EDMONTON PUBLIC SCHOOLS

STUDENT LEARNING SERVICES

Move to Action
BULLYING PREVENTION TOOLKIT

Information and tools to successfully create
and sustain a positive school environment

August 2012

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EDMONTON PUBLIC SCHOOLS

VISION

All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

MISSION

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

2011 – 2014 DISTRICT PRIORITIES

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

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PURPOSE OF THIS BULLY PREVENTION TOOLKIT

Bullying is frequently in the media and is a serious matter with wide ranging ramifications not just for schools, but for our entire society. Preventing bullying and ensuring the health and wellness for all students and staff is a priority.

Edmonton Public Schools is committed to the creation and maintenance of welcoming, caring, respectful, safe and inclusive learning environments. A positive learning environment is necessary for students to learn and achieve high academic standards. Staff play a central role in creating environments that acknowledge and promote understanding, respect and recognition of diversity of students and families within a school community.

This toolkit is intended to provide administrators and staff with information, resources and tools to support schools to meet the expectations and responsibilities as outlined in the board policies and the District Plan:

- IF.BP - Safe Caring and Respectful Learning Environments
- IFA.BP - Sexual Orientation and Gender Identity
- IA.BP - Inclusive Education
- The District Plan: Core Strategy – Enhancing Staff Capacity, Goal #7 – Develop and implement strategies to promote critical thinking, innovation, health and citizenship in students.

This bullying prevention toolkit provides information and tools to support implementation of bullying prevention and citizenship development strategies in the educational community. This toolkit aims to enhance, reinforce and support what schools are already doing to create and maintain a positive school climate. Information, resources and tools are recommended based on the following statements and supported by research:

- The most effective strategy to prevent bullying is to promote healthy relationships.
- Systematic approaches that support all individuals involved are most effective in shifting the culture.
- Intervention components need to build social skills, interpersonal skills, assertiveness, empathy and conflict resolution skills.
- Everyone has a key role to play in bullying prevention; shifting the community culture requires a co-ordinated team effort.
- Embedding bullying prevention into daily school and classroom teachings and aligning with curricular outcomes is an effective strategy.

> " Bullying is a health problem that influences not only the current state of health and well-being but also long term behaviours, health and well-being. "
>
> *Srabstein, J. C. & Leventhal, B. L, 2010*

Expectations for principals (see page 6)**:**

- Review this package.
- Review and meet the expectations that speak to the creation of welcoming, caring, respectful, safe, inclusive learning environments and bullying prevention as outlined in board policies and the District Plan.
- Share appropriate information with all school and community stakeholders.

WHAT IS BULLYING?

It is important to have a clear understanding of what bullying is and what bullying is not. Edmonton Public Schools has adopted the definition of bullying proposed by Alberta Education:

"Bullying" means repeated and hostile or demeaning behaviour by a student where the behaviour is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. — Alberta Education, 2012

As there is no one universal definition of bullying, scholars would agree that bullying has certain features which distinguish bullying from other forms of violence and abuse. In general, bullying exhibits **three key components**:

- dominating or hurting someone;
- a destructive relationship problem; and
- mean, hurtful, unfair and unwanted action by a perpetrator.

Forms of bullying

Physical bullying: hitting or kicking and/or taking or damaging personal property.

Verbal bullying: taunts, name calling, putdowns, threats and intimidations.

Social (covert) bullying: exclusion from peer groups, gossip, ganging up on or group teasing.

Cyber bullying: the use of technology to support deliberate, hostile and hurtful behaviours towards an individual or group of individuals.

Homophobic bullying: bullying behaviours that are motivated by prejudice against the person's actual or perceived sexual orientation or gender identity.

Bullying is NOT...

"We do not call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of equal strength or power argue or fight." (Olweus Bullying Prevention Program)

Bullying isn't a normal part of growing up and it does not build character. It is a learned behaviour that hurts everyone — those who get bullied, those doing the bullying and the people watching. It damages our schools, our communities and our society at large. Bullying is a relationship problem. It is the assertion of interpersonal power through aggression.

Alberta Education has created an information sheet: *WATCH AND LISTEN: How to recognize bullying behaviour, and what you can do to stop it*, which can be accessed here:

http://www.bullyfreealberta.ca/pdf/Recognizing-Bullying_FS.pdf.

Bullying – the negative impact on the health and wellness of students

There are many reasons why it is critical to address school bullying. Perhaps the most important is for our students' mental health and their future. Bullying can lead to serious psycho-social, academic and health related effects, such as:

- immediate and long term risk for many emotional, behavioural and relationship problems;
- sexual harassment, (McMaster et al.,2002) and dating aggression (Pepler et al.,2008) and may later extend to workplace harassment, as well as marital, child and elder abuse perpetrated in other types of relationships; and
- parents who bully in childhood are likely to have children who also bully their peers (Farrington, 1993).

