



***Maineville and Butlerville
Elementary
Bullying Prevention and
Intervention Plan***

It's a great day to be a Panther!

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Introduction

Butlerville and Maineville Elementary expects that all members of the school community will treat each other in a civil manner and with respect for differences. Butlerville and Maineville Elementary Schools are committed to providing a learning and working environment for students, staff, and visitors that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. We support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Consistent with state, and federal laws, and the policies of the Little Miami School Board, no person shall be discriminated against on account of race, color, sex, religion, national origin, or sexual orientation. Butlerville and Maineville Elementary Schools take specific steps to create a safe, supportive environment for all populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, teasing, and any forms of retaliation.

Butlerville and Mainville Elementary Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying or retaliation in our school building, on school grounds, or during any school related activities. All reports and complaints of bullying and retaliation will be promptly investigated, and the administration will take immediate action to end such behavior and restore a sense of safety for all.

What qualifies as bullying behavior?

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Frequent; repeated
Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Planned; intentional
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior is often regretted	The bully blames the target
An effort is made by all parties to resolve the problem	--	--	The target wants to stop the bully's behavior, but the bully does not
Can be resolved through mediation	Building social skills could be of benefit	Needs to be addressed; should NOT be ignored	CANNOT be resolved through mediation

Definitions

Aggressor: a person who engages in bullying, cyberbullying, or retaliation.

Bullying: Ohio law [Ohio Revised Code (ORC) 3313.666(B)(E)] defines bullying, harassment and intimidation in Ohio schools as any intentional written, verbal, graphic or physical act that a student or group of students exhibits toward another particular student more than once, and that behavior both:

- Causes mental or physical harm to the other student; and
- Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

Confidentiality: expectation that anything done or revealed will be kept private.

Cyberbullying: bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile Environment: a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the condition of a student's education.

Retaliation: any form of intimidation, reprisal, or harassment directed against a person who 1) reports bullying, 2) provides information during an investigation of bullying, or 3) witnesses or has reliable information about bullying.

Target: a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Expectations

It is a violation of this plan for any administrator, teacher or other employee, or any student to engage in or condone bullying in school or to fail to report or otherwise take reasonable corrective measures when made aware of an incident of bullying. This plan is not designed or intended to limit the schools authority to take disciplinary action or take remedial action when such bullying occurs out of school but has a connection to school, or is disruptive to an employee's or student's work or participation in school related activities. Reports of bullying occurring in or out of school will be reviewed and, when a connection to work or school exists, will result in a complete investigation and possible disciplinary action and corrective measures.

Bullying is here by prohibited 1) on school grounds, property immediately adjacent to school grounds, at school sponsored or related activities/functions both on and off school grounds, at school bus stops, on busses or other vehicles owned, leased, or used by Little Miami Local School District; 2) through the use of technology or an electronic device owned, leased, or used by Little Miami Local Schools; 3) at a location, activity, function or program that is not school related, or through the use of technology or electronic devices that are not owned, leased or used by Little Miami Local Schools if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the educational process or the orderly operation of a school.

Retaliation in any form against any person is forbidden. If retaliation occurs, it could be considered grounds for dismissal of staff or personnel, and removal from the educational setting for a student.

Reporting

It is the responsibility of every employee, student, and parent to recognize acts of bullying and retaliation, and to take every action necessary to ensure that the applicable policies and procedures of Little Miami Schools are implemented. Any employee or student who believes that he/she has been subjected to bullying or retaliation has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

The safety of suspected targets is our first consideration once a complaint is received. A safety assessment is made immediately and provisional accommodations are implemented by appropriate staff members as deemed necessary; the designated official for reporting also immediately notifies the transportation department if suspected targets and perpetrators ride the same bus.

Due to confidentiality issues, professional judgment is used in information disclosure. Consequences about a student will not be discussed with other parents or guardians. If there is an injury or emergency on school property, the School Resource Officer (SRO) is immediately notified. The SRO is also notified if criminal charges have been filed.

