

COLORADO SCHOOL SAFETY RESOURCE CENTER  
COLORADO DEPARTMENT OF PUBLIC SAFETY

# POSITIVE SCHOOL CLIMATE: BULLYING AND HARASSMENT PREVENTION AND EDUCATION

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## COLORADO SCHOOL RESOURCE GUIDE



June 2017

*This guide is updated annually. For the latest information between printings, please check the online version at [www.Colorado.gov/cssrc](http://www.Colorado.gov/cssrc).*

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# I. 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/](http://www.cde.state.co.us/) or the Colorado School Safety Resource Center at [www.Colorado.gov/CSSRC](http://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://www.colorado.gov/pacific/cssrc/colorado-school-safety-legislation) <https://www.colorado.gov/pacific/cssrc/colorado-school-safety-legislation>. Research suggest that schools with enumerated protected classes in their bullying prevention policies have lower rates of bullying (especially for sexual orientation.) 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 and include how students, teachers and family members can report bullying when it occurs.
- c. Policies should also encourage active participation in stopping bullying behavior observed by staff and students. Many schools/districts find it helpful to include their prevention efforts.
- 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) (<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/memosdcitrs/bullyingdcl-8-20-13.pdf) (<https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/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](http://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

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

- a. 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/) (<http://www.stopbullying.gov/respond/on-the-spot/>).
- 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 StopBullying.gov webpage: [Support The Kids Involved](#).

**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.
- c. If anyone is required to change a class because of a bullying situation, it should be the bully and not the victim.

**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.
- a. Bullying prevention should be woven into the school environment.

*Adapted from Stop Bullying Now: [Best Practices](http://www.stopbullying.gov/news/media/bestpractices/) (<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) ([https://www.stopbullying.gov/prevention/training-center/hrsa\\_guide\\_school-administrators\\_508.pdf](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.*

## II. 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](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.

# III. 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?

(Continued on next page)



## 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) ([http://www.nrepp.samhsa.gov/01\\_landing.aspx](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)  
([http://www.nrepp.samhsa.gov/Docs/Questions\\_To\\_Ask\\_Developers.pdf](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.



## IV. 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, Education Director

Email: [Denver@adl.org](mailto:Denver@adl.org)

Telephone: 303-830-7177

|   |  |   |
|---|--|---|
| <b>Programs or services for schools or youth:</b> | Consultation to schools<br>Training for school staff | Training for parents<br>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: [denver.adl.org/noplaceforhate2017](http://denver.adl.org/noplaceforhate2017)

**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 <https://www.adl.org/education-and-resources>. This site features: [Bullying & Cyberbullying](#), a collection of bullying specific resources, [Books Matter: Children’s Literature Bibliography](#), an extraordinary listing of current books for youth on a variety of social justice issues. [Lesson Plans](#) is ADL’s collection of K-12 curricula include timely lesson plans and multi-grade units that promote critical thinking and assist educators in teaching current events topics through the lens of diversity, bias and social justice. [Rosalind’s Classroom Conversations](#) - bestselling book author and bullying prevention specialist, Rosalind Wiseman, joins forces with ADL to provide a timely resource for educators on topics such as bullying, current events and the social and emotional development of children.

**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 15<sup>th</sup> Street, UCB 483, Boulder, CO 80302

Contact person and title: Beverly Kingston, Ph.D., Director

Email: [Beverly.Kingston@colorado.edu](mailto: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](mailto:Sabrina.Mattson@colorado.edu)

