

OPERATION
RESPECT

2010
ANNUAL **REPORT**

CREATING SAFE,
COMPASSIONATE
ENVIRONMENTS FOR
CHILDREN AND YOUTH



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COVER PHOTOGRAPH: Peter, Bethany and Christopher Yarrow in Concert at the Ukraine House in Kyiv, Dec, 2010, celebrating the launch of Operation Respect and the "Don't Laugh at Me Program in Ukraine. Courtesy of Henry Shymonovych.

WHO WE ARE

Operation Respect is a non-profit educational and advocacy organization dedicated to transforming schools, summer camps and other youth-serving organizations into more compassionate, safe and respectful environments. Founded in 1999 by Peter Yarrow of the famed folk trio, Peter Paul and Mary, along with Dr. Charlotte Frank, Operation Respect advocates for educational excellence and the healthy development of children and youth in all areas of their growth. To help accomplish its mission, Operation Respect disseminates its own educational program, "Don't Laugh At Me," that provides effective tools for establishing a caring climate in which the emotional and physical abuse children suffer due to peer ridicule, teasing, bullying and other hurtful behaviors, is far less likely to occur.

MISSION

The mission of Operation Respect is to create respectful, safe and compassionate climates of learning, free of bullying, ridicule and violence.

VISION

Our vision is a world in which the education of children and youth will focus equally on the development of their character as well as academic growth so that they evolve into productive, compassionate and civically engaged members of society.

CREDO

We believe that children and youth must be educated so that they honor and respect themselves and others. They must learn to resolve conflict peacefully. We must reach the hearts, as well as the minds, of children, youth, their educators and their parents – and use the creative arts combined with effective pedagogical approaches to do so. The success of Operation Respect is measured in attitudinal and behavioral changes on the part of children, youth and society.

This past year at Operation Respect has been one of the most exciting since our inception. Since we first founded Operation Respect, Peter and I have worked with our gifted staff and our many generous allies and supporters to advance the creation of caring, safe and compassionate school environments. Now, at last, the tide amongst educators seems to be swinging towards our perspective. There is an ever-increasing emphasis on fostering students' emotional and social growth, and their character, in addition to schools focusing on the critical task of fostering students' academic success and achievement.

I firmly believe that children have a right to go to school unafraid, hopeful and excited, knowing that they will be accepted and valued for who they are, regardless of their background, religion, race, intellectual strengths, special needs or challenges, and knowing that they will be encouraged to learn and grow to their capacity. I also believe that family engagement is critical to the formation of a school community that promotes the outcomes that we are pursuing.

As a teacher of Math in the public schools of New York, when I began my career, before I became head of Curriculum and Instruction for the New York City public schools, most teachers believed that, in addition



It is my hope that Operation Respect will continue to be a significant force in today's movement to fulfill the rights of all children and youth to a safe, welcoming and caring school environment.

to our specific subject matter, our task was to help cultivate civility and respect among our students and create a class and school environment that was also civil and gracious. At that time, we could achieve this relatively easily by modeling such behavior in the classroom and gently but firmly demanding respect from, and among, our students.

However, in today's schools, cultivating civility in the classroom has become a much more challenging task. New teachers in the field, filled with enthusiasm and idealism, eager to infuse knowledge and love of learning in their students, are met by attitudes among students that are increasingly disrespectful to their peers as well as to their teachers. Ridicule and bullying are at epidemic levels and the task of maintaining order, creating a strong, positive classroom and school spirit, and instilling a love of learning has become increasingly difficult.

Students in America's colleges of education must now be prepared for a far different world from the one that I first encountered. Fortunately, colleges of education are coming to terms with this reality and, more and more, they are including pre-service classes that can help teachers learn how to inspire and engage students in ways that build a strong community

that rewards respect and frowns on ridicule, put-downs and bullying.

At Operation Respect, we are at the threshold of working with colleges of education to create, through the introduction of curricula based on our "Don't Laugh At Me" Program (DLAM), coursework specifically designed for pre-service teachers that gives them important tools to achieve the goal of creating a strong, caring, classroom community. It is our hope that this will help educators become better prepared to meet today's realities and succeed in their educational aspirations and goals. We know that DLAM is not a panacea. No one educational program or intervention is, however, DLAM has proved itself to be a powerful tool that can be combined with other strategies to address the school environments of today, harnessing their assets and strengths, as well as addressing each school's unique challenges.

