POSITIVE SCHOOL CLIMATE: BULLYING AND HARASSMENT PREVENTION AND EDUCATION

COLORADO SCHOOL RESOURCE GUIDE

June 2016

This guide is updated annually. For the latest information between printings, please check the online version at www.Colorado.gov/cssrc.

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1. Bullying negatively impacts the academic, emotional and physical wellbeing of students.

2. Building a positive school climate should be the focus of an effective bullying and harassment prevention plan because kids need to feel safe and supported in order to succeed in school.

3. Every school needs to adopt and implement best practice bullying and harassment prevention approaches.

4. An effective bullying and harassment prevention program is one that's integrated into the academic and social environment of a school on an on-going basis.

5. Bullying, cyberbullying, and harassment prevention policies and practices must directly address the needs of students most impacted by bullying. Policies must clearly state that bullying and harassment based on sexual orientation, gender identity, race, ethnicity, religion, sex or ability is strictly forbidden.

6. All people are negatively impacted when bullying is a problem in school, including targets, kids who bully, bystanders, and school staff. A collaborative, community approach is necessary to decreasing bullying in schools.

7. Adults have a responsibility to model appropriate language and behavior.

8. Every bullying incident must be responded to immediately and appropriately. However, not all conflict is bullying. Bullying involves an imbalance of power and intent to cause harm.

9. Bullying and harassment take many forms including cyberbullying; physical, sexual and verbal intimidation; and relational and physical aggression. Some forms of bullying may rise to the level of criminal acts including sexual and physical assault and must be handled as such.

10. School districts may violate civil rights statutes and the U.S. Department of Education's implementing regulations when peer harassment based on race, color, national origin, sex (including gender-based sexual harassment), or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

    For additional resources:
    www.stopbullying.gov
    www.Colorado.gov/CSSRC
    www.coloradoedinitiative.org
    www.glsen.org

Developed by the Bullying Prevention Working Group, May, 2011. These messages are not meant to serve as specifics of policy instruction or details of a best practice framework, but are suggested as general messaging principles.

II. TEN BEST PRACTICES IN BULLYING PREVENTION

1. **Make bullying prevention an integral and permanent component of focusing on the overall school climate and culture.**
   a. Bullying prevention should be an ongoing part of creating a safe, respectful environment for all students, staff and parents.
   b. Use of a program may be part of prevention efforts, but prevention work should be integrated into all facets of the school climate.

2. **Establish support and coordination of bullying prevention activities.**
   a. Form and utilize a team to address bullying prevention efforts.
   b. Team should consist of representation from administration, all staff, and parents.
   c. Give young people an active and meaningful role in bullying prevention efforts.
   d. A student advisory group or other strategies will assist in securing buy-in from students.

3. **Regularly assess the bullying and school climate at your school.**
   a. School climate assessments will give you a baseline as well as help you decide what types of interventions would be most effective to address the issues at your school.
   b. Assessing the climate will also help everyone in the school get on board with trying to create a safer climate.
   c. Regularly re-administer assessments to monitor progress and improve and update efforts. (For a school climate toolkit please contact Colorado Department of Education at www.cde.state.co.us/ or the Colorado School Safety Resource Center at www.Colorado.gov/CSSRC).

4. **Establish and consistently enforce school rules and policies related to bullying prevention and intervention.**
   a. Review bullying policies and rules to be sure they are clearly defined and cover all types of bullying behaviors. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services as outlined in C.R.S. 22-32-109(1)(11)(I) *(http://cdpsdocs.state.co.us/safeschools/Legislation/C.R.S.22-32-109.1-2015.pdf)*. Some forms of bullying may rise to the level of criminal acts including sexual and physical assault and must be handled as such.
   b. Rules, policies, and interventions need to address all school populations.
   c. Policies should also encourage active participation in stopping bullying behavior observed by staff and students.
   d. Consequences need to be clear and consistently enforced.
      e. See *Dear Colleague Letter, U.S. Department of Education, Office of Civil Rights, October 2010* (*http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf*), regarding bullying and harassment.
      f. See *Dear Colleague Letter, U.S. Department of Education, Office of Special Education and Rehabilitative Services, August 2013* (*https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf*), regarding bullying and harassment of students with disabilities.
   g. See Colorado legislation relating to bullying at www.Colorado.gov/CSSRC
      i. SB 01-080, Bullying: School Violence

    ii.   HB 05-1036, School District Internet Safety Plan
   iii.   HB 11-1254, Bullying in Schools
   iv.   HB 12-1345 / SB 12-046, School Finance and School Discipline

5. **Provide ongoing training for *all* staff in bullying awareness, prevention, and appropriate interventions.**

        h. School staff members need skills in best practices for responding to bullying immediately. See StopBullying.gov webpage: *Stop Bullying on the Spot* (*http://www.stopbullying.gov/respond/on-the-spot/*).

    i. Communicate clear expectations for staff and appropriate use of consequences for bullying behavior.

    j. Staff should be trained in understanding the difference between normal conflict and bullying.

        k. School staff also need to know how best to support those who have been bullied. See StopBullying.gov webpage: *Support Kids Who are Bullied* (http://www.stopbullying.gov/respond/support-kids-involved/#support).

6. **Increase adult supervision in "hot spots" where bullying occurs.**

    l. Climate assessments can identify hot spots.

   m. Increased staff supervision can go a long way to reducing bullying behaviors.

7. **Intervene immediately, consistently, equitably and appropriately when bullying occurs.**

    n. Immediate response by staff will create teachable moments

    o. Some students will also need individual follow-up, both those who have been targets or those displaying bullying behaviors.

8. **Focus some class time on bullying prevention efforts.**

    p. Integrate time for teaching and empowering students in bullying awareness and skills for appropriate response and reporting into class time and other activities.

    q. Bullying prevention needs to be integrated into good classroom management and peer relationship building.

    r. Anti-bullying themes and messages should be incorporated throughout the school curriculum.

9. **Develop cultural competency strategies, skills, and use programs that are inclusive.**

    s. Demonstrate and reinforce respect for differences.

    t. Enhance communication and relationship building skills.

10. **Continue efforts over time.**

    u. Good bullying prevention is on-going.

    v. Bullying prevention should be woven into the school environment.

Adapted from Stop Bullying Now: Best Practices (http://www.stopbullying.gov/news/media/bestpractices/) and Understanding the Roles of School Administrators in Community-Wide Bullying Prevention Efforts (https://www.stopbullying.gov/prevention/training-center/hrsa_guide_school-administrators_508.pdf),U.S. Department of Education and U.S. Department of Health & Human Services.

1. **Zero tolerance policies/student exclusion policies**
   a. May affect a large number of students.
   b. May discourage students from reporting bullying.
   c. May prevent students from receiving much needed help and interrupt learning.
   d. Bullying behavior can be an early marker for other problem behaviors.
   e. Not recommended as a broad-based policy.

2. **Conflict resolution and peer mediation**
   a. Bullying denotes a power differential and therefore is a form of victimization, not conflict.
   b. Mediation can further victimize a child who has been targeted.
   c. It may send the wrong message. The appropriate message for the one who is bullying is "Your behavior is inappropriate and must be stopped." The appropriate message for the one being bullied is "No one deserves to be bullied and we are going to do everything we can to stop it."
   d. No evidence supports the effectiveness of mediation in bullying situations.

3. **Group treatment for children who bully**
   a. Often counter-productive for those with bullying behaviors as it may reinforce unwanted behaviors.
   b. One-on-one intervention is more helpful when possible to deal with anger management, skill-building, empathy building and seeking ways to build the self-esteem of those displaying bullying behaviors.

4. **Simple, short-term solutions**
   a. One-time efforts as the topic of a staff in-service, PTA meeting, school-assembly or lessons taught by individual teachers have not proven effective.
   b. Bullying prevention efforts need to be coordinated and integrated into an overall plan for building a positive school climate.