Telephone: 303-735-1633

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

### Safe Communities-Safe Schools (including Blueprints for Violence Prevention)

|   |  |
|---|--|
| <b>Description</b>                        | Collaborative that promotes a data-driven approach to a positive school climate  |
| <b>Target Audience</b>                    | Schools, law enforcement, mental health, policy makers   |
| <b>Content of the program or services</b> | <p>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.</p> <p>The Barometers of School Safety (sample surveys):</p> <p><b>SPARK:</b> Elementary Student Survey, grades 3 up, 30 min<br/> <a href="http://www.colorado.edu/cspv/safeschools/assessments/ElementaryCore.pdf">http://www.colorado.edu/cspv/safeschools/assessments/ElementaryCore.pdf</a></p> <p><b>VOLT:</b> Middle/High Student Survey, 45 min<br/> <a href="http://www.colorado.edu/cspv/safeschools/assessments/LimitedMHSCoreSurvey.pdf">http://www.colorado.edu/cspv/safeschools/assessments/LimitedMHSCoreSurvey.pdf</a></p> <p><b>CHARGE:</b> Administrator/Staff Survey, 10 min<br/> <a href="http://www.colorado.edu/cspv/safeschools/assessments/CHARGEsample.pdf">http://www.colorado.edu/cspv/safeschools/assessments/CHARGEsample.pdf</a></p> <p><b>GRID:</b> Parent Survey, 15 min<br/> <a href="http://www.colorado.edu/cspv/safeschools/assessments/GRIDSsample.pdf">http://www.colorado.edu/cspv/safeschools/assessments/GRIDSsample.pdf</a></p> <p>Blueprints for Violence Prevention Programs<br/> <a href="http://www.blueprintsprograms.com/">Blueprints Programs (http://www.blueprintsprograms.com/)</a></p> |
| <b>Cost</b>                               | 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: Joe Neguse, Executive Director

Email: [dora\\_CCRD@state.co.us](mailto:dora_CCRD@state.co.us)

Telephone: 303-894-2997

|   |   |
|---|---|
| <b>Programs or services for schools or youth:</b> | 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

|  |  |
|--|--|
| <b>Description</b>                         | 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. |
| <b>Target Audience</b>                     | Education for administrators, faculty and students   |
| <b>Contents of the program or services</b> | Visit website at <a href="http://www.dora.colorado.gov/crd">www.dora.colorado.gov/crd</a>  |



#### 4. Colorado Department of Education –Bullying Prevention & Education Grant

<https://www.cde.state.co.us/mtss/bullying>

Address: 1580 Logan Street, Suite 550, Denver Colorado80203

Contact person and title: Dr. Adam Collins, Bullying Prevention and Education Grant Coordinator or Dr. Scott Ross, Director of Office of Learning Supports

Email: [Collins\\_A@cde.state.co.us](mailto:Collins_A@cde.state.co.us) or [Ross\\_S@cde.state.co.us](mailto:Ross_S@cde.state.co.us)

Telephone: 303-866-6622

**Programs or services for schools or youth:** Consultation to schools and districts regardless of whether or not they are a grantee

#### Grant program that provides funds for implementing bullying prevention best practices

**Description:** The Colorado School Bullying Prevention and Education Grant Program (BPEG) is authorized by C.R.S. 22-93-101 to provide funding to reduce the frequency of bullying incidents. This includes (1) implementing evidence-based bullying prevention practices with fidelity; (2) family and community involvement in school bullying prevention strategies; and (3) adopting specific policies concerning bullying education and prevention.

Currently, the BPEG is funding \$2 million per year for over 70 schools across 14 LEAs to prevent bullying across the state of Colorado. There is a three-year grant cycle with new applications anticipated to be requested in 2019.

**Target Audience:** Eligible grant applicants include school districts and the Charter School Institute, Charter schools, Boards of Cooperative Educational Services, and Facility schools.

**Contents of the program or services:** For the current grant cycle, the BPEG funds schools up to \$40,000 per year to implement evidence-based best practices in bullying prevention. This includes using funds to purchase an evidence-based bullying prevention curriculum, receive training on the selected prevention curriculum, include families and the community in prevention efforts, incorporate student leadership and voice in prevention efforts, administer an annual survey to assess bullying prevention efforts, FTE for a coach to help implement the work of the grant at the school level, and administrative costs.

**Cost:** There is no cost to those selected to receive the grant.

#### 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: Lynne DeSousa, PBIS Statewide Coordinator or Dr. Scott Ross, Director of Office of Learning Supports

Email: [DeSousa\\_L@cde.state.co.us](mailto:DeSousa_L@cde.state.co.us) or [Ross\\_S@cde.state.co.us](mailto: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](http://www.pbis.org) and [www.cde.state.co.us/pbis](http://www.cde.state.co.us/pbis). An August 2016 Dear Colleague Letter highlighting PBIS can be accessed here: <https://www.cde.state.co.us/mtss/dcl-pbis-ieps>

|   |   |
|---|---|
| <b>Target Audience</b>                    | PreK-12 students, families, school staff, and district and building administration  |
| <b>Content of the program or services</b> | As applicable   |
| <b>Cost</b>                               | 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 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](mailto: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.

