POSITIVE SCHOOL CLIMATE: BULLYING AND HARASSMENT PREVENTION AND EDUCATION

COLORADO SCHOOL RESOURCE GUIDE

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.

This information was updated in June 2013 and may be subject to change

TABLE OF CONTENTS

I.   KEY MESSAGES ABOUT BULLYING AND HARASSMENT

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 are 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.colegacy.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 or the Colorado School Safety Resource Center.)

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). 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 for Civil Rights, October, 2010.*
   f. 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.**
   a. School staff need skills in best practices for responding to bullying immediately. See Stop Bullying Now reference: *How to Intervene to Stop Bullying: Tips for On-the-Spot Intervention at School.*
   b. Communicate clear expectations for staff and appropriate use of consequences for bullying behavior.
   c. Staff should be trained in understanding the difference between normal conflict and bullying.
   d. School staff also need to know how best to support those who have been bullied. See Stop Bullying Now handout: *Providing Support to Children Who are Bullied: Tips for School Personnel and Other Adults.*

6. **Increase adult supervision in "hot spots" where bullying occurs.**
   a. Climate assessments can identify hot spots.
   b. Increased staff supervision can go a long way to reducing bullying behaviors.

7. **Intervene immediately, consistently, equitably and appropriately when bullying occurs.**
   a. Immediate response by staff will create teachable moments
   b. 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.**
   a. Integrate time for teaching and empowering students in bullying awareness and skills for appropriate response and reporting into class time and other activities.
   b. Bullying prevention needs to be integrated into good classroom management and peer relationship building.
   c. Anti-bullying themes and messages should be incorporated throughout the school curriculum.

9. **Develop cultural competency strategies, skills, and use programs that are inclusive.**
   a. Demonstrate and reinforce respect for differences.
   b. Enhance communication and relationship building skills.

10. **Continue efforts over time.**
    a. Good bullying prevention is on-going.
    b. Bullying prevention should be woven into the school environment.

Adapted from Stop Bullying Now: Best Practices in Bullying Prevention and Intervention and Steps to Address Bullying at Your School: Tips for School Administrators, U.S. Department of Education and U.S. Department of Health & Human Services.

III. AVOID MISDIRECTIONS IN BULLYING PREVENTION AND INTERVENTION

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, 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 May, 2011 from National Registry of Evidence-based Programs and Practices – Questions to Ask as You Explore the Possible Use of an Intervention.

V. COLORADO AGENCIES AND ORGANIZATIONS

1. Anti-Defamation League

www.adl.org/mountain-states
Address: 1120 Lincoln Street, Suite 1301, Denver, CO 80203
Contact person and title: 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 year long 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®
Cost	There is no cost 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 including: Making Diversity Count (www.adl.org/education/mdc) is an online professional development tool for educators to build respectful and inclusive classrooms. Curriculum Connections (www.adl.org/education/curriculum_connections) is a series of anti-bias lesson plans for K-12 educators.

2. Bully-Proofing Your School – National Center for School Engagement

www.schoolengagement.org;   http://biz127.inmotionhosting.com/~pffaco5/?page_id=491
Address: 3532 Franklin Street, Suite B, Denver, CO 80205
Contact person and title: Betsy Kummer, Executive Director, the Partnership for Families and Children
Telephone: 303-837-8466

Programs or services for schools or youth:	Consultation to schools Training for parents Training for school staff
Bully-Proofing Your School	
Description	*Bully-Proofing Your School* is a comprehensive program for handling bully/victim problems through the creation of a "caring majority" of students who take the lead in establishing and maintaining a safe and caring school community. The program includes a pre K-12 curriculum and focuses on converting the silent majority of students into a caring majority by teaching strategies that help them to avoid victimization and to take a stand for a bully-free school. In schools which have implemented the program, incidences of bullying behaviors have declined and feelings of safety among the students have increased.
Target Audience	School staff members, parents and parent groups, youth services organizations
Content of the program or services	The Bully-Proofing Your School materials contain information about bullying and its specific effects and consequences for the LGBT community. We are currently developing a specific online course about bullying/harassment issues and the LGBT community. On-line training for teachers and staff.
Cost	Varies based on number of trainers required to complete the training requested. Individual training materials and full program kits can be purchased for varying prices at http://www.sopriswest.com.