Adapted from Stop Bullying Now: [Misdirections in Bullying Prevention and Intervention](https://www.stopbullying.gov/prevention/at-school/educate/misdirections-in-prevention.pdf) *(https://www.stopbullying.gov/prevention/at-school/educate/misdirections-in-prevention.pdf), U.S. Department of Education and U.S. Department of Health & Human Services.*

IV. QUESTIONS TO ASK AS YOU EXPLORE THE USE OF AN INTERVENTION

1. **Implementation –**
   - How will this program or practice integrate as part of your overall positive school climate effort?
   - Where has this intervention been implemented? In what settings? With what populations?
   - What are the challenges for effective implementation? How might these challenges be overcome?
   - What common mistakes have been made and how can we avoid them?
   - Can we obtain contact information for two or three directors of implementation sites that are currently in the process of implementing this intervention?

2. **Adaptations –**
   - Has this intervention been adapted in any ways that might be relevant to its implementation at our school?
   - Are there "core components" that must be implemented and/or should not be adapted?

3. **Staffing –**
   - What are the staffing requirements (number and type)?
   - What are the minimum staff qualifications (degree, experience)?
   - What methods are used to select the best candidates (philosophy, skills)?
   - Is there a recommended practitioner-to-client ratio?
   - Is there a recommended supervisor-to-practitioner ratio?

4. **Quality Assurance Mechanisms –**
   - What are the core components that define the essence of the intervention?
   - How are supervisors prepared to provide effective support for practitioners?
   - What is the supervision protocol for providing effective support for practitioners?
   - What practical instruments are available to assess adherence and competence of the practitioner's use of the intervention's core components?
   - What tests have been done to ensure the validity and reliability of the fidelity instruments?

5. **Training and Technical Assistance Needs –**

   - Is training required before a site can implement this intervention?
   - Who conducts the training and where is it conducted?
   - Can staff at implementation sites be certified to conduct the training?
   - Who is typically trained (practitioners, staff selections interviews, staff trainers, staff supervisions/coaches, agency administrators)?
   - What is the duration of the training (hours, days)?
   - Is retraining required/available?
   - What on-site assistance is provided by the developer, if any?
   - How long does it usually take for a new implementation site to become a high-fidelity user of the intervention?

6. **Costs –**

   - How much does it cost to secure the services of the developer? What is included in that cost?
   - If the intervention costs more than my budget allows, is there a way to implement only part of the intervention?
   - Do costs include salaried positions? In-kind costs? Special equipment?

Adapted from National Registry of Evidence-based Programs and Practices (http://www.nrepp.samhsa.gov/01_landing.aspx) – Questions to Ask as You Explore the Possible Use of an Intervention (http://www.nrepp.samhsa.gov/Docs/Questions_To_Ask_Developers.pdf).

NOTE:
This guide includes a variety of resources that may help to address bullying prevention and education in Colorado schools. It is a compilation of information and not an endorsement of any specific program or service by the Colorado School Safety Resource Center of the Department of Public Safety.

V. COLORADO AGENCIES AND ORGANIZATIONS

1. Anti-Defamation League

http://denver.adl.org/
Address: 1120 Lincoln Street, Suite 1301, Denver, CO 80203
Contact person and title: Tara Raju, Project Director, Education
Email: Denver@adl.org
Telephone: 303-830-7177

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Training for students/youth

a. No Place for Hate® Campaign

Description	The No Place For Hate® campaign, coupled with ADL's A WORLD OF DIFFERENCE® Institute training programs, are about change. No Place for Hate® provides leadership development to students in their schools by asking them to organize and lead their school community through events, activities, and workshops which increase awareness and education around the issues of diversity, respect and prejudice. The No Place For Hate® campaign's anti-bias trainings are designed to reach the K-12 audiences and assist schools in setting a standard of respect for diversity and anti-bias efforts that will mobilize the school community to take action.
Target Audience	K-12 Community – students, educators, parents, community members, staff
Content of the program or services	The No Place for Hate® campaign is a yearlong commitment that empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry. Upon completion of 5 required steps, a school will be designated No Place for Hate® For more information or to sign up your school, visit www.adl.org/noplaceforhatedenver.
Cost	There is a nominal fee to schools.

b. ADL's A WORLD OF DIFFERENCE® Institute

Description	ADL's A WORLD OF DIFFERENCE® Institute is a provider of anti-bias education and diversity training programs and resources. The Institute seeks to help participants: recognize bias and the harm it inflicts on individuals and society; explore the value of diversity; improve intergroup relations; and combat racism, anti-Semitism and all forms of prejudice and bigotry.
Target Audience	Programs and resources for students, educators and families from Pre-K to the college level, as well as programs for community organizations.
Content of the program or services	(See description above) Programs are customized for each institution, organization or community group and include issues and topics ranging from cyberbullying to heterosexism and homophobia to building bridges of cross-cultural understanding and mutual respect. ADL has also created a wealth of online resources which can be found at http://www.adl.org/education-outreach/. This site features: Bullying & Cyberbullying *(http://www.adl.org/education-outreach/)*, a collection of bullying specific resources, Curriculum Connections *(http://www.adl.org/education-outreach/lesson-plans/#.V04EOjUrK70)* a series of free anti-bias lesson plans for K-12 educators and Current Events Classroom *(http://www.adl.org/education-outreach/lesson-plans/cec-lessons.html#.V04EyjUrK72)* a collection of timely and relevant brief lesson plans that assist K 12 educators in teaching news topics and other issues of the day. Each lesson helps students analyze the topic through an anti-bias, diversity and social justice lens.
Cost	Contact ADL for further information

2. Center for the Study and Prevention of Violence, University of Colorado, Boulder

http://www.colorado.edu/cspv/
Address: 1440 15th Street, UCB 483, Boulder, CO 80302
Contact person and title: Delbert Elliott, Ph.D., Distinguished Professor Emeritus and Founding Director; Beverly Kingston, Ph.D., Director
Email: Delbert.Elliott@colorado.edu; Beverly.Kingston@colorado.edu
Telephone: 303-735-1065 or 303-492-9046
Survey Contact person and title: Sabrina Arredondo Mattson, Ph.D., Research Associate
Email: Sabrina.Mattson@colorado.edu
Telephone: 303-735-1633

Programs or services for schools or youth:	Consultation to schools and community organizations Information about effective violence prevention programs	Online school climate surveys (students, staff & parents) Training for parents Training for school staff

0Safe Communities-Safe Schools (including Blueprints for Violence Prevention)	
Description	Collaborative that promotes a data-driven approach to a positive school climate
Target Audience	Schools, law enforcement, mental health, policy makers

Content of the program or services	CSPV offers climate surveys that are anonymous, confidential, and available online. The surveys measure risk and protective factors for violence and problem behaviors and a report for the school is generated online when surveys are completed. The student surveys also include an in-depth assessment of the school climate and bullying at school.
	 1. The Barometers of School Safety (sample surveys):
	    – SPARK: Elementary Student Survey, grades 3 up, 30 min
	     http://www.colorado.edu/cspv/safeschools/assessments/ElementaryCore.pdf
	    – VOLT: Middle/High Student Survey , 45 min
	     http://www.colorado.edu/cspv/safeschools/assessments/LimitedMHSCoreSurvey.pdf
	    – CHARGE: Administrator/Staff Survey, 10 min
	     http://www.colorado.edu/cspv/safeschools/assessments/CHARGESample.pdf
	    – GRID: Parent Survey, 15 min
	     http://www.colorado.edu/cspv/safeschools/assessments/GRIDSample.pdf
	 2. Blueprints for Violence Prevention Programs
	    – Blueprints Programs *(http://www.blueprintsprograms.com/)*

Cost	Cost recovery fee for service. Contact Sabrina Arredondo Mattson 303-735-1633.

