

# Connecticut Safe School Coalition



## Directory of Connecticut-Based Anti-Bias and Anti-Bullying Programs

This document was produced in response to concerns that schools were struggling to make informed decisions as to which programs they should use in bullying prevention and school climate efforts. Choosing the best programs for a school is complicated by the increased number of providers and programs that have appeared. The Connecticut Safe School Coalition is beginning an effort to compile and maintain a directory of established programs based in Connecticut. The list is by no means exhaustive and selection of programs for inclusion is based on the subjective decisions of members. Inclusion of programs in no way implies an explicit endorsement of the program by the State Department of Education or any other Coalition members. Other programs may be added in the future.

In selecting programs to be included the following criteria was used:

1. Programs had to be based in the state.
2. Providers had to be agencies with established track records.

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<b>Provider Name</b>	<b>Anti-Defamation League</b>
<b>Program Name</b>	<b>Becoming an Ally: Responding to Name-Calling and Bullying (Educator Version)</b>
<b>Description</b>	This interactive, professional development workshop for educators provides practical opportunities for staff to develop and practice skills to respond to incidents of name-calling and bullying among students. A basic premise of <b>Becoming an Ally: Responding to Name-Calling and Bullying</b> is that the cycle of name-calling and bullying behaviors is best interrupted by motivated allies. Teachers can be allies to students and can take steps to better equip students to be allies to one another. By sharing experiences, educators can deepen their own understanding of the ways name-calling and bullying manifest in their school. By exploring the range of behaviors associated with being an ally and engaging in opportunities to develop and put into practice skills to respond to name-calling and bullying, educators will be taking important steps toward positively changing the climate of their schools.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Participants will increase their awareness of the dynamics of name-calling and bullying incidents by understanding the different roles people play and the behaviors associated with each role.</li> <li>2. Participants will improve their ability to assess specific incidents of bullying and name-calling and to determine appropriate responses.</li> <li>3. Participants will better understand the specific role of being an ally and will develop skills to be an effective ally to targets of name-calling and bullying, and to educate and motivate others to become allies.</li> </ol>
<b>Bios of Presenters</b>	ADL's A WORLD OF DIFFERENCE® Institute has a diverse team of 50 highly-skilled trainers. Our programs are presented by a team of two trainers selected to meet the needs of the particular training. Resumes available upon request.
<b>Time Commitment</b>	Half-day (3–4 hours) Full-day (5–6 hours)
<b>Sponsoring Agency</b>	Anti-Defamation League's A WORLD OF DIFFERENCE® Institute 1952 Whitney Avenue, Hamden, CT 06517 (203) 288-6500 Fax (203) 288-8010 <a href="http://www.adl.org">www.adl.org</a>
<b>Contact Person</b>	Michelle Pincince, Director, 203-288-6500 x306, <a href="mailto:mpincince@adl.org">mpincince@adl.org</a> Stephanie Hertz, Assistant Director, 203-288-6500 x307, <a href="mailto:shertz@adl.org">shertz@adl.org</a>
<b>Program Cost</b>	ADL's programs are provided on a fee-for-service basis. Please contact ADL for more information about program fees.

<b>Provider Name</b>	<b>Anti-Defamation League</b>
<b>Program Name</b>	CyberALLY®
<b>Description</b>	CyberALLY® is an interactive training on cyberbullying for middle and high school students. The goal of the CyberALLY® workshop is to create informed youth populations who understand the importance of behaving responsibly and ethically online, and who are motivated to challenge cyberbullying in their schools and online communities. The program provides students with practical information and opportunities for skill-building that will support them in acting as cyberallies - preventing and taking action against cyberbullying and social cruelty in online forums.
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Participants will be empowered to recognize and effectively address cyberbullying.</li> <li>2. Participants will understand the connections between cyberbullying and bias-motivated behavior and the importance of behaving responsibly and respectfully online.</li> <li>3. Participants will gain the tools and skills needed to respond to cyberbullying and to be cyberallies to others.</li> </ol>
<b>Bios of Presenters</b>	ADL's A WORLD OF DIFFERENCE® Institute has a diverse team of 50 highly-skilled trainers. Our programs are presented by a team of two trainers selected to meet the needs of the particular training. Resumes available upon request.
<b>Time Commitment</b>	Half-day (3–4 hours) Full-day (5–6 hours)
<b>Sponsoring Agency</b>	Anti-Defamation League's A WORLD OF DIFFERENCE® Institute 1952 Whitney Avenue, Hamden, CT 06517 (203) 288-6500 Fax (203) 288-8010 <a href="http://www.adl.org">www.adl.org</a>
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<b>Program Cost</b>	ADL's programs are provided on a fee-for-service basis. Please contact ADL for more information about program fees.

<b>Provider Name</b>	<b>Anti-Defamation League</b>
<b>Program Name</b>	What We Wish Our Parents Knew: Bullying and/or Cyberbullying Programs for Parents and Guardians
<b>Description</b>	ADL's workshops for parents and guardians are designed to provide care givers with a forum for dialogue about the impact of bullying, cyberbullying and mean behavior on their children and the school community. The workshop equips participants with the information and tools needed to help their children respond effectively to bullying and mean behavior. Parents will discuss and practice the skills required to communicate effectively with their children regarding the issue of bullying and/or cyberbullying. The workshop will also assist parents with identifying strategies for working as a team with teachers and administrators.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Parents
<b>Learning Objectives</b>	<p>1. Participants will increase their awareness of the dynamics of name-calling and bullying incidents by understanding the different roles children play and the behaviors associated with each role.</p> <p>2. Participants will develop strategies for promoting acceptance, respect and the appreciation of differences.</p> <p>3. Participants will better understand the role of parents and guardians in bullying prevention and intervention.</p>
<b>Bios of Presenters</b>	ADL's A WORLD OF DIFFERENCE® Institute has a diverse team of 50 highly-skilled trainers. Our programs are presented by a team of two trainers selected to meet the needs of the particular training. Resumes available upon request.
<b>Time Commitment</b>	90 minutes – two hours
<b>Sponsoring Agency</b>	Anti-Defamation League's A WORLD OF DIFFERENCE® Institute 1952 Whitney Avenue, Hamden, CT 06517 (203) 288-6500 Fax (203) 288-8010 <a href="http://www.adl.org">www.adl.org</a>
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<b>Program Cost</b>	ADL's programs are provided on a fee-for-service basis. Please contact ADL for more information about program fees.

<b>Provider Name</b>	<b>Anti-Defamation League</b>
<b>Program Name</b>	Becoming an Ally: Responding to Name-Calling and Bullying (Student Version)
<b>Description</b>	This interactive workshop for upper elementary, middle and high school students engages students in practical explorations of the harms of name-calling and bullying and provides them with opportunities to develop and put into practice skills to respond. The overall program goal of Becoming an Ally: Interrupting Name-Calling and Bullying is to create more inclusive classroom and school environments where students are motivated and prepared to challenge name-calling and bullying behaviors among their peers and to be allies to other students who are targets of name-calling and bullying.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	1. Participants will increase their awareness of the dynamics of name-calling and bullying incidents by understanding the different roles people play and the behaviors associated with each role. 2. Participants will develop and use a variety of responses to challenge incidents of name-calling and bullying. 3. Participants will better understand the specific role of being an ally and will develop skills to be an effective ally to targets of name-calling and bullying, and to educate and motivate others to become allies.
<b>Bios of Presenters</b>	ADL's A WORLD OF DIFFERENCE® Institute has a diverse team of 50 highly-skilled trainers. Our programs are presented by a team of two trainers selected to meet the needs of the particular training. Resumes available upon request.
<b>Time Commitment</b>	Upper Elementary (grades 4-6) - two to four hours Middle & High School (grades 6-12) - half-day (3–4 hours) to full-day (5–6 hours)
<b>Sponsoring Agency</b>	Anti-Defamation League's A WORLD OF DIFFERENCE® Institute 1952 Whitney Avenue, Hamden, CT 06517 (203) 288-6500 Fax (203) 288-8010 <a href="http://www.adl.org">www.adl.org</a>
<b>Contact Person</b>	Michelle Pincince, Director, 203-288-6500 x306, <a href="mailto:mpincince@adl.org">mpincince@adl.org</a> Stephanie Hertz, Assistant Director, 203-288-6500 x307, <a href="mailto:shertz@adl.org">shertz@adl.org</a>
<b>Program Cost</b>	ADL's programs are provided on a fee-for-service basis. Please contact ADL for more information about program fees.

<b>Provider Name</b>	<b>Anti-Defamation League</b>
<b>Program Name</b>	Names Can Really Hurt Us High School Assembly Program
<b>Description</b>	<p>ADL's Names Can Really Hurt Us High School Assembly Program is a powerful student-centered assembly program designed to give a voice to the targets of bullying and bias, build empathy in the aggressors and inspire bystanders to become allies.</p> <p>The Names Can Really Hurt Us Assembly Program (Names) is not a "quick fix." Nor is it a program in which the school orders an assembly and ADL comes in to deliver. Instead, the strength of the Names Program arises from the work done by the students, the staff and the school. A team of students and staff participate in six hours of training with ADL and assist ADL with putting on an assembly day in which student participants share their stories and opinions about bullying, bias and name-calling in a safe forum. The assembly features a panel of students who share their own experiences with name-calling, bias and bullying. A portion of the assembly day is spent in small-group discussions co-facilitated by student and adult team members. The program culminates with a report of "next step" ideas generated by students to help create a welcoming and supportive school community.</p> <p>The Names Program creates awareness among all members of the school community, so that a common culture of zero indifference towards name-calling, bias and bullying can be cultivated. It provides an opportunity to create a common language among students, teachers and administrators to discuss issues of bullying and bias. The Names Program provides a solid foundation on which schools can build in order to address school climate issues within their community.</p>
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Participants will develop a common language to discuss issues of bullying and bias.</li> <li>2. Participants will increase their awareness of the dynamics of name-calling, bias and bullying incidents by understanding the different roles people play and the behaviors associated with each role.</li> <li>3. Participants will better understand the issues of name-calling, bullying and bias in their school and begin to develop ideas and strategies for creating a welcoming and respectful school climate.</li> </ol>
<b>Bios of Presenters</b>	ADL's A WORLD OF DIFFERENCE® Institute has a diverse team of 50 highly-skilled trainers. Our programs are presented by a team of two trainers selected to meet the needs of the particular training. Resumes available upon request.



