: Highlighting Important Things You Need to Know and Do

Workshop participants will learn about the legal framework and key practical skills and strategies needed when investigating bullying and harassment in schools and in cyberspace. This interactive workshop will also examine the critical role investigations play in prevention, ensuring equity, preventing liability and promoting learning. The workshop will also address investigative accommodations when students with disabilities are alleged aggressors or targets.

Protecting Students with Disabilities from Bullying and Harassment

This interactive workshop will examine the problem of bullying and harassment of students with disabilities in schools and cyberspace. Participants will learn about the legal requirements under federal disability rights laws when a student with disabilities is the target of bullying or harassment, while exploring practical prevention and response strategies.



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Dr. Caroline Watts, EdD
Senior Lecturer and Coordinator of Special Education at the
Graduate School of Education at the University of Pennsylvania



Caroline Watts is a psychologist whose career has been devoted to developing healthy educational environments for children and youth. As a practicing child therapist, university educator, and program director, she aims to provide access for all children to the emotional and social developmental supports that will enable them to succeed in school, in their communities, and in their adult lives. She has focused her work on building capacity in mental health and educational systems to serve the complex needs of urban children, youth, and families through creating innovative institutional partnerships among schools, universities, and community health organizations. At Penn, Dr. Watts is a member of the Penn Partnership faculty group working as a leadership team for several West Philadelphia schools, where she is concentrating upon improving school climate and building capacity to meet the social, emotional, and behavioral needs of students. As the GSE Coordinator of Special Education, she works across divisions to develop coursework and experiential placements for students in the Teacher Education and Counseling programs that will provide critical learning related to issues in special education and ELL.

School Climate and Discipline: What Works and What Doesn't ~ Narratives from the Field

In a recent commentary in Teachers College Record, Cohen, Fege, and Pickeral (2009) emphasize the need for routine and comprehensive evaluations of school climate guided by system-wide standards for positive school climate, as well as procedures for assessing climate. In their view, climate assessment should be included along with academic achievement as a measure of accountability for schools and districts. For this to happen, teachers and administrators need tools to evaluate classroom and school climate, along with support for using their findings to promote an effective climate for learning.



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Jeff Perrotti, MA, CAS

Jeff Perrotti is the founding director of the Massachusetts Department of Elementary and Secondary Education's Safe Schools Program for Gay, Lesbian, Bisexual and Transgender Students. He is the co-author of the book, *When the Drama Club is not Enough: Lessons from the Safe Schools Program for Gay and Lesbian Students*. Jeff has conducted numerous workshops on sexual orientation, bullying and school climate for school administrators, counselors, nurses, coaches, teachers, parents and students. For several years Jeff has taught and advised students at Harvard University, where he has received several awards for excellence in teaching. Jeff is a trainer for the American Psychological Association's Healthy Lesbian, Gay, Bisexual and Transgender Students Project and a consultant for the Massachusetts Department of Elementary and Secondary Education. He has worked extensively with New Hampshire educators, nurses and students and the New Hampshire Department of Education.



That's so Gay: Creating Safe and Supportive Schools for Lesbian, Gay, Bisexual and Transgender Students

In the past year, there have been several highly publicized cases of suicide directly related to anti-gay bullying. These students were bullied because they were perceived to be gay or because they did not conform to traditional gender norms. This workshop will focus on factors that foster resiliency in LGBT students and on concrete strategies for creating a safe and supportive school environment.



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Allison Vachon Investigator at the Attorney General's Office

Allison Vachon is an Investigator at the New Hampshire Attorney General's Office in the Criminal Justice Bureau (<http://doj.nh.gov/>) She is a member of the New Hampshire Internet Crimes Against Children (ICAC) Task Force as well as the Attorney General's Task Force on Child Abuse and Neglect. Among the numerous cases she investigates are child exploitation, economic crimes, sexual assault, and public integrity. She is also the Internet Crimes Unit Investigator with the Attorney General's Office and was part of the investigative team for the Attorney General's Diocese Task Force. She previously worked for the Concord Police Department.

<http://doj.nh.gov/>



Cyber-safety and Youth: Investigating & Preventing Internet Crimes

Current legal issues on topics of adolescents and cyberbullying; youth and cyber-safety; and the role of schools, districts, and school leaders will be explored. The Internet Crimes Unit presentation discusses current events which are challenging the definitions of bullying and harassment under current laws while factoring in the responsibilities of school communities.

Cases, scenarios, and legislation will be explored as they relate to school policy and school climate.



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Dr. Michael Nakkula, EdD
Practice Professor and Division Chair in Applied
Psychology and Human Development at the Graduate
School of Education at the University of Pennsylvania



Dr. Nakkula's teaching and research focus on the development of resilience and the promotion of possibility development among low-income children and youth. He is particularly interested in the integration of counseling, mentoring, and educational processes in urban schools to create contexts that allow students to thrive in school and during their transition to higher education and career opportunities. Dr. Nakkula works with many national organizations to develop applied research strategies that promote the study of developmental and educational initiatives in support of optimal youth development.

