

Plymouth State
University
T.I.G.E.R.
Program



Feb-2012

Vol. 12 Issue 2 - **TIGER** ONLINE
CURRICULUM CONNECTIONS



TIGER News

Tiger Alert!! Tiger Alert!!

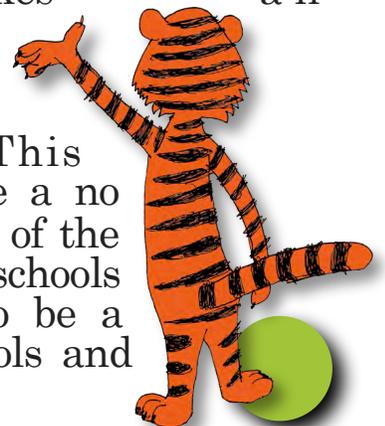
TIGER and New Hampshire Public Television have started filming for a future broadcast.

Stay tuned for the exciting developments that are yet to come.



A new documentary movie called "Bully" is being released. The movie is set to premiere on March 30th in theaters around the country. This powerful film takes an in-depth look at the bullying crisis taking place in this country. This movie looks to be a no holds barred view of the

problem taking place in our schools and communities and looks to be a must see viewing for our schools and kids.



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TIGER CUB Club

TIGER Cub Activities

Little Red Hen Theater

Activity for young students to develop character and story interpretation.

1. Teacher reads the story of the **Little Red Hen**, see Page 3, to the class.
2. Students break into groups of four.
3. Each student chooses to portray the role of Hen, Pig, Duck or Cat.
4. Develop how each character will sound, talk and move. (Note: The character voice cannot sound like the student's speaking voice.)
5. Teacher goes from group to group and reads the story. The actors practice their parts.
6. Teacher reads the story to the entire class as each group acts.
7. Debrief after each group, noting the positive character portrayals.
8. Students create stick puppets using card stock, tagboard or old file folders.

9. Create a stage by draping a blanket or sheet over a rod or broom handle between the tops of two adult sized chairs.
10. Students now practice their puppet shows using their own words to tell the story.
11. Groups present their shows to other classes.

Building Rhymes

Short activity to encourage students to work together and create rhymes!

1. Groups warm-up by standing in circles and creating rhymes for Hen, Pig, Duck and Cat.
2. Game - who in each group can go without repeating a prior word.
3. Winners from each group come together for final round. One final round for each word.





TIGER Tale

The Little Red Hen

English Folk Tale

Once upon a time there was a little red hen. She lived with a pig, a duck and a cat.

They all lived in a pretty little house which the little red hen liked to keep clean and tidy. The little red hen worked hard at her jobs all day. The others never helped. Although they said they meant to, they were all far too lazy. The pig liked to grunt in the mud outside, the duck used to swim in the pond all day, and the cat enjoyed lying in the sun, purring.

One day the little red hen was working in the garden when she found a grain of corn.

"Who will plant this grain of corn?" she asked.

"Not I," grunted the pig from his muddy patch in the garden.

"Not I," quacked the duck from her pond.

"Not I," purred the cat from his place in the sun.

So the little red hen went to look for a nice bit of earth, scratched it with her feet and planted the grain of corn.

During the summer the grain of corn grew. First it grew into a tall green stalk, then it ripened in the sun until it had turned a lovely golden color. The little red hen saw that the corn was ready for cutting.

"Who will help me cut the corn?" asked the little red hen.

"Not I," grunted the pig from his muddy patch in the garden.

"Not I," quacked the duck from her pond.

"Not I," purred the cat from his place in the sun.

"Very well then, I will cut it myself," said the little red hen.

Carefully she cut the stalk and took out all the grains of corn from the husks.

"Who will take the corn to the mill, so that it can

be ground into flour?" asked the little red hen.

"Not I," grunted the pig from his muddy patch in the garden.

"Not I," quacked the duck from her pond.

"Not I," purred the cat from his place in the sun.

So the little red hen took the corn to the mill herself, and asked the miller if he would be so kind as to grind it into flour.

In time the miller sent a little bag of flour down to the house where the little red hen lived with the pig and the duck and the cat.

"Who will help me to make the flour into bread?" asked the little red hen.

"Not I," grunted the pig from his muddy patch in the garden.