It is my hope that Operation Respect will continue to be a significant force in today's movement to fulfill the rights of all children and youth to a safe, welcoming and caring school environment. In doing so, I believe that we at Operation Respect will be helping not only the children, youth and teachers, but all of America realize its collective dream for a bright and hopeful future.

Operation Respect (OR) holds the opinion that, ethically and strategically, it is important for OR to answer the call, by nations outside the United States, to implement the "Don't Laugh At Me" Program (DLAM) in their countries. The painful problem of youth and childhood violence has become international in nature, with virtually all the first world countries struggling to contain and eliminate childhood bullying, ridicule and emotional violence. To do this, OR believes that, as opposed to relying upon metal detectors and harsh punitive measures (sometimes adopted under what is called a zero tolerance policy) such behavior needs to be viewed, not as a societal disease, but as a symptom of a much larger problem: the breakdown of comity, respect and caring in the culture as a whole, in both the adult and childhood populations.

OR believes that, to get to the root of the problem, the cure needs to be addressed as a health, educational and cultural issue. To bring up and educate a next generation of children who are not mean-spirited, who do not rely upon cruelty to gain attention, who are fundamentally motivated to create a culture in their schools, homes and places of worship that is caring, loving and accepting of everyone, no matter what their culture, religion, race,



Operation Respect believes that our task is to help create a society of tomorrow that is characterized by individual responsibility, ethical behavior, respect, equity and fairness and generosity of spirit and service to the community.

level of wealth or background might be, society needs to establish, in schools as well as communities, a culture of acceptance, kindness and respect among children and to offer what is called a "whole-child education" to its young citizens, one that nurtures their social, emotional and creative growth in addition to their intellectual growth, which has unfortunately, and erroneously, become more-and-more commonly the single test of effectiveness of education and schools.

OR believes that our task is to do our part to help create a society of tomorrow that is characterized by individual responsibility, ethical behavior, respect, equity and fairness and generosity of spirit and service to the community. Success in accomplishing this task, OR believes, will rely on our, and other's, nurturing the development of youth and childhood skills that not only create a happier, healthier, more productive youth, ready to join the community and contribute their talents, gifts and skills, but that, coincidentally, foster the development of a strong democracy. Such are the skills that are learned by students when they engage in the work of the Don't Laugh At Me Program, and the development of such skills leads to strong self-esteem, capacity to address 21st century skills such as complex

problem solving, independent thinking and a highly developed sense of individual responsibility to the community at large as well as the entire world.

We have found that our outreach to other countries, beyond being the right thing to do, attracts a great deal of respect within educational circles and nurtures the increasing enthusiasm and willingness of educators, and others devoted to the health and development of children and youth, to focus on the heart-side of education with the same kind of respect that has traditionally been afforded the development of skills such as literacy and numeracy. Though admirable, such skills do not by themselves constitute an adequate platform for children and youth to enter the world prepared to not only be good and successful citizens and people, but to be part of the healing that needs to take place as we gradually, hopefully, faster rather than slower, rid ourselves of what has become an epidemic of bullying and mean-spiritedness in all walks of our society, our country and our world. In short, education of the heart as well as the intellect will be a key component of a child's preparation to help create a brighter future than the present reality that lacks the kind of humanity and heart that they, our children, have a right to inherit.

International Outreach Initiatives and Philosophy Regarding Work in Countries Outside the U.S.

OPERATION RESPECT: ISRAEL – A SUCCESS

Program Implementation (Please see Peter Yarrow's "Message from the President" on the previous page to see why the pursuit of Operation Respect, internationally, has great importance to Operation Respect in the U.S., and presents a worthy objective on its own.)

In 2010, the "Don't Laugh at Me" Program (DLAM) was successfully implemented in two Jewish and two Arab schools in Israel, after three years in which the groundwork was laid with supporters such as the Israeli Ministry of Education, the U.S. Embassy in Tel Aviv, the U.S. Consulate in Jerusalem, the Center for Educational Technology (CET) and performers, David Broza, an eminent Jewish-Israeli singer and activist for peace and co-existence, and Amal Murkus, an eminent Arab-Israeli singer and TV personality who is proud of her Palestinian roots and, like David Broza, is committed to equity, peace and co-existence. Also, an inspiring group of teenagers of the Jewish, Muslim and Christian faiths, called The Voices of Peace, became deeply engaged in the work of Operation Respect (OR) and recorded with Peter, David and Amal for the Israeli DLAM CD, containing six songs

in English, Arabic and Hebrew including OR's anthem, "Don't Laugh At Me." Educators from each of the four pilot schools participated in two-day training workshops led by OR's Education Director, Mark Weiss and senior trainer, Lynne Hurdle-Price, in October 2009. The program launch was supported by CET, that had translated the curriculum materials and the anthem of DLAM, into both Hebrew and Arabic, and adapted the activities so that they were culturally relevant to both Jewish and Arabic-speaking students. In preparation for the training, CET created a website for Operation Respect: Israel, and posted the translated program materials and music, which are available to be downloaded free of charge by educators throughout Israel, and beyond.