Dr. Nakkula's research has long been organized under the umbrella of Project IF (Inventing the Future), a strength-based youth development initiative. Through Project IF, Dr. Nakkula works with colleagues and organizations that share the mission of promoting and studying healthy or optimal youth development. For the past decade he has worked with John Harris, of Applied Research Consulting, to study the nature and benefits of youth mentoring. Together they have created instruments to assess mentor and protégé perspectives on the quality of mentoring relationships. They are currently studying the association between match quality and a host of educational and developmental outcomes.

**Building Positive Relationships in Schools:
Highlighting the Developmental Assets in Youth
(findings & implications from the Search Institute)**

**Peace Games: Applying Developmental Assets
in a School-based Approach**

*Both of Dr. Nakkula's workshops will highlight current research and best-practice strategies focused upon fostering resilience and positive relationships in youth. While Workshop #1 will present research findings from a decade-long collaborative partnership with the Search Institute, Workshop #2 discusses the research implications and suggestions for the successful application of asset-building relational strategies with youth. Highlighted in this workshop will be effective models for youth mentoring. Models for school-based mentoring will be explored as well as the overall implications of mentoring as it relates to promoting both social and emotional development. Both workshops will draw from two of Dr. Nakkula's most recent publications: *Building Healthy Communities for Positive Youth Development* (Springer, 2010) and *Play, Talk, Learn: Promising Practices in Youth Mentoring (New Directions for Youth Development, Jossey-Bass, 2010)*.*



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Randy Ross, MS, MA
**Equity & Diversity Specialist at the New England Equity Assistance
Center, The Education Alliance at Brown University**

Randy's work focuses on school climate, including bullying/harassment, gender equity, cultural proficiency, and social-emotional learning. She currently is supporting school districts to develop and implement comprehensive policies and detailed procedures to reduce bullying and harassment within school communities. She provides training and technical assistance on Improving School Climate and Academic Achievement. Recently, she has been working with Massachusetts, New Hampshire, and Rhode Island school districts, plus several New England state departments of education.

Before coming to The Education Alliance at Brown in 2005, Randy worked for the New Jersey Attorney General in the Office of Bias Crime and Community Relations, where she initiated and served as coordinator for New Jersey Cares About Bullying, a statewide, state-sponsored coalition. She received her B.A. and M.A. in Anthropology from the University of California at Berkeley and an M.S. in Educational Leadership from the Bank Street College of Education in New York City.

Randy is also a member of the National School Climate Council. She has written numerous articles and newsletters. Her recent Commentary on the National School Climate Standards can be found at www.schoolclimate.org.



Does a Safer School Climate Impact Academic Achievement?

New state anti-bullying laws, and the required district policies and procedures, have resulted from tragedies or near tragedies in many places throughout the country. At the same time, every educator is concerned with improving academic achievement for all students. Going beyond our common sense, "gut" feeling that improving safety should improve academic achievement in our schools, what does the research say about this connection? Is improving safety enough, or do we need to improve school climate across multiple measures? If so, which ones? Why is it necessary to collect data to support our efforts?



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Paul Poteat, PhD Assistant Professor, Boston College



Paul Poteat is Assistant Professor in the Department of Counseling, Developmental, and Educational Psychology at Boston College. His research examines bias-based bullying and victimization among middle school and high school students. His work has identified individual factors that predict this behavior, instances of peer socialization, and patterns of change in this behavior over time. His work also examines the mental health and academic outcomes among those who experience bias-based victimization and factors that promote their resilience. His work has been published in the areas of educational, developmental, counseling, and social psychology, and has been used to inform school-based anti-bullying policies.

When Bullying is Biased: Added Risks and Implications for Promoting Resilience

Emerging findings now highlight the often biased and discriminatory nature of bullying. This raises critical questions about our understanding of bullying and how we address it effectively. Do the implications of biased bullying differ for certain groups of students? Moreover, when students experience biased bullying, how are individual, social, and academic outcomes all interrelated in this process? Finally, what supports and resources can we provide that buffer against these effects? During the workshop we will address the following major points:

- 1. Highlight the magnified mental health, social, and academic risks associated with bullying when it is biased in nature*
- 2. Discuss factors that promote resilience among students who experience general and bias-based victimization*
- 3. Explore how research can be translated into prevention and intervention efforts at multiple levels within schools*



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National Conference for Community and Justice (NCCJ) Youth Leadership Team

NCCJ is an established community resource with highly respected youth programs. With its timeless mission “to fight bias, bigotry, and racism and promote understanding and respect among all races, religions, and cultures,” NCCJ has been opening minds and opening hearts since 1927. The Youth Leadership Team is comprised of graduates of NCCJ’s ANYTOWN program—a nationally recognized diversity, leadership, and social justice program for high-school age students. NCCJ adult leaders include Kristen Golden, Director of NCCJ’s Youth Anti-Bullying Initiative, and Muneer Panjwani, Director of Youth Programs. Ms. Golden has 25 years’ experience in local and national social change movements and campaigns, including as the original project director of Take Our Daughters to Work Day. Mr. Panjwani directs the ANYTOWN program as well as the BRIDGES program, a two-day prejudice-reduction and anti-bullying program for schools. He has facilitated more than 75 anti-bias and prejudice-reduction trainings for hundreds of youth.



