School Bullying: A Closer Look and Possible Interventions

A Report of the Robert Wood Johnson Clinical Scholars® program at the University of Pennsylvania School of Medicine

In collaboration with

Bartram High School and Tilden Middle School of the Philadelphia School District
# Table of Contents

I. Executive Summary.................................................................3

II. Introduction...........................................................................5

III. Our Process...........................................................................7

IV. Focus area 1: Measurement and Reporting.................................8

V. Focus area 2: Prevention of Bullying........................................10

VI. Focus area 3: Remediation of the Bully and Bullied......................14
   A. Bully..............................................................................14
   B. Bullied.........................................................................17

VII. Focus area 4: Awareness Campaign........................................22

VIII. Focus area 5: Cyber-bullying.................................................26

IX. Conclusions.........................................................................30

X. Acknowledgements.................................................................31

XI. References...........................................................................32

XII. Appendices
   1. Questionnaires.................................................................34
   2. Survey Tools.................................................................35
   3. Philadelphia public schools bullying policy..........................37
   4. Resources for Victims of Bullying......................................39
   5. Contacts for awareness campaign......................................40
   6. Bullying.gov handouts....................................................41
   7. List of resources for grants/support....................................42
   8. Extracurricular Activities..................................................44
   9. Other Resources............................................................45
Executive Summary

A number of recent, highly-publicized cases of school violence and teen suicide involving bullying have prompted school districts and policy makers nationwide to reexamine their approach to bullying. With this process, the long-held belief that bullying is an indolent and inevitable aspect of the childhood experience is under scrutiny. Researchers have described both a high prevalence of bullying in US schools and have further characterized its adverse – and potentially tragic – psychological and social sequelae. Internet and social media have altered the nature of childhood relationships and bullying dynamics, leading to lower thresholds for intimidating or hateful behavior and fewer locations of refuge. And as school administrators and teachers develop policies and practices to address this growing concern, many competing demands and shrinking school budgets limit their ability to institute the sort of comprehensive interventions that have the greatest evidence base.

Working in partnership with Bartram High School and Tilden Middle School, the 2011-2013 Robert Wood Johnson Clinical Scholars at University of Pennsylvania set out to develop a comprehensive understanding of bullying in Southwest Philadelphia and to identify strategies and best practices for bullying prevention and remediation. To achieve this, we conducted stakeholder interviews of teachers, administrators, parents, local community organizations, government and national bullying experts, as well as focus groups of local middle and high school students. We supplemented these perspectives with a review of the relevant biomedical and social science literature. From these sources, we identified a number of common themes, potential leverage points for intervention and resources that could support implementation of anti-bullying best practices and program development at Bartram and Tilden.

The themes from our stakeholders generated five specific target areas on which our recommendations focus: measurement and reporting, prevention, remediation, awareness, and cyber-bullying. In the full report, we provide background from content experts and recent literature on each theme followed by recommendations specific to Bartram and Tilden. For the purposes of this summary, we briefly introduce each theme and its corresponding recommendation.

1) **Measurement and Reporting.** Without knowledge of the complexity and severity of schooling bullying, one cannot target efforts at the root cause of the problem. School stakeholders must first determine the size and scope of the bullying problem within the school, utilizing innovative strategies to encourage reporting and creating tools to continually monitor the problem. Thus, we recommend establishing a web portal, “Text-A-Teacher”, to report bullying incidents and behavior. In addition, we recommend establishing a web-based survey to assess current bullying rates at each school.

2) **Prevention.** The complex nature and diverse factors that lead to school bullying make designing effective prevention programs extremely challenging. Even the most effective whole-school based approach to-date, the Olweus Bullying Prevention Program (OBPP), demonstrates varying degrees of efficacy when administrators attempt to adapt it to their schools. Given this, we recommend that Bartram develop an anti-bullying task force to lead adoption of proven community, school, classroom, and individual-based prevention strategies, tailored to their specific needs.
Executive Summary (continued)

3) **Remediation.** The success of anti-bullying programs depends on establishing effective prevention strategies, but school administrators will inevitably continue to manage active bullying behavior while addressing the needs of the bullied. Bartram has a strong foundation in this realm. The school has established and consistently enforced consequences for bullying behavior and has developed working relationships with health care organizations in Southwest Philadelphia. We recommend building upon this system of discipline and remediation for bullies and victims of bullying and bolstering behavioral health supports for each group. Screening for behavioral health needs and social crises of persistent bullies and victims should be performed early and targeted services using a multidisciplinary approach should be provided when indicated. For the victims of bullying, we also recommend establishing skills-based programs aimed at improving the social skills of at risk children.

4) **Awareness.** Any anti-bullying initiative will be aided by increasing awareness of students, staff, and community about bullying and its negative effects. We recommend initiating an awareness program targeted at students, staff, and the Southwest Philadelphia community. This awareness program would ideally be incorporated into the school curriculum starting with a kickoff event, incorporate the resources and support of the community and parents using social media and internet and elicit concerns and suggestions of teachers and staff, while providing in-services for continuing education on anti-bullying efforts.

5) **Cyber-bullying.** Cyber-bullying has become an issue of particular concern for schools. Our recommendations focus on increasing the capacity of schools and parents to track online activity through training sessions, such as a “Facebook Education Night” and encouraging online communication of key stakeholders by creating school Facebook page to publicize school policies, programs and new initiatives to students, staff, parents and community leaders.

Ideally, Bartram and Tilden would implement strategies from each area in order to yield optimal results. However, we recognize that resources and timing might not allow the school to address each area at the same time. For this reason, the recommendations have been designed to work as a comprehensive strategy or as a toolkit, with individual components building on one another. This provides staff, students, and parents with the flexibility necessary to tailor these recommendations to their specific needs and constraints. Whichever strategy is chosen, addressing these 5 major areas will help to establish Bartram and Tilden as local leaders in middle and high school bullying prevention and intervention.
Introduction

Bullying is a widespread problem that has significant deleterious effects on the physical, mental, and social health of youth. In a recent survey of over 30 million U.S. students between the ages of 12 and 18, nearly 32 percent reported that they were bullied at school (US Department of Education 2011).

In recent years, the media has drawn attention to a number of serious bullying incidents. In addition to scrutiny from high-profile cases, bullying at every level has been under increased examination as the evidence supporting the serious effects on children grows.

Victims of bullying are more likely to be truant from school, undergo psychological distress, and have higher rates of suicide. Bullies tend to have poor academic achievement and increased chance of serious criminal behavior. Both bullies and victims are at increased risk for mental illness and criminality.

With growing public concern about bullying, school districts across the country are grappling with understanding the size and scope of the problem. Cyber bullying is an emerging challenge for school-age children, driven by the proliferation of communication and information technology.

Educators and program developers have designed a number of school-based anti-bullying programs. To date, few of these programs been evaluated and the results of the evaluations have varied. Further complicating the field, existing programs do not adequately address the challenges introduced by digital technologies.

There is much to be learned about bullying in an age when advanced technology is widespread, and can facilitate bullying in a way that was heretofore impossible. This will require identifying what strategies work both inside and outside of the classroom.
Background

A group of six physicians, recently trained in different disciplines, began the Robert Wood Johnson Clinical Scholars® program at the University of Pennsylvania in July 2011. The leadership of their program consulted with community leaders from Southwest Philadelphia and identified bullying as a growing problem faced by the youth in the community. Bartram High School and Tilden Middle School partnered with the program and the new scholars to address this community concern.