Reporters

Designated officials for reporting bullying and retaliation are as follows:

- 1) School Administration
- 2) School Counselor

All oral reports, in person or via telephone, are recorded on the Incident Report Form. Each designated official for reporting maintains a binder of these reports.

Investigation

The administration is responsible for conducting a prompt investigation upon receiving a report of bullying or retaliation. The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The goal is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations in the complaint. The investigation will generally include personal interviews with the complainant, the subject(s) of the complaint and others who witnessed or may have potentially relevant knowledge about the alleged incident giving rise to the complaint. Confidentiality guidelines will be followed. Review of documents, videos, voicemails, emails, websites, text messages, instant messages, and other items deemed relevant may also be included.

Throughout the investigatory and complaint resolution process, the administration will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parents/guardians of the status of the investigation and estimated timing for making a determination. While the administration will attempt to complete the investigation in three school days. Claims involving physical violence or serious threats of harm will be expedited.

The administration will take all steps deemed necessary to protect to the extent practicable the complainant, witnesses, and other individuals from further incident or retaliation pending the outcome of the investigation. These steps may include, but are not limited to, ordering interim disciplinary action, appropriate adult supervision, reassigning classroom seating, temporarily transferring the student subject of the complaint from classes with the complainant or to an alternative school assignment, instructing the alleged perpetrator to avoid contact and maintain appropriate safe distance from the alleged target while on school property and at school events and monitoring compliance with any court ordered protective orders. All interviewees, alleged targets, and all alleged perpetrators will be warned against retaliation and made aware of the prohibition to speak about the matter in order to maintain the integrity of the investigation. All interim safety measures will be monitored for success.

Confidentiality

Information from a student record of a target or aggressor may not be disclosed to a parent unless the information is about the parent's own child. There will be disclosure of bullying or retaliation to a local law enforcement agency as necessary. Such communication must protect privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances. Student record information about a target or aggressor may be disclosed in connection with a health or safety emergency if such information is necessary to protect the health and/or safety of the student or other individuals. This is limited, however, to instances where there is an immediate and significant threat; all such disclosures must be documented with reasons why the health and/or safety emergency existed. All employee records are confidential.

Documentation and Records

Each school has its own Bullying Prevention and Intervention Incident Reporting Forms with distinct forms for student reporters and adult reporters. Every administrator keeps written records of all or all interviews and written responses during the investigation. All investigatory reports, written items, documents, videos, and other types of evidence are kept in each administrator's binder.

Responses to Bullying

1. Teaching Appropriate Behavior Through Skills Building

Once administration determines that bullying or retaliation has occurred, he/she will use a range of responses that balance the need for accountability with the need to teach appropriate behavior as required. These may include:

- Offering individualized skills building sessions based on our anti-bullying curricula
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals
- Meeting with parents/guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- Adopting behavioral plans to include a focus on developing specific social skills
- Making a referral for evaluation

2. Taking disciplinary action

If the administration investigates and finds that disciplinary action is appropriate, the action will be determined on the basis of facts found by the administration including the nature of the conduct, the age of the students involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the plan and the school code of conduct.

Parents of students alleged to have engaged in bullying or retaliation will be invited to attend a meeting at which the activity, words, and/or images subject to the complaint will be reviewed.

3. Promoting Safety for the Target and Others

The administration will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others. One strategy that may be used is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the administration will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the administration will work with appropriate school staff to implement them immediately.

Training and Professional Development

Annual Staff Training: Annual training for all school staff will include staff duties as outlined in the bullying intervention plan, an overview of the steps that the administration will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades.

Ongoing Professional Development:

- Developmentally, age appropriate strategies to prevent bullying
- Developmentally, age appropriate strategies for immediate, effective interventions to stop bullying incidents
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
- Research finding on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
- Information on the incidence and nature of cyberbullying.
- Internet safety issues as they relate to cyberbullying.