<b>Time Commitment</b>	The program takes approximately two to three months to implement and includes: One 90 minute planning meeting Two 3 hour training sessions One 4-5 hour assembly program One 90 minute follow-up meeting
<b>Sponsoring Agency</b>	Anti-Defamation League's A WORLD OF DIFFERENCE® Institute 1952 Whitney Avenue, Hamden, CT 06517 (203) 288-6500 Fax (203) 288-8010 <a href="http://www.adl.org">www.adl.org</a>
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<b>Program Cost</b>	ADL's programs are provided on a fee-for-service basis. Please contact ADL for more information about program fees.

<b>Provider Name</b>	<b>Anti-Defamation League</b>
<b>Program Name</b>	Step Up! Middle School Assembly Program
<b>Description</b>	<p>The Step Up! Assembly Program is an interactive, anti-bullying assembly program for middle school students. Designed to promote and support an inclusive and respectful school environment, Step Up! helps students understand the different roles people play in bullying situations, the dynamics of typical incidents of bias and the range of responses available to them. The assembly program is led by one or two facilitators and is designed for students in grades 6-8. In addition to the assembly itself, schools receive an agenda for teacher-led, post-assembly discussions and a copy of the <i>Let's Get Real</i> video and curriculum guide by GroundSpark which provides teachers with lessons they can use in their classrooms afterwards.</p> <p>The larger goal of Step Up! is to create awareness among all members of the school community, so that a common culture of zero indifference towards name-calling and bullying can exist. It provides an opportunity to create a common language among students, teachers and administrators to discuss issues of bullying and bias and is the beginning of a conversation which allows for schools to take further action to address school climate issues within their community.</p>
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Participants will develop a common language to discuss issues of bullying and bias.</li> <li>2. Participants will increase their awareness of the dynamics of name-calling and bullying incidents by understanding the different roles people play and the behaviors associated with each role.</li> <li>3. Participants will better understand the specific role of being an ally and will learn how to be an effective ally to targets of name-calling and bullying.</li> </ol>
<b>Bios of Presenters</b>	ADL's A WORLD OF DIFFERENCE® Institute has a diverse team of 50 highly-skilled trainers. Our programs are presented by a team of two trainers selected to meet the needs of the particular training. Resumes available upon request.
<b>Time Commitment</b>	75-90 minute assembly program Optional: Teacher-led small group sessions: 30-60 minutes
<b>Sponsoring Agency</b>	Anti-Defamation League's A WORLD OF DIFFERENCE® Institute 1952 Whitney Avenue, Hamden, CT 06517 (203) 288-6500 Fax (203) 288-8010 <a href="http://www.adl.org">www.adl.org</a>
<b>Contact Person</b>	Michelle Pincince, Director, 203-288-6500 x306, <a href="mailto:mpincince@adl.org">mpincince@adl.org</a> Stephanie Hertz, Assistant Director, 203-288-6500 x307, <a href="mailto:shertz@adl.org">shertz@adl.org</a>
<b>Program Cost</b>	ADL's programs are provided on a fee-for-service basis. Please contact ADL for more information about program fees.

<b>Provider Name</b>	<b>Anti-Defamation League</b>
<b>Program Name</b>	Understanding and Addressing Cyberbullying: Trickery Trolling and Threats
<b>Description</b>	Trickery, Trolling and Threats is a training for middle and high school educators, administrators and youth service providers that increases awareness about the unique features and impact of cyberbullying, provides strategies for responding effectively to cyberbullying, and fosters an increased culture of e-safety among youth. The interactive program provides practical information and opportunities for skill-building that will support school communities in developing comprehensive plans for preventing and taking action against cyberbullying and social cruelty in online forums.
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	1. Participants will increase their understanding and awareness about cyberbullying, including its unique features and impact. 2. Participants will learn strategies for responding effectively to cyberbullying and for promoting safer and more respectful online environments for students. 3. Participants will learn strategies for empowering youth to respond to cyberbullying.
<b>Bios of Presenters</b>	ADL's A WORLD OF DIFFERENCE® Institute has a diverse team of 50 highly-skilled trainers. Our programs are presented by a team of two trainers selected to meet the needs of the particular training. Resumes available upon request.
<b>Time Commitment</b>	Half-day (3–4 hours) Full-day (5–6 hours)
<b>Sponsoring Agency</b>	Anti-Defamation League's A WORLD OF DIFFERENCE® Institute 1952 Whitney Avenue, Hamden, CT 06517 (203) 288-6500 Fax (203) 288-8010 <a href="http://www.adl.org">www.adl.org</a>
<b>Contact Person</b>	Michelle Pincince, Director, 203-288-6500 x306, <a href="mailto:mpincince@adl.org">mpincince@adl.org</a> Stephanie Hertz, Assistant Director, 203-288-6500 x307, <a href="mailto:shertz@adl.org">shertz@adl.org</a>
<b>Program Cost</b>	ADL's programs are provided on a fee-for-service basis. Please contact ADL for more information about program fees.

<b>Provider Name</b>	<b>Capital Region Education Council (CREC)</b>
<b>Program Name</b>	School Climate: Creating Environments That Are Safe For All
<b>Description</b>	This 3 hour interactive professional development allows up to 20 paraprofessionals to learn about Connecticut's "An Act Concerning the Strengthening of Bullying Laws" as well as how to support positive and safe school climate. Paraprofessionals will learn terminology, reporting responsibilities and strategies to intercede and prevent bullying behaviors. This workshop can be offered in districts or at CREC.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Paraprofessionals: Pre K through High School
<b>Learning Objectives</b>	Participants will <ul style="list-style-type: none"> <li>• Define school climate</li> <li>• Recognize and support positive school climate</li> <li>• Understand Connecticut's "Act Concerning the Strengthening of Bullying Laws"</li> <li>• Understand reporting responsibilities</li> <li>• Identify roles and understand behavior of perpetrator, target and witness</li> <li>• Learn strategies to intercede in bullying behavior</li> <li>• Teach students to avoid mean behavior</li> </ul>
<b>Bios of Presenters</b>	The presenters are educators with many years of experience in the classroom and as administrators. The presenters have worked with and supervised paraprofessionals.
<b>Time Commitment</b>	3 hours
<b>Sponsoring Agency</b>	Capital Region Education Council (CREC) 111 Charter Oak Ave. Hartford, CT 06106 <a href="http://www.crec.org">www.crec.org</a> Fax: 860-548-0236
<b>Contact Persons</b>	Donna Morelli: <a href="mailto:dmorelli@crec.org">dmorelli@crec.org</a> 860-371-1226 Janet Scialdone: <a href="mailto:jscialdone@crec.org">jscialdone@crec.org</a> 860-509-3681
<b>Program Cost</b>	\$550.00 - \$750.00 Depending upon location

<b>Provider Name</b>	<b>CT PBIS Collaborative</b>
<b>Program Name</b>	Positive Behavioral Interventions and Supports (PBIS)
<b>Description</b>	<p><u>Overview:</u></p> <p>PBIS involves a proactive, comprehensive, and systemic continuum of support designed to provide opportunities for all students to achieve social, behavioral, and learning success. It is a systems approach to enhance the capacity of schools, families, and communities to teach, support, and maintain positive school environments.</p> <p>Schools using PBIS focus on creating and sustaining primary (school-wide), secondary (small group), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for students and families [U.S. Department of Education, Office of Special Education Programs (OSEP): Center on Positive Behavioral Interventions and Supports, 2011]. These multiple levels of intervention allow for a more comprehensive response to students' behavioral needs because the focus is on layers of prevention and the logical distribution of resources.</p> <p>When implemented with fidelity, the PBIS framework can result in improvement in overall school climate and organizational health, reductions in reactive management, maximum academic achievement for all students, integration of academic and behavioral initiatives, reductions in reported bullying behavior and victimization, and improvements in educating students with severe emotional and behavioral concerns. See Research Evidence link below.</p> <p><u>Tiers of Support:</u></p> <p>The primary prevention tier includes teaching, monitoring, and acknowledging school-wide behavioral expectations for all students, all staff and all settings. Setting-specific behaviors are taught, practiced and reinforced in a systematic way throughout the building. Data include referrals for disciplinary action, which are used to make decisions about the current need for behavioral focus.</p> <p>The secondary tier of prevention and intervention targets students who are non-responders to primary prevention (e.g., students receiving multiple office referrals). Students with similar behavioral needs receive additional support in small groups, and are given more opportunities to learn and practice school-wide expectations, and receive more frequent reinforcement for contextually appropriate behavior.</p> <p>The tertiary intervention and prevention tier provides individual support to students for whom primary and secondary supports are not enough. Tertiary support is intensive and includes implementation of behavior intervention plans based on functional assessments of behavior, specific family support and collaboration with community agencies.</p> <p><u>Implementation Fidelity Measures:</u></p> <p>Because proper implementation includes on-going self and external assessments to ensure that the core elements remain in place and students can benefit, the PBIS framework emphasizes on-going progress monitoring</p>

	<p>of student outcomes <u>and</u> implementation fidelity. See <a href="http://www.pbisassessment.org">www.pbisassessment.org</a> for more information.</p> <p><u>Research Evidence Base:</u></p> <p>The PBIS framework is characterized by careful consideration of data, outcomes, practices, and systems, and has been empirically examined in a collection of randomized control trials, quasi-experimental studies, and single subject research designs. Please visit the following link for a listing of the research base: <a href="http://pbis.org/research/default.aspx">http://pbis.org/research/default.aspx</a></p>
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<p>Through a PBIS system, students learn contextually appropriate behavior through systematic teaching, modeling and reinforcement. Staff learns to use data to make decisions about behaviors at all levels of the continuum.</p>
<b>Bios of Presenters</b>	<p>A number of qualified PBIS trainers are available through the CT PBIS Collaborative and the Center for Behavioral Education and Research (CBER) at the University of Connecticut.</p>
<b>Time Commitment</b>	<p>A school leadership team commits to a 3 year training series which involves approximately 12 days. The leadership team also commits an appropriate amount of planning time (about 2 hours per month) to prepare staff and students for implementation and maintenance.</p>
<b>Sponsoring Agency</b>	<p>CT PBIS Collaborative  State Education Resource Center  25 Industrial Park Road, Middletown, CT 06457  Alice Henley, <a href="mailto:henley@ctserc.org">henley@ctserc.org</a>  (860)632-1485 fax (860)635-4681  <a href="http://www.pbis.ctserc.com">www.pbis.ctserc.com</a></p> <p>National Center on Positive Behavioral Interventions and Support, Office of Special Education Programs, U.S. Department of Education and UCONN/CBER.</p>
<b>Contact Person</b>	<p>Alice Henley, SERC, (860) 632-1485 <a href="mailto:henley@ctserc.org">henley@ctserc.org</a></p>
<b>Program Cost</b>	<p>Fees for PBIS training vary by the agency providing training and support. Schools incur expenses for staff substitutes. Minimal funding is required to maintain PBIS in a building, unless a position is created for a PBIS Coach.</p>