"Not I," quacked the duck from her pond.

"Not I," purred the cat from his place in the sun.

"Very well," said the little red hen. "I shall make the bread myself." She went into her neat little kitchen. She mixed the flour into dough. She kneaded the dough and put it into the oven to bake.

Soon there was a lovely smell of hot fresh bread. It filled all the corners of the house and wafted out into the garden. The pig came into the kitchen from his muddy patch in the garden, the duck came in from the pond and the cat left his place in the sun. When the little red hen opened the oven door the dough had risen up and had turned into the nicest, most delicious looking loaf of bread any of them had seen.

"Who is going to eat this bread?" asked the little red hen.

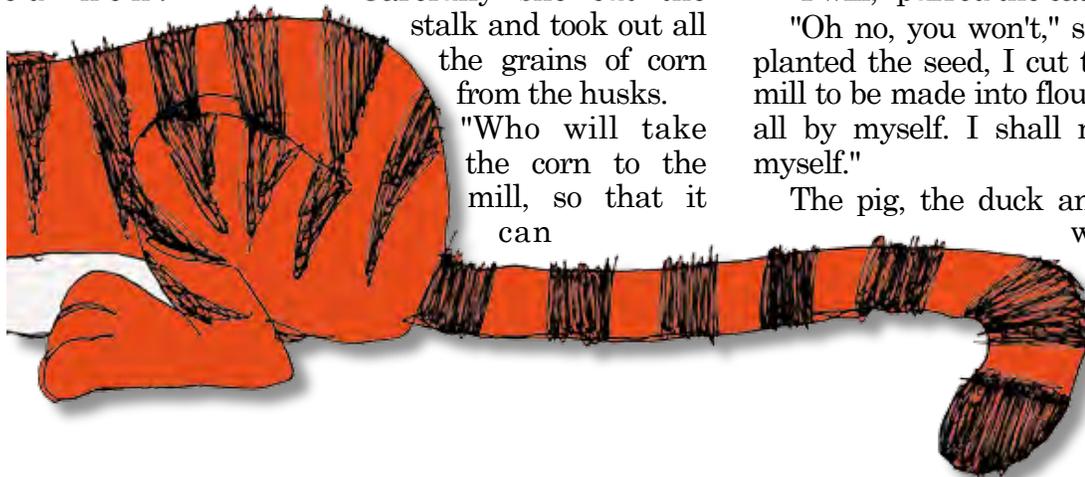
"I will," grunted the pig.

"I will," quacked the duck.

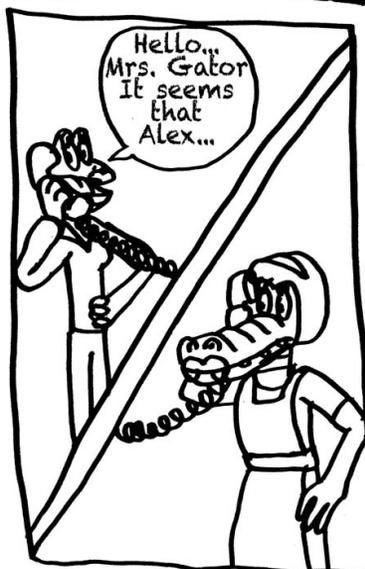
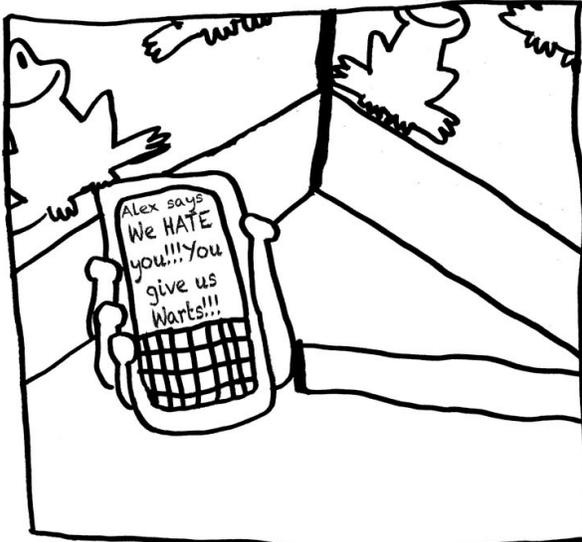
"I will," purred the cat.