**Contents of the program or services:** Visit: <http://www.coloradoedinitiative.org/resources/transforming-school-climate-toolkit/>

### 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



|  |   |
|--|---|
| <b>Content of the program or services</b>  | 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: <a href="http://www.coloradoinitiative.org/resources/measuring-school-climate-toolkit-districts-schools/">http://www.coloradoinitiative.org/resources/measuring-school-climate-toolkit-districts-schools/</a> |
| <b>Innovative Approaches in School Climate: Using Students as Agents of Change</b> |   |
| <b>Description</b>   | 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.  |
| <b>Target Audience</b>   | Districts, School Administrators, Teachers, Students, Parents, Community Agencies   |
| <b>Content of the program or services</b>  | Visit <a href="http://www.coloradoinitiative.org/resources/innovative-approaches-school-climate-using-students-agents-change/">http://www.coloradoinitiative.org/resources/innovative-approaches-school-climate-using-students-agents-change/</a> for a webinar on how students can transform school climate and culture.   |
| <b>Best Practices Guide for Healthy Schools</b>                                    |   |
| <b>Description</b>   | School climate and culture best practices must include systemic improvements to student social, emotional and mental health supports.   |
| <b>Target Audience</b>   | Districts, School Administrators, Teachers, Students, Parents, Community Agencies   |
| <b>Content of the program or services</b>  | 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. <a href="http://www.coloradoinitiative.org/resources/healthy-schools-best-practices-guides/">http://www.coloradoinitiative.org/resources/healthy-schools-best-practices-guides/</a>                      |
| <b>Safe and Welcoming Schools</b>  |   |
| <b>Description</b>   | 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.   |
| <b>Target Audience</b>   | Districts, School Administrators, Teachers, Students, Parents, Community Agencies   |
| <b>Content of the program or services</b>  | View the Safe and Welcoming Schools Video Series to discover how you can create a positive, welcoming environment for all students. <a href="http://www.coloradoinitiative.org/resources/safe-welcoming-schools-resources/">http://www.coloradoinitiative.org/resources/safe-welcoming-schools-resources/</a>   |
| <b>Colorado's Comprehensive Health and Physical Education Standards</b>            |   |
| <b>Description</b>   | Colorado has new comprehensive health and physical education standards, which include a focus on the <b>social and emotional health of students</b> . 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.   |
| <b>Target Audience</b>   | Districts, School Administrators, Teachers, Students, Parents, Community Agencies   |
| <b>Content of the program or services</b>  | Learn how you can teach emotional and social wellness to students as part of Colorado's comprehensive health and physical education standards. <a href="http://www.cde.state.co.us/cohealthpe">http://www.cde.state.co.us/cohealthpe</a>  |
| <b>Cost</b>  | There is no charge for these Colorado Education Initiatives resources.  |

## 7. Colorado School Safety Resource Center/Department of Public Safety

[www.Colorado.gov/CSSRC](http://www.Colorado.gov/CSSRC)

Address: 700 Kipling Street, Suite 1000, Denver, CO 80215

Contact person and title: Christine Harms, MS, Director; Brad Stiles MA, Emergency Response Outreach

Consultant; Anthony Wyatt, School Safety Resource Specialist; Margaret Ochoa JD, Child Sexual Abuse Prevention Specialist; Melissa Weiss, Program Assistant; Vacant, School Outreach Consultant



Email: [CDPS\\_School\\_Safety\\_Center@state.co.us](mailto:CDPS_School_Safety_Center@state.co.us)

Telephone: 303-239-4435

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| <b>Programs or services for schools or youth:</b> | Consultation to schools<br>Training for school staff | Training for parents<br>Resources both on the web and at trainings |
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### Customized programs for positive school climate, bullying, harassment and cyberbullying prevention and intervention strategies

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| <b>Target Audience</b> | School staff, law enforcement, youth serving organizations, parents and students |
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| <b>Content of the program or services</b> | 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. |
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Please see the website for more comprehensive information and resources on developing positive school climates and bullying prevention and intervention:  
[www.Colorado.gov/CSSRC](http://www.Colorado.gov/CSSRC).

