POSITIVE SCHOOL CLIMATE: BULLYING AND HARASSMENT PREVENTION AND EDUCATION

COLORADO SCHOOL RESOURCE GUIDE

May 2020

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

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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. The 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. The 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 similar 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 the Colorado Department of Education at www.cde.state.co.us/ or the Colorado School Safety Resource Center at www.Colorado.gov/CSSRC).

4. **Establish and consistently enforce school rules and policies related to bullying prevention and intervention.**
   a. Review bullying policies and rules to be sure they are clearly defined and cover all types of bullying behaviors. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services as outlined in C.R.S. 22-32-109(1)(11)(I). Research suggests that schools with enumerated protected classes in their bullying prevention policies, especially for sexual orientation, have lower rates of bullying. 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 this in 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,* regarding bullying and harassment.
   f. See *Dear Colleague Letter, U.S. Department of Education, Office of Special Education and Rehabilitative Services, August 2013,* regarding bullying and harassment of students with disabilities.
   g. See Colorado legislation relating to bullying at www.Colorado.gov/CSSRC
      i. SB 01-080, Bullying: School Violence
      ii. HB 05-1036, School District Internet Safety Plan
      iii. HB 11-1254, Bullying in Schools
      iv. HB 12-1345 / SB 12-046, School Finance and School Discipline

5. **Provide ongoing training for *all* staff in bullying awareness, prevention, and appropriate interventions.**
   a. School staff members need skills in best practices for responding to bullying immediately. See StopBullying.gov webpage: *Stop Bullying 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 targeted or those displaying bullying behaviors.
   c. If a student is required to change a class because of a bullying situation, it should be the student who bullied and not the student who was bullied.

8. **Focus some class time on bullying prevention efforts.**
    a. Integrate teaching students 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 and 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 ongoing.
    b. Bullying prevention should be woven into the school environment.

Adapted from Stop Bullying Now: Best Practices and Understanding the Roles of School Administrators in Community-Wide Bullying Prevention Efforts, 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. Are not recommended as a broad-based policy.
    b. May affect a large number of students.
    c. May discourage students from reporting bullying.
    d. May prevent students from receiving much needed help and interrupt learning.
    e. Bullying behavior can be an early marker for other problem behaviors.
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, such as the 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.

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

1. **Implementation –**
    - How will this program or practice integrate into 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 to, 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 trainers, staff supervisors/coaches, agency administrators)?
   - What is the duration of the training (hours, days)?
   - Is retraining required/available?
   - What on-site assistance is provided by the developer, if any?
   - How long does it usually take for a new implementation site to become a high-fidelity user of the intervention?

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

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

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 by the Colorado School Safety Resource Center of the Department of Public Safety, and not an endorsement of any specific program or service.

IV. COLORADO AGENCIES AND ORGANIZATIONS

1. *Anti-Defamation League*

http://mountainstates.adl.org/
Address: 1120 Lincoln Street, Suite 1301, Denver, CO 80203
Contact person and title: Tara Raju, Education Director
Email: mountainstates@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
Contents of the program/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: https://mountainstates.adl.org/initiatives/no-place-for-hate/
Cost	There is a nominal fee to schools.
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.
Contents of the program/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 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 15th Street, UCB 483, Boulder, CO 80302
Contact person and title: Beverly Kingston, Ph.D., Director
Email: Beverly.Kingston@colorado.edu
Telephone: 303-735-1065 or 303-492-9046
Survey Contact person and title: Sabrina Arredondo Mattson, Ph.D., Research Associate
Email: Sabrina.Mattson@colorado.edu
Telephone: 303-735-1633

Programs or services for schools or youth:	Consultation to schools and community organizations	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)	
Description	Collaborative that promotes a data-driven approach to a positive school climate
Target Audience	Schools, law enforcement, mental health, policy makers
Contents of the program/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. The Barometers of School Safety (sample surveys): SPARK: Elementary Student Survey, grades 3 up, 30 min *http://www.colorado.edu/cspv/safeschools/assessments/ElementaryCore.pdf* VOLT: Middle/High Student Survey , 45 min *http://www.colorado.edu/cspv/safeschools/assessments/LimitedMHSCoreSurvey.pdf* CHARGE: Administrator/Staff Survey, 10 min *http://www.colorado.edu/cspv/safeschools/assessments/CHARGESample.pdf* GRID: Parent Survey, 15 min *http://www.colorado.edu/cspv/safeschools/assessments/GRIDSample.pdf* Blueprints for Violence Prevention Programs Blueprints Programs *(http://www.blueprintsprograms.com/)*
Cost	Cost recovery fee for service. Contact Sabrina Arredondo Mattson 303-735-1633.