"Oh no, you won't," said the little red hen. "I planted the seed, I cut the corn, I took it to the mill to be made into flour, and I made the bread, all by myself. I shall now eat the loaf all by myself."

The pig, the duck and the cat all stood and watched as the little red hen ate the loaf all by herself. It was delicious and she enjoyed it, right to the very last crumb.



TEXTING TURMOIL by MAX JUDAS



TIGER TEEN



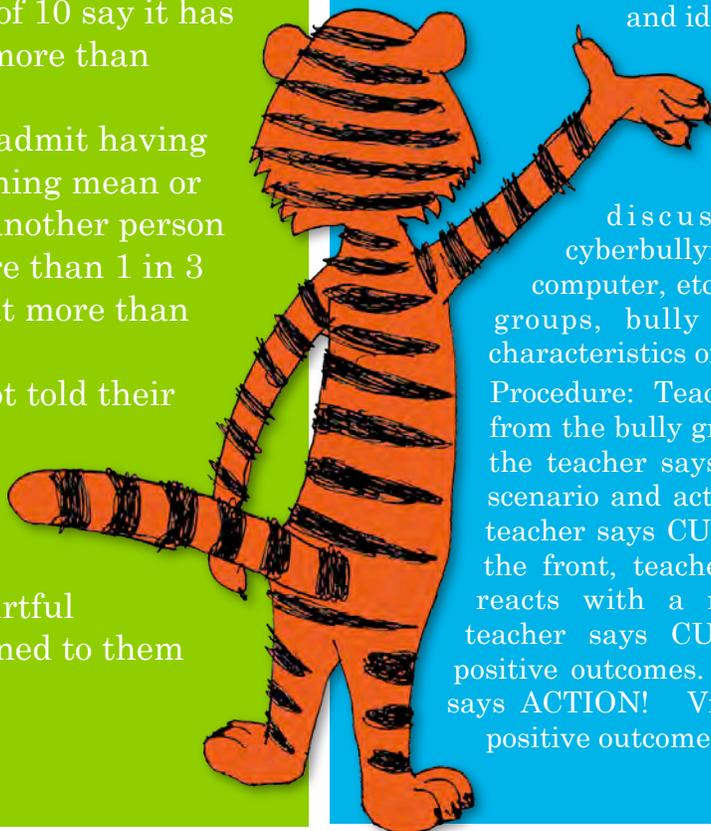
TIGER ACTIVITIES

FACTS ABOUT CYBERBULLYING

from nhbullywatch.org

Did you know:

- 42% of kids have been bullied while online. 1 in 4 have had it happen more than once.
- 35% of kids have been threatened online. Nearly 1 in 5 have had it happen more than once.
- 21% of kids have received mean or threatening e-mail or other messages.
- 58% of kids admit someone has said mean or hurtful things to them online. More than 4 out of 10 say it has happened more than once.
- 53% of kids admit having said something mean or hurtful to another person online. More than 1 in 3 have done it more than once.
- 58% have not told their parents or an adult about something mean or hurtful that happened to them online.



Community Building

1. **QUESTION TABLEAUS** – Students create spontaneous tableaus based on a single student’s answer to a question from the facilitator. Bring in questions that students may respond to with single-word or short phrase answers. General examples could include:
 - What makes you happy?
 - What is the relationship between the bully and victim when being Cyberbullied?
 - When bullied, where do you get your strength?

Procedure: Once question is posed, wait for someone to give an answer (verbally, out loud) - “Whoever has an answer and wants to share.”

Repeat the answer to make sure everyone has heard. Ask the responder or the class, “What does this look like?” One person can create the tableau, then everyone repeats the action. Alternately, you can ask each student to create his or her own tableau. Explain, “I want you to hear the word, and then I want to see what it looks like.” Debrief at end to explore and identify creative tableaus.

2. **ROLE PLAY** - CyberBullying Role playing the roles of bully and victim to different cyberbullying situations. First,

discuss the different forms of cyberbullying. (Social Media, texting, computer, etc....) Second, students create two groups, bully or victim. Third, discuss characteristics of the two groups.