Participants

John Bartram High School is a public high school in the School District of Philadelphia that serves grades nine through twelve. Tilden Middle School is a public middle school serving grades six through eight.

The Robert Wood Johnson Clinical Scholars® program is a multidisciplinary training program for young physicians with a particular focus on collaborating with local communities and community organizations to improve health and well-being.

Objective of the Project

To develop a comprehensive understanding of school bullying in Southwest Philadelphia, and to identify strategies and best practices for bullying prevention and remediation.

Definition of Bullying

Bullying is defined as repeated acts of aggression by an individual with greater power targeted toward a weaker individual. There are several types and formats of bullying. Some of these are prejudice-driven while others are based on physical appearance, stature, financial differences, or social factors. Bullying can occur in many formats and often occurs as, but is not limited to, verbal abuse, physical violence, social pressure or isolation, sexual harassment, or cyber-bullying.
Our process

We used a qualitative approach to collect information on this topic. Informal interviews and focus groups accounted for the bulk of our school-specific information. Administrators at Bartram High School identified a number of stakeholders in the community, and these stakeholders identified additional key informants in the community.

From this group, we interviewed thirty key stakeholders and informants, which included nine school employees (administrators, teachers, and additional staff), three parents, one police officer, the commissioner of public health for Philadelphia, leaders of four community organizations, three local and national non-profit organizations, and three academicians and physicians from the University of Pennsylvania and Children’s Hospital of Philadelphia. We also conducted 6 focus groups of high school students. An IRB waiver was obtained from the University of Pennsylvania Institutional Review Board. Interview questions are shown below.

We also reviewed the bullying literature, searching the following databases: PubMed, ISI, and LexisNexis using the search terms “bully,” “bullying,” and “anti-bullying.” In addition, we performed a web-based search that led to several non-profit and government agency resources, which we reviewed.

Youth Interview Questions

What do you think bullying is?

Is bullying a problem at your school? Why was it a problem?

Are there other problems that you worry about more? What are they?

Have you ever been bullied? If not, have you ever witnessed someone else being bullied?

Can you walk me through a recent time when you (or someone else) were bullied?

Where do you go to for help when you are bullied? (Parent, teacher, friend, sibling, pastor, etc…) If you did not seek help, why not?

Do you feel that adults respond to your concerns when you tell them that you have been bullied? What have they done that has been helpful for you? What have they done that has been hurtful to you?

Where does bullying usually happen? Where are the most dangerous places? When does it usually happen?

Who tends to bully whom?

Were there one or two main bullies at your old school? Did they have a group of followers?

Are there places that are safe from bullying? If so, where are those places?
The literature on the best way to respond to bullying is in its infancy. However, any institution interested in combating their bullying problem must first assess the size and scope of the problem. This can be done through two methods. First, the institution can facilitate the reporting of bullying incidents by student and staff, and second, the institution can conduct a baseline assessment of the bullying problem. This will provide an important benchmark against which time trends and intervention related changes could be compared.

Reducing barriers to reporting is important to providing an accepted and recognized outlet for staff and students to express their concerns about bullying, violence, and school safety. Increased disclosure of incidents provides information about the where, how, to and by whom, as well as the why bullying is occurring. It also may help identify at-risk students for whom earlier intervention can prevent future harm. To reduce barriers to reporting, we recommend pursuing the creation of a web portal to allow students and staff to submit their safety concerns to a school administrator. A link to the web portal can be created and made visible on the school’s homepage, with a staff person assigned to review and respond to the online submissions on a daily basis.
Creation of the web-portal will promote increased disclosure of bullying, however, this strategy can only provide information on those incidents that students voluntarily report. A systematic measuring technique may facilitate the compilation of a more detailed and accurate depiction of the bullying problem. A systematic measuring process would begin with an initial assessment to establish a baseline measurement of the problem. Following this initial evaluation, assessments may be performed bi-annually or at other predetermined intervals. Regular assessments will help identify trends in the school bullying activity, and determine the impact of any newly instituted interventions. We recommend using a 10-question web-based survey and requiring students to complete the survey as a homework assignment or in a computer class. An example of such a survey is included as an appendix to this report (Appendix 2A).

Other schools have successfully employed web-based surveys to measure the extent and specifics of their bullying problem, such as the New Hope school system in New Jersey. Web-based survey tools (e.g. Survey Monkey) are free, easy to distribute and collect, can be administered in a structured cycle to monitor changes in bullying patterns as well as any effects of anti-bullying interventions. A second tool that may be helpful in tracking the problem is a quarterly report that documents the number of bullying reports or events by category: web-portal reports, observed violent acts, other bullying reports, and disciplinary referrals. This regular feedback will present information on changes in reporting over time and may provide useful insight about the bullying problem, anti-bullying strategies, and areas that need more attention. An example of this second measurement tool is included with this report as Appendix 2B.

Recommendations

1. Create a web-portal for submission of bullying incidents or safety concerns
2. Develop a web-based survey to assess bullying at the school
3. Create a scheduled assessment program to administer surveys in an annual or bi-annual manner, assess the results, and respond to any specific areas of interest or concern
Prevention

The root causes and consequences of bullying are many and complex, presenting a host of challenges in addressing this important problem. Like many other injurious behaviors, the deleterious physical, emotional, and psychosocial effects are often immediate and long lasting, underscoring the importance of prevention. Primary prevention efforts may be perceived as a herculean task, but schools and communities can conduct successful anti-bullying efforts. This will require employing appropriate strategies as well as a systematic approach to the problem.

School systems have employed many different types of programs to try to prevent bullying on their campuses. The majority of the programs that have been formally evaluated in the literature targeted students in grades K-8, but a limited few have targeted older children, including students up to the 10th grade. Prevention programs range in scope from systematically instituted “whole school” based programs, to classroom based, curricula focused interventions, and ultimately to individual-centered prevention efforts. Each of these approaches has its own advantages and disadvantages, but when used together, there is a synergistic effect increasing the chance of success and thus transforming a school into a safer, more harmonious place.

“It’s all about Relationships”
- Bartram Administrator
Types of Bullying Prevention Programs and School Climate Models

**Whole School** Based Approaches

Whole school based approaches target interventions to the multiple levels within the school environment. These interventions often include a written document that outlines the school’s position on bullying, delineating protocols to uphold in order to ensure enforcement of the code of conduct (Smith 2003). Achieving buy-in from all groups (e.g. teaching staff, students, counselors, etc) within the school is essential and requires the democratic involvement of all. These types of interventions tend to have a multi-pronged strategy, making school wide changes in addition to classroom, community and individual adaptations.