Source: The Health of Canada's Young People – A Mental Health Focus Public Health Agency of Canada 2011. For additional information related to mental health, see Appendix I.

ROLES AND RESPONSIBILITIES

Bullying prevention requires input and participation from everyone in the school community. Principals, teachers, parents and other adults shape the school climate and are responsible to serve as role models in creating welcoming, respectful and safe learning environments for students.

The following information provides an outline of the roles and responsibilities of all stakeholders.

Principals/Administrators provide vital leadership and administer bullying prevention /citizenship development programs and are expected to:

- meet the expectations as outlined in the board policies and administrative regulations and share appropriate information with all school and community stakeholders;
- work with all stakeholders to address the issue of bullying;
- assess school culture to obtain baseline data and determine needs of school culture (see Appendix II);
- address issues with an appropriate evidence based initiative (see Appendix III, V);
- identify bullying prevention and intervention strategies and establish supports to ensure a welcoming, caring, respectful, safe and inclusive learning environment;
  - create ongoing class time to focus on bullying prevention and link to curriculum;
  - ensure a clear understanding of behaviour expectations and consequences, and apply consistent consequences for bullying behaviour;
  - increase adult supervision in "hot spots" where bullying may occur;
  - establish effective mechanisms to support vulnerable students;
  - encourage students to report and break the code of silence around bullying behaviour (reporting vs. ratting);
  - work with all stakeholders when an issue arises; and
  - share bullying prevention message with community.

Teachers are responsible for the day to day implementation and monitoring of bullying prevention and/or citizenship development programs and are expected to:

- create welcoming, respectful, safe and inclusive environments;
- build positive relationships with students and listen to their concerns;
- educate themselves on bullying and work with all stakeholders to address the issue;
- develop the skills to identify, respond to and prevent bullying incidents;
- intervene on the spot if bullying is witnessed;
- let students know their teachers can be trusted and will be supportive;
- support all students in the building and adopt the belief that bullying prevention is every adult's responsibility;
- reassure students who disclose bullying that you as the adult will act and follow up on all reports of bullying;
- participate in school climate surveys;
- post and enforce school rules and ensure the bullying prevention message is clearly communicated; and
- communicate concerns to parents and students and debrief situations when needed.

Students have a significant role to play in preventing bullying, and need to have the confidence and skills to safely intervene, stop bullying and report bullying. Students are expected to:

- educate themselves as to what bullying is, types of bullying, what is normal conflict and what bullying is not;
- take responsibility for their own behaviour and follow school rules and district policy and regulations related to student behaviour and conduct;
- stand up and be a role model – develop skills and confidence to address bullying in a non-threatening manner;
- be a responsible citizen and report all incidents of bullying;
- be a part of the solution;
- tell an adult who they trust if they are experiencing bullying and continue to report occurrences; and
- get involved in peer led bullying prevention initiatives in their school and community, particularly in junior and senior high school.

Parents/Guardians are important participants in bullying prevention and are expected to:

- educate themselves on bullying and work with all stakeholders;
- use research based resources (see Appendix VI);
- recognize and address warning signs that could indicate bullying;
- listen to their children and offer support in a non-judgmental way;
- gather specific information about the bullying situation(s);
- communicate to your child that you will be contacting the school;
- report any concerns to the school and work as a key stakeholder to address the issue;
- be a positive role model;
- set consequences for bullying behaviours for your own child;
- be involved in your child's life; and
- get involved in your school's bullying prevention initiative.

Broader community members (including police, neighbours, community organizations and local business) need to be aware of how bullying takes place within the community and to:

- educate themselves on bullying and work with all stakeholders;
- act as positive role models;
- work as partners with other stakeholders to support initiatives;
- assist in identifying and responding to bullying;
- support school initiatives through training; financial contributions, volunteering; and
- help to spread bullying prevention messages and principles of best practice in the community.

The Bully Free Alberta website

(**www.bullyfreealberta.ca**), sponsored by the Alberta Government, contains resources parents, teens and community members can use to build a bully-free province.

A Bullying toll-free helpline

(**1-888-456-2323**) is available 24 hours a day, seven days a week, and trained staff can help in more than 170 languages.

SUGGESTED COURSE OF ACTION TO PREVENT BULLYING

Step One: Assess school culture in relation to bullying

1) **Collect data on student, staff and parent perspectives on school safety.** Assessment is vital to determine the current climate within each school's context. Data may be compiled from a number of sources. (e.g., District Survey, questionnaires, focus groups, class discussions, climate assessment surveys). Recommended sample school climate assessment tools are listed in Appendix II.