Procedure: Teacher calls out a student name from the bully group. Bully goes to the front and the teacher says ACTION! The Bully sets the scenario and acts out a cyber act of unkindness, teacher says CUT! Victim is chosen and goes to the front, teacher says ACTION! Victim then reacts with a negative, destructive outcome, teacher says CUT! Class discusses possible positive outcomes. After a few comments teacher says ACTION! Victim redoes scene acting out a positive outcome. CUT!



TIGER Teacher

What is Cyberbullying?

“Cyberbullying” is being cruel to others by sending or posting harassing, harmful material or engaging in other forms of social cruelty by using the Internet or other digital technologies.

Cyberbullying can include:

Aggression, Threats, and Distress

- Flaming – online “fights” using electronic messages.
- Harassment – repeatedly sending offensive messages.
- Denigration – sending or posting material about a person to damage his or her reputation or friendships.
- Impersonation – posing as a person and posting material to make the person look bad, get in trouble, or danger, or damage that person’s reputation or friendships.
- Outing and trickery – sharing someone’s secrets or embarrassing information or images online or tricking someone into revealing such information and then sharing.
- Exclusion – intentionally excluding someone from an online group.
- Cyberstalking – repeatedly sending threatening and intimidating messages or engaging in other online activities that make a person afraid for his or her safety.

For help see *Proposed Letter to Parents* at the end of newsletter.

What New Hampshire's New Bullying Law Means for Schools

October 2010

By Maria B. Matthews. from gcglaw.com

On June 15th, Governor Lynch signed the bullying bill into law. It represents a significant rewrite and expansion of the Pupil Safety and Violence Protection Act which was originally enacted in 2000. With the new law in place, school districts must take a number of actions in order to comply with the law and protect themselves from liability.

By January 1, 2011, the school board of every district must adopt a written policy that prohibits bullying and cyberbullying. The law sets forth 14 components that need to be included in the district’s policy. Every policy must include procedures for reporting bullying and cyberbullying. Most districts probably have a procedure like this in place. However, other components may be new to a number of districts. For example, every bullying policy must include a statement prohibiting retaliation and false accusations. Policies must also include a process for developing plans to protect students from retaliation.

In addition, the new law directs school boards to include standard definitions for certain terms, including “bullying” and “cyberbullying.” Even if a district has a bullying policy in place, it is unlikely to include the definitions required by the new law. “Bullying” must be defined to include any written, verbal, or electronic communication, or physical act or gesture which:

- Physically harms a student or damages his or her property

Can you help?

For Teachers who want to guide their students in dealing with cyberbullying.

- Keep personal information private
- Stop, block and tell
- Google yourself
- Don’t be an accomplice
- Internet Golden Rule

It’s so easy for anyone to misunderstand electronic communications. Be very, very careful to make messages clear and help others to understand what we really mean. We also need to be careful not to hurt others and be good netizens.

- Take 5 - Teaching kids to “Take 5!” before responding to something they encounter online. Jokingly tell them to “Drop the Mouse! Step away from the computer and no one will get hurt!” Encourage them to find ways to calm down.



- Causes emotional distress to a student
- Interferes with a student’s educational opportunities
- Creates a hostile educational environment, or
- Substantially disrupts the orderly operation of the school.

Most districts typically think of bullying as a number of incidents occurring over time. The new law represents a significant shift in how we think about bullying by making it clear that bullying can be either a single incident or a pattern of incidents that occur over time.

The new law requires school boards to involve the community in the development of bullying policies to the greatest extent practicable. This should include students, parents, teachers, administrators, volunteers, law enforcement and other community representatives. Boards should give careful consideration to the various ways they can involve the community in policy development. Input could be gathered using public forums, staff meetings, PTA/PTO meetings, school assemblies, or any combination thereof.

Once bullying policies are adopted, the law requires districts to provide training and educational programming on bullying and cyberbullying. School employees, volunteers and employees of any company under contract with a school or district, such as bus drivers, who have significant contact with students must be trained on the bullying policy. Training should also address ways to prevent, identify and respond to incidents of bullying and cyberbullying. Training must be provided by April 1, 2011 and annually thereafter. Similar educational programming should be provided to students and parents.