Throughout 2010, both Mark Weiss, by Skype, and the leadership of the CET, provided ongoing, direct, on-the-ground support to the participating schools, offering technical expertise and troubleshooting advice to the educators and school administrators implementing the program.

The DLAM implementation in Israel, according to an evaluation by CET and others, met with great

success and became a source of pride for the participating schools, the U.S. Embassy in Tel Aviv, CET and Operation Respect. The next step for OR's work in Israel includes a deepening of the program implementation with enhanced curricula and an assessment of success as measured by, among other things, a national standardized climate survey applied to all public schools in Israel. Such assessment will be a next step to producing hard data that can more comprehensively assess the impact of DLAM in the pilot schools and other schools that, in the future, will be adopting DLAM.

Peter Yarrow, Dr. Charlotte Frank and the Voices of Peace Youth Choir in Tel Aviv



Peter Yarrow singing to elementary school students in Bethlehem

In terms of long-term oversight in Israel, the leadership and staff of the CET will continue to provide on-the-ground support in the schools, lending assistance and guidance to each schools' staff, parents and teachers. Highlights from a CET evaluation of OR: DLAM's progress report from 2009-2010 are listed below:

Ibn Sina School

- Ridicule of children who look different has lessened significantly, compared with the beginning of the year.
- The program provided practical tools for solving specific social problems that arose in school.
- The program contributed to an

improvement in relations with the parents.

- Teachers showed greater compassion for their students.

Ganei Yaar School

- The program improved sensitivity, caring and compassion among the students.
- The song, "Don't Laugh at Me," helped certain children express pain over the behavior of others toward them, and as a result the others expressed empathy toward them.
- The program helped in resolving conflicts. As a result of a quarrel that broke out during a sports lesson, the students began using the tools that they learned in the classes, and ultimately decided to

resolve the quarrel through a group hug.

- The program improved the atmosphere in the classrooms.

Al-Rashadiya School

- The students developed strong ties to the program, looked forward to the lessons and participated enthusiastically.
- According to the school's coordinator, the students now have a new conception of ridicule; they now see it as violence.
- Within the staff room, teachers began speaking in terms of feelings.
- Relations between students and teachers improved.

Naomi Shemer School

- The program improved the students' level of consideration for one another during joint activity, for example, in selecting class basketball teams for a school tournament.
- As a result of the program, the children learned not only to identify their feelings, but also the situations that led to those feelings.
- Some of the students displayed more empathy toward their friends. For example, they took care of friends injured during games, and were more willing to assist classmates who were unwell.
- The program contributed to a change in thinking processes and behavior among the students.

In November 2010, the CET hosted a conference in Tel Aviv in order to introduce DLAM to a number of additional schools who will be implementing the program in 2011. Counselors and school coordinators from 22 schools participated in this conference. Representatives from the Ministry of Education, who are in charge of assimilating DLAM in the schools, were involved in the planning of this event, and Elena Mischel and Leslie Smith, representing the U.S. Embassy, participated as well. The conference included a presentation of the DLAM program, with highlights of success from the four pilot schools that participated in the project. Educators also had the opportunity to participate in DLAM activities and expressed a great deal of enthusiasm about implementing the program in the future.

Galit Binyamin from the Ministry of Education agreed to support the counselors on a monthly basis and CET will visit participating schools to follow their general progress. The CET will also offer distance learning opportunities through monthly web meetings focused on conflict resolution, anger management and empathy so that teachers and counselors will be able to meet once a month on the internet, listen to a lecture given

by an expert on a related topic, and share their questions and problems with one another. This will serve as a model for developing a similar distance learning opportunity in the United States.