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| <b>Cost</b> | All direct services are provided at no charge to schools/districts. |
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## 8. Conflict Center

<http://conflictcenter.org/>

Address: 4140 Tejon St., Denver, CO 80211

Contact person and title: Ron Ludwig, Executive Director

Email: [Ron.ludwig@conflictcenter.org](mailto:Ron.ludwig@conflictcenter.org)

Telephone: 303-433-4983

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| <b>Programs or services for schools or youth:</b> | Consultation to schools<br>Training for school staff | Training for parents<br>Training for students/youth |
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### Conflict Center School Program

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| <b>Description</b> | Consulting and educational services provided to schools |
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| <b>Target Audience</b> | School communities in the Denver metro area |
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| <b>Content of the program or services</b> | 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). <a href="http://conflictcenter.org/programs-classes/school-programs/">Overview of Schools Programs</a><br>( <a href="http://conflictcenter.org/programs-classes/school-programs/">http://conflictcenter.org/programs-classes/school-programs/</a> ) |
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| <b>Cost</b> | 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. |
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## 9. 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](mailto:heather_frazier@facinghistory.org)

Telephone: 303-316-4848

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| <b>Programs or services for schools or youth:</b> | Consultation to schools<br>Training for school staff | Training for parents<br>Training for students/youth |
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### Facing History and Ourselves on-going workshops, seminars and community events

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| <b>Description</b> | Professional development and classroom resources (History/Literature) that are |
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|   | adaptable and flexible to fit diverse learning environments  |
| <b>Target Audience</b>                    | Educators (primarily grades 6-12), school staff members, parents and parent groups, youth services organizations   |
| <b>Content of the program or services</b> | 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, <i>To Kill A Mockingbird</i> , American Eugenics movement, immigration, homophobia in history and many others. Facing History is a partner for the film <a href="https://www.facinghistory.org/books-borrowing/bully">BULLY</a> ( <a href="https://www.facinghistory.org/books-borrowing/bully">https://www.facinghistory.org/books-borrowing/bully</a> ), and offers <a href="https://www.facinghistory.org/books-borrowing/guide-film-bully-fostering-empathy-and-action-schools">A Guide to the film BULLY: Fostering Empathy and Action in Schools</a> ( <a href="https://www.facinghistory.org/books-borrowing/guide-film-bully-fostering-empathy-and-action-schools">https://www.facinghistory.org/books-borrowing/guide-film-bully-fostering-empathy-and-action-schools</a> ). The film <a href="https://www.facinghistory.org/books-borrowing/bully">BULLY</a> ( <a href="https://www.facinghistory.org/books-borrowing/bully">https://www.facinghistory.org/books-borrowing/bully</a> ), 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. |
| <b>Cost</b>                               | No cost for calendared events, fee-based for on-site professional development.   |

## 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](mailto: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/). (<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). ([http://cogsanetwork.org/wp-content/uploads/2013/03/Transgender\\_Guidance.pdf](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/news/make-it-safe-a-resource-guide-for-students-combating-bullying-homophobia-and-transphobia-in-schools/). <http://cogsanetwork.org/news/make-it-safe-a-resource-guide-for-students-combating-bullying-homophobia-and-transphobia-in-schools/>

[From the Inside Out: A Resource For Engaging GSAs in Educational and Racial Justice](#)



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.