Finally, the law requires districts to report substantiated incidents of bullying and cyberbullying to the department of education on an annual basis. Districts should put procedures in place now so that substantiated incidents are being documented and can be reported to the department of education in a timely manner.

Now that New Hampshire's bullying law has been enacted, school districts are faced with the challenge of complying with a multitude of new requirements including policy writing, training and reporting. Given the deadlines included in the law, districts must act quickly in order to be in compliance.

Check the following links for Laws and Policies in your state.

New Hampshire - <http://www.gencourt.state.nh.us/legislation/2010/hb1523.html>

Vermont - [http://www.leg.state.vt.us/statutes/fullsection.cfm?Title=16&Chapter=001&Section=00011;](http://www.leg.state.vt.us/statutes/fullsection.cfm?Title=16&Chapter=001&Section=00011)

Maine - http://www.mainelegislature.org/legis/bills/bills_124th/billpdfs/SP035501.pdf

Massachusetts - <http://www.mass.gov/legis/bills/senate/186/st02pdf/st02283.pdf>

We are interested in including your ideas, photography, artwork and writing in upcoming TIGER Publications.

CONTACTING TIGER

TIGER Newsletter

Trish Lindberg, Artistic Director, editor, contributor

Timm Judas, designer, photography, contributor

Max Judas, TIGER drawings

Kate Mausolf, editor



TIGER Connect To Curriculum

The following suggestion is a way to extend and integrate community building into curricula.

-Learning Intentions-

*WALT – Notice physical and nonverbal changes in the room.

HUMAN ATOM

The basic movement of this activity is simple. Students should walk around the space and keep the room balanced. Choose a point at the center of the room and point out that it is the Nucleus. All the students in the room are the electrons; they will walk around the center of the nucleus, walk to a far point in the room, back to the nucleus, and then back out to another far point in the room. If the room is large and there are only a few participants, delineate a smaller space with chairs or tape.

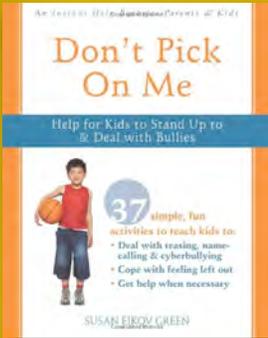
TELEKINESIS

Students silently start and stop walking around in the **Human Atom**.

1. As the students are walking, tell them to notice the other people and be aware of them.
2. “You are going to freeze all at the same time. No talking as you move, feel the energy of others. Stop for a short pause, then start walking again.”
3. “Feel the energy of the room. Make eye contact with people, there are no leaders.”

*WALT = We Are Learning To...

TIGER Tomes



Don't Pick On Me: Help for Kids to Stand Up to and Deal with Bullies (Instant Help Solutions) by Susan Green PreK-3rd Grade

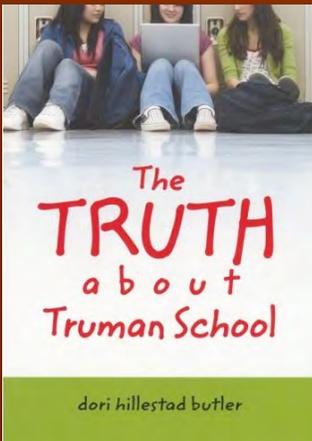
Bullying is an ever-present reality that all children experience at some point in their lives, and often it has consequences that spread far beyond childhood. Left unaddressed, excessive teasing and bullying can damage a child's self-esteem and contribute to feelings of depression and anxiety. **Don't Pick On Me** is filled with ten-minute activities and exercises you and your child can do together to learn how to effectively and safely stand up to a bully. These skills will build self-confidence and self-esteem-assets that will serve your child well through the teenage years and into adulthood.

#1 Forever Four by Elizabeth Cody Kimmel 3rd-6th Grade



Paulina, Miko, Tally, and Ivy are four extraordinarily different seventh-graders. Paulina is 100% Type A. Miko is a fashionista. Tally is a theater queen. And Ivy - well, Ivy's the new girl at school. The four girls get tossed together to create a school magazine - by girls, for girls - in a competition to get funding for a new school program. But it seems like they'll never agree on anything. And just when they begin to make headway, their biggest rival - the athletes - threatens their progress. As the four girls try to complete the first issue of their magazine, and create a corresponding blog, they start to wonder if they can get past their labels and give all the girls in school a way to speak up.