Additional areas identified by Salem Elementary for professional development include:

- Promoting and modeling the use of respectful language
- Fostering an understanding of and respect for diversity and difference
- Building relationships and communicating with families
- Constructively managing classroom behaviors
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning and decision making
- Maintaining a safe and caring classroom for all students.

Specific Bullying Prevention Approaches

Bullying prevention curricula will be informed by current research which emphasizes the following approaches:

- Using scripts and role plays to develop skills
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- Enhancing students skills for engaging in healthy relationships and respectful communications
- Engaging students in a safe, supportive school environment that is respectful of diversity and differences.

General Teaching Approaches that support bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment and will be emphasized at Little Miami High School. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students
- Using appropriate and positive responses and reinforcement, even when students require discipline
- Using positive behavioral supports
- Encouraging adults to develop positive relationships with students
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- Using the Internet safely and meeting all CIPA requirements
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Butlerville and Maineville Counseling and Programming

- Mental Health Therapist from Solutions
- Diversion Coordinator through the WCESC
- School Counselors
- Core Essentials Character Values (All Year)
- Start with Hello (Sandy Hook Promise, September)
- Beyond Start with Hello (Building Friendships, Encouraging Inclusion, October)
- RED Week (Really Excellent Decisions and Bullying Prevention, October)
- Advisory
 - Common Sense Media Safety
 - Bullying Prevention and Education
 - Social Responsibility

Bullying Incident Reporting Process

Report Anonymously:

- Call 1-866-listen2me (1-866-547-8362). When you call this number, you have the option to either talk with a live attendant or leave a message on an answering machine.
- Submit an online tip: PublicSchoolWORKS

Report through a school counselor:

- Meet with your counselor
- Counselor will decide next steps based on information

Report through an administrator:

- Meet with an administrator
- Administrator investigates
- Administrator will decide next steps based on investigation

Possible Next Steps:

- Student meeting
- Student mediation meeting
- Cease and desist letter
- Contact parents
- Parent meeting
- School discipline as outlined in K-4 Student code of conduct



Bullying Incident Report Form

Date of Incident: _____ Time of Incident: _____ Repeat Infraction:
YES NO

Location of Incident:

Name of victim(s):

Name of student(s) bullying:

Name(s) of witnesses/bystanders:

Type of Bullying: verbal physical relational cyber

other: _____

Reported to Teacher/School Administrator/School Counselor: YES NO

Bullying Behaviors:

Cyber-bullying using: text message website email other:

shoving/pushing/hitting/kicking/punching/inappropriate touching/threatened/
Intimidation/ Taunting/ridiculing/stole property/damaged property/told lies or false
rumors/made demeaning comments/writing/graffiti

other: _____

Reported to school by: teacher/student/victim/target/parent/bus driver/anonymous

Other: _____

Describe the incident:

Physical Evidence: notes/email/graffiti/video/audio/website post

other: _____

Actions Taken:

Behavior was: a conflict rude mean bullying

Consequences:

Remediation:

Referral for additional services:

Parent Contact: Date _____ Time _____ Person Making Contact _____

Result:

Today's Date: _____ Reported by: _____

Signature: _____



Bullying Incident Follow-Up

Follow-up Conference

Date:

Time:

Conducted by:

According to student, situation is:

better

worse

no difference

Comments:

Parent Contact:

Date:

Time:

Person Making Contact:

Additional Actions/Next Steps/Notes:

Online Bullying and Internet Safety Resources

Committee for Children: <http://www.cfchildren.org/>

This global nonprofit organization works to prevent bullying, violence, and child abuse. Librarians, teachers, and parents must register with their online community for free access to online safety and cyberbullying resources and downloads.

Circle of Respect Program: <http://www.ncpc.org/programs/circle-of-respect>

This campaign by the National Crime Prevention Council aims to protect kids from bullying and cyberbullying by encouraging respect and consideration for others. It's goal? -to change the commonly held belief that bullying is a rite of passage.

Connect Safely: <http://www.connectsafely.org/>

ConnectSafely provides various social media safety tips for teens and parents, the latest youth-tech news, and many other tools.