The best-studied iteration of the whole-school based approach is the Olweus Bullying Prevention Program (OBPP). This program was initially instituted in Norway in the mid-1980’s after three students committed suicide as a result of bullying. In response to this tragedy, the country instituted a nation-wide anti-bullying campaign, and the OBPP was developed and implemented to address the problem (Vreeman 2007). The program has two aims: 1) to restructure the school environment to reduce opportunities and rewards for bullying behaviors; and 2) to focus on building and strengthening relationships among people within the school (Olweus 2010). To achieve these aims, OBPP targets interventions at the school, classroom, individual, and community level (Olweus 2010). This multifaceted intervention includes five key elements: 1) developing an anti-bullying team, 2) measuring bullying from a school-wide perspective, 3) posting and enforcing rules in the classroom, 4) developing individual intervention plans, and 5) partnering with community organizations to carry out these plans.

The first time the program was implemented in Norway, it was highly effective, decreasing victimization by 52% and 62% in boys and girls respectively at 20 months and decreasing bullying by 35% for boys and 74% for girls over the same time period (Olweus 1994). This model has been replicated in various countries, as well as in different social environments within those countries (urban, suburban, and rural). A recent systematic review of the literature has documented varying effectiveness of Olweus-based school wide approaches when implemented, none replicating the dramatic results seen in the initial Olweus study. The reasons for this finding is unclear, but may reflect differences in program implementation strategies, programmatic support, the
proximity of the original trial to the tragic incident that sparked it, or the greater diversity in the replicating sites than in Norway. Despite this smaller effect, most of the studies have shown positive results with respect to bullying and bullying related behaviors and support the continued implementation of these types of interventions (Vreeman 2007). To date, few studies have focused on high school students but there are studies currently running that will help shed light on this particular issue. Irrespective of this, the evidence for anti-bullying programs is the strongest for the Olweus type of whole-school based interventions.

Curriculum Based Approaches

Curriculum based approaches generally employ the use of videos, lectures, writing assignments and classroom discussion to address bullying. There is considerable variation in the way that these types of programs are organized and conducted, but most employ cooperative behavioral skills, conflict resolution skills, and or social cognitive theory techniques.

Many interventions have been published in the literature, however the majority has not been shown (in isolation) to make any significant improvements in bullying (Vreeman 2007). Given the complexity of bullying, effective solutions may need to be more comprehensive than these types of programs.

Individual Approaches

A number of individual centered interventions to combat bullying have been developed. These are quite diverse and have included mentoring programs, bully courts, communication circles, assertiveness training for victims and increased social worker availability. There are scant data in the literature evaluating these approaches, but the few that have, show some promise. A mentoring program focused on primary school students in the Midwest demonstrated significant decreases in bullying activity and self reported depression at 30 days by students who had received mentoring in comparison to those who had not (King 2002). A two-year evaluation of a United Kingdom, “No Blame”, peer-support and group mediation program demonstrated that 80% of their bullying cases were settled immediately, and another 14% were settled over time with use of peer mediation techniques (Young 1998). Despite these findings, the true efficacy of these types of interventions in middle and high school students in isolation is unclear. Given the small sample sizes, the limited number of studies, and the younger age groups studied, extrapolating these findings to an adolescent cohort that is socially distinct may prove difficult.

Restorative Justice and Restorative Practices

The CDC, in its efforts to combat violence and injury, of which bullying is thought to be a causative factor, developed the School Health Guidelines to Prevent Unintentional Injuries and Violence (CDC 2011). One recommendation from the report is to establish a social school environment that promotes safety (CDC 2001). Some institutions have accomplished this recently through the use of a restorative practices model. Restorative practices were born out of the restorative justice movement, which focuses on repairing the harm that was done to people as opposed to solely penalizing them for their actions. Restorative practices is a theory based on the premise that “people are happier, more cooperative, more productive and more likely to make positive changes when those in authority do things with them rather than to them or for them.” (IRP 2004)

Restorative practices work to change the climate at schools in hopes of reducing bullying, violence, and other harmful behaviors. Varying from small discussion circles to school-wide conferences, the goal of these practices is to build relationships and foster a climate of respect and tolerance for one another. Restorative practices have been implemented in the Philadelphia school system at West Philadelphia High School. After the implementation of discussion circles, the school underwent a notable climate change. The change resulted in a significant drop in violent acts and serious incidents (IIRP 2009). Similar results have been found at other Pennsylvania Schools where these practices were implemented. Despite this anecdotal evidence, there is limited rigorous evaluation of these practices in peer-reviewed journals. However, restorative practices appear to show promise and are a potentially effective tool in the fight against bullying.
Recommendations:

1. Develop an anti-bullying task force

2. Use the anti-bullying task force to implement a whole school based prevention program.
While effective anti-bullying programs depend on prevention and school climate programs as their cornerstones, some amount of bullying behavior will inevitably occur given the nature of adolescent development and the process of learning to function cooperatively with those who are different. This may be especially true early in program development as students test the limits. Thus, consequences and remediation programs for those who bully must be established prior to launching any bullying prevention program. Both Tilden Middle School and Bartram High School have established and posted clear consequences of bullying behavior. Closer examination of the emotional and social characteristics of those who tend to bully in middle and high school will help further refine discipline and remediation. In this section, we examine best practices and highlight the numerous resources available to bolster the remediation process within these schools and the surrounding community.

“When kids get away with it, it gets worse. Some schools seem to allow it.”

-Incoming Bartram Student
Two large studies estimate that between 80-85% of middle and high school aged children do not bully other children on a consistent basis. (Nansel et al. 2001; CDC 2011) The remaining 15-20% of children who engage in more consistent bullying are not a homogeneous group. Most of these children will be involved in bullying infrequently or transiently, when bullying behavior peaks in late primary or middle school (Nansel et al. 2001; Pellegrini 2004) and will cease these behaviors before or during high school. However, a small proportion of this 15 – 20% bully consistently (defined as > twice a week) throughout middle school and high school. These children often referred to as “persistent bullies,” tend to have similar psychosocial risk factors and are at high risk of future, serious disruptive and criminal behavior. (Olweus 1992) We briefly highlight two areas where recent research provides further insight into potential approaches to intervention for persistent bullies.

Recent data based on functional brain imaging and psychological testing suggests that children who persistently bully might be further divided into one of two groups with specific characteristics: those with ‘callous unemotional’ traits who display little empathy and a ‘non-callous’ group characterized by environmental adversity, reactive aggression but preserved empathetic ability. (Viding et al. 2011) In terms of intervention, teens considered to be less empathetic may respond better to appeals to their self-interest rather than attempts to induce empathy for others or punishment alone. (Frick and Viding 2009)

Second, those involved in frequent bullying during middle and high school tend to have lower levels of parental monitoring, parental trust and higher levels of conflict at home. (Pepler et al. 2008) These students also have witnessed or experienced violence more frequently at home. (CDC 2011) Given these important environmental considerations, expectations for family involvement in remediation may need to be adjusted based on the individual student’s family dynamics and home environment. In specific situations, behavioral health and community resources may need to be involved to a greater extent than is the norm.

**Bullies at Bartram are no Different**

Our stakeholder interviews did not indicate that the bullies at Bartram High School and Tilden Middle School differed substantially from these patterns. When asked directly whether they felt that bullying behavior was any different at their schools, students and administrators indicated that they felt it was not. Two high school administrators indicated that most bullying situations do not go beyond the first offense. ‘There are only a few repeat offenders whom I can think of... Once you get the parents involved, it’s usually done.’ One student entering Bartram High School, who admitted being a victim of bullying, speculated as to why students tend to bully: ‘Usually, it has something to do with what is going on at home, some sort of problem or conflict with parents.’