3. Colorado Civil Rights Division/Department of Regulatory Agencies

http://www.dora.colorado.gov/crd
Address: 1560 Broadway #1050, Denver, CO 80202
Contact person and title: Jennifer McPherson, Acting Director
Email: dora_CCRD@state.co.us
Telephone: 303-894-2997

Programs or services for schools or youth:	The Colorado Civil Rights Division works to eliminate discrimination in employment, housing and places of public accommodations through enforcement, mediation and education under Colorado Civil Rights law.

Colorado Civil Rights Training	
Description	Public Accommodation by students and parents against schools, some involving bullying/harassment by other students have been reviewed as well as discrimination claims by employees. The Division provides outreach and education to Coloradoans about anti-discrimination, laws and issues.
Target Audience	Education for administrators, faculty and students

Content of the program or services	Visit website at www.dora.colorado.gov/crd
Cost	No Charge

4. Colorado Department of Education – Positive Behavioral Interventions and Supports

http://www.cde.state.co.us/pbis
Address: 201 E. Colfax, Denver, CO 80203
Contact person and title: Lynn DeSousa, PBIS Statewide Coordinator or Dr. Scott Ross, Director of Office of Learning Supports
Email: DeSousa_L@cde.state.co.us or Ross_S@cde.state.co.us
Telephone: 303-866-6768

Programs or services for schools or youth:	Consultation to schools	Training for school staff
	Training for families	School Safety Advocacy

Colorado Positive Behavioral Interventions and Supports

Description	The mission of the Colorado Positive Behavioral Interventions and Supports (PBIS) Initiative is to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners in Colorado. To help accomplish this mission, Colorado PBIS trains and provides technical assistance to district and school leadership, staff, and families. The continuum of support provided includes assistance on the development and use of evidence-based systems, practices, and data to create and sustain positive school climate and cultures and safe school environments. Additionally, the Colorado PBIS Initiative provides specific professional development and technical assistance on evidence-based bully prevention and intervention within the framework of PBIS. This training and support focuses on teaching stakeholder groups about how to instruct and empower their staff and students in the use of effective bully prevention strategies. Extensive information on evidence-based practices and the PBIS Initiative is available on www.pbis.org and www.cde.state.co.us/pbis
Target Audience	PreK-12 students, families, school staff, and district and building administration
Content of the program or services	As applicable
Cost	There is no cost to participants for training or technical assistance. Districts and schools incur costs associated with coaching and release time for training of staff.

5. Colorado Education Initiative

http://www.coloradoedinitiative.org/
Address: 1660 Lincoln Street, Suite 2000, Denver 80264
Contact person and title: Finessa Ferrell, Director, Health and Wellness
Email: fferrell@coloradoedinitiative.org
Telephone: 720-502-4709

Programs or services for schools or youth:	Consultation to schools	Training for school staff
	School climate and culture resources	

Transforming School Climate Toolkit: Creating Safe, Caring and Engaging Schools

Description	This tool focuses on four strategies for transforming school climate:
	1. Empowering Students to be Change Agents
	2. Building a culture of Allies and Upstanders
	3. Facilitating Adult Practice Change
	4. Using Data to Drive Decisions
	In each section are "Seeing is Believing" videos that capture the work of schools and districts in Colorado as they implement these strategies. In addition, each strategy section is linked to the tools and resources created by schools to implement effectively, including the highly acclaimed Students Mentoring Students (SMS), a 13-week skill building curriculum taught by students to students.
Target Audience	The strategies are appropriate for educators at all levels; the schools examined in the toolkit are middle schools and high schools.
Content of the program or services	Visit http://www.coloradoedinitiative.org/resources/safe-welcoming-schools-resources/#.UzXBUvldV8E

Measuring School Climate: A Toolkit for Districts and Schools

Description	Effective approaches to addressing bullying focus on improving school climate as a key approach to prevent bullying in addition to teaching adults and students skills to appropriately respond to bullying when it occurs. We recommend that districts and schools focus on measuring school climate rather than narrowly focusing on measuring bullying.
Target Audience	Districts, School Administrators, Teachers, Parents, Community Agencies
Content of the program or services	Guidelines for measuring school climate, assessing readiness, obtaining parent consent, using multiple sources of data to monitor climate, conducting a focus group, communicating your results, and includes a comparison of common climate surveys http://www.coloradoedinitiative.org/resources/safe-welcoming-schools-resources/#.UzXBUvldV8E

Innovative Approaches in School Climate: Using Students as Agents of Change

Description	Empowering students to be upstanders and leaders of school climate and culture change will result in improved social, emotional, and mental health of students throughout schools.
Target Audience	Districts, School Administrators, Teachers, Students, Parents, Community Agencies
Content of the program or services	Visit http://www.coloradoedinitiative.org/resources/innovative-approaches-school-climate-using-students-agents-change/for a webinar on how students can transform school climate and culture.

Best Practices Guide for Healthy Schools

Description	School climate and culture best practices must include systemic improvements to student social, emotional and mental health supports.
Target Audience	Districts, School Administrators, Teachers, Students, Parents, Community Agencies
Content of the program or services	View the best practices guide for students' social, emotional and mental health. Learn about what school leaders, students, teachers, parents, and community members can do to improve school climate and culture by addressing the whole student's needs. http://www.coloradoedinitiative.org/resources/healthy-schools-best-practices-guides/#.Uzl-Rlf3J8E

Safe and Welcoming Schools

Description	Creating a Gay-Straight Alliance (GSA) is a research-based strategy to provide a safe space for our students who are lesbian, gay, bisexual, transgender (LGBT) and their allies to meet, talk, build community and foster a sense of attachment to school.
Target Audience	Districts, School Administrators, Teachers, Students, Parents, Community Agencies

Content of the program or services	View the Safe and Welcoming Schools Video Series to discover how you can create a positive, welcoming environment for all students. http://www.coloradoedinitiative.org/resources/safe-welcoming-schools-resources/#.UzXBUvldV8E
Colorado's Comprehensive Health and Physical Education Standards	
Description	Colorado has new comprehensive health and physical education standards, which include a focus on the **social and emotional health of students**. The new standards provide resources, curriculum organizers, tip sheets, curriculum unit samples and more to help educators embed social and emotional wellness lessons into the curriculum.
Target Audience	Districts, School Administrators, Teachers, Students, Parents, Community Agencies
Content of the program or services	Learn how you can teach emotional and social wellness to students as part of Colorado's comprehensive health and physical education standards. http://www.cde.state.co.us/cohealthpe
Cost	There is no charge for these Colorado Education Initiatives resources.

6. Colorado School Safety Resource Center/Department of Public Safety

www.Colorado.gov/CSSRC
Address: 700 Kipling Street, Suite 1000, Denver, CO 80215
Contact person and title: Christine Harms, MS, Director; Anthony Wyatt, School Safety Resource Specialist; Anna Gisetti, MA, School Outreach Consultant; Brad Stiles MA, Emergency Response Outreach Consultant; Margaret Ochoa JD, Child Sexual Abuse Prevention Specialist; Sarah Rose, Program Assistant
Email: CDPS_School_Safety_Center@state.co.us
Telephone: 303-239-4435

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Resources both on the web and at trainings
Customized programs for positive school climate, bullying, harassment and cyberbullying prevention and intervention strategies		
Target Audience	School staff, law enforcement, youth serving organizations and parents	
Content of the program or services	Training includes information and strategies about positive school climate, traditional bullying, harassment, cyberbullying, personal safety and preventing dating violence, including discussion of the vulnerability of all special populations. Distributes resources and recommendations regarding prevention, education, training and response to all forms of bullying and LGBT and other forms of harassment. Please see the website for more comprehensive information and resources on developing positive school climates and bullying prevention and intervention: www.Colorado.gov/CSSRC.	
Cost	All direct services are provided at no charge to schools/districts.	