CyberSmart: <http://cybersmartcurriculum.org/>

A part of Common Sense Media, this site offers a free K-12 digital literacy and citizenship curriculum with ready-to-use instructions that help in guiding students to make safe, smart, and ethical decisions in the digital world where they live, study, and play. The mission? To turn wired students into responsible digital citizens.

Cyberbullying Research Center: <http://www.cyberbullying.us/>

Headed by Justin Patchin, an associate professor of criminal justice in the department of political science at the University of Wisconsin-Eau Claire, and Sameer Hinduja, an associate professor in the school of criminology and criminal justice at Florida Atlantic University, the Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents.

FBI – SOS Classroom Materials: <https://sos.fbi.gov/>

The Federal Bureau of Investigation's FBI-SOS program is a nationwide initiative that educates kids about the dangers of the Internet and helps prevent crimes against children. It offers students a fun, age-appropriate, competitive online program that emphasizes important cyber safety topics such as password security, smart surfing habits, and safeguarding personal information.

Faux Paw: <http://www.ikeepsafe.org/parents/>

A part of the Internet Keep Safe Coalition-a nonprofit international alliance of more than 100 policy leaders, educators, law enforcement members, and tech and public health experts-this network tracks digital global trends that affect children and offers resources to teach kids how to use new media in safe and healthy ways.

Gay, Lesbian and Straight Education Network:

<http://www.glsen.org/cgin/iowa/all/home/index.html>

This nonprofit organization works to ensure that each member of every school is valued and respected regardless of sexual orientation or gender identity/expression.

Hector's World: <http://hectorsworld.netsafe.org.nz/>

This cyber safety program for teachers and parents shows them how to help young people learn about safe online practices and digital citizenship. The core content features **seven animated episodes** of Hector the dolphin and his friends, each episode offering support material for parents and teachers.

Stay Safe Online: <http://staysafeonline.org/>

This site contains a list of online safety materials on cybersecurity, cyber safety, and cyber ethics that was developed for K-12 classrooms.

NetSmartz : <http://www.netsmartz.org/Parents>

This interactive, educational program from the National Center for Missing & Exploited Children provides age-appropriate resources to help teach children how to be safer on- and offline.

PACER Institute's National Bullying Prevention Center: <http://www.pacer.org/bullying/>

As the founder of the annual **National Bullying Prevention Month**, PACER offers educators, students, and families the tools they need to address bullying in schools. It also provides them one- on-one assistance by phone and email.

Stop Bullying Now: <http://www.stopbullying.gov/>

This is an official U.S. Government website managed by the Department of Health & Human Services in partnership with the Department of Education and Department of Justice. It provides information from various government agencies on how children, teens, parents, educators, and others in the community can prevent or stop bullying.

International Anti-Bullying Association: <http://www.stopbullyingworld.org/>

This international anti-bullying organization lends support to quality, research based bullying prevention principles to achieve a safe school climate, healthy work environment, good citizenship, and civic responsibility.

Teacher First: <http://www.teachersfirst.com/spectopics/safety.cfm>

Teachers First is an advertising-free teacher resource by Source for Learning, a nonprofit learning and technologies corporation. It offers teachers a free resource to help students learn about Internet safety.

Teen Angels: <http://www.teenangels.org/>

Founded by cyber expert Parry Aftab, this site is devoted to the work of a group of about 600 13- to 18-year-old volunteers who earn their wings after two years of cyber-safety training and then educate and speak to their peers about the issue.

Wired Safety: <http://wiredsafety.org/>

WiredSafety.org is an online charity that operates through its thousands of volunteers around the world. It provides one-to-one help, extensive resources, information, and education to people of all ages on a range of Internet, mobile, gaming, and interactive technology safety issues.

Woogie World: <http://www.woogiworld.com/>

With more than one million subscribers, Woogi World-a virtual educational community for K-6 students- uses gaming and social networking technologies to teach children about cyber safety.