<b>Program Name</b>	<b>Improving School Climate to Support Student Achievement: Creating Climates of Respect – Basic Training</b>
<b>Description</b>	This two-day seminar focuses on the essential elements that are necessary to establish a positive and respectful school climate. Creating and maintaining a physically, emotionally and intellectually safe learning environment is a precondition for realizing optimal student academic achievement. Participants will be given the principles, practices and strategies leading to school climate improvement. Information about the importance of school connectedness, the lessons learned from the rampage school shootings, the nature of bullying and other central seminal research is presented. Collectively, administrators, teachers, pupil personnel staff, paraprofessionals and other school staff are provided with both a context and concrete direction enabling them to gain the understanding necessary to collect appropriate data, create school climate improvement plans and implement them in their respective schools.
<b>Intended Audience</b>	Teams of Teachers, School and District Leaders including Safe School Climate Coordinators, Safe School Climate Specialists  <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School  <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<p>During this interactive seminar, participants will:</p> <ul style="list-style-type: none"> <li>• understand the impact of school climate on the developing brain and student achievement;</li> <li>• identify the essential elements of positive school climate as they align with Data Teams, assessments and Scientific Research-Based Interventions;</li> <li>• explore practical structures and strategies that prevent and address bullying and school violence by creating physically, emotionally, and intellectually safe learning environments;</li> <li>• learn about the significance and elements of school connectedness;</li> <li>• examine the profiles of the “rampage” school shooters in the context of school climate; and</li> <li>• learn concrete practical strategies and steps toward creating and implementing strategies to improve school climate.</li> </ul>
<b>Bios of Presenters</b>	<p><b>Jo Ann Freiberg, PhD, Education Consultant, CSDE</b>          Jo Ann Freiberg currently works with the Bureau of Accountability and Improvement. She manages the wide arena of Bullying, Improving School Climate and Character Education. She has worked as a classroom teacher and as a teacher educator, and has held faculty appointments at a number of universities, including Central Connecticut State University, Eastern Connecticut State University, the University of Hartford and the University of Connecticut.</p> <p>Jo Ann holds a Ph.D. in philosophy of education from Ohio State University, and her areas of academic teaching and research include moral and character education, educational studies, professional ethics and multicultural education. She has served on the statewide task force on bullying, and has served as an educational consultant in a variety of settings both in Connecticut and nationally. Jo Ann provides a wide range of professional</p>

	<p>development and educational content to many groups and organizations throughout the country about issues including those above as well as general violence prevention, professional ethics and related subjects in the school, family and community partnership arena. As a parent, she sees the issues from multifaceted levels.</p> <p><b>Marta Koonz, One Caring Adult – Consultant</b>  Marta Koonz is a professional coach, facilitator and trainer. She has provided individualized learning opportunities for educators and school communities for more than 25 years. Marta has a Bachelor’s Degree and a Master’s Degree from Southern CT State University. Marta has a passion for strengths and building climates that focus on what’s right. With authentic energy and out-of-the-box insights, she works to create a shift from “fixing the problem” to “creating the climate”. Those she works with appreciate her unique style, a blend of core energy coaching, dialogue education and experiential education - distinct yet similar styles that, together, create interactive, engaging learning opportunities. Marta has a number of certifications to her credit, including:</p> <ul style="list-style-type: none"> <li>○ CSDE/ CALI Certified Improving School Climate Trainer and Authorized Trainer of Trainers</li> <li>○ International Coach Federation (ICF) Professional Certified Coach</li> <li>○ Authorized Myers-Briggs Type Indicator™ Assessment / MBTI® Administrator</li> <li>○ Certified True Colors® Temperament Assessment Facilitator</li> <li>○ Energy Leadership Index™ Master Practitioner</li> </ul> <p>Marta is managing partner for “One Caring Adult™”, providing coaching &amp; facilitation for educators in the areas of school climate and differentiated learning.</p>
<b>Time Commitment</b>	2 days
<b>Sponsoring Agency</b>	Connecticut State Department of Education as part of the Connecticut Accountability for Learning Initiative (CALI) Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 <a href="http://www.sde.ct.gov">http://www.sde.ct.gov</a> 860-713-6794 (fax) 860-713-7035 and Regional Educational Service Centers (RESC)
<b>Contact Person</b>	Iris White, CSDE Education Consultant 860-713-6794; <a href="mailto:iris.white@ct.gov">iris.white@ct.gov</a> and <b>RESC Staff Developers:</b> Jonathan Costa, Director of School and Program Services, 860-567-0683, <a href="mailto:costa@educationconnection.org">costa@educationconnection.org</a> Frank Meoli, Interim Director, Professional Development and School Improvement, 860-407-4453, <a href="mailto:fmeoli@aces.org">fmeoli@aces.org</a> Dina Crowl, Director of Teaching and Learning, 860-509-3603, <a href="mailto:dcrowl@crec.org">dcrowl@crec.org</a> Jim Huggins, Director of Teaching, Learning, and Technology, 860-455-1525, <a href="mailto:jhuggins@eastconn.org">jhuggins@eastconn.org</a> Lynmarie Thompson, Director of Professional Learning, 860-434-4800, <a href="mailto:lthompson@learn.k12.ct.us">lthompson@learn.k12.ct.us</a> Esther Bobowick, Director, Professional Development Services, 203-365-8912, <a href="mailto:bobowice@ces.k12.ct.us">bobowice@ces.k12.ct.us</a>
<b>Program Cost</b>	CALI Statewide training is free for all educators with priority registration given to educators from the Alliance Districts. Each individual RESC may also offer this training at a cost per participant.



<b>Program Name</b>	<b>Improving School Climate to Support Student Achievement: Creating Climates of Respect - Certification Training</b>
<b>Description</b>	<p><i>Improving School Climate to Support Student Achievement: Creating Climates of Respect - Basic Training</i> is a prerequisite for this training.</p> <p>The purpose of this three-day certification training is to build the knowledge and skills of educators who will provide basic training and continuous on-site professional development and technical assistance for improving school climate as an essential part of a long-term sustainable plan. Participants of this certification training will increase their own understanding of the elements necessary to create positive climates for the entire school community.</p>
<b>Intended Audience</b>	<p>Teams of Teachers, School and District Leaders including Safe School Climate Coordinators, Safe School Climate Specialists (Attendees must have completed <i>Improving School Climate to Support Student Achievement: Creating Climates of Respect - Basic Training</i>)</p> <p>Teams of Teachers, School and District Leaders including Safe School Climate Coordinators, Safe School Climate Specialists</p> <p><input checked="" type="checkbox"/> Elementary   <input checked="" type="checkbox"/> Middle School   <input checked="" type="checkbox"/> Secondary School</p> <p><input type="checkbox"/> Students   <input checked="" type="checkbox"/> Faculty and Staff</p>
<b>Learning Objectives</b>	<p>During this interactive seminar, participants will build on the learning from the two-day Basic Training as they continue to:</p> <ul style="list-style-type: none"> <li>• understand the impact of school climate on the developing brain and student achievement;</li> <li>• identify the essential elements of positive school climate as they align with Data Teams, assessments and Scientific Research-Based Interventions;</li> <li>• explore practical structures and strategies that prevent and address bullying and school violence by creating physically, emotionally, and intellectually safe learning environments;</li> <li>• learn about the significance and elements of school connectedness;</li> <li>• examine the profiles of the “rampage” school shooters in the context of school climate; and</li> <li>• learn concrete practical strategies and steps toward creating and implementing strategies to improve school climate.</li> </ul>
<b>Bios of Presenters</b>	<p><b>Jo Ann Freiberg, PhD, Education Consultant, CSDE</b> Currently works with the Bureau of Accountability and Improvement. She manages the wide arena of Bullying, Improving School Climate and Character Education. She has worked as a classroom teacher and as a teacher educator, and has held faculty appointments at a number of universities, including Central Connecticut State University, Eastern Connecticut State University, the University of Hartford and the University of Connecticut.</p> <p>Jo Ann holds a Ph.D. in philosophy of education from Ohio State University, and her areas of academic teaching and research include moral and character education, educational studies, professional ethics and multicultural education. She has served on the statewide task force on bullying, and has</p>

	<p>served as an educational consultant in a variety of settings both in Connecticut and nationally. Jo Ann provides a wide range of professional development and educational content to many groups and organizations throughout the country about issues including those above as well as general violence prevention, professional ethics and related subjects in the school, family and community partnership arena. As a parent, she sees the issues from multifaceted levels.</p> <p><b>Marta Koonz, One Caring Adult – Consultant</b>  Marta Koonz is a professional coach, facilitator and trainer. She has provided individualized learning opportunities for educators and school communities for more than 25 years. Marta has a Bachelor’s Degree and a Master’s Degree from Southern CT State University. Marta has a number of certifications to her credit, including:</p> <ul style="list-style-type: none"> <li>o CSDE/ CALI Certified Improving School Climate Trainer and Authorized Trainer of Trainers</li> <li>o International Coach Federation (ICF) Professional Certified Coach</li> <li>o Authorized Myers-Briggs Type Indicator™ Assessment / MBTI® Administrator</li> <li>o Certified True Colors® Temperament Assessment Facilitator</li> <li>o Energy Leadership Index™ Master Practitioner</li> </ul> <p>Marta is managing partner for “One Caring Adult™”, providing coaching &amp; facilitation for educators in the areas of school climate and differentiated learning.</p>
<b>Time Commitment</b>	3 days
<b>Sponsoring Agency</b>	Connecticut State Department of Education, as part of the Connecticut Accountability for Learning Initiative Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 <a href="http://www.sde.ct.gov">http://www.sde.ct.gov</a> 860-713-6794   (fax) 860-713-7035
<b>Contact Person</b>	Iris White, CSDE Education Consultant 860-713-6702; <a href="mailto:iris.white@ct.gov">iris.white@ct.gov</a>
<b>Program Cost</b>	Free for all Connecticut educators with priority registration given to educators from the Alliance Districts.