Operation Respect Ukraine

OR has entered into an exciting new partnership with the U.S. Embassy in Kyiv, the American Peace Corps in Ukraine, YMCA Ukraine, and Alternative-V (a youth-serving NGO in Ukraine), to introduce and implement DLAM in schools throughout this country. This initiative was initiated by Robert Schlehuder, a young Peace Corps volunteer, who had the idea that OR could be very meaningful to the students in Ukraine who, like children and youth in America, are burdened by bullying, ridicule and emotional as well as physical violence. Initially, Bob contacted OR to express his interest in introducing the DLAM program to schools in Ukraine by combining the work of Ukrainian teachers with the help and assistance of U.S. Peace Corps volunteers slated for an educational outreach to Ukrainian schools. (Ukraine has the largest cohort of Peace Corps volunteers of any country with approximately 400 new volunteers starting in any one year with the majority slated for positions as teachers in Ukrainian schools.)



Peter and Bethany Yarrow visit a Peace Corps school in the small Ukrainian village of Volodarsk-Volensk

Nastia (left) enjoys the Operation Respect concert, Nastia and her classmates were the first to translate and sing "Don't Laugh at Me" in Ukrainian

Following meetings with the U.S. Embassy in Kyiv, and overseas conversations with Mark Weiss and Elizabeth Kolodny, the U.S. Embassy agreed to fund the launch of the DLAM program in Ukraine, which included underwriting the tasks of translating the DLAM program written materials and music into the Ukrainian language, professional development workshops for Peace Corps volunteers and Ukrainian educators, concerts by Peter Yarrow along with his daughter and son, in Ukraine, and the production of a CD with the basic 5 songs of DLAM music recorded in Ukrainian, in English and both languages combined. Robert Schlehuder did a wonderful job of organizing this effort in Kyiv, developing partnerships with local NGOs, recruiting Peace Corps leadership and volunteers to participate in the program, and arranging all of the logistics surrounding the training and interfacing the various stakeholder groups. Amazing work!

Peter, Bethany and Christopher Yarrow traveled to Kyiv, along with Mark Weiss, OR's Education Director, December 14-22, to launch the DLAM Program in this region. On December 15th, Peter and Christopher Yarrow gave a concert, with discussions of OR: DLAM at the Peace Corps Conference in Kyiv,

which included 75 volunteers and their Ukrainian counterparts.

Following the Peace Corps conference, Mark Weiss trained teams of representatives from the Peace Corps, YMCA and Alternative-V to become OR trainers, equipping them to train educators throughout Ukraine who could then implement the program in their schools in future adoptions of DLAM. Training trainers at the local level builds capacity for the program to continue and expand in other regions of the country.

On December 18th, Peter, Bethany and Christopher presented a free concert to build awareness and celebrate the launch of the Operation Respect: Ukraine outreach. It was held at Ukrainian House in Kyiv, and the Yarrows performed with the renowned Ukrainian folk/rock singer, Maria Burmaka. Peter also joined Maria Burmaka in the recording studio to produce the Ukrainian versions of the basic DLAM songs. A group of master conducting students, from the Music Academy in Kyiv, sang a beautiful, Ukrainian-type arrangement as background on the recordings. Included in Maria Burmaka's history is the fact that she was actively engaged in Ukraine's Orange Revolution. As a positive activist for a caring,

equitable society, we are delighted to have Maria be a part of OR's work and are sure that she will be a wonderful spokesperson, ongoing, for OR in the same way in which David Broza and Amal Murkus have been wonderful spokespersons for OR: Israel.

OPERATION RESPECT: NATIONAL INITIATIVES

United Voices for Education

The United Voices for Education (UVE), a coalition of 42 educational organizations convened through the efforts of OR, comprises a broad constituency that includes a great majority of the educators and educational advocates in America. The fundamental purpose and philosophy of UVE coincides with the vision and goals of OR. OR advocates, along with UVE, for all schools to create bully-free, safe and respectful environments that are conducive to learning and the healthy growth of children and youth. UVE and OR believe that this objective can best be reached by ensuring that whole child education becomes the universal educational paradigm of the United States. Whole Child Education means that education includes the social and emotional development of children and youth, equally prioritized with the attention given to the development of students' academic



Positive hip-hop artist, Baby Jay with elementary school students in New York City

skills. Thus, all the needs of the whole child are met and progress in all these arenas can proceed in an integrated fashion. UVE and OR are doing all they can to assure that this concept is prioritized as a central construct in the reauthorization of the Elementary and Secondary School Act/ No Child Left Behind (ESEA/NCLB).