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| <b>Cost</b> | Contact One Colorado for more information |
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## 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](mailto:pflagden@tde.com)

Telephone: 303-573-5861

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| <b>Programs or services for schools or youth:</b> | Consultation to schools<br>Training for school staff | Support and Education for parents |
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### Safe School

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| <b>Description</b> | 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. |
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| <b>Target Audience</b> | Adults responsible and/or involved in the education of youth: teachers, administrators and staff. Parents and families with LGBTQQ youth. |
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| <b>Content of the program or services</b> | 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. |
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| <b>Cost</b> | No cost |
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## 12. Project PAVE

<http://www.projectpave.org/>

Address: 4130 Tejon Street, Suite C, Denver, CO 80211

Contact person and title: Adam Evans, Executive Director

Email: [Aevans@projectpave.org](mailto:Aevans@projectpave.org)

Telephone: 303-322-2382

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| <b>Programs or services for schools or youth:</b> | Consultation to schools<br>Training for school staff | Training for parents<br>Training for students/youth |
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### Path to Healthy Relationships, Teen Dating Violence Curriculum (Prevention), Choose Respect Club (Prevention), School-Based Therapy (Intervention), Teacher & Parent Workshops

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| <b>Description</b> | <b>Path to Healthy Relationships</b> is a 5 hour curriculum that is divided into the class schedule exploring teen dating violence and healthy relationships. <b>Youth Community Educators Program</b> 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. <b>True Man Program</b> in partnership with the Denver Broncos is designed to challenge boys and |
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men to become allies in the prevention of domestic and sexual violence through a team framework

**School-Based Therapy & Family Advocacy** provides therapeutic support to those students who have been impacted by relationship violence (call for current school partners).

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| <b>Target Audience</b>                    | Middle and high school students, staff, and parents                   |
| <b>Content of the program or services</b> | The program is LGBT inclusive as well as race and ethnicity inclusive |
| <b>Cost</b>                               | Free, Donation Appreciated  |

### 13. Region IV Western Educational Equity Assistance Center (WEEAC)

<http://www.msudenver.edu/weeac/>

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, Ph.D., Project Director

Email: [evenstad@msudenver.edu](mailto:evenstad@msudenver.edu)

Telephone: 303-556-6175

**Programs or services for schools or youth:** Consultation to schools, local school districts and State Departments of Education can include professional development and technical assistance for administrators, teachers and staff; assistance in meeting civil rights compliance efforts in addressing bullying and harassment. Services are based on request, customized for the client and are generally without charge.

#### Equity Assistance Center (EAC)

**Description**

There are 4 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 IV Western Educational Equity Assistance Center (WEEAC). The WEEAC service area includes Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. The WEEAC provides technical assistance and training to public schools in the equity areas covered by the 1964 Civil Rights Act, Title IX, and those designated by the US Department of Education in the areas of race, sex/gender, national origin, religion, and socioeconomic integration.

**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 IV Western Educational Equity Assistance Center Provides the Following Services and others based on request:

- 1) Preventing Sexual and Racial Harassment
- 2) When bullying crosses the line and becomes a civil rights concern
- 3) Olweus Bully Prevention Program (district cost would be for materials)
- 4) Aggressors, Victims and Bystanders
- 5) Bully Prevention and Safety for GLBTQ Students
- 6) Restorative Practices in School
- 7) District and building climate assessments
- 8) Review of policies and procedures (discipline & civil rights)

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, Ph.D. [evenstad@msudenver.edu](mailto:evenstad@msudenver.edu), or fill out a "Request for Assistance" form at <http://www.msudenver.edu/weeac/>





## 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](mailto: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 iPhone/iPad and Google Play for Android devices.

|   |                             |                             |
|---|-----------------------------|-----------------------------|
| <b>Programs or services for schools or youth:</b> | 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

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| <b>Description</b>     | 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 <a href="http://safe2tellco.org/">http://safe2tellco.org/</a> or you may download the Safe2Tell app on the Apple App Store for iPhone/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. |
| <b>Target Audience</b> | Youth, all staff, parents, law enforcement, community and business leaders   |
| <b>Cost</b>            | Please contact Safe2Tell for specific training needs.  |

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

<http://www.tyes-colorado.org/>

Contact person and title: Support Team

Email: [TYES.help@gmail.com](mailto:TYES.help@gmail.com)

Telephone: (720)443-7708

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

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| <b>Description</b> | <p>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.</p> <p>TYES supports families of all gender expansive youth (gender nonconforming, gender fluid, genderqueer, transgender, agender, etc.). We offer support to parents across Colorado with:</p> <ul style="list-style-type: none"> <li>• Monthly support meetings</li> <li>• Phone support</li> </ul> |
|--------------------|---|

- Private Facebook group
- Video-conferencing
- Guest speakers
- Social opportunities for youth and parents
- Summer family camp

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**Target Audience** Transgender/gender expansive youth and their families; Community organizations, schools, teachers, medical providers and others who interact with transgender youth.