<b>Provider Name</b>	<b>GLSEN Connecticut</b>
<b>Program Name</b>	Safe Space Kit Training
<b>Description</b>	Using the Safe Space Kit as a framework for action, school staff will develop an understanding of the importance of adult allies to LGBT students and explore the specific ways in which they can educate, advocate and support LGBT students and promote safe environments for all students.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Participants will reflect on the importance of adult allies to LGBT students.</li> <li>2. Participants will assess their own attitudes and beliefs related to LGBT bias.</li> <li>3. Participants will learn about the prevalence of anti-LGBT bullying in schools and its impact on students' social, emotional and academic success.</li> <li>4. Participants will increase knowledge of LGBT terminology.</li> <li>5. Participants will explore strategies and develop skills to respond to anti-LGBT bullying and harassment situations that might occur in schools.</li> <li>6. Participants will create an action plan that will assist them in creating safer schools for all.</li> <li>7. Participants will gain knowledge about resources available to support LGBT students.</li> </ol>
<b>Bios of Presenters</b>	<p><b>Leif Mitchell</b> has been providing training since 1992 on sexuality and diversity issues for colleges, universities and organizations including <a href="#">GLSEN</a>, Jodi Solomon Speakers Bureau, and the Anti-Defamation League's A World of Difference program. He received a BA in Political Science and Psychology from Miami University in Oxford, Ohio. Leif began his involvement with GLSEN upon his graduation in 1996 as GLSEN's first summer intern and has remained involved since then. He is the Co-chair of <a href="#">GLSEN Connecticut</a>, a member of GLSEN's National Advisory Council, and GLSEN's Training of Trainers team. Leif has compiled, edited, published and updated a resource module for educators, <i>Tackling LGBT Issues in School</i>, which has been distributed throughout the US and abroad. Leif has a chapter titled "No Regrets" in <i>Out on Fraternity Row</i> about his experience being gay and a member of a Greek fraternity and does presentations on this topic throughout the country.</p> <p><b>Cynthia Martin</b> has been an educator in the field of training and development for 20 years, specializing in diversity and anti-bias education. She has developed and facilitated skill based training programs on cultural competency, bias-awareness, prejudice reduction, diversity, sexuality, alcohol and substance abuse and health and wellness related topics. Martin is the former Director of Workplace Diversity training programs for the Anti-Defamation League (ADL). She graduated Summa Cum Laude from Hunter College of the City University of New York with a Bachelor of Science degree in public health education. She is a member of the American Society of Training &amp; Development and the Society of Public Health Educators.</p>
<b>Time Commitment</b>	Three hours minimum

<b>Sponsoring Agency</b>	GLSEN Connecticut PO Box 2405 Stamford, Connecticut 06906-0405 P: (203) 533-9613; Email: <a href="mailto:connecticut@chapters.glsen.org">connecticut@chapters.glsen.org</a> <a href="http://www.glsen.org/connecticut">www.glsen.org/connecticut</a>
<b>Contact Person</b>	Leif Mitchell, <a href="mailto:LeifMitchell@hotmail.com">LeifMitchell@hotmail.com</a> , (203) 533-9613
<b>Program Cost</b>	\$300 negotiable

<b>Provider Name</b>	<b>The Governor’s Prevention Partnership (GPP)</b>
<b>Program Name</b>	SAFE (Schools are For Everyone)
<b>Description</b>	<p>While there are many programs created for and dedicated to the eradication of bullying, most do not specifically address the bias that lesbian, gay, bisexual, and transgender (LGBT) youth face on a daily basis. In Connecticut, The Governor’s Prevention Partnership, GLSEN Connecticut, The Anti-Defamation League, and True Colors, Inc.—four non-profit organizations at the forefront of anti-bias, bullying prevention and school climate work—have come together to create S.A.F.E. (Safe Schools Are For Everyone), a program designed to address the needs of LGBT youth in schools and create change through the minds and hearts of the adults who teach our children.</p> <p>As an agenda that builds on itself, the first day focuses on defining diversity, exploring earliest messages about “others” and building empathy. On the second day, we discuss the impact that invisibility of LGBT people and events has in our schools, followed by skill building and action planning. The ultimate goals of S.A.F.E. are to increase participants’ and schools’ capacity to:</p> <ul style="list-style-type: none"> <li>• Actively promote a community of inclusion in their school so that all students feel both safe and respected;</li> <li>• Decrease the use of hurtful, offensive or exclusionary language and/or practices;</li> <li>• Increase the likelihood of intervention when witnessing anti-LGBT language, harassment and/or bullying;</li> <li>• Serve as a resource and support for students who may be lesbian, gay, bisexual, transgender or questioning;</li> <li>• Serve as a resource for other school personnel regarding issues faced by lesbian, gay, bisexual, transgender or questioning students; and</li> <li>• Implement a comprehensive, coordinated, sustainable and data-driven set of strategies, practices and policies to address needs and issues surrounding LGBT youth.</li> </ul>
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<p>Participants will learn how to:</p> <ol style="list-style-type: none"> <li>1. Decrease use of hurtful or exclusionary language and/or practices in your school.</li> <li>2. Intervene when witnessing anti-LGBT language, harassment and/or bullying.</li> <li>3. Serve as a resource and support, both for students who identify as lesbian, gay, bisexual, transgender or questioning, and for administration and other staff.</li> </ol>
<b>Bios of Presenters</b>	Each SAFE program is led by a highly-skilled team of two trainers from ADL, GLSEN, True Colors and/or GPP.
<b>Time Commitment</b>	For an individual school, organization or district, the SAFE training is one full day. For a statewide SAFE training the time commitment is two full days.

<b>Sponsoring Agency</b>	<p>The Governor's Prevention Partnership (GPP)  30 Jordan Lane  Wethersfield, CT 06109  www.preventionworksct.org  FAX: 860.236.9412  PHONE: 860.523.8042</p> <p>Partnering Agencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> True Colors, Inc., 576 Farmington Avenue, Hartford, CT 06105</li> <li><input type="checkbox"/> Anti-Defamation League (ADL), 1952 Whitney Avenue, 3rd Floor, Hamden, CT 06517</li> <li><input type="checkbox"/> Gay, Lesbian and Straight Education Network (GLSEN) Connecticut, P.O. Box 2405, Stamford, Connecticut 06906</li> </ul>
<b>Contact Person</b>	<p>Lisa Tregoning  Program Manager, Safe Schools and Communities  The Governor's Prevention Partnership  Lisa.Tregoning@preventionworksct.org  860.523.8042 ext. 14</p>
<b>Program Cost</b>	<p>The fee for an individual school, organization or district who would like to do the SAFE Training will be \$1,500 for one full-day training with a maximum of 30 participants per training.</p> <p>The registration fee for an individual to attend a two-day statewide SAFE Training will be \$175.</p>

<b>Provider Name</b>	<b>The Governor's Prevention Partnership (GPP)</b>
<b>Program Name</b>	On-the-Spot Intervention Training
<b>Description</b>	"On-the-Spot Interventions" is a two-hour, interactive school staff training focusing on recognizing mean behavior and emphasizing the need for consistent interventions when such behavior is observed. Staff will learn options of what to do, what to say and when to report the incidents of meanness. Content also includes helping develop a better understanding of the new school climate requirements in regards to bullying.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Identifying conflict, bullying and harassment incidents as well as understanding the difference between indirect and direct meanness.</li> <li>2. Intervening efficiently, effectively and consistently when incidents of bullying, harassment or mean behavior are observed.</li> <li>3. Understanding the school's process for reporting incidents of suspected bullying.</li> <li>4. Increasing knowledge of the requirements of the new anti-bullying legislation in Connecticut.</li> </ol>
<b>Bios of Presenters</b>	<p><b>Rachel Bruno</b> serves as Program Coordinator for Safe &amp; Drug-Free Schools and Communities at The Governor's Prevention Partnership. Rachel's trainings on peer mediation, school climate improvement and on-the-spot bullying prevention strategies have been offered statewide in schools and communities. Rachel has experience in implementing a framework for school climate improvement, through applying Strategic Prevention Framework best practices in Connecticut community coalitions and her CALI certification in Improving School Climate (ISC). Rachel's work focuses on interpreting legislation, using previous government relations experience in Hartford and grassroots legislative work at American Cancer Society Cancer Action Network in Washington, D.C. Rachel graduated from the University of Connecticut with a Bachelor of Arts in Political Science.</p> <p><b>Christine Steele</b> is a Senior Program Coordinator for the school climate and bullying prevention initiative at The Governor's Prevention Partnership. With over 10 years' experience in the areas of counseling, education prevention, school based instruction, and experience in applying data-driven, long-term needs-assessment planning, Christine helps schools build capacity by supporting school administrators and staff in creating a positive school climate. In the private sector, Christine educated students in the prevention of on-line sexual exploitation and awareness of street safety. She has additionally provided substance abuse treatment and prevention within the Department of Corrections population in the State of Connecticut. Christine holds a Master of Arts degree in Counseling Psychology (MFT), a State of Connecticut School Counselor Certification, as well as a Bachelor of Arts degree in Math/Computer Science.</p>
<b>Time Commitment</b>	2 hour inservice training

<b>Sponsoring Agency</b>	The Governor's Prevention Partnership 30 Jordan Lane Wethersfield, CT 06109 Ph: (860) 523-8042 F: (860) 236-9412 www.preventionworksct.org
<b>Contact Person</b>	Lisa Tregoning Program Manager, Safe Schools and Communities The Governor's Prevention Partnership Lisa.Tregoning@preventionworksct.org 860.523.8042 ext. 14
<b>Program Cost</b>	\$399 for up to 200 staff members