The Truth about Truman School by Dori Hillestad Butler Middle School



When Zebby and Amr create the website thetruthabouttruman.com, they want it to be honest. They want it to be about the real Truman Middle School, to say things that the school newspaper would never say, and to give everyone a chance to say what they want to say, too. But given the chance, some people will say anything--anything to hurt someone else. And when rumors about one popular student escalate to cruel new levels, it's clear the truth about Truman School is more harrowing than anyone ever imagined.



TIGER Tunes



TIGER Song

Don't Be a Cyber Bully!

Lyrics by Trish Lindberg

Music by William Ögmundson

If you use computers to make people feel bad.
You really need to stop it!
That's cruel and very sad.....

It's time that we treat people with respect and dignity.
So let's be kind to others.
When we use technology

Facebook, email, instant messaging.
Texts and Twitters can all cause suffering
Choose your words quite carefully
whenever you're online.

What you say is powerful;
Be a friend, be fair, be kind!

If you use computers to make people feel bad.
You really need to stop it!
That's cruel and very sad.

It's time that we treat people with respect and dignity.
So let's be kind to others.
When we use technology.

Be kind.
Online
Be kind!



Don't Be a Cyber Bully!

Lyrics by Trish Lindberg

$\text{♩} = 106$
Allegro $\text{♩} = 100$

Lead Vocals

If you use com pu - ters__ to make peo-ple feel bad... You

Ld. Vox. ⁵

real-ly need to stop it!__ That's cruel and ve-ry sad... It's time that we treat peo-ple with re-

Ld. Vox. ⁸

spect and dig-ni-ty... So let's be kind to oth - ers_____ When we

Ld. Vox. ¹¹

use tech - nol - o - gy!

Bk. Vox. ¹⁴

Face-book, e - mail, In - stant mes - sag-ing Texts and Twit-ters can all cause suf-fer-ing

Bk. Vox. ¹⁶

Choose your words quite care - ful - ly when - ev - er you're on line

Ld. Vox. ¹⁸

What you say is pow - er - ful; Be a friend, be fair, be kind!

Bk. Vox.

What you say is pow - er - ful; Be a friend, be fair, be kind!

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Ld. Vox. ²¹

Ld. Vox. ³¹

If you use com - pu - ters_____ to make peo - ple feel bad... You

Ld. Vox. ³³

real-ly need to stop it!_____ That's cruel and ve-ry sad... It's time that we treat peo - ple with re -

Ld. Vox. ³⁶

spect and dig-ni-ty... So let's be kind to oth - ers_____ When we

Ld. Vox. ³⁹

use tech - nol - o - gy!

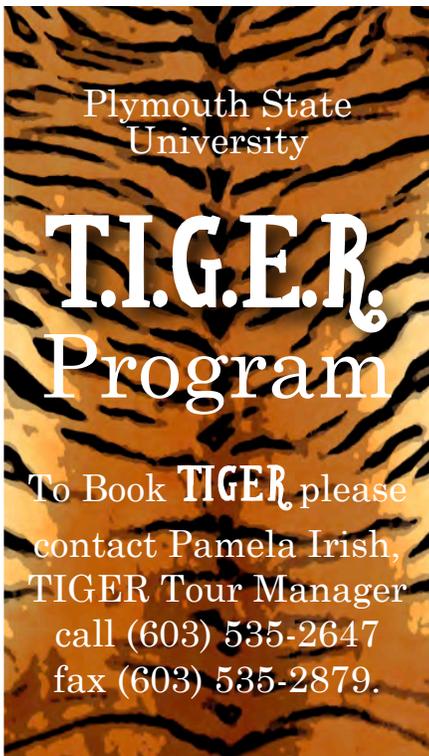
T.I.G.E.R. at Plymouth

TIGER (Theatre Integrating Guidance, Education, and Responsibility), recipient of a 2011 New Hampshire Partners in Education Gold Circle Award, is a powerful and exciting collaboration between the integrated arts and the counselor education graduate programs at Plymouth State University. TIGER is a professional theatre company designed to help children, schools, parents, and communities deal proactively and positively with social issues and concerns facing children in schools today.