‘Usually, it has something to do with what is going on at home, some sort of problem or conflict with parents.’

- Incoming Bartram student
Acknowledging the challenging psychological and social circumstances that often surround middle and high school bullies, most experts recommend that remediation programs focus on a multidisciplinary approach, mobilizing resources at the school, behavioral health and community level. Unfortunately, there are no well-studied interventions that can be universally applied, and those currently being studied require significant resources. (Huddleston et al. 2011) However, a multidisciplinary approach to remediate bullies can be developed or bolstered using existing resources at the school and in the community. Building upon the existing first two tiers of the discipline system of the school district (Appendix 3), we offer the following recommendations tailored to the resources available at Tilden Middle School, Bartram High School and the surrounding SW Philadelphia community.

**FIRST OFFENSE:** Written warning and parent notification

**RECOMMENDATION:** Screen for behavioral health needs and social crises at home using school counselors and CSAP, with referrals to Health Annex or social work, if deemed necessary.

**SECOND OFFENSE:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, detention, and/or counseling within the school

**RECOMMENDATION:** Mandated referral for behavioral health evaluation. Utilize peer mediation, youth court, night court or resources of the Assistant District Attorney’s office based on severity of incident and suitability to venue. *Note: peer mediation and youth court may be ineffective strategies for those bullies who lack empathetic traits.

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**Recommendations**

1. At the first offense, screen for behavioral health needs and social crises at home using school counselors and CSAP, with referrals to Health Annex or social work, if deemed necessary.
2. At the second offense, mandate referral for behavioral health evaluation. Utilize peer mediation, youth court, or night court based on severity of incident and suitability to venue.
3. Continue to post and publicize the consequences of bullying to the student body.
Empowering the Victim

In addition to establishing rehabilitative practices for student offenders, school administrators must also direct resources towards the victims.

Appropriately targeted services may mitigate the negative physical and psychological effects of bullying on victimized youth. Victimized children report feelings of low self-esteem, depression, and anxiety (Glew 2000). These symptoms may translate into self-harming and suicidal behavior as well as other forms of externalizing activity including violence, school truancy, and substance abuse.

Over their life course victimized students are at increased risk for psychological disorders including depression, and psychosis.

In one longitudinal study of bullied children, students bullied at age eight were more likely to endorse psychiatric symptoms at age fifteen (Juvonen 2003).

In an effort to target services to victimized students, psychologists have made an effort to understand the physical and psychological characteristics of victims that place them at risk for being bullied.
Characteristics of the victim

“My cousin didn’t go to Bartram. But he dropped out of school in the 9th grade because of bullying.”

- Incoming Bartram Student

Victimized students are more likely to have overt or perceived physical disabilities. Overt disabilities typically include problems with sight, hearing, or speech. Perceived disabilities range from problems with weight to differences in personal hygiene and dress (Lyznicki 2004).

Students rated by other students as more popular are bullied less often, highlighting the protective role that the ability to create positive interpersonal relationships confers.

Most researchers highlight the role specific psychological characteristics play in predisposing students to victimization.

Bullied students tend to be more quiet, sensitive, and insecure. These students endorse feelings of low self-esteem and experience psychosomatic symptoms at higher rates than non-bullied students.

Bullied students experience higher rates of anxiety than other students. Feelings of anxiety cause victimized students to respond to bullying with aggression rather than utilizing more positive strategies such as ignoring or redirecting to deal with these events.

This is further complicated by the fact that bullied students tend to be less assertive and are less likely to stand up for themselves in positive and proactive ways (Hawker 2000; Kumpulainen 2000; Bond 2001).
Given the consequences that victims of school bullying face, any school-wide anti-bullying initiative should include services targeted at victims which prevent further victimization and the long-term psychiatric consequences of victimization.

Efforts to prevent repeated victimization involve implementing school-wide programs designed to create awareness, improve reporting, standardize practice, and remediate offenders. In addition, school staff must work to create a safe environment by eliminating opportunities for victimization.

In its work to create a single school climate with zero tolerance for violence, Bartram High School has done an excellent job of improving school safety. Unfortunately, students face repeated trauma in route to and from school. One community leader summarized the problem this way “bullying and fights often occur in the park right next to the school. I wish they had someone there because it would be safer”.

Another community leader stated” It is impossible for the few officers assigned to patrolling schools to be everywhere at once. I wish the times when school ends could be staggered more so that police could be more effective in terms of preventing incidents”.

These statements highlight the fact that bullying occurs where there is a lack of adult supervision in areas primarily located on the routes to and from school.

Six different churches in Germantown have partnered with local businesses to establish a safe corridors program.

This program establishes specific businesses along the student’s school route as “safe havens” to provide Germantown High School students safe passage, Monday through Friday, when arriving and leaving Germantown High School.

On a Federal level, the Department of Transportation operates the Safe Routes to School Program.

The purpose of the program is to enable and encourage children to walk and bicycle to school; to make walking and bicycling to school safer and more appealing; and to facilitate the planning, development and implementation of projects that will improve safety in the vicinity of schools.

Each state receives an annual appropriation of Federal funds which can be used to fund a State Safe Routes to School Coordinator and implement both infrastructure and non-infrastructure projects.

Currently Pennsylvania has a Safe Routes to School Program headed by Mr. Josh Karns with Pennsylvania Walks and Bikes (contact information listed in appendix).

In 2009 this program awarded 16.8 million dollars in funding to benefit communities across the state. Programs ranged from funding crossing guards to establishing comprehensive physical activity standards for Pennsylvania schools.

“Bullying and fights often occur in the park right next to the school. 
I wish they had someone there because it would be safer”.

-Incoming student
Despite Bartram’s success in decreasing school violence, we recognize that students can undergo adverse experiences even in the safest of schools. Creating zones of sanctuary within the school would offer a brief time of respite for students during the day. This space could be a faculty-monitored classroom where students can go between classes to meditate, pray, read, and reflect or simply relax. The Multicultural Youth eXchange (MYX) has partnered with Bartram High School to provide artistic training for students. Representatives from the MYX could lead a student group in refurbishing a classroom within Bartram High School dedicated to this purpose.

As previously noted, victims of school bullying display several behavioral characteristics which place them at risk for being bullied and escalate bullying situations. New approaches to addressing bullying have focused on reducing victimization by increasing the coping competence of at risk students. These approaches improve an individual’s ability to adapt to stressful events.

Appendix 4 lists several social skills training programs which Bartram could utilize to help at risk students effectively respond to bullying behavior. None of these programs demonstrated a significant decrease in school wide bullying beyond two to three months after the intervention was discontinued. However, students participating in these programs experienced markedly improved self-efficacy and social skills.

Recommendations

1. Partner with Pennsylvania Safe Routes to School Program, local businesses/religious organizations, and 12th district police office to ensure zones of safe passage to and from Bartram High School for students.

2. Partner with the Multicultural Youth Exchange to build a faculty monitored School Sanctuary Space within Bartram High School for student respite throughout the day.
Finally, anti-bullying programs should address the psychiatric problems that victims experience due to chronic victimization. With nearly 17% of children in grades 6 through 10 reporting being bullied at least sometimes, the long-term mental health consequences for our country could be innumerable (Glew 2000). Schools must utilize the available healthcare infrastructure to funnel at-risk students to appropriate behavioral health services. School staff and administrators should target bullied students identified via the Comprehensive Student Assistance Process (CSAP) for behavioral health screenings and services as indicated.