3. Colorado Civil Rights Division/Department of Regulatory Agencies

http://www.dora.colorado.gov/crd
Address: 1560 Broadway #825, Denver, CO 80202
Contact person and title: Samuel Anderson, CCRD Outreach and Education
Email: samuel.anderson@state.co.us
Telephone: 303-894-7810

Programs or services for schools or youth:	The Colorado Civil Rights Division ("CCRD") works to eliminate discrimination in employment, housing and places of public accommodations through enforcementof the Colorado Anti-Discrimination Act ("CADA"). Schools are places of public accommodation and any person who believes that they have been subjected to discrimination may file a complaint of discrimination with the CCRD.

Colorado Civil Rights Training

Description	The Division provides outreach and education to Coloradans about anti-discrimination laws in employment, housing, and places of public accommodation. Introductory courses on each area are offered as well as an overview of the CCRD's process and procedure.
Target Audience	Education for administrators, faculty and students
Contents of the program/services	Visit website at www.dora.colorado.gov/crd
Cost	No Charge

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, Statewide Bullying Prevention Manager and MTSS Specialist or Dr. Kristen Brown, Director of Office of Learning Supports
Email: Collins_A@cde.state.co.us or Brown_Kristen@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 100 schools across 19 LEAs to prevent bullying across the state of Colorado. There is a three-year grant cycle with new applications anticipated to be requested in the fall of 2021.
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 $25,000 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/mtss/pbis
Address: 201 E. Colfax, Denver, CO 80203
Contact: Lynne DeSousa, PBIS Statewide Coordinator or Dr. Kristen Brown, Director of Office of Learning Supports
Email: DeSousa_L@cde.state.co.us or Brown_Kristen@cde.state.co.us
Telephone: 303-866-6768

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 An August 2016 Dear Colleague Letter highlighting PBIS can be accessed here: https://www.cde.state.co.us/mtss/dcl-pbis-ieps
Target Audience	PreK-12 students, families, school staff, and district and building administration
Contents of the program/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 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: Dustin Hunter, MA, School Outreach Consultant
Email: dustin.hunter@state.co.us
Telephone: 303-239-4533

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, parents, and students	
Contents of the program/services	Training includes information and strategies about positive school climate, traditional bullying, harassment, cyberbullying, personal safety and preventing dating violence, including discussion of the vulnerability of all special populations. Distributes resources and recommendations regarding prevention, education, training and response to all forms of bullying and LGBT and other forms of harassment. Please see the website for more comprehensive information and resources on developing positive school climates and bullying prevention and intervention: www.Colorado.gov/CSSRC.	
Cost	All direct services are provided at no charge to schools/districts.	

7. *The Conflict Center*

http://conflictcenter.org/
Address: 4140 Tejon St., Denver, CO 80211
Contact person and title: Beth Yohe, Executive Director
Email: beth.yohe@conflictcenter.org
Telephone: 303-865-5625

Programs or services for schools or youth:	Consultation to schools	Training for parents
	Training for school staff	Training for students/youth
The Conflict Center School Programs		
Description	Consulting and educational services provided to schools related to conflict transformation, restorative practices, healthy relationships, and violence prevention.	
Target Audience	School communities throughout Colorado	
Contents of the program/services	**Conflict Transformation:** Addressing Conflict and Anger Effectively for Youth provides young people with social/emotional skills and techniques around making healthy decisions, recognizing and managing their emotions, and communicating in healthy ways. This is a 12 hour course and also can be tailored to fit the needs of an individual school or community. (middle and high school) **Restorative Practices (RP):** TCC's unique 5-Strategy wrap-around Restorative Practice approach begins with a Restorative Assessment through evaluation and sustainability. Our RP trainings (101-301 levels) are	

designed to give school staff the skills to implement a restorative approach in their classrooms. Our RP coaching provides the opportunity to enhance skills and address challenges. (all grades)

Hot Spot Mapping identifies locations in the school where different students feel most and least safe and what emotions they're experiencing in those areas, disaggregated by identity. We then work with students and school leadership to develop recommendations to make the school environment safer for all students. (middle and high school)

Social Norming fosters and amplifies student voices as small groups discuss healthy relationships and dating violence and create schoolwide campaign posters to promote healthy behaviors among their peers. (middle and high school)

Reading for Peace is a free literacy-based program where multi-generational volunteers read books that Reinforce positive conflict management and social-emotional skills in small reading groups (2-3 students) that allow for deeper exploration of ideas. (elementary and middle school)

Cost	General fees are listed; however, fees are negotiable depending on school size, ability to pay, etc. **Conflict Transformation:** $200 per student or flat rate for location-based classes or training (please inquire) **Restorative Practices:** $199 for one professional development training (per person off site); $425 for full series (3 days, epr person); flat rate for school professional development; fee depends on size and duration of training (please inquire); $4,500 for Assessment/Planning and Prioritization; $125/hour for coaching services. **Hot Spot Mapping:** $2,000 **Social Norming:** $3,400 **Reading for Peace:** No charge