<b>Provider Name</b>	<b>The Governor's Prevention Partnership (GPP)</b>
<b>Program Name</b>	Peer Mediation Design-A-Team
<b>Description</b>	<p>Did you know that a well-designed, well-run peer mediation program can lead to fewer fights, discipline referrals, suspensions and expulsions while also helping to improve school climate? Studies show that conflicts resolved through peer mediation result in successful resolutions 71%-100% of the time. Peer mediation is a program that fosters critical thinking, communication, collaboration, and creativity, which are skills necessary for success in the 21st century.</p> <p>If your school or organization is interested in starting a peer mediation program, this training is for you. We will walk you through the necessary steps in designing a program that meets national standards for school-based peer mediation programs.</p> <p>Credits: CEU's and Prevention Credits are offered for this course.</p>
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Explain rationale for peer mediation in order to create buy-in among school faculty</li> <li>2. Identify the specific components of an effective peer mediation program</li> <li>3. Develop and apply a peer mediation plan for their school or organization that meets national standards.</li> </ol>
<b>Bios of Presenters</b>	<p><b>Rachel Bruno</b> serves as Program Coordinator for Safe &amp; Drug-Free Schools and Communities at The Governor's Prevention Partnership. Rachel's trainings on peer mediation, school climate improvement and on-the-spot bullying prevention strategies have been offered statewide in schools and communities. Rachel has experience in implementing a framework for school climate improvement, through applying Strategic Prevention Framework best practices in Connecticut community coalitions and her CALI certification in Improving School Climate (ISC). Rachel's work focuses on interpreting legislation, using previous government relations experience in Hartford and grassroots legislative work at American Cancer Society Cancer Action Network in Washington, D.C. Rachel graduated from the University of Connecticut with a Bachelor of Arts in Political Science.</p> <p><b>Christine Steele</b> is a Senior Program Coordinator for the school climate and bullying prevention initiative at The Governor's Prevention Partnership. With over 10 years' experience in the areas of counseling, education prevention, school based instruction, and experience in applying data-driven, long-term needs-assessment planning, Christine helps schools build capacity by supporting school administrators and staff in creating a positive school climate. In the private sector, Christine educated students in the prevention of on-line sexual exploitation and awareness of street safety. She has additionally provided substance abuse treatment and prevention within the Department of Corrections population in the State of Connecticut. Christine holds a Master of Arts degree in Counseling Psychology (MFT), a State of Connecticut School Counselor Certification, as well as a Bachelor of Arts degree in Math/Computer Science.</p>

<b>Time Commitment</b>	4 hour in-service training
<b>Sponsoring Agency</b>	The Governor's Prevention Partnership 30 Jordan Lane Wethersfield, CT 06109 Ph: (860) 523-8042 F: (860) 236-9412 www.preventionworksct.org
<b>Contact Person</b>	Christine Steele, Senior Coordinator, Safe Schools & Communities Department (860) 523-8042 x54 Christine.Steele@preventionworksct.org
<b>Program Cost</b>	\$95 per person or if a team of 3-5, \$76 per person

<b>Provider Name</b>	<b>The Governor's Prevention Partnership (GPP)</b>
<b>Program Name</b>	Capacity-Building for School Climate Improvement and Bullying Prevention: A Three-Part Training Series
<b>Description</b>	<p>Get ready for the new school year by learning how to prepare, plan and implement strategies to ensure a positive school climate in your school. This training series is specifically designed to aid schools in planning and implementing strategies for school climate improvement that are consistent with the Scientific Research-Based Interventions (SRBI) framework as well as Connecticut's new anti-bullying law. Training content draws on National School Climate Standards and tools, in addition to other evidence-based sources. Team members from your school attend three nonconsecutive days of group training, conveniently spaced throughout the school year. The team will bring back to your safe school climate committee valuable tools and concrete action steps to move forward in the school climate improvement process.</p> <p>During the first training day, participants will foster staff 'buy-in' for the school climate improvement process, establish a no-fault framework, organize current school policies and practices, and choose appropriate assessment tools to measure trends in school climate and bullying.</p> <p>The second training day will focus on analyzing student, parent and staff survey data, as well as prioritizing and implementing school climate action steps.</p> <p>On the final training day, participants will continue to monitor action steps and measure outcomes. In addition, each committee will better understand student misbehavior by identifying conflict, bullying and harassment, and understanding the student and adult roles of perpetrator, target, bystander and ally.</p> <p>Teams of up to three staff members are encouraged to register for the training series. The school climate specialist and a school administrator should be represented on the team. Optional technical assistance packages are available.</p>
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Develop an effective school climate leadership team</li> <li>2. Analyze evaluation findings and develop an action plan to create a sustainable, positive school environment</li> <li>3. Engage administration, staff and students in comprehensive bullying prevention and intervention</li> </ol>
<b>Bios of Presenters</b>	<b>Lisa Tregoning</b> currently serves as the program manager of the Safe Schools and Community department for The Governor's Prevention Partnership focusing on the development and facilitation of a comprehensive anti-bullying approach for K-12 schools. Along with being a diversity consultant for the Anti-Defamation League and facilitating the Justice Education Center's Anti-Bias Crime Diversion project, Lisa is a certified Olweus trainer in CT and is dedicated to implementing the researched-based, nationally recognized bullying prevention program to numerous

	<p>school districts statewide.</p> <p><b>Christine Steele</b> is a Senior Program Coordinator for the school climate and bullying prevention initiative at The Governor's Prevention Partnership. With over 10 years' experience in the areas of counseling, education prevention, school based instruction, and experience in applying data-driven, long-term needs-assessment planning, Christine helps schools build capacity by supporting school administrators and staff in creating a positive school climate. In the private sector, Christine educated students in the prevention of on-line sexual exploitation and awareness of street safety. She has additionally provided substance abuse treatment and prevention within the Department of Corrections population in the State of Connecticut. Christine holds a Master of Arts degree in Counseling Psychology (MFT), a State of Connecticut School Counselor Certification, as well as a Bachelor of Arts degree in Math/Computer Science.</p>
<b>Time Commitment</b>	3 nonconsecutive training days, 8:00am-3:30pm
<b>Sponsoring Agency</b>	<p>The Governor's Prevention Partnership  30 Jordan Lane  Wethersfield, CT 06109  Ph: (860) 523-8042  F: (860) 236-9412  www.preventionworksct.org</p>
<b>Contact Person</b>	<p>Lisa Tregoning  Program Manager, Safe Schools and Communities  The Governor's Prevention Partnership  Lisa.Tregoning@preventionworksct.org  860.523.8042 ext. 14</p>
<b>Program Cost</b>	\$259 per team member

<b>Provider Name</b>	<b>The Governor's Prevention Partnership (GPP)</b>
<b>Program Name</b>	Peer Mediation Training-of-Trainers for Adult Advisors
<b>Description</b>	<p>Peer mediation, an effective way of reducing student-to-student conflict within schools, also provides students with meaningful leadership roles and improves the climate of the school as a whole. However, if adults do not spent the time training the peer mediators and building a strong foundation, the program will not be utilized to its fullest potential. Learn how to implement a quality program based on the Association for Conflict Resolution's <i>Recommended Standards for School-Based Peer Mediation Programs</i> and evaluate its effectiveness.</p> <p><b>NOTE:</b> Participation in Peer Mediation Design A Team is recommended prior to enrolling in this training.</p> <p>* CEU's and Prevention Credits are offered for this training.</p>
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Gain a better understanding of the basics of conflict resolution and the components of the mediation process.</li> <li>2. Learn how to train and supervise students as competent, ethical mediators.</li> <li>3. Understand how to evaluate the effectiveness of student peer mediators and the program as a whole.</li> </ol>
<b>Bios of Presenters</b>	<p><b>Rachel Bruno</b> serves as Program Coordinator for Safe &amp; Drug-Free Schools and Communities at The Governor's Prevention Partnership. Rachel's trainings on peer mediation, school climate improvement and on-the-spot bullying prevention strategies have been offered statewide in schools and communities. Rachel has experience in implementing a framework for school climate improvement, through applying Strategic Prevention Framework best practices in Connecticut community coalitions and her CALI certification in Improving School Climate (ISC). Rachel's work focuses on interpreting legislation, using previous government relations experience in Hartford and grassroots legislative work at American Cancer Society Cancer Action Network in Washington, D.C. Rachel graduated from the University of Connecticut with a Bachelor of Arts in Political Science.</p> <p><b>Christine Steele</b> is a Senior Program Coordinator for the school climate and bullying prevention initiative at The Governor's Prevention Partnership. With over 10 years' experience in the areas of counseling, education prevention, school based instruction, and experience in applying data-driven, long-term needs-assessment planning, Christine helps schools build capacity by supporting school administrators and staff in creating a positive school climate. In the private sector, Christine educated students in the prevention of on-line sexual exploitation and awareness of street safety. She has additionally provided substance abuse treatment and prevention within the Department of Corrections population in the State of Connecticut. Christine holds a Master of Arts degree in Counseling Psychology (MFT), a State of Connecticut School Counselor Certification, as well as a Bachelor of Arts degree in Math/Computer Science.</p>

<b>Time Commitment</b>	2 full day trainings (8:30 – 3:00pm)
<b>Sponsoring Agency</b>	The Governor's Prevention Partnership 30 Jordan Lane Wethersfield, CT 06109 Ph: (860) 523-8042 F: (860) 236-9412 www.preventionworksct.org
<b>Contact Person</b>	Christine Steele, Senior Coordinator, Safe Schools & Communities Department (860) 523-8042 x54 Christine.Steele@preventionworksct.org
<b>Program Cost</b>	\$149 per person

<b>Provider Name</b>	<b>The Governor's Prevention Partnership (GPP)</b>
<b>Program Name</b>	Olweus Bullying Prevention Program
<b>Description</b>	<p>The Olweus Bullying Prevention Program is the most researched and best-known bullying prevention program available today. With over thirty-five years of research and successful implementation all over the world, the Olweus Bullying Prevention Program is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.</p> <p>The goals of the Olweus Bullying Prevention Program are to:</p> <ul style="list-style-type: none"> <li>• Reduce existing bullying problems among students;</li> <li>• Prevent the development of new bullying problems;</li> <li>• Achieve better peer relations at school.</li> </ul> <p>This program is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop. The school's Bullying Prevention Coordinating Committee attends a two-day training facilitated by an Olweus trainer. The Olweus trainer provides an hour of technical assistance each month for 12-24 months while the school is implementing the various stages of the program and creating sustainability.</p>
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Reduce existing bullying problems among students;</li> <li>2. Prevent the development of new bullying problems;</li> <li>3. Achieve better peer relations at school.</li> </ol>
<b>Bios of Presenters</b>	<p><b>Lisa Tregoning</b>, with over years of experience in education, Lisa leads The Governor's Prevention Partnership school climate and bullying prevention efforts in her role as program manager focusing on the development and facilitation of a comprehensive anti-bullying approach for K-12 schools. Along with being a diversity consultant for the Anti-Defamation League and facilitating the Justice Education Center's Anti-Bias Crime Diversion project, Lisa is a certified Olweus trainer in CT dedicated to implementing the researched-based, nationally recognized bullying prevention program to numerous school districts statewide.</p> <p><b>Kathy Christianson</b> is a certified Olweus trainer in CT and is dedicated to implementing the researched-based, nationally recognized bullying prevention program to school districts statewide. Along with being a diversity consultant for various nonprofit agencies like the Anti-Defamation League, she works with The Justice Education Center's Anti-Bias Crime Diversion project facilitating their 10-week curriculum for offenders of hate crimes. She also volunteers at York Prison for Women as a facilitator in the Alternatives to Violence Program.</p> <p><b>Cyd Sotoroff</b> has worked to promote safer and more respectful schools throughout CT for over 10 years. As a trainer for the Anti-Defamation League, she</p>