In 2010, the UVE Steering Committee worked to mobilize the united strength of UVE to advance education policy and practice reform coincident with UVE's objectives, and those of OR. On January 13th, the UVE leadership held separate

meetings in Washington, DC, with Jim Shelton, Assistant Deputy Secretary of the Office of Innovation and Improvement at the U.S. DOE; Jon Vaupel, Special Assistant in the Office of Planning, Evaluation and Policy Development at the U.S. DOE; Speaker Pelosi Staff Members: Dick Meltzer, Legislative Director and Erik Stallman; and Education Policy Advisor and Alex Nock of the Education and Labor Committee. The purpose of these meetings was to present UVE's perspective and to discuss ways the UVE coalition might work together with the U.S. DOE to achieve mutual goals and to ascertain the status of the

reauthorization of ESEA (NCLB), the present overarching education policy of the U.S. government. The objective of the meeting was to create new avenues for UVE to weigh in on and potentially impact the outcome of the new legislation.

On March 13th, U.S. Secretary of Education Arne Duncan released the administration's plan re: the reauthorization of ESEA, which includes efforts to address complaints, shared by OR and UVE, that NCLB focuses too narrowly on student test scores and therefore encourages "teaching to the test", a pedagogically dubious, at best, perspective for education. The richness of education that is needed for healthy development of students is greatly diminished by this practice that focuses on STEM subjects at expense of the subject matter that leads to creative thinking, more complex problem solving, and the

Student leaders lend a hand in New York City



imperative development of the character of children and youth who need to grow to be good citizens of society, engaged and involved in the broader issues of society's progress, and concerned and involved members of our democracy.

The plan offered by Arne Duncan maintains the current focus on improving the performance of particular student groups, using disaggregated data to track each group separately, however, happily, it goes beyond the emphasis on test scores in assessing schools' performance and also reports on factors such as attendance, course completion, and school climate. This new plan would also permit states to expand the subjects tested to include others, beyond reading and mathematics.

This positive, and hopeful, shift (from our point of view) may be, in part, the result of UVE's advocacy efforts to date, which included meetings with Secretary Duncan in 2009, as well as meetings with Senator Tom Harkin, Chair of the Senate Committee on Health, Education, Labor and Pension (HELP) and key congressional staff involved in drafting the legislation. If so, we feel fortunate to have been a factor in creating this more positive perspective at the DOE. If not, it was a good effort to advance, then, and

it shall continue to be an important part of OR's and UVE's advocacy in the future. The achievement of a shift in educational policy to a whole child approach might very well signal some powerful changes in the whole culture of the United States, one in which the general disposition toward civility and fairness, kindness and cooperation, can help us rid ourselves of the current epidemic of bullying and mean-spiritedness, seen not only amongst children and youth, but modeled every day on TV reality shows and in real life by people in the media, and people in all walks of American life.

On May 7, 2010, Operation Respect submitted UVE's recommended changes to ESEA/NCLB to Senator Harkin, in response to his call, as Senate Chair of the committee that addresses education, as well as health and labor, for comments on the reauthorization process. UVE will continue its work to help counteract the unintended negative consequences of NCLB, including the narrowing of the curriculum to exclude the arts, periods of time allotted to pure play, the inclusion of humanities in the core curriculum, the study of civics, the development of skills that lead to complex problem solving, as well as the emotional and social well-being of students.

New York City: Professional Development and School-Based Programs Continue

RESPECT FOR ALL INITIATIVE

In 2010, Operation Respect continued to offer Respect for All workshops, through the New York City Department of Education's Office of School and Youth Development, and in partnership with the Anti-Defamation League (ADL); the Gay, Lesbian and Straight Education Network; and the Morningside Center for Teaching Social Responsibility. Thousands of school staff from NYC elementary, middle and high schools throughout NYC have participated in these anti-bullying workshops. The primary message conveyed through this initiative is that all students deserve a safe, supportive school

environment, free of bullying and bias-based behavior, which goes to the heart of Operation Respect's mission. Operation Respect is also participating in a new effort, launched in September 2010, by the NYC DOE, to introduce a diversity curriculum to teams of high school teachers throughout NYC to give them another effective tool to help prevent bias-based harassment in their classrooms and schools.

PS175, Bronx, NY

In April 2010, the NYC DOE provided funding for Operation Respect to offer student and staff development workshops at PS 175 in Bronx, NY. Our work in this school focused on

building respectful environments and diminishing bullying behaviors by developing and training youth leadership to implement DLAM lessons in classrooms with their peers. The principal at PS 175 was extremely pleased with the results of our intervention, and as a result, allocated school funds to continue the Operation Respect intervention in her school throughout the 2010-2011 school year.