Bartram High School has a long-standing partnership with the Health Annex in Southwest Philadelphia. We recognize that the behavioral health needs of these students could quickly overwhelm the resources of the Health Annex.

In addition to its relationship with the Health Annex, we recommend that Bartram establish cooperative relationships with alternative behavioral health service partners in the Southwest Philadelphia community.

The Community Crisis Treatment Center is a facility in the Philadelphia community with a well-established track record for providing family-centered behavioral health services for children and families in need.

In addition, Enon Tabernacle Baptist Church in Germantown and Mt. Zion Baptist Church in West Philadelphia offer faith-based behavioral health and family counseling services. These facilities represent ideal locations to house family counseling and student-centered behavioral health programs for bullied students.

**Recommendations**

3. Develop a school-wide social skills training program to assist at-risk students in developing strategies to manage adverse experiences with other students.

4. Establish relationships with various primary care physicians and health service organizations within the Southwest Philadelphia community. Utilize CSAP to identify and refer at risk students to appropriate behavioral health screening and services.
Through discussions in the course of this project, stakeholders offered varied definitions of bullying and varied beliefs with regard to the effects of bullying on individuals and communities. To clarify misconceptions and accepted norms for student behavior, we recommend that Bartram High School, Tilden Middle School, and the community of Southwest Philadelphia solidify and publicize a unified vision to impact the problem of bullying.

“Working towards a Single School Culture is our goal. When everyone is on one page, we’ll make a difference.”

- Bartram High School Administrator

Awareness

This statement resonates with current anti-bullying strategies and best practices. A “Single School Culture” is a consensus view, a unified view for the students, their parents, and the community. But the question remains how can Tilden Middle School and Bartram High School achieve this? Fortunately, many important steps have already been taken by school administrators at both schools to establish this culture. With this foundation, we recommend a comprehensive awareness campaign targeting students, parents and community members informed by lessons from the business and advertising world. This would be an important part of an action plan to achieve a “Single School Culture.”
Rationale for Awareness Campaign

Students

From our research and investigation, it is obvious that students must be aware of what constitutes bullying, how to prevent it and where to go for help. From our discussions with students, they have a good idea of what bullying is but are unaware of where to go for help and prevention.

Parents/Community

It is often said that “it takes a village to raise a child.” Evidence has repeatedly suggested that greater community awareness can lead to improved prevention of bullying through community intolerance of bullying and curbing other behaviors that contribute to bullying.

Staff

Evidence suggests that when all the staff is able to identify the signs of bullying and agree to intervene consistently, bullying behavior at a school decreases. Thus, a campaign geared at ensuring that the staff understands the definition of bullying and policies to prevent and intervene consistently will be of benefit.

Recommendation

Develop a comprehensive awareness campaign targeting students, parents, teachers and community members with anti-bullying messages with the goal of creating a “single school culture.”
The goal of the awareness campaign would be to have comprehensive, dedicated and simultaneous programs working to increase knowledge and awareness of bullying. We propose a campaign that would harness the unique energy and capital of students, parents and staff. Potential partners and resources have been identified for each arm of the campaign and contact information provided in the appendix.

STUDENTS

The primary focus of the student initiative would be to increase the awareness of bullying through unique interactive opportunities that encourage student involvement and creativity. The nucleus for the student arm would be a multi-disciplinary launch assembly partnering with greater Philadelphia institutions, organizations, and the media. Potential headliners for this event could include a celebrity or organization that has chosen to focus on bullying, such as Desean Jackson, the Ichoose2live program or another local celebrity to engage student interest in the event. The event would focus on discussing the effects of bullying, how it can be prevented and clarification of school policies related to bullying with content determined by the anti-bullying task force. Other potential partners for the event could include the District Attorney’s Office, local media and Physicians for Social Responsibility.

The assembly would launch a year-long campaign of messages designed for and by students highlighting school rules related to bullying, effects of bullying, and how to seek support when issues occur. Messages would take a variety of forms including posters, webpage announcements, public service announcements, commercials and student led classroom discussions. Partnepers for these continued efforts for the development of messages include the Multicultural Youth eXchange.

PARENTS

The parent and community member initiative would be centered on improving communication with parents and other involved/concerned community members through repetitive messages regarding bullying. From our discussions, parents indicated that email, text-messaging and websites were better methods for communication, preferred over traditional “send-home’ letters. We propose that these methods be used to distribute messages regarding bullying, prevention methods and the effects of bullying. In addition, to facilitate enhanced communication with parents, we propose that school listserves be initiated and mass text messages and emails be sent regarding major school announcements.

As a specific measure to involve parents and community members in the prevention of cyberbullying, we suggest evening workshops to educate parents about Facebook, its functions and how to monitor student activity.

STAFF

The staff initiative would focus on improving understanding of school policies, penetration of those policies within the student body, as well as education regarding the prevention of bullying and its harmful effects. We propose that the campaign for staff begin with a “Welcome” email from the administration specifically stating expectations with regard to bullying policies and prevention strategies in place. These messages can be reinforced through posters and periodic memos displaying key points from policies. In-service time or staff meetings dedicated to bullying and topics surrounding it may also be helpful in helping to promote the penetration of policies. Partnership with Physicians for Social Responsibility could facilitate such meetings through their already developed curriculum.

We suggest that the student, parent and staff initiatives work concurrently and attempt to complement each other throughout the year. Following is a proposed timeline for the Awareness campaign.
Proposed Awareness Campaign Timeline

**Students**
- Sept: Meeting of task force for content development of assembly
- Oct: Continued partner development
- Nov: Launch Assembly
- Dec: Student committee development for multimedia messages
- Jan: Student committee development for multimedia messages
- Feb: Launch multimedia messages
- Mar: Continued message distribution
- Spring: Continued multi-media messages

**Parents/Community**
- Sept: Collection of addresses and phone numbers for listserves and text messages
- Oct: Fall Facebook Workshop for parents
- Nov: Launch Assembly
- Dec: Memo re: bullying
- Jan: In-service on Bullying
- Feb: In-service on Bullying
- Mar: Spring Facebook Workshop for parents
- Spring: Continued communication via email and text messaging

**Teachers**
- Sept: Welcome email to teachers addressing policies
- Oct: Launch Assembly
- Nov: Memo re: bullying
- Dec: In-service on Bullying
- Jan: In-service on Bullying
- Feb: In-service on Bullying
- Mar: Continued memo and penetration of message
- Spring: Continued memo and penetration of message
“95% of the cases of bullying start on the web.”
- School Administrator

Cyberbullying

Differences to Traditional Bullying

Traditional definitions of bullying consist of several key elements, primarily the use of physical, verbal, or psychological aggression on a victim who cannot defend himself or herself. However, the term “Cyberbullying” has been more difficult to define.

One reason is that “cyberbullying” as a term has come to refer to any form of online harassment. There is a crucial difference in that cyberbullying does not necessarily involve a power imbalance. Some argue that the lack of this integral component should prompt a new classification for online harassment other than “bullying.” (Kiriakidis and Kavoura)

Nonetheless, the term cyberbullying has been defined a number of ways to refer to behavior which ultimately puts a victim at risk for many of the same consequences of traditional bullying.