Assessments should:

- identify what is currently happening in schools, how students, staff and parents feel, and where and when problems occur;
- provide data as to the effectiveness of programs/ strategies currently being implemented;
- provide information that supports the selection of an appropriate program/or strategies that address the unique situation in each school; and
- provide baseline data – ongoing assessment helps determine whether programs are effective at reducing bullying and improving the school climate.

2) **Analyze data and create baselines:** use the data collected to identify the nature and extent of possible bullying problems.

Step Two: Based on the data and staff discussions, choose a focus for creating a positive school climate

- Based on identified issues, determine *which approach* you will take to create a positive school climate: for example, a citizenship/relationship focus or a targeted bullying prevention focus.
- Choose a program and/or strategies that respond to the issues highlighted in the data. For example: racism and homophobia, which are sometimes components of bullying, may be identified as a problem and a program would need to address these issues appropriately.

Step Three: Select a plan of action

- Create an action plan for your school community to address identified issues and meet the expectations as outlined in the board policies and administrative regulations.
- If a targeted school-wide approach is required to address identified issues, choose an *evidence-based* program that includes the key elements of an effective culture shifting approach as outlined in this package. (Appendix III)
- Ensure the program selected does not fall under the category of misdirections in bullying prevention and interventions. (Appendix IV)
- Outline how bullying prevention/citizenship education will be implemented school-wide.
- Outline a process to evaluate and monitor the effectiveness of the strategies implemented.
- Determine the school resources available and establish the cost of implementing an effective bullying prevention and/or a citizenship development program.
- Embed the strategies into the entire school environment with a long-term focus to promote cultural change.
- As you design your plan of action, consider the three levels of support that can be accessed through Support for Staff and Students' (SFSS) Comprehensive School Health (CSH) team.

Three levels of support:

1. Foundational Support

- Half day information session offered on September 25, 2012 (1 - 4 p.m.) for principals and one other staff member. The intent of the session is to:
  - educate and promote an understanding of the issue of bullying and share the district definition;
  - make links to the District Plan and board policies;
  - highlight evidence-based programs;
  - review the Bullying Prevention Toolkit; and
  - provide support to begin planning.

Register online at **http://csreg.epsb.ca and enter Course ID: BP0001**.

- Recommend online resources featured on the district website.
- Recommend age-appropriate literature and resource lists.
- Provide ongoing advice and assistance.

2. Professional Learning and/or information sessions

- Consultants will host collaborative planning and information sessions through school groupings and/or your School Assistant Superintendent Leadership Team. Contact the SFSS supervisor linked to your Assistant Superintendent Leadership Team.

3. Programs

- Consultants will support the implementation of evidence-based bullying prevention programs. Additional information on recommended programs, such as: Leader in Me, Olweus Bullying Prevention Program, 4th R; and Roots of Empathy, is listed in Appendix V.

Step Four: Implement the plan

- Identify lead teachers, parents, administrators, students and/or support staff, and provide training and school resources to support bullying prevention and/or build citizenship capacity.
- Review the district policies and administrative regulations and ensure that school rules and procedures align.
- Review and communicate the roles and responsibilities of all stakeholders as outlined in this package.
- Create a process and a safe environment for students, parents/guardians and teachers to bring bullying concerns forward in a timely manner and ensure school rules and procedures related to bullying are understood and enforced.
- Encourage all members of the school community to report incidents of bullying.
- Offer awareness programs through community partners to support parents (i.e., The Society for Safe and Caring Schools and Communities).
- Reassess the school climate with respect to bullying prevention on a regular basis and continually evaluate the effectiveness of initiatives and supports in place.

The effects of bullying on students' health & well-being

(Fekkes et al., 2004)

Symptom	Bullied	Not Bullied
Headaches	16%	6%
Sleep disturbances	42%	23%
Abdominal pain	17%	9%
Tension	20%	9%
Anxiety	28%	10%
Unhappiness	23%	5%
Moderate Clinical Depression	49%	16%
Severe Clinical Depression	16%	2%

Fast facts about mental illness in youth

Bullying is one factor that could lead to mental illness. Mental illness gets in the way of student success and high school completion. The mental health picture and its wide reaching significance for our students is highlighted by the facts below.

- It is estimated that 10-20 per cent of Canadian youth are affected by a mental illness or disorder - the single most disabling group of disorders worldwide.

- Today, approximately 5 per cent of male youth and 12 per cent of female youth, aged 12 to 19, have experienced a major depressive episode.

- The total number of 12-19 year olds in Canada at risk for developing depression is a staggering 3.2 million.

- Once depression is recognized, help can make a difference for 80 per cent of people who are affected, allowing them to get back to their regular activities.

- Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate the third highest in the industrialized world.