Youth Leadership in Improving School Climate

This year, NCCJ is launching YES! (Youth Establishing Strength), a multi-year national youth campaign to end bullying. Teams of high school students will lead efforts to transform the culture of school communities into safe, welcoming space for all youth. More than two-thirds of students believe that schools respond poorly to bullying, and a high percentage believes that adult help is infrequent and ineffective. Youth—those who are most directly impacted—have largely been left out of determining how best to address this issue that overshadows their lives.

NCCJ respects youth as experts on their own experiences (including social media and cyberbullying), and as passionate leaders who can engage their peers more effectively than the adult community. Members of the YES! Youth Leadership Team will talk about their experiences of NCCJ’s ANYTOWN youth leadership program, the social justice work they are doing in their schools, their visions for safe schools, NCCJ’s national youth campaign to end bullying, and what adults should know to effectively address bullying.



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The Massachusetts Safe Schools Initiative (SSI)

During 2005 to 2007, Assistant Attorney General Richard Cole and colleagues brought together a team of over fifty individual experts and organizations representing education, law enforcement, health, academic, civil rights, victim assistance, and prevention to design and implement a state-wide program to promote safe schools and address bullying and harassment.



Lessons Learned on How to Implement a Collaborative, Cross-Disciplinary Approach to Address Bullying and Harassment

Mr. Cole and two members of that team, Randy Ross of the New England Equity Assistance Center at Brown University and Caroline Watts from Children's Hospital Boston, will discuss the design of the initiative and the unique collaboration that formed its core. They will focus on the SSI's pilot project with three districts – one urban, one suburban, and one rural – that entailed intensive data collection, action planning, training and technical assistance involving community and district officials, school staff, parents, and teachers. "Lessons Learned" will focus on how communities can engage multiple partners to increase safety and improve school climate.



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Collaborating to Create Safe School Climates



Molly Gosline, Ed.M., M.A.
Founder & Owner of School Climate Consulting Services, LLC.



Molly Gosline, Ed.M., M.A. is the founder & owner of School Climate Consulting Services, LLC. Formerly the director of the federal Office of Safe & Drug-Free Schools and Communities (Title IV-A) within the New Hampshire Department of Education, Ms. Gosline established the New Hampshire Council on Bullying and successfully coordinated the 2009 Conference on Bullying and co-coordinated the 2010 New Hampshire Conference on School Climate & Learning. An expert panel member on the New Hampshire Center for Excellence, and awarded a 2009 Governor's Citation for her work with schools in New Hampshire, Ms. Gosline collaborates with school climate experts throughout the country. Molly holds master's degrees in school counseling and in risk and prevention education from the Harvard Graduate School of Education and enjoys rowing, cycling, and hiking in Meredith, New Hampshire – the heart of Mt. Washington Valley.

MISSION STATEMENT:

School Climate Consulting Services, LLC offers school climate improvement opportunities to school communities throughout New England including Workshops on bullying, cyberbullying, teen dating violence, school policy, building positive school climates and is a leader in conference planning and project management. SCCS and its Collaborative Team focus on developing positive collaborative opportunities between federal, state, and local agencies and work together to build the often illusive bridges between best-practice theory and best-practice practice!



School Climate Consulting Services, LLC

www.school-climate-consulting.org

Molly A. Gosline, EdM, MA | School Climate Consultant
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3rd Annual NH Conference on Bullying & Safe Schools

YOUTH & SCHOOL CLIMATE CONFERENCE

New Research & Best Practice Strategies
to Improve Teaching & Learning for ALL

Keynote Address by Jonathan Cohen



June 1-2, 2011

IMPORTANT: Please fill in, print out and include a copy of this registration form with payment. No fax submissions.

Registration Form **ALL FIELDS OF INFORMATION ARE REQUIRED**

Name

Position

School

District

District #

School Address

Phone

Email

June 1-2, 2011

Please mail to and make
checks or PO's payable to:

School Climate
Consulting Services, LLC
2 Village Drive
Meredith, NH 03253

Wednesday 5:00pm - 8:30pm Thursday 7:00am - 4:30pm

Mill Falls Inn, Meredith, NH (click for directions)

Cost: \$495/person \$3000/team of 7

*(includes meals & overnight accommodations, e-materials, and
CD from the Youth Panel Media June 1st Evening Presentation)*

Do you need a room? Single Double _____
(ROOMMATE'S NAME)

Day 2 ONLY Cost: \$300/person

CEU Certificate: 10 Hours

REGISTRATION DEADLINE: Postmarked by May 13th, 2011

Early Bird Special: Registration postmarked by May 1st, Cost = \$475

Space is limited - register early to get in and save!

Registration Form, Agenda, Directions and further details on-line

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