Alternate Definitions

“Cyber harassment involves using an electronic medium to threaten or harm others. E-mail, chat rooms, cell phones, instant messaging, pagers, text messaging, and online voting booths are tools used to inflict humiliation, fear, and a sense of helplessness.” (Strom and Strom)

“Cyberbullying is willful and repeated harm inflicted through the medium of electronic text.” (Patchin and Hinduja)

“Electronic bullying is a means of bullying in which peers use electronics to taunt, threaten, harass, and/or intimidate a peer.” (Raskausaks and Stoltz)

Summary

While there are special considerations, cyberbullying can be understood within the traditional definition of bullying where negative actions are defined as “when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another through the medium of electronic text.” (Kiriakidis and Kavoura)
Cyberbullies

Cyberbullies differ from traditional bullies in several ways.

They are not necessarily physically stronger, they are mostly anonymous, and they do not directly observe the reaction of the victim. Because they do not witness the emotional distress imposed upon the victim they may not realize the extent of the adverse consequences of their behavior. Additionally, since cyberbullies can be difficult to trace they often do not fear punishment.

Despite several differences, researches have noted that cyberbullies have similar experiences as traditional bullies, “the causal pathways to internet bullying may not be unique; rather, it appears to share common causal pathways with other forms of bullying, particularly verbal bullying.”

A crucial implication for the cyberbully is the need for increased surveillance. This requires participation from parents, teachers, and possibly the police. In particular, parents should monitor their children’s internet activity. (Kiriakidis and Kavoura)
Cybervictims

Cybervictims also have unique considerations. Just as they, cyberbullies remain anonymous, nearly half of cybervictims do not know who has bullied them. Additionally, cybervictims often fear reporting abuse; not for traditional fear of retaliation, but rather due to concern that they would have restrictions placed on their computer, cell phone, or internet usage.

The environment is a particular concern for cybervictims. Unlike traditional victims who can often seek safe spaces with adult supervision – e.g. home, school – the cybervictim is vulnerable to abuse wherever they are connected to the internet. With the increased use of smartphones this creates very few protected, safe spaces. Moreover, with no supervision in “cyberspace” cybervictims can feel helpless protecting themselves against their aggressor.

Cybervictims will rely on community surveillance as much, and perhaps more so, than traditional bully victims to identify, stop, and ultimately prevent repeated abuse. (Kiriakidis and Kavoura)
Increase reporting with open communication

A school-wide approach that educates students, teachers, and staff about recognizing and reporting bullying of any form will foster a positive climate that protects victims and deters aggression.

A specific recommendation involves using technology to keep pace with the cyberbullying. This can be accomplished via a web-portal that can be added to a school’s existing website. The “Text-A-Teacher” feature allows students, teachers, and parents to immediately report cyberbullying to the designated school authority; as fast as “copy, paste, send.”

Of note, one study found that 56% of cybervictims told an online friend about abuse, compared to only 9% who told an adult. The “Text-A-Teacher” web-portal can transform that online friend into a cyberspace ally against bullying.

Social media education

The solution to decreasing cyberbullying will certainly rely on familiarizing the community with the technology used to inflict the bullying. While Facebook is the most commonly known form of cyberbullying, other media such as twitter, text messaging, and online voting also pose hazards.

A simple first step is to use systems already in place. One example is the “report abuse” feature built within Facebook’s help menu. This also affords the cybervictim an instant response to their aggressor.

Another educational venue is “Facebook Education Night” for parents. Some schools have initiated similar programs, and joint programming can help foster an even wider community surveillance of cyberspace.

Social media engagement

A more involved, and more powerful intervention, is for schools to create their own Facebook profile. This can promote school pride by sharing successes and photos, improve communication with easily disseminated school announcements, and fortify the community who monitors all Facebook interactions with any student.

Ultimately, schools could create a Social Media Ethics Board comprised of student leaders and faculty advisors. This will enhance peer mediation and serve as a forum for student and staff communication regarding possible gaps in experience with new technology.
Acknowledgements

We would like to express our sincere appreciation to the following people for their invaluable assistance in completing this project.

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Ms. Kwong
Mr. Lafferty
Mrs. Marlene Snyder-Olweus
Mrs. McAlister
Ms. Shenille Latrice
Officer Joe Young
Bartram Students & Parents
Robert Wood Johnson Clinical Scholars Program's 2nd Year class
Josette Bonafino
Ted Behr
Victoria Cargill
Louis Clayton
Stephen Leff
Don Schwarz
Anthony Singleton
Nicole Thomas
Lorraine Thomas
Lucy Tuton
Traci Chupik
Elliot Adler
Joshua Metlay
Katrina Armstrong
References


Appendices

Resources for Implementation
Stakeholder Interview Questions

Do you consider bullying a problem in your community? Why?

Compared to other school and community concerns, where does bullying rank? What are the more pressing concerns?

Where and when does bullying usually occur in the school? Outside of school?

Who tends to bully whom?

Can you identify the biggest bullies at the school? Do they associate with one another? Do they take marching orders or try to impress a higher level of bullies? How do you identify high risk bullies? What do you do once you have identified a high risk bully?

Are there places that are safe from bullying? If so, where are the safe places?

Without revealing specifics, can you give a recent example where you witnessed or responded to bullying? How did the school and community respond?

Bullying can be influenced by community norms, parental engagement, school policies and police participation. What community level factors most influence bullying at the school or in your community?

Bullying policy and response to bullying complaints

Are you aware of the school district’s policy on bullying (Give informant printed hand-out of Philadelphia school district bullying policy)? Do you think it is effective? If not, how should it be changed?

How do you usually learn about bullying complaints? How does the bullying hotline work and do students use it?

What is the typical sequence of response to bullying complaint at Bartram? (i.e. first time, second and third) Is this same sequence always followed? Does it seem to be effective?

What community resources do you utilize with repeat offenders? (i.e. behavioral health services, police department programs, etc.)?

Do you feel that adults respond to your concerns when you tell them that you have been bullied? What have they done that has been helpful for you? What have they done that has been hurtful to you?

Where does bullying usually happen? Where are the most dangerous places? When does it usually happen?

Who tends to bully whom?

Were there one or two main bullies at your old school? Did they have a group of followers?

Are there places that are safe from bullying? If so, where are those places?

Prevention

What are the bullying prevention strategies currently in use at Bartram?

What prevention strategies have been implemented by the school district? Have they provided training for staff on effective responses, interventions and mechanisms for reporting bullying?

What resources do you need in place to improve prevention and to reduce bullying in your institution?

What role does your organization currently play in bullying prevention or response? Are there other ways you see your organization becoming involved?

What role can or should parents play in bullying? Have they been engaged? Why or why not?

In your opinion, what is the most important part of the bullying problem to address? Do you have any recommendations for solving the problem?
Appendix 1

1. Where does bullying happen in the school?

2. Where does bullying happen outside of the school?

3. Have you ever been picked on online?

4. Is it via email, instant message, Facebook or similar sites. Please describe below?

5. How many times in the past year would you estimate that you have been bullied in person?

6. How many times in the past year would you estimate that you have been bullied or harassed on the internet or via text messaging?