8.   *One Colorado*

http://www.one-colorado.org/
Address: 1490 Lafayette, Suite 304 Denver, CO 80218
Contact person and title: Jordan Anthony, Youth Program Coordinator
Email: jordana@one-colorado.org
Telephone: 303-396-6170 ext. 109

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, transgender, and queer (LGBTQ) Coloradans 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 LGBTQ.
Target Audience	Students, school staff and administration, parents, community members and elected officials
Contents of the program/services	The program includes materials and resources to support the activities and programming of Gay-Straight Alliances. 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-LGBTQ bullying.
Cost	Contact One Colorado for more information

9.   *Parents, Families and Friends of Lesbians and Gays*

http://www.pflagdenver.org/
Address: PO Box 18901 Denver, CO 80218-0901
Contact person and title: Rebecca Reynolds, Office Manager
Email: rebecca@pflagdenver.org
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 (LGBTQ) youth and school personnel. Support groups for parents (with children, or not) of LGBT families at our monthly meetings, and Peer Support for LGBTQ adults and allies.
Target Audience	Adults responsible and/or involved in the education of youth: teachers, administrators and staff. Parents and families with LGBTQ youth.
Contents of the program/services	Sensitivity and information related to specific needs of LGBTQ youth in school environments, and in their families. The programs are primarily aimed at LGBTQ populations, but can be broadened to include bullying for any reason.
Cost	No cost

10. Project PAVE

http://www.projectpave.org/
Address: 4140 Tejon Street, Denver, CO 80211
Contact person and title: Derek McCoy, Director of Prevention Initiatives
Email: dmccoy@projectpave.org
Telephone: 720-414-2547

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

Path to Healthy Relationships, Teen Dating Violence Curriculum (Prevention), Choose Respect Club (Prevention), School-Based Therapy (Intervention), Teacher & Parent Workshops	
Description	**Path to Healthy Relationships** is a 5 hour curriculum that is divided into the class schedule exploring teen dating violence and healthy relationships. **Youth Community Educators Program e**mpowers 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. **True Man Program** in partnership with the Denver Broncos is designed to challenge boys and 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).
Target Audience	Middle and high school students, staff, and parents
Contents of the program/services	The program is LGBT inclusive as well as race and ethnicity inclusive
Cost	Free, Donation Appreciated

11. 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
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
Contents of the program/services	The Region IV Western Educational Equity Assistance Center Provides the Following Services and others based on request: 1) Preventing Sexual Title IX and Racial Harassment Title VI 2) When bullying crosses the line and becomes a civil rights concern (How do you respond?) 3) Olweus Bully Prevention Program (district cost would be for materials) 4) Bully Prevention and Safety for GLBTQ Students 5) Equity Compass Review (District and Building Reviews) 6) Restorative Practices in School 7) Equity 101 and Implicit Bias 8) Review of policies and procedures (discipline & civil rights) 9) Trauma Informed Practices 10) Culturally Responsive Practices 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 or fill out a "Request for Assistance" form http://www.msudenver.edu/weeac/

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

http://safe2tell.org/
Address: Colorado Department of Law
Ralph L. Carr Judicial Building
1300 Broadway, 6th Floor, Denver, CO 80203
Contact person and title: If you are a school or law enforcement official and need assistance from Safe2Tell please contact us in one of the following ways:
- For non-emergent matters, please call 720-508-6800 or email Safe2Tell at info@safe2tell.org
- For urgent and/or after-hours assistance, please call 877-542-7233 and our data analysts will get you connected to the appropriate team member.
Anonymous Reporting Tool, Call 1-877-542-SAFE (7233) http://safe2tell.org/, or download the Safe2Tell app on the Apple App Store and/or Google Play

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

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. They provide a 24-hour reporting line at 1-877-542-SAFE (7233) as well as an online reporting option at http://safe2tell.org/ or you may download the Safe2Tell app on the Apple App Store for iPhone/iPads and Google Play for Android devices. Safe2Tell is the conduit of information from the tipster to the appropriate local school and law enforcement authorities. Safe2Tell provides a unique train-the-trainer program for teachers, School Resource Officers, Counselors and Administrators that offers classroom resources that are adaptable and flexible to fit diverse learning environments.
Target Audience	Youth, all staff, parents, law enforcement, community, and business leaders
Cost	Free and subject to staff availability. Please contact Safe2Tell for specific training needs.