PS 14, Staten Island, NY

PS 14, a K-5 elementary school located in the middle of a low-income housing project in Staten Island, has experienced positive school climate transformation

The primary message conveyed through this initiative is that all students deserve a safe, supportive school environment, free of bullying and bias-based behavior, which goes to the heart of Operation Respect's mission.

as a result of Operation Respect interventions over the past several years. Our work included the implementation of DLAM in classrooms throughout the school, led by trainer Javier Diaz, assembly programs with Mark Weiss and Baby Jay, and assemblies and songwriting workshops with Steve Seskin.

This school was a part of the NYC DOE school intervention project, sponsored by the Office of School and Youth Development. Although the project ended in June 2009, the NYC DOE was so pleased with the progress made at this school that it enlisted Operation Respect

to continue working with PS 14 throughout the 2009-2010 and 2010-2011 school years.

IS 73, Queens, NY

In the fall of 2010, the NYC DOE enlisted Operation Respect to provide a comprehensive intervention at IS 73, a middle school in Queens whose vision is to create a school environment where students are encouraged to make positive choices both academically and behaviorally. Operation Respect worked with all of the students in the 7th grade to build respect and community throughout the school, providing student and staff development sessions and assembly

programs as well. This intervention will continue throughout the spring of 2011.

MS 366, Brooklyn, NY

In the spring of 2010, the NYC DOE enlisted Operation Respect to intervention at MS 366 in Brooklyn. Our work in this school focused on building respectful environments and diminishing bullying behaviors by developing and training youth leadership to implement DLAM lessons in classrooms with their peers. The principal of this school was extremely pleased with the results of this intervention, which had a positive impact on student attitudes and behaviors.



Assembly with Baby Jay, and Mark Weiss and student leaders and "Ally Tree" in New York City Schools



Songwriting workshop with Steve Seskin and middle school student leaders promote respect in New York City



Ongoing “Don’t Laugh at Me” Program Dissemination

Since its inception, Operation Respect has provided over 170,000 copies of DLAM to educators and administrators throughout the United States and the world. In 2010, Operation Respect disseminated 8,000 copies of DLAM. Approximately 7,000 requests were processed through the Operation Respect website and distributed free of charge courtesy of the McGraw-Hill Companies. The remaining 1,000 were disseminated through the Operation Respect office, professional development workshops, education associations and conferences.

Professional Development in the United States and Abroad
Operation Respect continues to offer professional development workshops that provide educators with the skills and confidence they need to launch DLAM successfully in their schools and communities. To date, over 45,000 educators have participated in these workshops. In 2010, Operation Respect trained educators in the United States and Ukraine to implement DLAM. Additionally, a select group of educators in Ukraine were chosen to participate in follow-up training sessions to give them the skills they need to provide ongoing training for educators

implementing the DLAM program. Operation Respect also provided “Respect for All” workshops for hundreds of educators from middle schools and high schools throughout New York City.

Presentations by Peter Yarrow, Operation Respect Staff and Allies
Since Operation Respect’s inception, Peter Yarrow and our team of speakers and performers have addressed over 500,000 educators, educational leaders, parents, students, policy makers and community members throughout the world. In 2010, Operation Respect continued to

provide presentations advocating for the creation of safe, respectful and compassionate environments for children and youth.