Bully Free World: <http://specialneeds.thebullyproject.com/>

Is a website specifically for those individuals working with or parenting special needs children who may be victimized by bullying. The site includes free tool kits for parents, students and staff, in addition to facts, information and links to other websites dealing with special needs student issues related to bullying and harassment.

Books for Teaching Social Responsibility

Picture Books (Elementary)

The Cello of Mr. O by Jane Cutler and Greg Couch (Dutton Children's Books, 1999).

Freedom Summer by Deborah Wiles and Jerome Lagarrigue (Atheneum Books for Young Readers, 2001).

Harvesting Hope: The Story of César Chávez by Kathleen Krull and Yuyi Morales (Harcourt, 2003).

John Muir: America's First Environmentalist by Kathryn Lasky and Stan Fellows (Candlewick Press, 2006).

The Long March: The Choctaw's Gift to Irish Famine Relief by Marie-Louise Fitzpatrick (Beyond Words, 1998).

Mrs. Katz and Tush by Patricia Polacco (Bantam Books, 1992).

A River Ran Wild: An Environmental History by Lynne Cherry (Harcourt Brace Jovanovich, 1992).

Stone Soup by Jon J. Muth (Scholastic, 2003).

The Wall: Growing Up Behind the Iron Curtain by Peter Sis (Farrar, Straus, and Giroux, 2007).

Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter (Harcourt, 2008).

Intermediate Novels (Middle Grades)

Among the Hidden by Margaret Peterson Haddix (Simon and Schuster, 1998).

Any Small Goodness: A Novel of the Barrio by Tony Johnston (Blue Sky Press, 2001).

Bone by Bone by Bone by Tony Johnston (Roaring Brook Press, 2007).

Bread and Roses, Too by Katherine Paterson (Lodestar Books, 1991).

The City of Ember by Jeanne DuPrau (Random House, 2003).

Counting on Grace by Elizabeth Winthrop (Wendy Lamb Books, 2006).

Homeless Bird by Gloria Whelan (HarperCollins, 2000).

The Skin I'm In by Sharon Flake (Hyperion, 1998).

The Wednesday Wars by Gary D. Schmidt (Clarion Books, 2007).

The Yellow Star by Jennifer Rozines Roy (Marshall Cavendish, 2006).

Young Adult Literature (Junior High/High School)

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie (Little, Brown, 2007).

The Adoration of Jenna Fox by Mary E. Pearson (Henry Holt, 2008).

Before We Were Free by Julia Alvarez (Knopf, 2002).

Black and White by Paul Volponi (Viking, 2005).

Chanda's Secrets by Allan Stratton (Annick Press, 2004).

Daniel Half Human: And the Good Nazi by David Chotjewitz (Atheneum, 2004).

Feed by M.T. Anderson (Candlewick Press, 2002).

The Hunger Games by Suzanne Collins (Scholastic, 2008).

Hurricane Song by Paul Volponi (Viking, 2008).

Little Brother by Cory Doctorow (Tor, 2008).

My Mother the Cheerleader by Robert Sharenow (Laura Geringer Books, 2007).

Seedfolks by Paul Fleischman (HarperCollins, 1997).

Poetry and Short Stories

145th Street: Short Stories by Walter Dean Myers (Delacorte Press, 2000).

Am I Blue? Coming Out from the Silence by Marion Dana Bauer (HarperCollins, 1994).

Cool Salsa edited by Lori M. Carlson (Henry Holt, 1994).

Petty Crimes by Gary Soto (Harcourt Brace, 1998).

The Space Between Our Footsteps edited by Naomi Shihab Nye (Simon and Schuster Books for Young Readers, 1998).

Things I Have to Tell You edited by Betsy Franco (Candlewick Press, 2001).

Tough Boy Sonatas by Curtis Crisler (Wordsong, 2007).

Vheres: A Celebration of Outstanding Women by J. Patrick Lewis and Mark Summers (Creative Editions, 2005).

Who Am I Without Him? by Sharon Flake (Hyperion, 2004).