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

www.colorado.edu/cspv
Address: 1440 15th Street, UCB 483, Boulder, CO 80203
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
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 Training for school staff Information about effective violence prevention programs	Online school climate surveys (students, staff & parents) Training for parents
Safe 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 (surveys):
   – SPARK: Elementary Student Survey, grades 3 up, 30 min
   – VOLT: Middle/High Student Survey , 45 min
   – CHARGE: Administrator/Staff Survey, 10 min
   – GRID: Parent Survey, 15 min
2. Blueprints for Violence Prevention Programs
   – **http://www.colorado.edu/cspv/blueprints/**

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

4. *Colorado Civil Rights Division/Department of Regulatory Agencies*

http://www.dora.state.co.us/civil-rights
Address: 1560 Broadway #1050, Denver, CO 80202
Contact person and title: Steven Chavez, Director
Email: dora_CCRD@state.co.us
Telephone: 303-894-2997

Programs or services for schools or youth:	Training for faculty Training for administrators	Training and presentations for students
Colorado Civil Rights Training		
Description	The Division provides outreach and education to the citizens of Colorado about anti-discrimination laws and issues. The Division works with public and private organizations in conducting educational programs designed to eliminate interpersonal or intergroup tensions.	
Target Audience	Middle school through university faculty, administrators and students	
Content of the program or services	As applicable	
Cost	There is no charge for training.	

5. *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: Erin A. Sullivan, MS Ed, Colorado PBIS Statewide Coordinator
Email: sullivan_e@cde.state.co.us
Telephone: 303-590-8574

Programs or services for schools or youth:	Consultation to schools Training for families	Training for school staff 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.

6. Colorado Legacy Foundation

www.colegacy.org
Address: 1660 Lincoln Street, Suite 2000, Denver 80264
Contact person and title: Finessa Ferrell, Director—Initiatives
Email: fferrell@colegacy.org
Telephone: 720-502-4709

Programs or services for schools or youth:	Consultation to schools Training for school staff Incentive grants School climate and culture resources
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://colegacy.org/resource/school-climate/.
Innovative Approaches in School Climate: Using Students as Agents of Change	
Description	Empowering students to be up standers 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://colegacy.org/resource/innovative-approaches-in-school-climate-using-students-as-agents-of-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://colegacy.org/best-practices-guides/
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://colegacy.org/resource/safe-and-welcoming-schools-video-series/
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://colegacy.org/resource/clf-cde-resources-for-educators-and-school-leaders/
Cost	There is no charge for these Colorado Legacy Foundation resources.

7. *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; Anna Gisetti, MA, School Outreach Consultant
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 and cyberbullying, 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	There is no cost for schools.	

8. Conflict Center

www.conflictcenter.org
Address: 4140 Tejon St., Denver, CO 80211
Contact person and title: Vickie Samland, Manager of School Programs
Email: vickie.samland@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).
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 2012-13 school year, this cost-share from the schools averaged $3000 - $4000 per school year.

9. Facing History and Ourselves

www.facinghistory.org
Address: 7150 Montview Blvd, Denver, CO 80220
Contact person and title: Heather Frazier, Program Associate
Email: heather_frazier@facing.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	Holocaust, American Eugenics Movement, Civil Rights Movement, Confronting Homophobia in History and other humanities-related content themes. Facing History is a partner of the film *BULLY*, and offers *A Guide to the Film BULLY: Fostering Empathy and Action in Schools*. The film *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. Historically, seemingly small instances of labeling and ridicule have catastrophic consequences for the marginalized groups involved. This film brings those "small" instances into the spotlight creating a space to discuss the effects of bullying. The accompanying guide tells the personal stories of those bullied, and suggests that improving school climate takes fostering a reflective and engaging learning community.
Cost	No cost for calendared events, fee-based for on-site professional development.

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

www.glsen.org;   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 school staff	Training for parents 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 club • 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.
Target Audience	Educational Staff
Content of the program or services	GLSEN Colorado will continue to expand their "Safe Person-Safe Place" program throughout Colorado. To help students find someone to talk to about sexual orientation or gender identity issues, we are compiling a list of 'safe persons' in each school in the state. GLSEN provides these resources to the GLBT Community Service Center of Colorado (The Center) and the Anti-Violence Project of Colorado.

