

A Message from the authors:



My involvement in this cyberbullying project came about as a result of my love for writing and developing curriculum for teachers. I spent 26 years teaching at the middle and high school level, and coordinating curriculum development at the district level. After retiring once, learning to use a computer and working in the business world in educational technology, I returned to the public school setting to work with teachers first hand enabling them to use technology tools in their classrooms. After retiring for the second time, I became aware of the increasing concern surrounding cyberbullying, how it was endangering our students, and that, though there was a growing amount of information about cyberbullying, there was very little actual curriculum available to support classroom cyberbullying focuses. When I learned that Seattle Public Schools had received a grant from Qwest to develop an actual middle school program, I leapt at the opportunity to design the lessons for this purpose. It has been a joy to be a part of this project.

Linda Bakken, Lead Curriculum Writer
BA, Whitman College; MA, Seattle University



My part in this project is to write a number of writing lessons - lessons designed for middle school classrooms, linked to state standards, created to extend thinking. I am an educational consultant for school districts presenting effective writing and reading instruction. As a **CTAG** coach and national **Step Up to Writing** specialist for Sopris West, I facilitate workshops across the country. With over 20 years of classroom experience, I found that many of my students were ill-prepared to write well and found classroom assignments daunting. While we have strategies and tips to help our students plan, few of us have instructional strategies for teaching students to think like writers. Since that time, I have built in model lessons and soft scripting to help teachers do a better job of teaching students to complete assignments successfully and more importantly, with enthusiasm. Writing about a subject as pertinent as cyberbullying is one of the most valuable opportunities we can offer adolescents. It goes without saying that I am delighted to be part of this collaborative effort.

Neillia Solberg, Literacy Coach
BA University of Montana



I have been a practicing school counselor for over twenty years. During that time I've worked with students across the K-12 spectrum as well as in early childhood education settings. Adolescence has become my specialty as I've now worked in the same junior high school for 14 years. Last year I earned National Board Certification in the field of Counseling – Early Childhood to Young Adult. My current school is large – large enough to have one counselor for every grade level. About six years ago I decided to enhance my relationship with my students' families by emailing them a letter each week. The goal was to communicate timely information and feedback to parents. The letter topics varied widely; sometimes they cyclical educational events and issues while other times they commented on trends and behaviors that I was witnessing among students. The tone was always personal and warm and meant to build a bridge between school and home. The response has been amazing. My work with parents came to the attention of the group developing this curriculum. The team hoped that I could add a personal, home-school touch to the lessons. We decided that there would be a set of three letters for every lesson (to teacher, student and parent). The goal is to personalize, inspire and form connections with all three stakeholders. It further supports the concept that parents are still the most important teacher that a child has. Tips, suggestions and bits of advice will be woven through the letters as the lessons progress so that practice and implementation can occur at home and in the students' communities. Needless to say, I'm thrilled to have this challenge and excited to have a voice with this exciting work.

Chris Gentes, Junior High School Counselor
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