7. Conflict Center

http://conflictcenter.org/
Address: 4140 Tejon St., Denver, CO 80211
Contact person and title: Carema Cook-Masaud
Email: carema.cook-masaud@conflictcenter.org
Telephone: 303-433-4983

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Training for students/youth

Conflict Center School Program	
Description	Consulting and educational services provided to schools
Target Audience	School communities in the Denver metro area
Content of the program or services	Offer schools a curriculum for managing social-emotional learning. Includes staff training, restorative justice programming, playground conflict managers and other auxiliary programs and services customized to each school's needs. Emphasis for this program is at the elementary school level (although programs will and do work with middle and high schools as well). Overview of Schools Programs *(http://conflictcenter.org/programs-classes/school-programs/)*
Cost	This is a year-long program supported by grants and contributions. Schools are asked to pay some portion of the cost to ensure adequate buy-in and support for the program. Fee is negotiable depending on school size, ability to pay, etc. For the 2013-14 school year, this cost-share from the schools averaged $3000 - $4000 per school year.

8. Facing History and Ourselves

https://www.facinghistory.org/

Address: 1031 33rd Street, Suite 231, Denver, CO 80205

Contact person and title: Heather Frazier, Senior Program Associate
Email: heather_frazier@facinghistory.org
Telephone: 303-316-4848

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Training for students/youth

Facing History and Ourselves on-going workshops, seminars and community events	
Description	Professional development and classroom resources (History/Literature) that are adaptable and flexible to fit diverse learning environments
Target Audience	Educators (primarily grades 6-12), school staff members, parents and parent groups, youth services organizations
Content of the program or services	Humanities focused on resources and teaching strategies to increase student engagement while supporting classroom work within Common Core/Colorado Academic Standards. Content themes including: Holocaust, Civil Rights Movement, *To Kill A Mockingbird*, American Eugenics movement, immigration, homophobia in history and many others. Facing History is a partner for the film BULLY *(https://www.facinghistory.org/books-borrowing/bully),* and offers *A Guide to the film BULLY: Fostering Empathy and Action in Schools* (*https://www.facinghistory.org/books-borrowing/guide-film-bully-fostering-empathy-and-action-schools*). The film BULLY *(https://www.facinghistory.org/books-borrowing/bully),* follows five stories of children and families who are affected deeply by bullying within the course of a school year. With intimate glimpses into homes, classrooms, cafeterias, and principals' offices, the film offers insight into the lives of bullied, ridiculed children. This film brings "small" instances into the spotlight creating a space to discuss the effects of bullying. The accompanying guide examines the personal stories of those bullied, and suggests that improving overall school climate takes fostering a reflective and engaging learning community.
Cost	No cost for calendared events, fee-based for on-site professional development.

9. Gay, Lesbian and Straight Education Network of Colorado (GLSEN – Colorado)

http://www.glsen.org/; http://www.coloradosafeschools.net/
Address: 5739 East Caley Avenue, Centennial, CO 80111-4204
Contact person and title: Nan Kratohvil, Co-Chair; Tracy Phariss, Co-Chair
Email: nanckr@gmail.com; tphariss@comcast.net
Telephone: 303-770-6530

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Training for students/youth

a. Gay/Straight Alliances

Description	Gay/Straight Alliances are student-run organizations, found primarily in high schools, that are intended to provide a safe and supportive environment for lesbian, gay, bisexual, and transgender (LGBT) youth and their straight allies (LGBTA).
Target Audience	High School Students – some Middle School Students
Content of the program or services	There are three basic types of GSA: support group, education of themselves and the larger community, activism. Most GSAs are a combination of these three types. All three types provide a social outlet. • Provide resources to local student clubs (e.g. copies of Jump-Starts, Days of Action materials, etc.). Coordinate communication between local student clubs. • Share No Name-Calling Week information and resources with schools at all levels, in coordination with local education and social justice groups.

b. Safe Space Project

Description	Designed to help educators create a safe space for LGBT youth in schools. This program provides concrete strategies for supporting LGBT students, educating about anti-LGBT bias and advocating for changes in your school. Shows how to assess the school's climate, policies and practices and outlines ways to advocate for change inside the school. Safe Space Kit *(https://www.glsen.org/sites/default/files/Safe%20Space%20Kit.pdf)*
Target Audience	Educational Staff
Content of the program or services	Provides strategies for supporting LGBT students.

c. Anti-Harassment and Privilege Trainings

Description	GLSEN distributes education material and holds anti-harassment and privilege workshops at conferences, school district trainings, and for pre-service school personnel. Training Opportunities *(http://www.glsen.org/educate/professional-development/workshops)*
Target Audience	School staff members and parents of students, as well as students
Content of the program or services	GLSEN Colorado has ensured that all staff developments are inclusive of sexual orientation and/or gender identity/expression issues. A new interactive workshop about privilege is being conducted and supports participants to discover how their own privileges influence their students. Train pre-service teachers (i.e. students in teacher prep. programs) on LGBT safe school issues.

d. Ready, Set, Respect!

Description	*Ready, Set, Respect!* (*http://www.glsen.org/readysetrespect)* provides a set of tools to help elementary school educators ensure that all students feel safe and respected and develop respectful attitudes and behaviors. It is not a program to be followed but instead is designed to help educators prepare themselves for teaching about and modeling respect.
Target Audience	Elementary school staff

Content of the program or services	The toolkit provides three sets of thematically developed and grade-specific lessons aligned with both Common Core and McRel standards as well as resources with which educators can extend learning or design other lessons. Each set of lessons is introduced with actual "teachable moments" encountered by educators in schools.
Cost of all programs	Variable

10. One Colorado

http://www.one-colorado.org/; **http://cogsanetwork.org/**
Address: 1490 Lafayette, Suite 304 Denver, CO 80218
Contact person and title: Daniel Ramos, Deputy Director
Email: cogsa@one-colorado.org
Telephone: 303-396-6172

Programs or services for schools or youth:	One Colorado Safe Schools Program and GSA Network. Policy, Advocacy, and Youth Organizing

Safe Schools Initiative	
Description	One Colorado is a statewide advocacy organization dedicated to securing protections and opportunity for lesbian, gay, bisexual and transgender (LGBT) people and their families. In partnership with education associations, communities and youth, the organization leads a safe schools initiative to assess Colorado's anti-bullying policies and offers tools and resources to create safe, inclusive schools for all students, including those who are LGBT.
Target Audience	Students, school staff and administration, parents, community members and elected officials
Content of the program or services	The program includes materials and resources to support the activities and programming of Gay-Straight Alliances. *That's So Gay: A Resource Guide for Ending Bullying and Harassment Against LGBT Students in Colorado Schools*. *(http://www.one-colorado.org/safe-schools-resource-guide/)* *Guidance for Educators Working with Transgender and Gender Nonconforming Students*. *(http://cogsanetwork.org/wp-content/uploads/2013/03/Transgender_Guidance.pdf)* *Make It Safe: A Resource Guide for Students Combating Bullying, Homophobia, and Transphobia in Schools*. *(http://cogsanetwork.org/wp-content/uploads/2011/10/OC_MakeItSafe_GSA.pdf)* From the Inside Out: A Resource For Engaging GSAs in Educational and Racial Justice *(http://cogsanetwork.org/wp-content/uploads/2014/03/OC_GSA_InsideOut_online2.pdf)* The Program also offers recommendations for how to reduce bullying and harassment in schools, i.e. how schools and districts can develop and implement model anti-bullying programs based on best-practices. These recommendations include how to address anti-LGBT bullying.
Cost	Contact One Colorado for more information

11. Parents, Families and Friends of Lesbians and Gays

http://www.pflagdenver.org/
Address: PO Box 18901 Denver, CO 80218-0901
Contact person and title: Francesca Farrand, Office Manager
Email: pflagden@tde.com
Telephone: 303-573-5861

Programs or services for schools or youth:	Consultation to schools	Support and Education for parents
	Training for school staff	