7. Do you get concerned that people will read what others have written about you online and think it's true?

8. If you were bullied either online or in person, what happened?

9. What can you do to stop bullying?

10. What can other adults at school or in your neighborhood do to help stop bullying?
Essential Question: What is bullying and what are the consequences for bullying according to the District’s policy

WHAT IS BULLYING?

Bullying is:

- Intentional, hurtful behavior;
- Carried out repeatedly; and
- Occurs in a relationship where there is an imbalance of power (e.g., one person is physically larger or stronger than another, or someone has more friends than another)

Bullying may be:

- Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- Verbal: racial slurs, name-calling, teasing, taunting, gossiping, spreading rumors; or
- Non-Verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber-bullying (bullying that occurs by using electronic devices such as computers and cell phones through emails, instant messaging, text messages, blogs, photo and video sharing, chat rooms, bash boards, websites, etc.).

The District takes bullying very seriously.

BULLYING IS NOT ALLOWED AND WILL NOT BE TOLERATED!

WHAT SHOULD YOU DO WHEN YOU OR SOMEONE YOU KNOW IS BEING BULLIED?

If you are bullied or witness bullying, you should immediately report the incident to any adult in the building who will help you. If the behavior continues, you (or your parent/guardian) should report the incident to _________________. If no one responds or if you are uncomfortable with reporting the incident to someone at school, then the incident should be reported to District's bullying hotline at 215-400-SAFE (7233).

WHAT WILL HAPPEN WHEN AN INCIDENT OF BULLYING IS REPORTED?

There will be a quick and complete investigation of all reports. If the report is found to be true, the Administrator will do the following:

1. Inform the student who bullies the results of the investigation;
2. Review the definition of bullying and the District's policy on bullying;
3. Give consequences for the behavior according to the number of offenses and the severity of the behavior; and
4. Notify the parents of the student(s) who bullies of the consequences.

SCHOOL STAFF WILL WORK WITH THE STUDENTS WHO ARE BULLIED TO MAKE SURE THEY FEEL SAFE AND COMFORTABLE IN SCHOOL AT ALL TIMES.
WHAT HAPPENS TO STUDENTS WHO BULLY?

Students who do not follow the bullying policy will receive the following consequences:

- **First Offense:** Written warning and parent notification;

- **Second Offense:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, detention, and/or counseling within the school;

- **Third Offense:** Suspension or transfer to another classroom or school building

Actions that are so severe may immediately result in a long-term suspension (4-10 days), a referral for placement in an alternative education program, or expulsion.
Resources for Victims of Bullying

- **Youth Matters Curriculum**
  Discovery Education Health Connection
  [www.discoveryhealthconnection.com](http://www.discoveryhealthconnection.com)
  One Discovery Place
  Silver Spring, MD

- **Fear Not!**
  Computer-Based Anti-bullying Curriculum
  ECIRCUS
  Education through Characters with motional-Intelligence and Role-playing Capabilities that Understand Social Interaction
  [http://www.macs.hw.ac.uk/EcircusWeb/](http://www.macs.hw.ac.uk/EcircusWeb/)

- **Enon Tabernacle Baptist Church**
  2800 Cheltenham Avenue
  Philadelphia, PA 19150
  215-276-7200
  [http://enontab.org](http://enontab.org)

- **Germantown Safe Corridors Program**
  Faith-Based Behavioral Health Services
  Contact Person: Reverend Leroy Miles

- **Mt Zion Baptist Church**
  1411 South 50th Street
  Philadelphia, PA 19143
  215-724-0619
  Faith-Based Behavioral Health Services
  Contact Person: Reverend Yolanda Johnson

- **National Center for Safe Routes to School Program**

- **Pennsylvania Safe Routes to School Program**
  Center for Program Development and Management
  Pennsylvania Department of Transportation
  400 North Street
  Harrisburg, PA 17120
  [http://www.dot.state.pa.us/Internet/Bureaus/CPDM.nsf/SRTSHomepage](http://www.dot.state.pa.us/Internet/Bureaus/CPDM.nsf/SRTSHomepage)
  Contact Person: Chris Metka
  T17-787-8065
  cmetka@pa.gov

- **Social Skills Group Intervention Program**
  3-C Institute for Social Development, Cary, North Carolina and University of North Carolina at Chapel Hill
  Contact Person: Melissa E. De Rosier

- **Children’s Crisis and Treatment Center**
  1823 Callowhill Street
  Philadelphia, PA 19130
  phone #: 215-496-0707
  email: information@cctckids.org
Awareness Campaign Contacts:

- **Media**
  - Philadelphia Inquirer- Kristin Graham, kgraham@phillynews.com, 215-854-5146
  - ABC 6 215-878-9700
  - NBC email via www.nbcphiladelphia.com/contact-us/
  - CBS 3 215-977-5333 (news) 215-233-3333 (tip), public affairs hoffman@cbs3.com, News onyourside@cbs3.com
  - KYW talk radio 215-238-1060
  - Fox 29 215-925-2929 (main) 215-982-5500 (newsdesk) 800-220-6397 (tipline), for news coverage requests email fox29newsdesk@foxtv.com at least 1 week before event
  - Power 99 610-784-3333
  - Wired 96.5 610-667-9000 promotion coordinator specialk@wired96.5.com
  - WDAS 105.3 610-784-2098

- **Partner Programs**
  - Physicians for Social Responsibility Philadelphia 215-765-8703, info@psrphila.org
  - Ichoose2live.com, shenille latrice
  - Philadelphia Eagles, Julie Hirshey, Community Relations 215-339-6886
  - Assistant District Attorney’s Office  Adopt a School Program
    - Bartram contact
      - Deborah Watson-Stokes: (215) 686-8056, deborah.watson-stokes@phila.org
Appendix 6

What is Bullying?

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase children have to go through. It is not just “messing around”, and it is not something to grow out of. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- Imbalance of Power: people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- Intent to Cause Harm: actions done by accident are not bullying; the person bullying has a goal to cause harm
- Repetition: incidents of bullying happen to the same the person over and over by the same person or group

Types of Bullying

Bullying can take many forms. Examples include:

- Verbal: name-calling, teasing
- Social: spreading rumors, leaving people out on purpose, breaking up friendships
- Physical: hitting, punching, shoving
- Cyberbullying: using the Internet, mobile phones or other digital technologies to harm others

An act of bullying may fit into more than one of these groups.
## Potential Corporate Partners for Support