TIGER Time Out

Activities for Teachers & Students to do Together



Plymouth State
University

T.I.G.E.R. Program

To Book **TIGER** please
contact Pamela Irish,
TIGER Tour Manager
call (603) 535-2647
fax (603) 535-2879.

“WE ALL HAVE DREAMS”

We all have dreams....don't we? Create a bulletin board expressing your dreams and hopes.

Each Student will write three sentences that start with, “I dream of a world that.....” Also, three sentences that start with, “I dream of a school that.....” Finally, three sentences that start with, “I dream of a home that.....”

Materials printer paper, markers, colored pencils, dark construction paper.

Create the Bulletin Board and Posters

1. Students choose their favorite dream sentence from each list. Enter these on the computer, each sentence should fill a landscape sheet of paper.
2. Using three sheets of printer paper, create an abstract design on each, using colored pencils and markers. One design that represents Home, one School and one The World. (NOTE: Teachers may want to limit the color choices to lighter colored materials, which will allow the printer ink to show.)
3. Print the Home sentence from Step 1 on the Home design paper.
4. Repeat on the rest of the sheets.
5. Cover bulletin board with dark paper to emphasize designs and sentences.
6. Place the “I dream of a school.....” as posters around the school.
7. Integrate the remaining sentence designs into the bulletin board.

Extend Activity Each student writes a paragraph about the selected dream from each list. Students present their paragraphs to their classmates as a read aloud or in an assembly.



See you in March



Plymouth State
UNIVERSITY

TIGER TALK!

Roaring reviews from schools who enjoyed TIGER during the 2010-2011 Season

The entire school was very impressed with the TIGER group and their performance yesterday. The Union Leader wrote an article on the show, and two members of TIGER are in the featured picture.

Thank you so very much!!
 Kate Grieve, Ed.S, NCSP
 School Psychologist
 Iber Holmes Gore Middle School
 Raymond, NH

GREEN TIGER was wonderful! The children and staff loved the performance and it got them thinking of things we can do in our classrooms and our school to keep the planet green. Everyone looks forward to seeing the show each year — it is one of the highlights of our school year!

Jackie Kleiner, MEd
 Harold Martin School Counselor
 Hopkinton, NH

We LOVED it!!!! The whole school assembly was great. The teachers were introducing a new character trait to focus on for the month, so we did a short cheer and played Aretha Franklin's "Respect", and the actors came out onto stage and danced with us. That meant a lot to me because I felt like they really cared about the message that they are delivering. The in class sessions were helpful and the teachers raved about them. I can't say enough about the group. They were lively and kept the children's attention while driving the point home and giving the staff a common way to approach bullying problem solving. It was well worth the money and I would highly recommend it to anyone who asks. Many of the staff mentioned that it was the best assembly we've ever had. Thank you so much for all of your help!

Shannon McDonough
 Teacher
 Clapp-Goodyear School
 Woburn, MA

FABULOUS!!!!!! Everyone loved it as usual. The show was particularly relevant so that the language, the message, and the whole tone of the show went hand-in-hand with all the classroom guidance teaching that we had been doing.

THANKS FOR EVERYTHING!

Anne Pearlstein,
 Heron Pond
 Elementary,
 Milford, NH



Having TIGER come is like having old friends come to visit once a year. Everyone loved the show and students truly valued each performer's gifts.

Karla Ramey
Castleton Village School, Castleton, VT

TIGER TALK

Suzanne Pyszka, Principal
Maple Avenue School
Claremont, NH

TIGER was wonderful! Performance was excellent. Student workshops were well done and helpful. Thank You!

Jana Slayton, Principal
Andover Elementary / Middle School
Andover, NH

Everything was great! The students were so attentive. I think some of the skits really hit a nerve! Even the adults have been commenting positively. Thanks!

Tim Neville, Principal
Union Sanborn School



The performance was wonderful! It included some very powerful examples of real bullying situations with sprinkles of humor throughout.

Scott Thompson, Principal
Newmarket Elementary School
Newmarket, NH



I just wanted to thank you again and tell you and the crew how wonderful you were. The students and teachers loved TIGER Teen!

Kathy Cartier,
School Counselor
Pelham Memorial School
Pelham, NH

...Seeing 250 young children become suddenly silent during the serious moments showed me that they were "getting it." They understood, through shared experience, that bullying is harmful to everyone.