	<p>has worked with teachers and students in middle and high schools on a variety of programs including From Bystander to Ally and Names Can Really Hurt Us. As an arts educator with Young Audiences of CT, Cyd has created successful and innovative programs -Creating Community and We Can Get Along – for students in kindergarten through 9th grade. Cyd is also a Board Certified Music Therapist. <a href="http://www.cydslotoroff.com">www.cydslotoroff.com</a></p> <p><b>Ellen Ornato</b> brings nearly 20 years of training and facilitation experience in diversity &amp; bullying prevention programs in schools, on campuses &amp; at workplaces to her Olweus Bullying Prevention work. In 2012, Ellen founded The Next Peace, a company dedicated to promoting peaceful communication and eliminating bullying in schools &amp; workplaces. She has completed Lee Mun Wah’s “The Art of Mindful Facilitation” and is also a certified Myers-Briggs Type Instrument consultant. Ellen is bilingual (English/Spanish).</p> <p><b>Michele Devine</b> has been the Executive Director the Southeastern Regional Action Council (SERAC) since 2005. Michele found her passion in prevention work and enjoys working with parents and community members. Prior to coming to SERAC, she spent 10 years as a mental health counselor in a therapeutic high school and on college campuses. She earned her Master’s in Higher Education with a concentration in counseling. She still remains an Adjunct Faculty member at Mitchell College in the Psychology Department. Michele is certified to train a number of different evidence based curriculum's that are used in the Prevention Field. Her most recent certification is in the Olweus Bullying Prevention Program for schools.</p>
<b>Time Commitment</b>	For more information about the Olweus Bullying Prevention Program please call Lisa Tregoning at (860) 523-8042 ext. 14.
<b>Sponsoring Agency</b>	<p>The Governor’s Prevention Partnership  30 Jordan Lane  Wethersfield, CT 06109  Ph: (860) 523-8042  F: (860) 236-9412  <a href="http://www.preventionworksct.org">www.preventionworksct.org</a></p>
<b>Contact Person</b>	<p>Lisa Tregoning, Program Manager, Safe Schools &amp; Communities  (860) 523-8042 x14  <a href="mailto:Lisa.tregoning@preventionworksct.org">Lisa.tregoning@preventionworksct.org</a></p>
<b>Program Cost</b>	For information about the Olweus Bullying Prevention Program please call Lisa Tregoning at (860) 523-8042 ext. 14.



<b>Provider Name</b>	<b>The National Conference for Community and Justice (NCCJ)</b>
<b>Program Name</b>	Different and the Same
<b>Description</b>	Different and the Same helps children identify and prevent prejudice. It is a video based program for young children that was developed by Family Communications, Inc., the producers of Mister Roger's Neighborhood. The stories model cooperative, pro-social approaches to resolving conflicts. Each episode shows children reaching a new understanding and asking for or granting forgiveness for mistakes. The videos tackle issues of prejudice such as; name calling, exclusion, and stereotyping through stories that are honest and clear. Underlying all the stories are four key principles: Fairness, Awareness, Inclusion, and Respect (FAIR). All programs are evidence based and continuously researched.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Help young children identify and prevent prejudice</li> <li>2. Illustrates for children pro-social approaches to resolving conflicts</li> <li>3. Helps children understand and ask for or granting forgiveness for mistakes</li> </ol>
<b>Bios of Presenters</b>	<b>Dr. Andrea C. Kandel</b> has been the Executive Director of NCCJ for the past 20 years. For over 30 years she has trained and educated both youth and adults on all issues of social justice. She received her doctorate degree from the University of Massachusetts for her research on Ethnic Identity Development.
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• One session to train the teachers, approximately three (3) hours</li> <li>• 9 Video Sessions (approximately 9 to 12 mins. Each) that have lesson guides and a teacher's guide for discussion, activity suggestions and implementation (approximately one hour each topic)</li> <li>• Teacher Evaluation for Program Effectiveness (approximately one hour)</li> </ul>
<b>Sponsoring Agency</b>	The National Conference for Community and Justice Youth Programs Office 820A Prospect Hill Road Windsor, CT 06095 (860) 683-1039 ext. 102 Fax (860) 683-1409
<b>Contact Person</b>	Dr. Andrea C. Kandel., Executive Director, 860-683-1039 x103, <a href="mailto:akandel@nccj.org">akandel@nccj.org</a>
<b>Program Cost</b>	Negotiable/ on a sliding scale, the NCCJ has a goal to make training affordable to the schools and organizations that are in need of our services.

<b>Provider Name</b>	<b>The National Conference for Community and Justice (NCCJ)</b>
<b>Program Name</b>	Bridges
<b>Description</b>	<p>The NCCJ Bridges program is a two-day anti-bullying and prejudice reduction program for middle and high school students. Through a series of experiential activities, students begin to understand the origins of prejudice and how it affects others, to confront their own prejudicial beliefs, recognize the harmful effect of stereotypes and develop strategies to implement this learning in their own schools., BRIDGES leads approximately 20-25 students and 2 teachers through basic diversity awareness and self-esteem building.</p> <p>BRIDGES is designed to meet the learning styles of diverse students. Through large group and small group discussions, media presentations, games and hands-on activities, students work to develop greater insights and new views of themselves and a positive view of others.</p> <p>As students' progress through the program they begin to understand the origins of prejudice and how it affects others, to confront their own prejudicial beliefs and recognize the harmful effects of stereotypes. At the completion of the 2-day session, students will develop strategies to implement their learning in their own schools, spreading their knowledge throughout their peers.</p> <p>NCCJ's BRIDGES program is designed to meet the learning styles of diverse students. Through large group and small group discussions, media presentations, games, and hands-on activities, participants work to recognize how their social identities (race, class, gender, etc.) impact them. Participants also work to acknowledge their own biases, recognize the harmful effect of stereotypes, and develop strategies to implement this learning in their own schools.</p> <p>Many BRIDGES graduates return to their schools and take the lead on a variety of school wide activities, including organizing a diversity days, making recommendations on creating a more inclusive school, and reorganizing social events at the school so that they are accessible to all students.</p> <p>All programs are evidence based and continuously researched.</p>
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<p>The program is based on the anti-bias research of Glen S. Pate. He states that there are three areas of defense again developing prejudice. They are as follows:</p> <ol style="list-style-type: none"> <li>1. A positive self-image</li> <li>2. Critical thinking skills</li> <li>3. A positive view of others</li> </ol>
<b>Bios of Presenters</b>	<b>Dr. Andrea C. Kandel</b> has been the Executive Director of NCCJ for the past 20 years. For over 30 years she has trained and educated both youth and adults on all issues of social justice. She received her doctorate degree from the University of Massachusetts for her research on Ethnic Identity Development.

	<p><b>Rev. L.A. McCrae</b> is the Director of Youth Programs for NCCJ. L.A. has a Master's of Divinity degree from Wesley Theological Seminary. While matriculating at Wesley, L.A. specialized in social justice pedagogy with and for young people. Additionally, L.A. participated in an invitation-only course offered by Harvard Professor, Marshall Ganz. The course on community organizing and public narrative has been essential to L.A.'s work. Without a doubt, L.A. is passionate about training and educating young people on issues of diversity and inclusion.</p> <p>Note: Our Youth Action Coalition Interns/Fellows also participate in the Bridges program as co-facilitators and workshop leaders. We also have various consultants who work to bring the Bridges program to a variety of settings. Their resumes and bios will be available upon request and on our website.</p>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• Two 6-8 hours sessions with young people, faculty, and administrators</li> <li>• Two evaluation periods (approximately 30 minutes each)</li> <li>• 4 30-60 minute follow ups throughout the school year</li> </ul>
<b>Sponsoring Agency</b>	<p>The National Conference for Community and Justice  Youth Programs Office  820A Prospect Hill Road  Windsor, CT 06095  (860) 683-1039 ext. 102 Fax (860) 683-1409</p>
<b>Contact Person</b>	<p>Rev. L.A. McCrae, M.Div., Director of Youth Programs, 860-683-1039 x102, lamccrae@nccj.org</p>
<b>Program Cost</b>	<p>Negotiable/ on a sliding scale, the NCCJ has a goal to make training affordable to the schools and organizations that are in need of our services.</p>

<b>Provider Name</b>	<b>The National Conference for Community and Justice (NCCJ)</b>
<b>Program Name</b>	YES! or Youth Establishing Strength!
<b>Description</b>	<p>ARE YOU READY!" This is what over 350 young people heard as they began to rally around the cause of reducing instances of bias-based bullying issues in their schools and community. Last year, the youth of the NCCJ took a bold stand against bullying. They organized a conference and led workshops to raise awareness and provide young people with the tools necessary to begin making changes in their schools, communities, and lives. Youth Establishing Strength, also known as YES!, is one of the new initiatives of the NCCJ. YES! is a youth planned, facilitated, led, and organized movement to improve school climate based on our Anytown values.</p> <p>The YES! Campaign curriculum has resources and workshops for students, faculty, and administrators in the top five areas that the youth identified. These areas are: 1. Peer Power, Culture Shift, Talk It Out, Building Bridges, and Adult Education.</p> <p>The NCCJ and the Youth Action Coalition, has made a commitment to continue working diligently on these issues regarding bias-based bullying. Our curriculum is ever growing as young people continue to bring new, exciting, innovative ideas to the table. Make a commitment to change the climate in your school today and let YES! be your guide.</p> <p>All programs are evidence based and continuously researched.</p>
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School  <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1.To recognize exclusiveness and bullying in schools and communities.</li> <li>2.Have truthful dialogue about why exclusion happens and who it happens to.</li> <li>3.Brainstorm ideas about how to make schools and students more inclusive and safer.</li> <li>4.To empower the youth to make changes in their schools and community in order to reduce instances of bias-based bullying.</li> </ol>
<b>Bios of Presenters</b>	<p><b>Rev. L.A. McCrae</b> is the Director of Youth Programs for NCCJ. L.A. has a Master's of Divinity degree from Wesley Theological Seminary. While matriculating at Wesley, L.A. specialized in social justice pedagogy with and for young people. Additionally, L.A. participated in an invitation-only course offered by Harvard Professor, Marshall Ganz. The course on community organizing and public narrative has been essential to L.A.'s work. Without a doubt, L.A. is passionate about training and educating young people on issues of diversity and inclusion.</p> <p>Note: Our YES! curriculum is completely youth led, organized, and carried out. Our Youth interns/fellows, as well as Youth Programs Specialist are a part of taking the YES! curriculum to the schools and communities. Their resumes and bios are available upon request and on our website.</p>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• 45-75 minute workshops</li> <li>• One two-hour training offered by the NCCJ for faculty and administrators</li> </ul>