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.
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!* 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

11. *National Center for School Engagement (at the) Partnership for Families and Children*

www.schoolengagement.org;   **www.pffac.org**
Address: 3532 Franklin Street, Suite B, Denver, CO 80205
Contact person and title: Jodi Heilbrunn, Director, National Center for School Engagement
Telephone: 303-837-8466

Programs or services for schools or youth:	Consultation to schools	Assessment & Evaluation
	Training for parents	Training for school leaders
	Training for staff in youth serving organizations	Training for all school staff

Bullying Prevention, Student Attachment & Improving School Climate	
Description	NCSE provides on-site training and professional development in the areas of improving school climate and student attendance, attachment and achievement. The relationship between climate, attachment and bullying is particularly important. Services include: − Professional Development & Training (short sessions, half-day workshops, strategic planning) − Leadership Coaching − Aligning Policy & Best Practice (including best practice policy development) − Student Engagement data collection & analysis (student survey, parent & teacher focus groups, leadership interviews, Climate Improvement Plan) − Evaluation of school based prevention efforts/programs/initiatives
Target Audience	Schools, school staff, parents and parent groups, youth services organizations
Content of the program or services	Informed by current research, best practices nationwide, and our theory of change focused on creating ideal conditions for learning through improving student attendance, attachment and achievement.
Cost	Hourly rate; $100 per hour
Partnership University	
Description	The Partnership University is home to a wide range of online course offerings and professional development resources, from short courses for paraprofessionals to comprehensive and rigorous courses for professionals
Target Audience	Schools, school staff, parents and parent groups, youth services organizations
Content of the program or services	Courses include "Getting Serious: A Best Practice Approach to Bullying Prevention" and "A Parent's Guide to Bullying Prevention"
Cost	Course prices vary from $15 – $149.

12. One Colorado

www.one-colorado.org
Address: 1490 Lafayette, Suite 304 Denver, CO 80218

Contact person and title: Keri Smith, Safe Schools Coordinator

Email: keris@one-colorado.org
Telephone: 303-396-6172

Programs or services for schools or youth:	School Safety Advocacy
Safe Schools Initiative	
Description	Following the passage of an anti-bullying law, One Colorado advocates for the adoption of comprehensive, inclusive anti-bullying policies at the district level; partners with statewide and local organizations to train educators, administrators and other school officials on addressing bullying against lesbian, gay, bisexual and transgender (LGBT) students; and empowers and equips LGBT and allied youth to start Gay-Straight Alliances to engage a statewide network of youth to combat bullying and harassment. 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-buyllying policies and offers tools and resources to create safe, inclusive schools for all students, including those who are LGBT.
Target Audience	School staff and administration, students, parents, community members and elected officials
Content of the program or services	The program 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. The Program also 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.
Cost	TBA

13. Parents, Families and Friends of Lesbians and Gays

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

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

15.   Project PAVE

www.projectpave.org
Address: 2051 York St, Denver, CO 80205
Contact person and title: Adam Evans, Program Director
Email: aevans@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

Healthy Relationship/Teen Dating Violence Curriculum (Prevention), School Based Counseling (Intervention), Teacher & Parent Workshops		

Description	Prevention Education is a 5 hour curriculum that is divided into the class schedule exploring teen dating violence and healthy relationships. Choose Respect Clubs are student led clubs supported by Project PAVE to promote healthy relationships in the school community. Teacher training focuses on building teen dating violence awareness, how to recognize it, and effective intervention strategies. Parent workshops are designed to offer introductory information on teen dating violence and to provide parents with the tools necessary to help their teens have healthy and respectful relationships. Counseling in specific schools provides therapy 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

16.   Region VIII Equity Assistance Center

www.MetroState-EAC.org
Address: Metropolitan State University of Denver, P.O. Box 173362, Campus Box 63-A, Denver, CO 80217-3362
Contact person and title: Kathy Rigsby, Project Director
Email: krigsby@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 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 Kathy Rigsby, krigsby@msudenver.edu, or fill out a "Request for Assistance" form at http://www.MetroState-EAC.org

17. *Safe2Tell, Prevention Initiative and Anonymous Reporting Tool*

www.safe2tell.org
Address: P.O. Box 49296, Colorado Springs, CO 80949
Contact person and title: Suzi Karrer, Director of Development and Partnerships
Email: suzi@safe2tell.org
Telephone: 303-905-2803
Anonymous Reporting Tool, Call 1-877-542-SAFE (7233) www.safe2tell.org (to report via web)

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 www.safe2tell.org. 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. Memberships are available for Colorado school districts and individual schools allowing access to added benefits and resources, including teacher and parent fact sheets on bullying prevention and interventions. Information on membership is available at www.safe2tell.org/resources/membership.
Target Audience	Youth, all staff, parents, law enforcement, community and business leaders
Cost	Please contact Safe2Tell for specific training needs.