Safe School	
Description	Two Speaker Programs: 1) How parents can "inoculate" their children against the long term negative effects of bullying with loving support 2) "Straight for Equality," how all adults in the school environment can become effective allies to Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQQ) youth and school personnel. Support groups for parents (with children, or not) of LGBT families at our monthly meetings, and Peer Support for LGBT adults and allies.
Target Audience	Adults responsible and/or involved in the education of youth: teachers, administrators and staff. Parents and families with LGBTQQ youth.
Content of the program or services	Sensitivity and information related to specific needs of LGBTQQ youth in school environments, and in their families. The programs are primarily aimed at LGBTQQ populations, but can be broadened to include bullying for any reason.
Cost	No cost

12. Project PAVE

http://www.projectpave.org/
Address: 4130 Tejon Street, Suite C, Denver, CO 80211
Contact person and title: Mark Smith, Executive Assistant
Email: msmith@projectpave.org
Telephone: 303-322-2382

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Training for students/youth

Path to Healthy Relationships, Teen Dating Violence Curriculum (Prevention), Choose Respect Club (Prevention), School-Based Therapy (Intervention), Teacher & Parent Workshops	
Description	Path to Healthy Relationships *(http://www.projectpave.org/dating-violence-prevention)* is a 5 hour curriculum that is divided into the class schedule exploring teen dating violence and healthy relationships. Youth Community Educators Program *(http://www.projectpave.org/dating-violence-prevention)* empowers trained youth to engage in conversations, as presenters, that promote healthy relationships and preventing teen dating violence throughout our Denver Metro community. We invite all Denver Metro area high school and college youth 21 and under to apply! As a Youth Educator, you will be trained on our Path to Healthy Relationships curriculum and become a paid presenter! Anyone who is interested in promoting healthy relationships while informing others about the issues of teen dating violence can apply. School-Based Therapy & Family Advocacy *(http://www.projectpave.org/school-based-therapy-family-advocacy)* provides therapeutic support to those students who have been impacted by relationship violence (call for current school partners).
Target Audience	Middle and high school students, staff, and parents
Content of the program or services	The program is LGBT inclusive as well as race and ethnicity inclusive

Cost	Free, Donation Appreciated

13. Region VIII Equity Assistance Center

http://www.msudenver.edu/eac/
Address: Metropolitan State University of Denver, P.O. Box 173362, Campus Box 63-A, Denver, CO 80217-3362
Contact person and title: Jan Perry Evenstad, Project Director
Email: evenstad@msudenver.edu
Telephone: 303-556-6175

Programs or services for schools or youth:	Consultation to schools, State Departments of Education and local school districts Professional development and technical assistance for administrators, teachers and staff; assistance in meeting civil rights compliance efforts. Training is customized for the client.
Equity Assistance Center (EAC)	
Description	There are 10 regional Equity Assistance Centers (EACs) funded by the US Department of Education under Title IV of the 1964 Civil Rights Act. Metropolitan State University of Denver is home to the Region VIII EAC. The EAC service area includes Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming. The EAC provides technical assistance and training to public schools in the equity areas covered by the 1964 Civil Rights Act and Title IX, in the areas of race, gender and national origin.
Target Audience	State Education Agencies, Local School Districts, Charter and Magnet Schools, 7-12 vocational and technical schools and tribal education agencies
Content of the program or services	**The Region VIII Equity Assistance Center Provides the Following Services:** 1) Preventing Sexual and Racial Harassment 2) Olweus Bully Prevention Program 3) Aggressors, Victims and Bystanders 4) Bully Prevention and Safety for GLBTQ Students Professional Development for teachers and administrators in the other equity areas of English language development, equitable curriculum practices and other concerns for culturally and linguistically diverse students.
Cost	Their services are generally without charge. Please contact Jan Perry Evenstad, evenstad@msudenver.edu, or fill out a "Request for Assistance" form at http://www.msudenver.edu/eac/.

14. Safe2Tell, Prevention Initiative and Anonymous Reporting Tool

http://safe2tellco.org/
Address: Colorado Department of Law
Ralph L. Carr Judicial Building
1300 Broadway, 6th Floor
Denver, CO 80203
Contact person and title: Suzi Karrer, Training and Marketing Manager
Email: suzi@safe2tell.org
Telephone: 720-508-6800

Anonymous Reporting Tool, Call 1-877-542-SAFE (7233) http://safe2tellco.org/, or download the Safe2Tell app on the Apple App Store for iphones/ipads and Google Play for Android devices.

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Training for students/youth
	Training to law enforcement	Training of Trainers

Conversation Jumpstarts, specific presentations for students on bullying, substance abuse, depression, weapons in schools, cyberbullying, sexting and dating violence through the Safe2Tell Train-the-Trainer Program

Description	The mission of Safe2Tell is to ensure that every Colorado student, parent, teacher and community member has access to a safe and anonymous way to report any concerns to their safety or the safety of others, with a focus on early intervention and prevention through awareness and education. They provide a 24-hour reporting line at 1-877-542-SAFE (7233) as well as an online reporting option at http://safe2tellco.org/ or you may download the Safe2Tell app on the Apple App Store for iphones/ipads and Google Play for Android devices. Safe2Tell provides a unique train-the-trainer program for teachers, School Resource Officers, Counselors and Administrators that offers classroom resources that are adaptable and flexible to fit diverse learning environments.
Target Audience	Youth, all staff, parents, law enforcement, community and business leaders
Cost	Please contact Safe2Tell for specific training needs.

15.   TYES (Trans Youth Education & Support) of Colorado

http://www.tyes-colorado.org/
Address: Contact person and title: Support Team
Email: TYES.help@gmail.com
Telephone: (720)443-7708

Programs or services for schools or youth:	Parent support including support group, online support, education, resources.
	Teen support group.
	Family Camp for transgender/gender expansive youth and their families.
	Advocacy, education and outreach to schools and other organizations.
	Collaboration with other organizations supporting causes that impact transgender/gender expansive youth and their families.

Support for transgender/gender expansive youth and their families

Description	TYES Mission: TYES empowers and supports families and caregivers of gender expansive youth by providing resources, education, outreach and advocacy, in order to create supportive environments that allow youth to experience the joy of authenticity.
Target Audience	Transgender/gender expansive youth and their families; Community organizations, schools, teachers, medical providers and others who interact with transgender youth.
Content of the program or services	Information and resources for parents; Education and resources around gender identity and appropriate support for transgender/gender expansive youth to schools, community organizations, medical providers and others in order to ensure youth are supported in their community environments and that the adults in their lives have accurate, up-to-date information on best practice for supporting transgender youth.
Cost	TYES is a volunteer parent led organization. There are no fees for services.

VI.   ON-LINE RESOURCES FOR SCHOOLS – AT-A-GLANCE

The Colorado School Safety Resource Center *(www.colorado.gov/CSSRC)* **website has many helpful documents available as resources to schools regarding bullying and harassment prevention and building positive school climates.**

American Psychological Association (APA) *(http://www.apa.org/helpcenter/bullying.aspx)*
>   This website offers guidance for parents, teachers, and youth to take action to prevent bullying.

Bully Free: It Starts With Me, National Education Association *(http://www.nea.org/home/neabullyfree.html)*
>   The *Bully Free: It Starts with Me* campaign aims to identify caring adults in our schools and communities who are willing to stand out as someone pledged to help bullied students. These caring adults will agree to listen carefully to the bullied student who comes to them. They will also agree to take action to stop the bullying. NEA, in turn, promises to provide those caring adults with the resources they need to provide solace and support for the bullied student, ask the right questions, and take the appropriate actions needed to stop the bullying.