	<ul style="list-style-type: none"> <li>• Various half-day Leadership Training and Social Justice Training workshops hosted by the NCCJ Youth Action Coalition</li> </ul>
<b>Sponsoring Agency</b>	<p>The National Conference for Community and Justice  Youth Programs Office  820A Prospect Hill Road  Windsor, CT 06095  (860) 683-1039 ext. 102 Fax (860) 683-1409</p>
<b>Contact Person</b>	<p>Rev. L.A. McCrae, M.Div., Director of Youth Programs, 860-683-1039 x102,  lamccrae@nccj.org</p>
<b>Program Cost</b>	<p>Negotiable/ on a sliding scale, the NCCJ has a goal to make training affordable to the schools and organizations that are in need of our services</p> <ul style="list-style-type: none"> <li>• Note: The schools that participate in Anytown and/or Bridges are provided the YES! curriculum at no cost.</li> </ul>

<b>Provider Name</b>	<b>The National Conference for Community and Justice (NCCJ)</b>
<b>Program Name</b>	Anytown Leadership Institute of Greater New England
<b>Description</b>	<p>ANYTOWN is a yearlong program that begins with a weeklong residential program for youth, ages 14 to 18 years old. The ANYTOWN program has been in effect across the country since the early 1950's. The goal of the program is to provide an opportunity for young people to explore their own social identities and biases in order to work toward creating an inclusive and just community, a community where all people are celebrated and all individuals belong.</p> <p>The ANYTOWN program focuses on educating young people to be effective leaders in our pluralistic society. At ANYTOWN youth become delegates, representing their families, schools, communities and our global society. Delegates develop increased communication skills, cultural awareness, family relations, good citizenship, leadership abilities, and self-esteem. Delegates also develop a deeper understanding of diversity and learn ways in which to leverage diversity, working toward the creation of a community where all individuals are celebrated for their differences as well as their similarities. ANYTOWNers learn to better understand themselves and others as they experience the variety of cultural, ethnic, religious and socioeconomic backgrounds from which members in the ANYTOWN community come.</p> <p>ANYTOWNers can expect many things from their experience. They will make true friends in a very short of time; they will express themselves, and they will not only be listened to, they will be heard; they will get up in front of a group even if they thought it too great a challenge; they will learn to support and care for one another; they will sing silly songs and remember how to play; they will feel the sting of facing up to their own prejudice and learn about the different "isms" which we are all hurt by; they will feel the joy of climbing to a new level of human understanding and awareness; they will come to think of this diverse group of delegates, as people with whom they have much in common; they will start out missing their own beds, but they will end up missing ANYTOWN more than they ever could have imagined.</p> <p>All programs are evidence based and continuously researched.</p>
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Participants in the ANYTOWN program will gain an understanding of systems of oppression, oppression theory and the language used in this discourse, through lecture, activities, and large and small group dialogue as measured by an exit survey and staff debriefing.</li> <li>2. Participants in the ANYTOWN program will develop a deeper understanding of individuals across various backgrounds and with varying social identities including but not limited to ability, age, class, race, religion, sex and sexual orientation. This will be facilitated through lecture, activities, and large and small group dialogue and will be measured through pre and post surveys and staff debriefing.</li> <li>3. Participants in ANYTOWN program will learn communication and listening skills necessary to engage in dialogue across differences in social identity through activities, large and small group dialogue, and staff modeling to be measured</li> </ol>

	<p>through an exit survey and staff debriefing.</p> <p>4. Participants in the ANYTOWN program will cultivate Critical Consciousness* through large and small group dialogue, journaling and self-reflection as measured through an exit survey and follow-up questionnaire.</p> <p>5. Participants in the ANYTOWN program will create an interdependent community through the skills and knowledge gained in large group, small group and one on one dialogue as measured through staff debriefing.</p> <p>6. Participants in the ANYTOWN program will be Empowered** to effect societal change on both a micro and macro level through action planning sessions. Empowerment will be measured through an exit survey and follow-up survey.</p>
<b>Bios of Presenters</b>	<p><b>Rev. L.A. McCrae</b> is the Director of Youth Programs for NCCJ. L.A. has a Master's of Divinity degree from Wesley Theological Seminary. While matriculating at Wesley, L.A. specialized in social justice pedagogy with and for young people. Additionally, L.A. participated in an invitation-only course offered by Harvard Professor, Marshall Ganz. The course on community organizing and public narrative has been essential to L.A.'s work. Without a doubt, L.A. is passionate about training and educating young people on issues of diversity and inclusion.</p> <p>Note: At each camp, our staff is comprised of adults and youth leaders who have participated in at least one Anytown and have undergone intense social justice training. Therefore, our staff is always changing and addressing the needs of our young people. Resumes and bios will be available upon request and on our website.</p>
<b>Time Commitment</b>	<p>5-6 day residential program held in May and July of each summer.</p> <p>We strongly encourage young people who have participated in Anytown to join their school's NCCJ chapter in order to continue their connection to the programs, workshops, facilitations, and trainings offered by the NCCJ staff and youth leaders. These school groups are completely youth inspired, led, and organized.</p>
<b>Sponsoring Agency</b>	<p>The National Conference for Community and Justice  Youth Programs Office  820A Prospect Hill Road  Windsor, CT 06095  (860) 683-1039 ext. 102 Fax (860) 683-1409</p>
<b>Contact Person</b>	<p>Rev. L.A. McCrae, M.Div., Director of Youth Programs, 860-683-1039 x102, <a href="mailto:lamccrae@nccj.org">lamccrae@nccj.org</a></p>
<b>Program Cost</b>	<p>\$499 per young person, partial and full scholarships are available upon request.</p>

<b>Provider Name</b>	<b>True Colors, Inc.</b>
<b>Program Name</b>	Bridges, Barriers and Boundaries: LGBT Youth Issues in Education
<b>Description</b>	Things are both better – and they are not. That some LGBT youth continue to suffer the ill effects of societal stigma, isolation, and bias is evidenced by higher rates of truancy; lower GPAs; and significantly higher rates of homelessness; family violence; and other at-risk behaviors. Often, educators — however open and accepting they might be — feel little prepared to deal with the issues associated with sexual and gender minority status in our culture – or in their classrooms. This lively, interactive discussion will offer participants the opportunity to explore the issues; assess their own and their school’s readiness to effectively serve this population, and to develop strategies creating an inclusive school climate.
<b>Intended Audience</b>	All School Personnel including Faculty, School Support Staff, Administrators, Parents and Guardians
<b>Learning Objectives</b>	<p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>✓ Clarify and assess cultural views and values regarding this population of students and develop strategies that balance personal beliefs with professional responsibilities</li> <li>✓ Identify issues of risk, challenge and strengths specific to LGBT youth in school settings</li> <li>✓ Explore obstacles to the creation of school environments which protect and affirm students, faculty and staff</li> <li>✓ Develop an action plan for immediate, short term and long term activities to ensure a safe, affirming and equitable learning environment for all members of the school community</li> </ul>
<b>Bios of Presenters</b>	<b>Robin P. McHaelen, MSW</b> is the founder and current Executive Director of True Colors, Inc. She is the co-author of <u><a href="#">A Sexuality and Gender Diversity Training Program: Increasing the Competency of Mental Health Professionals</a></u> (2011, Professional Resource Press, FL) as well as <u><a href="#">Recommended Practices to Promote the Safety and Well-Being of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth and Youth at Risk of or Living with HIV in Child Welfare Settings</a></u> (2012, Lambda Legal) and several other articles on LGBT youth concerns. Robin is the recipient of numerous awards including the 2011 University of Connecticut, Provost’s Award for Excellence in Public Engagement; the 2009 Hartford Courant/Fox 61 Tapestry Award, the 2008 National Education Association’s Virginia Uribe Award for Creative Leadership in Human Rights and the 2008 Social Worker of the Year (National Association of Social Workers, CT Chapter).
<b>Time Commitment</b>	Available in 2 hour, 3 hour or full day programs
<b>Sponsoring Agency</b>	True Colors, Inc.
<b>Contact Person</b>	Robin McHaelen, MSW. 860.232.0050, or <a href="mailto:director@ourtruecolors.org">director@ourtruecolors.org</a>
<b>Program Cost</b>	Fees are on a sliding scale and are negotiable.



<b>Provider Name</b>	<b>True Colors, Inc.</b>
Program Name	Beyond Pink and Blue: New Protocols regarding Transgender and Gender Non-Conforming Children at School
<b>Description</b>	<p>Effective October 1, 2011, gender identity and expression was added as a protected class under CT's civil rights statutes. Even the most well-meaning of schools can be unprepared to meet the needs of children who transgress gender. This interactive 2-3 hour workshop incorporates a combination of lecture, activities and discussion and will include the following:</p> <ul style="list-style-type: none"> <li>• An overview of the gender continuum from early childhood through adolescence and young adulthood</li> <li>• Definitions (gender, gender identity, gender expression, orientation, etc.)</li> <li>• Exploration of the issues for transgender children and youth in school settings</li> <li>• Review of recommended policies and protocols</li> <li>• Development of culturally competent strategies to address this population's unique needs</li> </ul>
<b>Intended Audience</b>	All School Personnel including Faculty, School Support Staff, Administrators, Parents and Guardians
<b>Learning Objectives</b>	<p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>✓ Understand the expectations of the statute</li> <li>✓ Identify culturally competent practices for their classroom or school environment</li> <li>✓ Develop skills for interrupting intolerance</li> </ul>
<b>Bios of Presenters</b>	<p><b>Robin P. McHaelen, MSW</b> is the founder and current Executive Director of True Colors, Inc.. She is the co-author of <u><a href="#">A Sexuality and Gender Diversity Training Program: Increasing the Competency of Mental Health Professionals</a></u> (2011, Professional Resource Press, FL) as well as <u><a href="#">Recommended Practices to Promote the Safety and Well-Being of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth and Youth at Risk of or Living with HIV in Child Welfare Settings</a></u> (2012, Lambda Legal) and several other articles on LGBT youth concerns. Robin is the recipient of numerous awards including the 2011 University of Connecticut, Provost's Award for Excellence in Public Engagement; the 2009 Hartford Courant/Fox 61 Tapestry Award, the 2008 National Education Association's Virginia Uribe Award for Creative Leadership in Human Rights and the 2008 Social Worker of the Year (National Association of Social Workers, CT Chapter).</p>
<b>Time Commitment</b>	Available in 2 or 3 hour programs
<b>Sponsoring Agency</b>	True Colors, Inc.
<b>Contact Person</b>	Robin McHaelen, MSW. 860.232.0050, or <a href="mailto:director@ourtruecolors.org">director@ourtruecolors.org</a>
<b>Program Cost</b>	Fees are on a sliding scale and are negotiable.