Thank you very much for taking the time this week to fit us into your schedule. I've been hearing so many positive comments from staff and students alike. I think your group hits the perfect balance between serious messages, the reality of middle school and humor. It works very well and we were all impressed.

Wendy Shea
Guidance Counselor
Stowe Middle School, Stowe, Vermont

TIGER just finished their performance here... FABULOUS! Our kids...were so engaged! What a terrific job by the TIGER crew. I thought it was such a valuable performance! We can't wait to have them back for the Green TIGER show. Super job all around!



Absolutely amazing! The kids loved it. The staff found it useful... just a great experience! Thanks so much!

Mollie Babcock
School Counselor
Woodland Heights Elementary School, Laconia, NH



Christie Guerttlo, Art Teacher
Carson Elementary School, Carson, NH



PROPOSED LETTER TO PARENTS

DATE

SCHOOL BOARD

LOCAL SCHOOL

RE: Cyberbullying

Dear Parent or Guardian:

As you may already know, there are many Internet sites and chat rooms (i.e. MySpace, Facebook, Xanga, MSMSpaces) which have become a popular social networking destination for millions of children nationwide. Unfortunately, according to law enforcement records, they are also popular with sexual predators, cyber bullies, and con artists.

Everything posted on most of these sites can be seen by anyone with Internet access. Often these sites have privacy features which allow a teen to limit access only to people they know, however, these privacy features are not foolproof. When unsuspecting students post personal information, they become easy targets for predators – people who can use this information to identify, locate, and contact them. Cyberbullying is also an increasing issue. Cyber bullies – generally ages 9 – 15, often use the instant-messaging feature of these sites to chat or post hurtful or threatening messages online. Such bullying can be very damaging to children.

We encourage you to be aware of these chat rooms and search for your children by name, e-mail address, etc. If they're registered users, you can visit their accounts, just like anyone else (for example conduct a Google search using your child's name and screen name). You can also just ask your children if they are using these sites and go online with them, explaining the types of things that they should or should not post. Everyone knows that often we e-mail in haste, and that taking a minute to cool down or think before hitting "send" is always a good idea.

Below are some questions you can cover with your children, explaining that they should ask themselves these questions before posting something: (from 10 Willard, N (2007) Cyber-Safe Kids, Cyber-Savvy Teens: Helping Young People Learn to Use the Internet Safely and Responsibly. Jossey-Bass.)

- "Is this kind and respectful to others?"
- "How would I feel if someone did or said the same thing to me, or to my best friend?"
- "What would my mom, dad, or other trusted adult think or do?"
- "Would I violate any agreements, rules, or laws?"
- "How would I feel if my actions were reported on the front page of a newspaper?"
- "What would happen if everybody did this?"
- "Would it be okay if I did this in Real Life?"
- "How would this reflect on me?"
- "Does it just feel "wrong" to do this? If so, I should not do it."

There are other things that you, as the parent, can do to help keep you child safe while online.



These include:

- Keep computers with web access in public parts of the house, such as the living room.
- Set Internet rules and guidelines and post the rules near the computer or have a contract with your child about the use of the computer.
- Decide whether your children may use MySpace.com or similar social networking sites.
- Know your child’s screen name and what they have listed on their profile.
- Let your children know that you will be reviewing their account for appropriate content and appropriate sites and then periodically review your children’s Internet (history) accounts.
- Talk with your children – calmly. While online communication is a common part of preteen and teen social life, many children are unaware of its dangers.

To learn more about Internet safety, visit the Attorney General’s Internet Crimes Unit website at www.connectwithyourkids.org, or call the Internet Crimes Prosecutor, Lucy H. Carrillo, at 603-271-3673. Other sites with helpful information on Internet safety and cyberbullying are www.isafe.org; www.benetsafe.org; www.wiredsafety.org; <http://cyber-safe-kids.com>, and <http://staysafeonline.org>.

Sincerely,

NAME

PRINCIPAL OF LOCAL SCHOOL

NAME

LOCAL SCHOOL DISTRICT

Lyonel B. Tracy

Commissioner, Department of Education

Kelly A. Ayotte

New Hampshire Attorney General