Evaluation of The Colorado Trust's Bullying Prevention Initiative
(http://www.coloradotrust.org/sites/default/files/COTrust_FINALAPRVD_112408.pdf)
>   The Colorado Trust's Bullying Prevention Initiative has helped school districts, schools and community-based organizations to prevent and intervene in bullying statewide. This report is designed to help communities take advantage of what has been learned and accomplished by those participating in the Initiative.

Bullying Research Network *(http://cehs15.unl.edu/cms/index.php?s=2&p=124)*
>   Provided by the University of Nebraska-Lincoln, uniting researchers in bullying prevention and intervention. This site hosts bully prevention dialogues, research methodologies and strategies, grant opportunities, evidence-based models, and is a clearinghouse for bully prevention research information.

Collaborative for Academic, Social, and Emotional Learning (CASEL) *(http://www.casel.org/)*
>   The mission of CASEL is to establish social and emotional learning (SEL) as an essential part of education. This site offers materials related to creating a positive and safe school environment. CASEL has printed several resources that explain how social and emotional factors influence bullying.

Colorado Education Initiative Safe and Welcoming Schools Resources *(http://www.coloradoedinitiative.org/resources/safe-welcoming-schools-resources/#.UzXBUvldV8E)*
>   Look here for the Transforming School Climate Toolkit and Measuring School Climate Toolkit. Given the importance of school climate in bullying prevention, it is recommended that districts and schools focus on measuring and improving school climate rather than narrowly focusing on bullying.

Connect for Respect, National PTA *(http://www.pta.org/programs/content.cfm?ItemNumber=3003)*
>   The National Parent Teachers Association (PTA) has supports for Bully Prevention. This website has resources for PTA leaders, Parent Tip Sheets, resolutions and position statements and resources related to bully prevention.

Creating a Safe and Respectful Environment in our Nation's Classrooms, U.S. Department of Education Safe and Supportive Schools Technical Assistance Center   *(https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit)*
>   This training toolkit is made up of two modules that address bullying in classrooms. Specifically, it is designed for trainers to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the classroom.

[**Creating a Safe and Respectful Environment on our Nation's School Buses**, U.S. Department of Education Safe and Supportive Schools Technical Assistance Center](https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit) *(https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-school-buses-training-toolkit)*

> This site contains a collection of presentations and training materials from national and state leaders, representatives of key education organizations, and other federal agencies who want to improve working conditions for our nation's school bus drivers, create a safe a respectful environment on our schools' buses, and create confidence and partnerships in school with administrators, teachers, parents, students and community members.

[**Gay, Lesbian and Straight Education Network (GLSEN)**](http://www.glsen.org/educate/resources/guides) *(http://www.glsen.org/educate/resources/guides)*

> GLSEN, the Gay, Lesbian and Straight Education Network, is a national education organization focused on ensuring safe schools for all students. This website offers suggested steps to address bullying and harassment, lesson plans, campaign kits and ideas, research and resource support related to bully prevention.

[**National Bullying Prevention Center**, Parent Training and Information Center (PACER)](http://www.pacer.org/bullying/) *(http://www.pacer.org/bullying/)*

> PACER's National Bullying Prevention Center offers several, free creative activities and resources for K-12 students, educators, and parents. The goal is to raise awareness and increase understanding of how to respond to bullying.

[**National Center on Mental Health Promotion and Youth Violence Prevention**, Promote Prevent](http://preventingbullying.promoteprevent.org/)
(http://preventingbullying.promoteprevent.org/)

> The Safe Schools /Healthy Students Initiative provided valuable lessons about successful strategies for bullying prevention and intervention. SS/HS grantees served as models of effective bullying prevention efforts, and helped to advance the national agenda to stop bullying before it starts. These lessons learned, coupled with the latest developments in bullying research, have guided the development of this website— to offer parents, educators, and community members the tools and information to commit fully to preventing bullying.

[**National Center on Safe Supportive Learning Environments (Center)**, U.S. Department of Education, Office of Safe and Healthy Students and U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration](safesupportiveschools.ed.gov/index.php?id=01) (safesupportiveschools.ed.gov/index.php?id=01)

> The Center provides training and technical assistance, products and tools, and latest research findings. To improve conditions for learning, the Center assists its clients in measuring school climate and conditions for learning and implementing appropriate programmatic interventions, so that all students have the opportunity to realize academic success in safe and supportive environments. The Center also specifically addresses related, emerging issues – bullying , violence and substance abuse prevention – that are often identified in data and negatively impact learning environments.

[**National School Climate Center (NSCC)**](http://www.schoolclimate.org/index.php) *(http://www.schoolclimate.org/index.php)*

> The goal of the NSCC is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. NSCC is an organization that helps schools integrate crucial social and emotional learning with academic instruction. In doing so, NSCC enhances student performance, prevents drop outs, reduces physical violence and bullying, and develops healthy and positively engaged adults.

[**One Colorado Safe Schools Resources**](http://www.one-colorado.org/issues/safe-schools/) *(http://www.one-colorado.org/issues/safe-schools/)*

> Guidance and resources provided to help schools implement three critical strategies to creating a safe environment: a comprehensive anti-bullying policy, an active gay-straight alliance, and the presence of supportive and understanding teachers.

Realistic Strategies for Bully Prevention & Promoting Positive School Climate, Dorothy Espelage, Ph.D.
(http://new.livestream.com/CSSRC/PSC-BPI-Loveland)
>   Keynote address at the Positive School Climate, Bullying Prevention Institute in Loveland, CO, February 12, 2014. Dr. Espelage covers current knowledge about bullying in schools, the most effective strategies for bullying prevention and intervention, and what works versus what does not work based on current research from an ecological perspective.

Bullying Prevention, American Federation of Teachers *(http://www.aft.org/bully)*
>   A collection of resources aimed at raising awareness and providing resources and training to educators, students, parents and others.

StopBullying.Gov, U.S. Department of Health and Human Services *(http://www.stopbullying.gov/)*
>   Official government website contains a variety of valuable resources about bullying awareness, prevention and intervention for kids and adults. The entire site is also available in Spanish at http://espanol.stopbullying.gov/.

Stop Bullying: Speak Up, Cartoon Network *(http://www.cartoonnetwork.com/promos/stopbullying/index.html)*
>   The Stop Bullying: Speak Up campaign serves to educate and empower young people to take action to reduce and prevent bullying. Features informational and inspirational videos recorded by youth, public personalities and famous people. Also includes resources for parents and educators.

U.S. Department of Education's Office for Civil Rights *(http://www2.ed.gov/about/offices/list/ocr/prevention.html)*
>   The agency has devoted an increasing amount of its resources to assisting parents, students, schools and colleges in preventing civil rights problems and in addressing civil rights concerns at the local level. Site provides guidance and resource information to the public, students, parents, schools and colleges to better understand civil rights requirements and provide tools to address these issues locally.

Internet Safety Resources for Schools

Cyberbullying Research Center *(http://cyberbullying.org/resources)*
> The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying, and the negative use of social networking among adolescents. This site contains examples of fact sheets, educator guidance and recommendations, school cyberbullying report card, student quizzes and worksheets. Tips for educators and other resources related to cyberbullying and cyber safety are provided for educators.

iKeepSafe *(www.ikeepsafe.org)*
> Because cyber abuse is a real and present danger for children and adults, iKeepSafe has teamed up with various partners to raise awareness about cyberbullying and empower youth to become "upstanders" rather than "bystanders." The "Cell Phone Smart" campaign includes an educational program with curriculum for teachers, resources for parents, and educational games for students. Funding for this campaign comes from a cooperative agreement with the U.S. Department of Justice and Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Internet Safety 101 *(http://www.internetsafety101.org/about.htm)*
> Supported by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) this information is produced by Enough Is Enough (EIE). This site offers video information and supportive materials about this school program to protect children online. This site provides teaching curriculum for internet safety and cyber responsibility.

iSAFE *(http://isafe.org/DC4DigitalProgramming)*
> SAFE is a non-profit foundation whose mission is to educate and empower youth to make their internet experiences safe and responsible. This site offers materials to educate students on how to avoid dangerous, inappropriate, or unlawful online behavior. iSAFE has a program specifically for educators in the form of video modules and curriculum choices about e-safety.