<b>Provider Name</b>	<b>True Colors, Inc.</b>
Program Name	Guess the Gay!
<b>Description</b>	This highly interactive 45 – 60 minute program offers high school students the opportunity to confront and undo stereotypes about orientation and gender by ‘guessing the ‘gay among a diverse panel of speakers.
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<i>Participants will:</i> ✓ Undo myths and stereotypes about orientation and gender ✓ Increase tolerance and understanding ✓ Develop skills for acting as allies
<b>Bios of Presenters</b>	<b>Robin P. McHaelen, MSW</b> is the founder and current Executive Director of True Colors, Inc. She is the co-author of <u>A Sexuality and Gender Diversity Training Program: Increasing the Competency of Mental Health Professionals</u> (2011, Professional Resource Press, FL) as well as <u>Recommended Practices to Promote the Safety and Well-Being of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth and Youth at Risk of or Living with HIV in Child Welfare Settings</u> (2012, Lambda Legal) and several other articles on LGBT youth concerns. Robin is the recipient of numerous awards including the 2011 University of Connecticut, Provost’s Award for Excellence in Public Engagement; the 2009 Hartford Courant/Fox 61 Tapestry Award, the 2008 National Education Association’s Virginia Uribe Award for Creative Leadership in Human Rights and the 2008 Social Worker of the Year (National Association of Social Workers, CT Chapter).
<b>Time Commitment</b>	45 – 60 minute sessions
<b>Sponsoring Agency</b>	True Colors, Inc.
<b>Contact Person</b>	Robin McHaelen, MSW. 860.232.0050, or <a href="mailto:director@ourtruecolors.org">director@ourtruecolors.org</a>
<b>Program Cost</b>	Fees are on a sliding scale and are negotiable.

<b>Provider Name</b>	<b>True Colors, Inc.</b>
<b>Program Name</b>	Beyond Pink and Blue: Exploring the Impact of Gender
<b>Description</b>	From the minute we are born, people start telling us how boys and girls are supposed to act, feel, do, dress, and be. What are these gender rules and how do they impact us? Are they still relevant? What would happen if pink and blue went purple? Join the conversation about gender.
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	<i>Participants will:</i> ✓ Be able to differentiate between sex, orientation and gender ✓ Explore gender roles, myths, stereotypes and the impact on students ✓ Learn skills to act as allies for their peers
<b>Bios of Presenters</b>	<b>Robin P. McHaelen, MSW</b> is the founder and current Executive Director of True Colors, Inc. She is the co-author of <u>A Sexuality and Gender Diversity Training Program: Increasing the Competency of Mental Health Professionals</u> (2011, Professional Resource Press, FL) as well as <u>Recommended Practices to Promote the Safety and Well-Being of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth and Youth at Risk of or Living with HIV in Child Welfare Settings</u> (2012, Lambda Legal) and several other articles on LGBT youth concerns. Robin is the recipient of numerous awards including the 2011 University of Connecticut, Provost's Award for Excellence in Public Engagement; the 2009 Hartford Courant/Fox 61 Tapestry Award, the 2008 National Education Association's Virginia Uribe Award for Creative Leadership in Human Rights and the 2008 Social Worker of the Year (National Association of Social Workers, CT Chapter).
<b>Time Commitment</b>	Available in 45- 60 minute workshops
<b>Sponsoring Agency</b>	True Colors, Inc.
<b>Contact Person</b>	Robin P. McHaelen, 860.232.0050, or <a href="mailto:director@ourtruecolors.org">director@ourtruecolors.org</a>
<b>Program Cost</b>	Fees are on a sliding scale and are negotiable.

<b>Provider Name</b>	<b>U.S. Department of Justice</b>
<b>Program Name</b>	The Student Problem Identification and Resolution of Issues Together (SPIRIT)
<b>Description</b>	The Student Problem Identification and Resolution of Issues Together (SPIRIT) brings students, administrators, teachers, and parents together to identify issues, develop solutions, and take action on conflicts within their schools.
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Parents/Guardians
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• A student-driven program teaches problem solving techniques.</li> <li>• Students are empowered to identify and solve problems.</li> <li>• Students learn new and better ways to develop solutions and make decisions.</li> <li>• Natural student leaders from diverse backgrounds discover commonalities and appreciate differences.</li> <li>• New safeguards are created to prevent conflict and minimize tensions.</li> <li>• SPIRIT establishes a proactive model to use for collaborative problem solving.</li> </ul>
<b>Bios of Presenters</b>	<p><b>Azekah Jennings</b> – Senior Conciliation Specialist at the U.S. Department of Justice Community Relations Service. He is a trained mediator and a former federal prosecutor in the U.S. Virgin Islands. He has worked extensively with communities, students, teachers and parents.</p> <p><b>Muhammad Ali-Salaam</b>- Conciliation Specialist at the U.S. Department of Justice Community Relations Service. He is a trained mediator and a retired city planner with the City of Boston and has worked extensively with community groups and organizations. He is also a key presenter in the DOJ Arab, Muslim and Sikh Cultural Awareness Programs.</p> <p><b>Frank Amoroso</b> - Regional Director at the U.S. Department of Justice Community Relations Service. He is also the former chief of police for the Portland Police Department.</p>
<b>Time Commitment</b>	2 day program
<b>Sponsoring Agency</b>	U.S. Department of Justice/ Community Relations Service New England Regional Office 408 Atlantic Ave. Suite 222 Boston, MA 02110 Phone: 617-424-5715 Website: <a href="http://www.usdoj.gov/crs">www.usdoj.gov/crs</a>
<b>Contact Person</b>	Nhi Nguyen Administrative Assistant Email: <a href="mailto:nhi.chau.nguyen@usdoj.gov">nhi.chau.nguyen@usdoj.gov</a> Phone: 617-424-5715
<b>Program Cost</b>	Free

<b>Provider Name</b>	<b>U.S. Department of Justice</b>
<b>Program Name</b>	Arab, Muslim, & Sikh (AMS) Cultural Awareness Program
<b>Description</b>	A program created by the US Department of Justice to create awareness, provide knowledge, and skills when interacting with people that comes from a different culture and religion as your own.
<b>Intended Audience</b>	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Parents/Guardians <input checked="" type="checkbox"/> Law enforcement <input checked="" type="checkbox"/> Government Officials
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• raise level of awareness</li> <li>• focus on issues of communication</li> <li>• understanding</li> <li>• respect</li> <li>• acceptance</li> </ul>
<b>Bios of Presenters</b>	<p><b>Azekah Jennings</b> – Senior Conciliation Specialist at the U.S. Department of Justice Community Relations Service. He is a trained mediator and a former federal prosecutor in the U.S. Virgin Islands. He has worked extensively with communities, students, teachers and parents.</p> <p><b>Muhammad Ali-Salaam</b>- Conciliation Specialist at the U.S. Department of Justice Community Relations Service. He is a trained mediator and a retired city planner with the City of Boston and has worked extensively with community groups and organizations. He is also a key presenter in the DOJ Arab, Muslim and Sikh Cultural Awareness Programs.</p> <p><b>Frank Amoroso</b> - Regional Director at the U.S. Department of Justice Community Relations Service. He is also the former chief of police for the Portland Police Department.</p>
<b>Time Commitment</b>	4 hours
<b>Sponsoring Agency</b>	U.S. Department of Justice/ Community Relations Service New England Regional Office 408 Atlantic Ave. Suite 222 Boston, MA 02110 Phone: 617-424-5715 Website: <a href="http://www.usdoj.gov/crs">www.usdoj.gov/crs</a>
<b>Contact Person</b>	Nhi Nguyen Administrative Assistant Email: <a href="mailto:nhi.chau.nguyen@usdoj.gov">nhi.chau.nguyen@usdoj.gov</a> Phone: 617-424-5715
<b>Program Cost</b>	Free

<b>Provider Name</b>	<b>U.S. Department of Justice</b>
<b>Program Name</b>	Assessment of Tensions Breeding Factors
<b>Description</b>	CRS facilitate a comprehensive assessment of racial and gang-related ethnic tensions, as well as tensions that may lead to acts of violence in schools on the basis of gender, gender identity, sexual orientation, religion, and disability.
<b>Intended Audience</b>	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> Secondary School <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty and Staff
<b>Learning Objectives</b>	The information captured and used will provide a snapshot of the challenges affecting a school, and facilitate a process with school officials to address these challenges.
<b>Bios of Presenters</b>	<p><b>Azekah Jennings</b> – Senior Conciliation Specialist at the U.S. Department of Justice Community Relations Service. He is a trained mediator and a former federal prosecutor in the U.S. Virgin Islands. He has worked extensively with communities, students, teachers and parents.</p> <p><b>Muhammad Ali-Salaam</b>- Conciliation Specialist at the U.S. Department of Justice Community Relations Service. He is a trained mediator and a retired city planner with the City of Boston and has worked extensively with community groups and organizations. He is also a key presenter in the DOJ Arab, Muslim and Sikh Cultural Awareness Programs.</p> <p><b>Frank Amoroso</b> - Regional Director at the U.S. Department of Justice Community Relations Service. He is also the former chief of police for the Portland Police Department.</p>
<b>Time Commitment</b>	4 hours
<b>Sponsoring Agency</b>	U.S. Department of Justice/ Community Relations Service New England Regional Office 408 Atlantic Ave. Suite 222 Boston, MA 02110 Phone: 617-424-5715 Website: <a href="http://www.usdoj.gov/crs">www.usdoj.gov/crs</a>
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<b>Program Cost</b>	Free

## Connecticut Safe School Coalition Members

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To download a copy of this directory go to:

<http://www.sde.ct.gov/sde/bullyingandharassment>