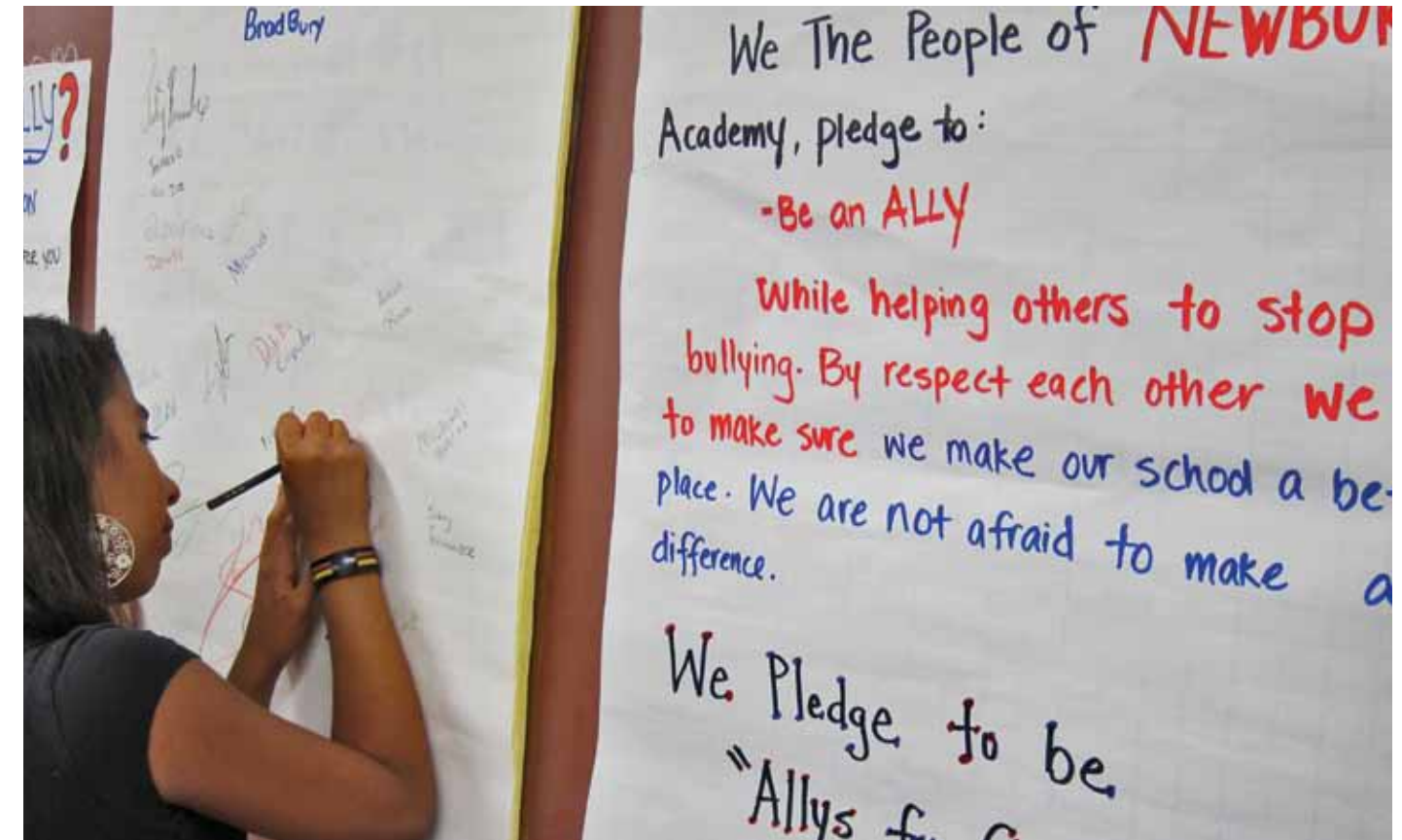
Projected Priorities of Operation Respect in 2011

- Broaden the dissemination and adoption of the DLAM program in the United States and internationally.
- Expand DLAM and other professional development opportunities for educators in the arenas of the social and emotional development of children and youth.
- Seek funding for an experimental model, evaluation and assessment

Peter Yarrow and Doug Teschner, Peace Corps Ukraine Country Director



New York City middle school student pledges to be an “Ally for Change”



of DLAM’s efficacy to better understand and validate its positive impact, domestically and internationally, and ascertain ways to improve DLAM and integrate it with other interventions and strategies of similar purpose and intent.

- Continue the collaboration with the Office of School and Youth Development at the New York City Department of Education.
- Develop Partnership with the Peace Corps in the United States with the goal of replicating the

Ukraine implementation model in other countries in which the Peace Corps is actively engaged.

- Expand Operation Respect Israel efforts to include the development of a partnership between health care providers and educators, in an effort to more effectively combat bullying and youth violence.
- Disseminate a “Tribute to Teachers” Guide to accompany the dissemination of an expanded PBS “Tribute” DVD, free of charge.
- Expand the work of the United Voices for Education to facilitate

and broaden its advocacy initiatives to improve the education of all children through adoption of whole child education as America’s primary educational model, focusing on the formulation of improved educational policy during the reauthorization of ESEA.

- Extend the use and dissemination of Operation Respect’s Newspapers in Education materials.
- Continue to develop an effective Board of Directors with new and expanding skills, resources



LEFT Baby Jay with middle school students in New York City



RIGHT Peter Yarrow, Musical Director, Idan Toledano, Dr. Charlotte Frank and Hadas Kaplan, Deputy Director of the Arab-Jewish Community Center in Jaffa

LEFT Maria Burmaka, highly respected Ukrainian singer, and Peter Yarrow in concert at the Ukraine House, Kyiv



RIGHT Peter Yarrow with elementary school students in Bethlehem



Operation Respect would like to thank The McGraw-Hill Companies and Dr. Charlotte Frank, Senior Vice President of Research and Development for McGraw-Hill Education, the educational division of the Corporation, for their most generous support since Operation Respect's inception. Operation Respect would also like to thank Sue Pearsall, for donating her time and talent to design this annual report and The McGraw-Hill Companies for underwriting the cost of printing.