NetSmartz *(http://www.netsmartz.org/Educators)*
> The NetSmartz Workshop is an interactive, educational safety resource from the National Center for Missing & Exploited Children (NCMEC) and Boys & Girls Clubs of America (BGCA) for children aged 5 to 17, parents, guardians, educators, and law enforcement that uses age-appropriate, 3-D activities to teach children how to stay safe on the internet.

Safe Online Surfing *(https://sos.fbi.gov/)*
> This is a website created by the FBI where students can learn about cyber safety through games, videos, and other interactive features. It teaches children in third through eighth grades how to recognize and respond to online dangers such as cyberbullying, online predators, and identity thieves. The modules are available for anyone to review, however teachers can sign up to have their class compete in a nationwide contest that is reset each month.

A Thin Line, MTV *(http://www.athinline.org/)*
> The campaign was developed to empower you to identify, respond to, and stop the spread of digital abuse in your life and amongst your peers. The campaign is built on the understanding that there's a "thin line" between what may begin as a harmless joke and something that could end up having a serious impact on you or someone else.

VII. EVIDENCE-BASED BULLYING PREVENTION PROGRAMS

There are several widely used program databases that describe evidence-based programs. Schools are encouraged to assess any need for programs with the different evidence-based endorsement categories, and the costs and benefits of implementing any program in a particular school environment. In addition, schools are reminded that many universal prevention programs also contribute to positive school climates, and can positively impact the reduction and response to bullying and harassment. *(see IV. QUESTIONS TO ASK AS YOU EXPLORE THE POSSIBLE USE OF AN INTERVENTION, (http://www.nrepp.samhsa.gov/Docs/Questions_To_Ask_Developers.pdf) p. 7)*

Evidence-Based Programs Registries

1. **Model Programs Guide**, Office of Juvenile Justice and Delinquency Prevention *(http://www.ojjdp.gov/mpg/)*

2. **National Registry of Evidence-Based Programs and Practices (NREPP)**, Substance Abuse and Mental Health Services Administration *(http://www.nrepp.samhsa.gov/)*

Evidence-Based Bullying Prevention Programs

Select Bullying Prevention Programs included on the OJJDP Model Programs Guide and the National Registry of Evidence-Based Programs and Practices (NREPP).

1. Building Assets Reducing Risks (BARR)

BARR Center http://www.hazelden.org/web/go/buildingassets	
Listing	NREPP
Description	Building Assets Reducing Risks (BARR) is a multifaceted school-based prevention program designed to decrease the incidence of substance abuse (tobacco, alcohol, and other drugs), academic failure, truancy, and disciplinary incidents among 9th-grade youth. BARR encourages students to make healthy behavior choices and achieve academic success using a set of strategies that includes delivery of a manual-based class on social competency known as the "I-Time" curriculum. This curriculum consists of 33 sequential, 30-minute group activities delivered weekly throughout the school year by teachers and/or school staff. The curriculum includes 10 general content areas--building a connected community, goals, leadership, communication, assets, grief and loss, bullying, diversity, risky behavior, and dreams.
Target	Grade 9
Cost	BARR Implementation Manual, $395; I-Time Curriculum, $49.95; on-site training, $14,000 for a group up to 40

2. CAPSLE: Creating a Peaceful School Learning Environment

http://www.backoffbully.com/Pages/peacefulSchools.html stuart.twemlow@gmail.com, FCSACCO@AOL.COM	
Listing	NREPP

Description	CAPSLE is a school wide climate change intervention for students in kindergarten through 12th grade, is designed to reduce student aggression, victimization, aggressive bystander behavior, and disruptive or off-task classroom behaviors. CAPSLE aims to improve the capacity of students to interpret their own behaviors with greater self-reflection and mentally appreciate the beliefs, wishes, and feelings of others. The intervention is built on a psychodynamic social systems model that views aggressive school behavior (e.g., bullying) as being created and mutually reinforced by a triadic social interaction of the aggressor, the victim, and the bystanders, and it aims to transform bystanders into natural leaders who speak up and intervene in instances of aggression.
Target	Kindergarten – Grade 12
Cost	On-site training, $1,500 plus travel expenses per day for 1-3 days of training per school; phone consultations, $200 per hour; additional materials, $20-$40

3. KiVa Anti-Bullying Program

http://www.kivaprogram.net/	
Listing	OJJDP Model Programs Guide "Promising"
Description	The KiVa Antibullying Program is a school-based program delivered to all students in grades One, Four, and Seven. It was designed for national use in the Finnish comprehensive schools and the goal is to reduce school bullying and victimization. The central aims of the program are to: • Raise awareness of the role that a group plays in maintaining bullying • Increase empathy toward victims • Promote strategies to support the victim and to support children's self-efficacy to use those strategies • Increase children's skills in coping when they are victimized Schools have the flexibility to decide how to organize the school year around the themes. Manuals and curricula are developmentally targeted, with versions available for grades One–Three, Four–Six, and Seven–Nine.
Target	Grades 1-9
Cost	Cost and additional contact information were not available at time of publication.

4. Lesson One: The ABCs of Life

http://www.lessonone.org/ 617-869-3838	
Listing	NREPP
Description	Lesson One: The ABCs of Life is a universal, school-based intervention designed to integrate social competency skills with academics in prekindergarten through grade 6. Grounded in the theory of social and emotional competence, Lesson One prepares children with the basic life skills that they will need throughout their lives to make healthy decisions; avoid violence, bullying, and other risk-taking behaviors; and achieve personal and academic success. An additional goal of the intervention is to create a cultural change within each school, both inside and outside the classroom, so that children feel comfortable enough to learn, practice, and internalize these skills. The skills and concepts targeted by Lesson One include respect, listening, diversity, and trying one's best; self-control; stress reduction; self-confidence; responsibility; thinking and problem-solving; and cooperation.
Target	Pre-kindergarten – Grade 6
Cost	One-day introductory workshop with implementation materials $6,000 per school; one-week on-site consultation with implementation materials $7,500 per six classrooms.

5. Open Circle

<http://www.open-circle.org/>
(781) 283-3277

Listing	NREPP
Description	Open Circle, a curriculum-based program for youth in kindergarten through grade 5, is designed to strengthen students' social and emotional learning (SEL) skills related to self-awareness, self-management, social awareness, interpersonal relationships, and problem solving and to foster safe, caring, and highly engaging classroom and school communities. Open Circle aims to increase students' prosocial behaviors (e.g., including one another, cooperating, speaking up, calming down, expressing anger appropriately), reduce students' problem behaviors (e.g., disrupting class time, teasing, bullying, fighting), and facilitate students' adjustment to middle school.
Target	Kindergarten – Grade 5
Cost	Bullying Prevention through Social Emotional Learning Program costs $5,300. This includes an introductory workshop for school staff, baseline assessment of school community, workshop for parents, two-day training for the bullying prevention leadership team, consultations with Open Circle trainers, 8 copies of the Open Circle *Bullying Prevention Manual*.