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

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

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.

Bullying Prevention Resource Guide for Schools, Families, and Community Partners, the Colorado Trust and the Partnership for Families and Children – http://www.bullyingprevention.org/
> The Colorado Trust's Bullying Prevention Initiative has helped school districts, schools and community-based organizations to prevent and intervene in bullying statewide. This website 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.

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 – http://safesupportiveschools.ed.gov/index.php?id=1480
> 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 –
http://safesupportiveschools.ed.gov/index.php?id=9&eid=436

> 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/cgi-bin/iowa/all/antibullying/index.html

> 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.

Measuring School Climate: A Toolkit for Districts and Schools – http://colegacy.org/resource/school-climate/

> This toolkit was released in October 2012 through the contributions of individuals serving on the School Climate subcommittee of the Colorado Bullying Prevention Working Group representing critical community stakeholders and educational leadership statewide. Given the importance of school climate in bullying prevention, it is recommended that districts and schools focus on measuring school climate rather than narrowly focusing on measuring bullying.

National Bullying Prevention Center, Parent Training and Information Center (PACER) –
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 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 – http://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

> 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/
> 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/BullyingPrevention4-25-13
> Keynote address at the Positive School Climate, Bullying Prevention Institute in Durango, CO, April 25, 2013. 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.

See a Bully, Stop a Bully: Make a Difference, American Federation of Teachers – http://www.aft.org/yourwork/tools4teachers/bullying/index.cfm
> A multifaceted campaign 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

Colorado Attorney General's Safe Surfing Initiative – http://www.coloradoattorneygeneral.gov/initiatives/safe_surfing
> The Attorney General's Safe Surfing Initiative helps give parents the tools they need to protect their children from predators and inappropriate content online.

Cyberbullying Research Center – http://www.cyberbullying.us/resources.php

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 – http://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.

i-SAFE – http://www.isafe.org

i-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. i-Safe has a program specifically for educators in the form of video modules and curriculum choices about e-safety.

NetSmartz – http://www.netsmartz.org/

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, p. 7)*

Evidence-based programs are listed on the following sites:

1. **Blueprints for Violence Prevention, University of Colorado –** http://www.colorado.edu/cspv/blueprints/index.html
2. **CrimeSolutions.gov, Office of Justice Programs –** http://www.crimesolutions.gov/
3. **Find Youth Info –** http://www.findyouthinfo.gov/
4. **Model Programs Guide, Office of Juvenile Justice and Delinquency Prevention –** http://www.ojjdp.gov/mpg/
5. **National Registry of Evidence-Based Programs and Practices (NREPP), Substance Abuse and Mental Health Services Administration –** http://www.nrepp.samhsa.gov/
6. **What Works Clearinghouse, Institute of Education Sciences –** http://ies.ed.gov/ncee/wwc/findwhatworks.aspx

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), Search Institute

http://www.search-institute.org/building-assets-reducing-risks-program
(800) 888-7828

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, $11,000 for a group up to 40

2. 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.

3. Lesson One: The ABCs of Life

http://www.lessonone.org/ (617) 247-2787	
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.

4. 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*.

5. Positive Action

http://www.positiveaction.net/
(800) 345-2974

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, sitewide 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.

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

www.cfchildren.org
(800) 634-4449

Listing:	NREPP and 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 $300

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

www.cfchildren.org
(800) 634-4449

Listing:	OJJDP Model Programs Guide "Promising"
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

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

http://theleadershipprogram.com/our-programs/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) – p
   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**, Anti-Defamation League – http://www.adl.org/combatbullying/bullying-recommendations.asp

4. **Dear Colleague Letter**, U.S. Department of Education, U.S. Office For Civil Rights (Oct. 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. **Measuring School Climate: A Toolkit for Districts and Schools** (2012) – http://colegacy.org/resource/school-climate/
   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.

6. **Social and Emotional Learning and Bullying Prevention** (2009) – http://casel.org/publications/sel-and-bullying-prevention/
   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.