You Hear Me? edited by Betsy Franco (Candlewick Press, 2000).

Nonfiction

10,000 Days of Thunder: A History of the Vietnam War by Philip Caputo (Atheneum Books for Young Readers, 2005).

The Circuit by Francisco Jimenez (University of New Mexico Press, 1997).

A Dream of Freedom by Diane McWhorter (Scholastic, 2004).

Hear That Train Whistle Blow! How the Railroad Changed the World by Milton Meltzer (Random House, 2004).

Leon's Story by Leon Walter Tillage (Farrar, Straus, & Giroux, 1997).

One Well: The Story of Water on Earth by Rochelle Strauss and Rosemary Woods (Kids Can Press, 2007).

The Poet Slave of Cuba: A Biography of Juan Francisco Manzano by Margarita Engle and Sean Qualls (Henry Holt, 2006).

Three Wishes: Palestinian and Israeli Children Speak by Deborah Ellis (Groundwood Books, 2004).

Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories edited by S. Beth Atkin (Joy Street Books, 1993).

We Are the Ship by Kadir Nelson (Hyperion Books for Children, 2008).

Graphic Novels

After 9/11 by Sid Jacobson and Ernie Colon (Hill and Wang, 2008).

American Born Chinese by Gene Luen Yang (First Second, 2006). Three intertwined stories examine racial stereotypes and Chinese culture.

The Arrival by Shaun Tan (Lothian Books, 2006).

Incognegro by Mat Johnson and Warren Pleece (South End Press, 2008).

King: A Comic Book Biography by Ho Che Anderson (Norton, 2005).

Persepolis by Marjane Satrapi (Pantheon Books, 2003).

The Pride of Baghdad by Brian K. Vaughn and Niko Henrichon (DC Comics, 2006).

Satchel Paige: Striking Out Jim Crow by James Sturm and Rich Tommaso (Jump at the Sun, 2007).

Thoreau at Walden by John Procellino (Hyperion, 2008).

The United States Constitution: A Graphic Adaptation by Jonathan Hennessy and Aaron McConnell (Hill and Wang, 2008).

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Texting Lingo

1. **8** - it means ate, it also refers to oral sex
2. **143** - I love you
3. **182** - I hate you
4. **1174** - Nude club
5. **420** - Marijuana
6. **459** - I love you
7. **ADR** - Address
8. **AEAP** - As Early As Possible
9. **ALAP** - As Late As Possible
10. **ASL** - Age/Sex/Location
11. **CD9** - Code 9 - it means parents are around
12. **F2F** - Face-to-Face, a.k.a. face time
13. **GNOG** - Get Naked On Cam
14. **GYPO** - Get Your Pants Off
15. **IWSN** - I Want Sex Now
16. **J/O** - Jerking Off
17. **KOTL** - Kiss On The Lips
18. **KFY -or- K4Y** - Kiss For You
19. **KPC** - Keeping Parents Clueless
20. **LMIRL** - Let's Meet In Real Life
21. **MOOS** - Member Of The Opposite Sex
22. **MOSS** - Member(s) Of The Same Sex
23. **MOS** - Mom Over Shoulder
24. **MPFB** - My Personal F*** Buddy
25. **NIFOC** - Nude In Front Of The Computer
26. **P911** - Parent Alert
27. **PAL** - Parents Are Listening -or- Peace And Love
28. **PAW** - Parents Are Watching
29. **PIR** - Parent In Room
30. **POS** - Parent Over Shoulder -or- Piece Of Sh**
31. **pron** - porn
32. **Q2C** - Quick To Cum
33. **RU/18** - Are You Over 18?
34. **RUMORF** - Are You Male OR Female?
35. **RUH** - Are You Horny?
36. **S2R** - Send To Receive
37. **SorG** - Straight or Gay
38. **TDTM** - Talk Dirty To Me
39. **WUF** - Where You From
40. **WYCM** - Will You Call Me?
41. **WYRN** - What's Your Real Name?
42. **zerg** - To gang up on someone