6. PAX Good Behavior Game

<http://goodbehaviorgame.org/>
(520) 299-6770

Listing	NREPP
Description	The PAX Good Behavior Game (PAX GBG) is an environmental intervention used in the classroom with young children to create an environment that is conducive to learning. The intervention is designed to reduce off-task behavior; increase attentiveness; and decrease aggressive and disruptive behavior and shy and withdrawn behavior. The intervention also aims to improve academic success, as well as mental health and substance use outcomes later in life. PAX GBG evolved from the original Good Behavior Game developed and studied with fourth-graders in the 1960s.
Target	Ages 6-12
Cost	Classroom kits cost $235-$299, on-site training is $2,900 per day plus travel

7. Positive Action

<https://www.positiveaction.net/>
(800) 345-2974   (208) 733-1328   info@positiveaction.net

Listing	NREPP and OJJDP Model Programs Guide "Effective"
Description	Positive Action is an integrated and comprehensive program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, bullying, suspensions, disruptive behaviors, dropping out, and sexual behavior. It is also designed to improve parent-child bonding, family cohesion, and family conflict. Positive Action has materials for schools, homes, and community agencies. All materials are based on the same unifying broad concept (one feels good about oneself when taking positive actions). The program components include grade-specific curriculum kits for pre-kindergarten through 12th grade, a bullying prevention kit, drug education kits, a conflict resolution kit, site

wide climate development kits for elementary and secondary school levels, a counselor's kit, a family kit, and a community kit. All the components and their parts can be used separately or in any combination and are designed to reinforce and support one another.

Target	Pre-K-12
Cost	Varies. Instructor kits are $250-$460 per grade level and for supplemental kits.

8. Safe School Ambassadors

http://community-matters.org/programs-and-services/safe-school-ambassadors
(707) 823-6159

Listing	NREPP
Description	The Safe School Ambassadors (SSA) program is a bystander education program that aims to reduce emotional and physical bullying and enhance school climate. The program recruits and trains socially influential student leaders from diverse cliques and interest groups within a school to act as "Ambassadors" against bullying. Ambassadors are trained to speak up when they see harassment and mistreatment among their peers, and through this intervention, positively shape the norms governing other students' behavior. Prospective Ambassadors are identified at the beginning of the school year through student and staff surveys based upon criteria such as strong position and influence in their peer group, good communication skills, loyalty to peer group, and an ability to discern right from wrong even if they sometimes got into trouble. Depending on the school size, about 60–80 of these student leaders are selected and invited to attend a 50-minute orientation about the program. Of those who choose to participate, 30–40 are selected by a program coordinator (typically a school counselor, dean, assistant principal, or influential teacher) to serve as Ambassadors throughout the school year.
Target	Grades 1-12
Cost	2-day on-site training for 30-40 students and 6-8 adults, $4,300 plus travel expenses; training kits, $500

9. Second Step: A Violence Prevention Curriculum, Committee for Children

http://www.cfchildren.org/second-step
(800) 634-4449

Listing	OJJDP Model Programs Guide "Effective"
Description	Second Step®: A Violence Prevention Curriculum is designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. The program is composed of three grade-specific curricula: preschool/kindergarten (Pre/K), elementary school (grades 1–5), and middle school (grades 6–8). The curricula are designed for teachers and other youth service providers to present in a classroom or other group setting. A parent education component, "A Family Guide to Second Step®" for Pre/K through grade 5, is also available. Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socioemotional competence and other protective factors.
Target	Pre/K; Grades 1-5; Grades 6-8 (Ages 4-12)
Cost	Approximate materials costs: Each grade level curricula $310-$360

10. Steps to Respect: A Bullying Prevention Program, Committee for Children

http://www.cfchildren.org/
(800) 634-4449

Listing	NREPP and OJJDP Model Programs Guide "Effective"
Description	Steps to Respect®: A Bullying Prevention Program is a research-based, comprehensive bullying prevention program developed for grades 3 through 6 by Committee for Children, a nonprofit organization dedicated to improving children's lives through effective social and emotional learning programs. The program is designed to decrease school bullying problems by 1) increasing staff awareness and responsiveness, 2) fostering socially responsible beliefs, and 3) teaching social–emotional skills to counter bullying and promote healthy relationships. Thus the program also aims to promote skills (e.g., group joining, conflict resolution) associated with general social competence.
Target	Grades 3-6 (Ages 8-12)
Cost	Approximate materials costs: Each grade level curricula $250, subject to change

11. The Leadership Program's Conflict Resolution and Violence Prevention Project

http://theleadershipprogram.com/our-programs/youth-development/conflict-resolution-model-program/
(212) 625-8001

Listing	OJJDP Model Programs Guide "Promising"
Description	The Leadership Program's Model Program Violence Prevention Project increases peer support, improves conflict resolution skills, and alters norms about using aggression and violence through classroom-based curricular delivery. The program teaches middle and high school youth to manage conflict effectively and build resilience to violence and dangerous risk factors that impact their lives. Trained school staff present interactive lessons supported by information on facilitation and the implementation of the program with a user-friendly tracking system.
Target	Grades 6-10 (Ages 12-16)
Cost	Administrator Guide ($176 each); Facilitator Program Guide ($132 each); Middle or High School Curriculum Manual ($89 each); Student Workbooks ($22 each); a 2-5 day training provided at the purchaser's site, which includes biannual webinars and up to 2 hours of technical assistance and coaching for each site ($318-899 per participant, plus travel expenses, with a minimum of 15 participants); and training handouts ($40 per participant). Discount available for multiple consecutive school trainings.

VIII.   Policy and Advocacy Resources

1. **Analysis of State Bullying Laws and Policies** (2011) *(http://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#safe)*
   Published by the U.S. Department of Education, this report reviews states' bullying laws and model bullying policies and school districts' bullying policies.

2. **Bullying/Cyberbullying Prevention and Law: Model Statute and Advocacy Toolkit** (2009)
   (http://archive.adl.org/civil_rights/anti-bullying%20law%20toolkit_2009.pdf)
   Produced by the Anti-Defamation League and provides good resources to make legal and policy changes to prevent bullying.

3. **Confronting Bullying and Cyberbullying: ADL Policy and Program Recommendations**
   (http://archive.adl.org/combatbullying/bullying-recommendations.html)
   Created by the Anti-Defamation League, these policy and program recommendations include programs and training; research, reports, and data collection; media literacy and public awareness; and public advocacy supporting anti-bullying and hate crime prevention.

4. **Dear Colleague Letter**, U.S. Department of Education, Office for Civil Rights (October 2010)
   (http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf)
   The agency has devoted an increasing amount of its resources to assisting parents, students, schools and colleges in preventing civil rights problems and in addressing civil rights concerns at the local level. By providing guidance and resource information to the public, we believe that students, parents, schools and colleges will better understand civil rights requirements and will have the tools to address these issues locally in many instances.

5. **Dear Colleague Letter**, U.S. Department of Education, Office for Civil Rights (April 2011)
   (http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf)
   The letter provides guidance and examples about Title IX requirements and how they relate to sexual harassment and sexual violence, discusses proactive efforts schools can take to prevent sexual violence and educate employees and students, and provides examples of the types of remedies schools and OCR may use to respond to sexual violence.

6. **Dear Colleague Letter**, U.S. Department of Education, Office of Special Education and Rehabilitative Services and **Enclosure**
   (http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf)
   This letter provides an overview of a school district's responsibilities under the Individuals with Disabilities Education Act (IDEA) to address bullying of students with disabilities. The enclosure provides effective evidence-based practices for preventing and addressing bullying.

7. **Measuring School Climate: A Toolkit for Districts and Schools** (2012)
   (http://www.coloradoedinitiative.org/wp- content/uploads/2014/03/Measuring-School-Climate-Toolkit.pdf
   This toolkit provides guidelines for measuring school climate, assessing readiness, obtaining parent consent, using multiple sources of data to monitor climate, conducting a focus group, communicating your results, and includes a comparison of common climate surveys.

8. **Questions and Answers about Title IX and Sexual Violence**, U.S. Department of Education, OCR
   (http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf)
   This letter provides additional clarification to the Dear Colleague Letter regarding sexual harassment and sexual violence issued in April 2011.

9. **Social and Emotional Learning and Bullying Prevention** (2009)
   (http://www.casel.org/bullying/)
   Published as a joint document with the Education Development Center; the American Institute for Research; and the Collaborative for Academic, Social and Emotional Learning, this booklet outlines strategies, research and suggestions to prevent bullying and promote better learning.