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**Cost** TYES is a satellite support group of PFLAG Boulder County. No cost for support services. Some costs for social opportunities and activities.

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## V. ON-LINE RESOURCES FOR SCHOOLS – AT-A-GLANCE

The [Colorado School Safety Resource Center](http://www.colorado.gov/CSSRC) ([www.colorado.gov/CSSRC](http://www.colorado.gov/CSSRC)) website has many helpful documents available as resources to schools regarding bullying and harassment prevention and building positive school climates. Bullying resources can be found [here](https://www.colorado.gov/pacific/cssrc/bullying-harassment). (<https://www.colorado.gov/pacific/cssrc/bullying-harassment>)

[American Psychological Association \(APA\)](http://www.apa.org/helpcenter/bullying.aspx) (<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) (<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)

([http://www.coloradotrust.org/sites/default/files/COTrust\\_FINALAPRVD\\_112408.pdf](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) (<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/) (<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/transforming-school-climate-toolkit/)

(<http://www.coloradoedinitiative.org/resources/transforming-school-climate-toolkit/>)

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) (<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)

(<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 and 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](http://safesupportiveschools.ed.gov/index.php?id=01)** ([safesupportiveschools.ed.gov/index.php?id=01](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)** (<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)**

(<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)** (*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/)** (*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)** (*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](https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/har-resources.html)** (*https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/har-resources.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/>)

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](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://internetsafety101.org/>)

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://www.isafe.org/>)

iSAFE 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.

## VI. 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](http://www.nrepp.samhsa.gov/Docs/Questions_To_Ask_Developers.pdf)) p. 7)

### Evidence-Based Programs' Registries

1. [Blue Prints for Healthy Youth Development](#), Center for the Study and Prevention of Violence, University of Colorado Boulder (<http://www.colorado.edu/cspv/blueprints/>)
2. [Model Programs Guide](#), Office of Juvenile Justice and Delinquency Prevention (<http://www.ojjdp.gov/mpg/>)
3. [National Registry of Evidence-Based Programs and Practices \(NREPP\)](#), Substance Abuse and Mental Health Services Administration (<http://www.nrepp.samhsa.gov/>) NREPP revised their rating system in 2015. We have listed the newly reviewed programs with "Evidence of Effectiveness" which will require you to check in what areas they have been rated effective. Others previously on NREPP, not recently reviewed, are listed as "Legacy."

### Evidence-Based Bullying Prevention Programs

Select Bullying Prevention Programs included on Blue Prints for Healthy Youth Development, the National Registry of Evidence-Based Programs and Practices (NREPP) and the OJJDP Model Programs Guide. Also listed are programs reviewed for the Colorado Department of Education, Office of Learning Supports', Bullying Prevention and Education Grant program.

#### 1. Building Assets Reducing Risks (BARR)

[BARR Center](#)

<http://www.hazelden.org/web/go/buildingassets>

**Listing** NREPP (Evidence of Effectiveness)

**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. Bullying Prevention – PBIS (BP-PBIS)

<http://www.pbis.org/school/bully-prevention>

Email us for your own questions about PBIS at [tapbis@ku.edu](mailto:tapbis@ku.edu).

**Listing:** Reviewed for the Colorado Department of Education, Office of Learning Supports, Bullying Prevention and Education Grant

**Description:** PBIS is a prevention-based framework for assisting school personnel in adopting and organizing evidence-based behavioral supports and interventions into an integrated



continuum that enhances academic and social behavior outcomes for all students.

**Target:** There are two versions of the bullying prevention program. One program is designed for students in elementary school and the other is designed for students in middle and high school.