### Southwest Philadelphia Local Businesses

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<tr>
<th>Company Name</th>
<th>Type of Business</th>
<th>Address</th>
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<th>Website</th>
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<td>Sun Wholesale</td>
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<td>4837 Woodland Ave</td>
<td>215-729-1898</td>
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<td>Sun Wholesale</td>
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<td>5147 Baltimore Ave.</td>
<td>215-748-2414</td>
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<td>Black Ceasar Clothing</td>
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<td>1403 S. 49th St.</td>
<td>215-758-6741</td>
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<tr>
<td>Veronica Turay</td>
<td>Management Consultant</td>
<td>5530 Chester Ave.</td>
<td>215-729-1300</td>
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<tr>
<td>Brothers Auto Locator</td>
<td></td>
<td>5322 Paschall Ave.</td>
<td>215-724-1474</td>
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<tr>
<td>George F. Kemfp Supply</td>
<td>Construction Supplies</td>
<td>5200 Grays Ave.</td>
<td>215-724-8000</td>
<td>kempfsupply.com</td>
</tr>
<tr>
<td>Stair Well Building Concept</td>
<td></td>
<td>5951 Warrington Ave.</td>
<td>215-726-6828</td>
<td></td>
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<tr>
<td>Amoroso’s</td>
<td>Bakery</td>
<td>845 South 55th St.</td>
<td>215-471-4740</td>
<td>amorosobaking.com</td>
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<tr>
<td>Mbprinting</td>
<td></td>
<td>4517 Kingsessing Ave.</td>
<td>215-382-2717</td>
<td>mbprinting2.com</td>
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<tr>
<td>Over Business Management</td>
<td></td>
<td>1756 South 60th St.</td>
<td>215-726-1469</td>
<td></td>
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<td>Parkside Impressions Enterprises</td>
<td></td>
<td>6223 Woodland Ave.</td>
<td>215-724-7446</td>
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<tr>
<td>More for Less Outlet Store</td>
<td></td>
<td>6340 Woodland Ave.</td>
<td>215-726-7110</td>
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<td>Sidway Consultants</td>
<td></td>
<td>6418 Woodland Ave.</td>
<td>215-921-5286</td>
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<td>Metropolitan Wholesale Vendors</td>
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<td>6155 Reedland St.</td>
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<td>Tech-One Solutions</td>
<td>Management Consultant</td>
<td>6628 Woodland Ave.</td>
<td>215-729-2223</td>
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<td>Southwest Business Center LLC</td>
<td></td>
<td>6702 Woodland Ave.</td>
<td>215-397-4302</td>
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<tr>
<td>Rowell Management Co</td>
<td></td>
<td>6439 Paschall Ave.</td>
<td>215-726-8817</td>
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<tr>
<td>Unique Educational Experience</td>
<td>Educational Services</td>
<td>6404 Elmwood Ave.</td>
<td>215-921-2741</td>
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<tr>
<td>Religious Education St. Brnbs</td>
<td>Educational Services</td>
<td>2570 South 64th St.</td>
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<tr>
<td>Cheap Goods</td>
<td></td>
<td>6305 Reedland</td>
<td>215-549-8782</td>
<td>newcheapgoods.com</td>
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### Greater Philadelphia Businesses

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<td>Sonoco</td>
<td>Oil</td>
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<td>Rohm and Hass</td>
<td>Manufacturing</td>
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<tr>
<td>Radian Group</td>
<td>Financial services</td>
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<td>Philadelphia Media Network</td>
<td>Owns the Philadelphia Inquirer and the Philadelphia Daily News</td>
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<td>Pep Boys Manny Moe &amp; Jack</td>
<td>Autoparts</td>
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<tr>
<td>GlaxoSmithKline</td>
<td>Pharmaceuticals</td>
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<tr>
<td>Fuji Bikes</td>
<td>American distributor of bicycles built in China, Taiwan, and Poland</td>
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<td>FMC Corporation</td>
<td>Chemical manufacturing</td>
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<td>Disston Precision</td>
<td>Manufacturer of hand saws</td>
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<td>Curtis Publishing Company</td>
<td>Publishing</td>
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<td>Crown Holdings</td>
<td>World’s leading packaging company (Fortune 500 company)</td>
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<td>Sonoco Foundation</td>
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<td>CIGNA</td>
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<td>Community</td>
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Extracurricular Activities/Potential Partners

- **Big Brother/Big Sister of America**
  - Establishes one-on-one relationships with adult volunteers and at-risk youth
  - National: [http://www.bbbs.org](http://www.bbbs.org)
  - Southeastern Pennsylvania: [http://www.bbbssepa.org](http://www.bbbssepa.org)
  - (215) 701-8100

- **Girls Inc. of Greater Philadelphia & South New Jersey**
  - Ages Served: 5-18
  - Girls Inc. inspires girls to be strong, smart, and bold. It provides mentoring relationships for at-risk girls in a group setting for the duration of the school year. Girls Inc. also offers summer camps staffed by volunteers. [http://www.girlsincpa-nj.org/](http://www.girlsincpa-nj.org/)

- **Hunting Park Community Development Corp.**
  - The CitySTARS after-school mentoring programs include a wide variety of enrichment activities that take place after school on weekdays, between the hours of 3:00 p.m. and 6:00 p.m. CitySTARS also offers activities during school vacations or on early dismissal days.
  - (215) 226-2300

- **Nu Sigma Youth Services**
  - This program is designed to promote leadership development and to discourage risky behavior, such as substance abuse and violence, in African American males ages 6 to 18 through mentoring.
  - (215) 851-1848
  - Contact Darryl Coates: dcoates@gpuac.org

- **Philadelphia Futures Sponsor-A-Scholar**
  - Ages Served: 11-18
  - Sponsor-A-Scholar helps motivated students from low-income families get "to and through" college. SAS uses a multi-pronged approach, which provides students with a long-term mentor, program services, staff support, and funds for college-related expenses.
  - [http://www.philadelphiafutures.org/sas_high_school/](http://www.philadelphiafutures.org/sas_high_school/)

- **Police Athletic League**
  - The Police Athletic League of Philadelphia is a non-profit organization established to divert kids ages 6 to 18 from a life of crime by providing recreational and educational programs at 24 centers throughout the Philadelphia area. The educational programs include a computer education club, homework club, and literacy club. Recreational programs include basketball leagues, baseball, flag football, dance, and golf.
  - [http://www.palnyc.org/800-PAL-4KIDS/Home.aspx](http://www.palnyc.org/800-PAL-4KIDS/Home.aspx)

- **There Is Hope With Help**
  - There Is Hope With Help is a non-profit organization mentoring at-risk, male youth ages 11 to 21 in the Philadelphia area. Its goal is to develop leadership skills in youth, display positive examples, and help transition young males into young men.
  - [http://thereishopewithhelp.org/](http://thereishopewithhelp.org/)

- **U.S. Dream Academy Inc.**
  - The U.S. Dream Academy is a national after-school enrichment program that provides homework assistance, character building, healthy eating education, healthy snacks, the use of technology, and mentoring to children of incarcerated parents and children falling behind in school.
  - [http://www.usdreamacademy.org/dream_cities/philadelphia-pa](http://www.usdreamacademy.org/dream_cities/philadelphia-pa)
Other Resources

Grant Resources

- http://rahuntfdn.org/
- http://cops.usdoj.gov
  - COPS Secure Our School Matching Grants
    - Grants between $10,000 and $500,000 by submitting a letter of intent and completing an online application
- http://www.verizonfoundation.org/
- http://violencepreventionworks.org/public/funding_alerts.page
- http://ruvilla.com/jtm/about-us

Other Partner Organizations

- http://www.theenterprisecenter.com/
- http://philadelphiafutures.org/
- http://phillypal.com/
- http://www.bbbsepa.org/site.c.8rJNK0MHjiLYH/b.6284175/k.EFAD/Home_Page.htm
- http://www.blackwomeninsport.org/