13. *TYES (Trans Youth Education & Support) of Colorado*

http://tyes-colorado.org
Contact person and title: Support Team
Email: tyes.help@gmail.com
Telephone: 303-351-2044

Programs or services for schools or youth:	Parent support including support group, online support, education, resources. Teen support group. Family Camp for transgender/gender expansive youth and their families. Advocacy, education

and outreach to schools and other organizations. Collaboration with other organizations supporting causes that impact transgender/gender expansive youth and their families.

Support for transgender/gender expansive youth and their families

Description	TYES Mission: TYES empowers and supports families and caregivers of gender expansive youth by providing resources, education, outreach and advocacy, in order to create supportive environments that allow youth to experience the joy of authenticity. TYES supports families of all gender expansive youth (gender nonconforming, gender fluid, genderqueer, transgender, agender, etc.). We offer support to parents across Colorado with: • Monthly support meetings • Phone support • Private Facebook group • Video-conferencing • Guest speakers • Social opportunities for youth and parents • Summer family camp
Target Audience	Transgender/gender expansive youth and their families; Community organizations, schools, teachers, medical providers and others who interact with transgender youth.
Cost	No cost for support services. Some costs for social opportunities and activities.

V.   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.   These resources can be found **here**.

American Psychological Association (APA)

This website offers guidance for parents, teachers, and youth to take action to prevent bullying.

Bully Free: It Starts With Me, National Education Association

The *Bully Free: It Starts with Me* campaign of the National Education Association (NEA) 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

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

Provided by the University of Nebraska-Lincoln, uniting researchers in bullying prevention and intervention. This site hosts bullying prevention dialogues, research methodologies and strategies, grant opportunities, evidence-based models, and is a clearinghouse for bullying prevention research information.

Collaborative for Academic, Social, and Emotional Learning (CASEL)

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

The National Parent Teachers Association (PTA) has supports for Bullying Prevention. This website has resources for PTA leaders, Parent Tip Sheets, resolutions and position statements, and resources related to bullying prevention.

Creating a Safe and Respectful Environment in our Nation's Classrooms, U.S. Department of Education Safe and Supportive Schools Technical Assistance Center

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

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)
The Gay, Lesbian, and Straight Education Network (GLSEN) 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 bullying prevention.

National Bullying Prevention Center, Parent Training and Information Center (PACER)
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
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 School Climate Center (NSCC)
The goal of the NSCC is to promote positive and sustained school climates: safe, supportive environments that nurture 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
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 Bullying Prevention & Promoting Positive School Climate, Dorothy Espelage, Ph.D.
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
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
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
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
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
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 cards, student quizzes, and worksheets. Tips for educators and other resources related to cyberbullying and cyber safety are provided for educators.

iKeepSafe
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
Supported by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) this information is produced by Enough Is Enough (EIE). The 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
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
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
This is a website created by the Federal Bureau of Investigation 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
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 within 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)*

Evidence-Based Programs Registries

1. Blueprints for Healthy Youth Development, Center for the Study and Prevention of Violence, University of Colorado Boulder
2. **Model Programs Guide**, Office of Juvenile Justice and Delinquency Prevention
3. **National Registry of Evidence-Based Programs and Practices (NREPP)**, Substance Abuse and Mental Health Services Administration   *National Registry of Evidence-based Programs and Practices (NREPP), Substance Abuse and Mental Health Services Administration (SAMSHA) rating system was revised as of 2015. In a statement released on January 11, 2018, SAMHSA's Elinore F. McCance-Katz, MD, PhD, Assistant Secretary for Mental Health and Substance Use, raised addtional issues regarding the National Registry of Evidence-based Programs and Practices. This statement explained some of SAMHSA's concerns about NREPP desginations and the fact that SAMHSA will be taking a new approach to implementation of evidence-based practices (EBPs). The CSSRC will continue to use the previous NREPP and SPRC designations until new guidelines are released.*

Evidence-Based Bullying Prevention Programs

Select Bullying Prevention Programs included on Blueprints 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

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, FCSACCO@AOL.COM

Listing	NREPP (Legacy)
Description	CAPSLE is a school-wide climate change intervention for students in kindergarten through 12th grade and 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	Blueprints (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	All prices are agreed upon through a licensing agreement. The costs include the right to use the KiVa trademark, distribute KiVa in a certain region, the training for the trainers, all KiVa materials including the KiVa games and online surveys as well as setting up of the infrastructure for the implementation of KiVa.

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:	Blueprints (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

Listing	Blueprints (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:	Blueprints (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:	Blueprints (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**
Resources for administrators, educators, students, parents, caregivers and guardians.

➢ **Cyberbullying Prevention Law – An ADL Model Statute**
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)
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)
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)
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)
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)
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
This letter provides additional clarification to the Dear Colleague Letter regarding sexual harassment and sexual violence issued in April 2011.