**Cost:** Resources available for download at the website.

### 3. CAPSLE: Creating a Peaceful School Learning Environment

<http://www.backoffbully.com/Pages/peacefulSchools.html>  
[stuart.twemlow@gmail.com](mailto:stuart.twemlow@gmail.com), [FCSACCO@AOL.COM](mailto:FCSACCO@AOL.COM)

**Listing** NREPP (Legacy)

**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

### 4. KiVa Anti-Bullying Program

<http://www.kivaprogram.net/>

**Listing** Blue Prints (Promising) and OJJDP (Promising in More Than One Study)

**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.

### 5. Lesson One: The ABCs of Life

<http://www.lessonone.org/>

617-869-3838

**Listing:** NREPP (Legacy)

**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.

## 6. Olweus Program

<http://olweus.sites.clemson.edu/>

800-328-9000

**Listing:** Blue Prints (Promising), NREPP (Inconclusive)

**Description:** The Olweus Program (pronounced Ol-VAY-us) is a comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12). The program's goals are to reduce and prevent bullying problems among schoolchildren and to improve peer relations at school. The program has been found to reduce bullying among students, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States.

**Target:** K-12

**Cost:** Contact Clemson University for more information

## 7. Open Circle

<http://www.open-circle.org/>

(781) 283-3277

**Listing** NREPP (Legacy)

**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, and 8 copies of the Open Circle *Bullying Prevention Manual*.

## 8. PAX Good Behavior Game

<http://goodbehaviorgame.org/>

(520) 299-6770

**Listing** NREPP (Legacy)

**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

## 9. Positive Action

<https://www.positiveaction.net/>

(800) 345-2974 (208) 733-1328

[info@positiveaction.net](mailto:info@positiveaction.net)

**Listing** Blue Prints (Model), NREPP (Legacy) and OJJDP (Effective in More Than One Study)

**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.

## 10. Promoting Alternative Thinking Strategies (PATHS)

<http://www.pathstraining.com/main/>

(206) 323-6688

**Listing:** Blue Prints (Model) and OJJDP (Effective in More Than One Study)

**Description:** The PATHS curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children (grades K-6) while simultaneously enhancing the educational process in the classroom. The evaluation of the preschool version, called Head Start REDI, is treated separately by Blueprints

**Target:** K-6th grade

## 11. Safe School Ambassadors

<http://community-matters.org/programs-and-services/safe-school-ambassadors>

(707) 823-6159

**Listing** NREPP (Legacy)

**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

## 12. Second Step Bullying Prevention Unit (SS-BPU)

<http://www.cfchildren.org/bullying-prevention>

800-634-4449

**Listing:** Reviewed for the Colorado Department of Education, Office of Learning Supports, Bullying Prevention and Education Grant

**Description:** The SS-BPU program is a supplemental program to the Second Step Social-Emotional Learning (SS-SEL) program. These programs are research-based and the bullying prevention program is developmentally appropriate for Kindergarten through 5th grade students. The program includes video stories co-written by children’s book author Trudy Ludwig and materials for families to reinforce the lessons taught in the classroom.

## 13. Second Step Elementary School Program

<http://www.cfchildren.org/second-step>

(800) 634-4449

**Listing** NREPP (Evidence of Effectiveness) and OJJDP (Effective in More Than One Study)

**Description** Second Step–Elementary is a universal, classroom-based program for children in kindergarten through fifth grade, which is designed to increase school success and decrease problem behaviors by promoting social–emotional competence and self-regulation. There are separate curricula for each grade to enable teachers to deliver instruction that is developmentally appropriate and relevant for their students. Each grade level curriculum includes a total of 22 lessons (23 in Kindergarten) that are organized across four units: 1) Skills for Learning, 2) Empathy, 3) Emotion Management, and 4) Problem Solving. The four units cover a range of skills and behaviors such as being respectful learners, planning to learn, identifying others’ feelings, showing compassion, making friends, and managing disappointment. Teachers implement the lessons as part of their normal classroom activities once per week, and each lesson takes roughly 20–40 minutes, depending on grade level. The Second Step–Elementary program consists of these classroom lessons, as well as skills review, brief daily practice activities, reinforcement, and home links.