Operation Respect depends on the generous support of individuals, corporations, foundations and governments. Many donors have contributed to make it possible for us to survive and thrive and increase our effectiveness. Our thanks go out to each and every one of them. Thousands of classrooms are evolving into safer and more respectful learning environments because of all who help us. We appreciate and value your support, offered in so many ways, more than we can ever express.

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Special Thanks to:

Dr. Charlotte K. Frank
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December 31,	2010	2009
ASSETS		
Cash	\$141,305	\$199,646
Certificates of Deposit	\$175,513	\$100,219
Total Cash and Certificates of Deposit	\$316,818	\$299,865
Contributions Receivable	\$10,250	\$49,170
Other Receivables	\$82,850	\$70,855
Computer Equipment, net of accumulated depreciation of \$32,158	\$1,432	—
Total Assets	\$411,350	\$419,890
LIABILITIES AND NET ASSETS		
Liabilities—accounts payable and accrued expenses	\$18,596	\$23,528
Net Assets:		
Unrestricted	\$308,104	\$298,385
Temporarily restricted	\$84,650	\$97,977
Total Net Assets	\$392,754	\$396,362
Total Liabilities and Net Assets	\$411,350	\$419,890

The Statement of Financial Position and Statement of Activities on the following page were derived from the 2010 financial statements audited by our independent accountants, West, Rhode and Roberts. A copy of the audited financial statements and form 990 for 2010 are available upon request.

Year ended December 31	2010			2009
	UNRESTRICTED	TEMPORARILY RESTRICTED	TOTAL	SUMMARIZED COMPARATIVE INFORMATION TOTAL
REVENUES AND SUPPORT				
Contributions:				
Individuals	\$90,291	—	\$90,291	\$95,703
Foundations and corporations	\$21,110	\$10,000	\$31,110	\$38,796
Contributed goods and services	\$398,507	—	\$398,507	\$362,159
Total contributions	\$509,908	\$10,000	\$519,908	\$496,658
Educational workshops and performance fees	\$239,591	—	\$239,591	\$255,998
Loss on sale of investment	(178)	—	(178)	—
Interest	\$1,310	—	\$1,310	\$5,360
Net assets released from restrictions, satisfaction of program restrictions	\$23,327	(\$23,327)	—	—
Total Revenue	\$773,958	(\$13,327)	\$760,631	\$758,016
EXPENSES AND LOSSES				
Program services	\$574,067	—	\$574,067	\$528,579
Management and general	\$140,331	—	\$140,331	\$178,670
Fundraising	\$49,841	—	\$49,841	\$49,644
Total Expenses	\$764,239	—	\$764,239	\$756,893
Change in net assets	\$9,719	(\$13,327)	\$3,608	\$1,123
Net assets at beginning of year	\$298,385	\$97,977	\$396,362	\$395,239
Net Assets at End of Year	\$308,104	\$84,650	\$392,754	\$396,362

Staff

Peter Yarrow, Co-Founder and President
 Mark Weiss, Education Director
 Elizabeth Kolodny, Program Director
 Maryam Williams, Administrative Assistant

Trainers

Edwin Figueroa, Deputy Director, Effective Alternative in Reconciliation Services
 Javier Francisco Diaz, Consultant
 Lynne Hurdle-Price, President, Hurdle-Price Professionals
 Linda Lantieri, Director, Project Renewal
 Marcy May, Executive Director, Effective Alternative in Reconciliation Services

Presenters

Jonathan "Baby Jay" Gutierrez
 Steve Seskin
 Bethany Yarrow and Rufus Cappadocia
 Peter Yarrow

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 Mark Weiss



LEFT Peter Yarrow with middle school students in Ukraine



RIGHT Peter Yarrow with elementary school students in Bethlehem

LEFT Entrance to Wi'am Palestinian Conflict Resolution Center, an ally of Operation Respect



RIGHT Peter Yarrow with the Voices of Peace in Tel Aviv





Operation Respect is a public charity under sections 501c(3) and 509(a)(1) of the Internal Revenue Code.
Our 2010 Form 990 is available upon request.

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