**Target** Pre/K; Grades 1-5; Grades 6-8 (Ages 4-12)

**Cost** Approximate materials costs: Each grade level curricula \$310-\$360

## 14. Second Step Student Success Through Prevention – Middle School Program

<http://www.cfchildren.org/second-step>

(800) 634-4449

**Listing:** NREPP (Evidence of Effectiveness)

**Description:** The Second Step Middle School program is a universal, classroom-based intervention for children in grades six through eight, which is designed to increase school success and decrease problem behaviors by promoting social–emotional competence. The Second Step program consists of a skills-focused, social–emotional learning (SEL) curriculum that emphasizes directly

teaching students how to strengthen their ability to learn, have empathy, manage emotions, and solve problems. Through skill building and skill practice, the program aims to target risk and protective factors thought to be linked to aggression, violence, and substance use. The program targets the following risk factors: inappropriate classroom behavior, such as aggression and impulsivity; favorable attitudes toward problem behavior (e.g., violence, substance abuse); friends who engage in the problem behavior; early initiation of the problem behavior; peer rewards for antisocial behavior; and peer rejection. In addition, the program targets the following protective factors: social skills, empathy, school connectedness, and adoption of conventional norms about drug use.

**Cost:** Check with Committee for Children

## 15. The Incredible Years

<http://www.incredibleyears.com/>  
(206)-285-7565

**Listing:** Blue Prints (Promising) and OJJDP (Effective in More Than One Study)

**Description:** A parent, teacher and child social skills training approach to reduce challenging behaviors in children and increase their social and self-control skills. The program is rated Effective. The evaluation reviewed multiple outcomes. Findings revealed that negative parenting practices decreased in the intervention group; there was greater improvement in school readiness measures; classroom atmosphere; child social competence; and stimulation for learning in the treatment group.

**Target:** The program involves teachers, parents, and their children who are at high risk or diagnosed with Oppositional Defiant Disorder (ODD), Conduct Disorder, and Attention Deficit Hyperactive Disorder (ADHD).

**Cost:** Please check the website for current costs.

## 16. Too Good for Violence

<http://www.toogoodprograms.org/>  
800-750-0986

**Listing:** OJJDP (Promising – More Than One Study)

**Description:** A school-based violence prevention and character education program designed to improve student behavior and minimize aggression. The program is rated Promising. The program had positive effects on risk and protective factors related to student violence in third grade and factors related to alcohol, tobacco, and drug use and violence in grades 9 through 12.

**Target:** K - 12

**Cost:** About \$200/kit/grade

## VII. Policy and Advocacy Resources

- [Bullying and Cyberbullying Prevention Strategies and Resources](https://www.adl.org/education/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies)  
(<https://www.adl.org/education/resources/tools-and-strategies/bullying-and-cyberbullying-prevention-strategies>)  
Resources for administrators, educators, students, parents, caregivers and guardians.
- [Cyberbullying Prevention Law – An ADL Model Statute](https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/ADL-Cyberbullying-Prevention-Law-Model-Statute.pdf)  
(<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/ADL-Cyberbullying-Prevention-Law-Model-Statute.pdf>)  
With the rise in a unique and ubiquitous form of bullying -- cyberbullying -- schools and communities are seeking ways to create a safe environment. For years, governments, schools and courts have been wrestling with how to deal with the issue -- a school's duty to maintain a safe learning environment for students must be balanced with a student's right to privacy and free speech.  
ADL has continued its efforts to respond effectively to this issue by developing curriculum and programming for teachers, students and the community on how to recognize and respond to cyberbullying, and by developing a model **Cyberbullying Prevention Law** for states to adopt and implement.
- [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)  
(<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.
- [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)  
(<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.
- [Dear Colleague Letter, U.S. Department of Education, Office of Special Education and Rehabilitative Services and Enclosure \(2013\)](http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf)  
(<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.
- [Dear Colleague Letter, U.S. Department of Education, Office of Special Education and Rehabilitative Services \(2016\)](https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf) (<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf>)  
In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team must consider – and, when necessary to provide FAPE, include in the IEP – the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
- [Measuring School Climate: A Toolkit for Districts and Schools \(2012\)](http://www.coloradoinitiative.org/wp-content/uploads/2014/03/Measuring-School-Climate-Toolkit.pdf)  
(<http://www.coloradoinitiative.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.
- [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)  
(<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.
- [Social and Emotional Learning and Bullying Prevention \(2009\)](http://www.casel.org/bullying/)  
(<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.