- Suicide is among the leading causes of death in 15-24 year old Canadians, second only to accidents; 4,000 people die prematurely each year by suicide.

- Schizophrenia is youth's greatest disabler as it strikes most often in the 16 to 30 year age group, affecting an estimated one person in 100.

- Surpassed only by injuries, mental disorders in youth are ranked as the second highest hospital care expenditure in Canada.

- In Canada, only 1 out of 5 children who need mental health services receives them.

Source: Canadian Mental Health Association Website **http://www.cmha.ca/bins/content_page. asp?cid=6-20-23-44** *Olweus, Dan, Phd.,* **Olweus Bullying Prevention Program: Schoolwide Guide***. 2007. Hazelden, Centre City, MN. (19-21).*

APPENDIX II

Suggested school climate assessment tools

TOOL	PURPOSE	
Bullying Prevention School Assessment Tool	Can be used by administration as a checklist to complete an initial school needs assessment in regards to the bullying prevention program/strategies currently in place. It can facilitate dialogue and planning next steps.	**Sample Tool A** A hard copy of this tool is provided on the following page.
Olweus Bullying Questionnaire	Student questionnaires can be administered to all Grade 3 to 12 students, ideally each year, to assess school culture, collect baseline data and measure progress. A scannable questionnaire can be administered and the resulting data evaluated and presented in reports with graphs, tables and narrative text explaining the results. The cost is approximately $1 per student.	For more information, contact Sherry Melney, CSH Consultant 780-429-8390 or **www.olweus.org**
Individual checklists for students, parents, teachers and administrators	These four checklists reflect the core components of effective school bullying prevention programs (see Appendix III). They can be used as tools for personal reflection and action. For example, students could use theirs as part of class discussion. Teachers and administrators can review their responses to facilitate reflection and planning. *From the "**Assessment Toolkit for Bullying, Harassment and Peer Relations at School**" – Canadian Public Health Association*	**Sample Tool B** www.cpha.ca/uploads/ progs/_/safeschools/assess-ment_toolkit_e.pdf Checklists (p. 32-35).
Safe School Surveys (SSS) – Grades 4 - 7 • SSS Grades 8 - 12 • SSS for parents • Program survey for teachers and other adults in the school • Program survey for administrators	A set of five surveys provide a standard way to measure the prevalence of bullying, sexual harassment and racial discrimination. These surveys assess who is involved, where and when these problems take place and the impact of school based programs. *From the "**Assessment Toolkit for Bullying, Harassment and Peer Relations at School**" – Canadian Public Health Association*	**Sample Tool C** www.cpha.ca/uploads/ progs/_/safeschools/assess-ment_toolkit_e.pdf Surveys for Grades 4-7 (p. 64); Grades 8-12 (p. 82); parents (p. 103); teachers and other adults in the school (p. 120); and administrators (p. 129).
School Climate Survey: Equity and Inclusive Education; Bullying/Harassment • Students Gr. 4 - 5 • Students Gr. 7 - 12 • school staff • parents/guardians	A set of four surveys provide a standard way to assess the school climate in relation to equity and inclusive education, and bullying and harassment. *From Ontario Ministry of Education*	**Sample Tool D** www.edu.gov.on.ca/eng/ teachers/climate.html
Safe and Caring Schools student surveys. • Grades K - 3 • Grades 4 - 6 • Grades 7 - 12 • survey guide book	A set of three student surveys that can be administered by teachers to gather student feedback in regards to the needs and strengths within the school community. Surveys can be administered again to measure progress and identify areas requiring futher attention. *From "**The Society for Safe and Caring Schools and Communitiees**" Survey guidebook. It provides detailed information on when, why and how to administer the survey instrument and how to use the data that the survey collects.*	**Sample Tool E** www.sacsc.ca/Resources_Stu-dent%20Survey%20Guide-book.htm

Sample Tool A: Bullying Prevention School Assessment Tool
This tool can be used as a checklist to complete an initial school needs assessment specifically in relation to bullying prevention, and the programs and strategies currently used or being considered.

Key questions	Yes	No	Comments
Education: *to develop a deeper awareness and understanding of bullying that helps foster prevention*			
Has the school raised awareness about bullying prevention?			
Is bullying prevention a priority in the school?			
Assessment: *to find out the extent and the nature of bullying problems in the school community*			
Has the school conducted a school climate assessment?			
Did the assessment identify the type of bullying? (e.g. physical, social, verbal)			
Did the assessment identify the content of bullying? (racial, religious, homophobic)			
Did it address the perceptions and responses of students, staff and parents regarding bullying problems in the school?			
Did it identify the severity and frequency of bullying problems over time?			
Did it identify where bullying happens? (e.g., hallways, locker room, boot room)			
Were the results of the assessment shared with the school community?			
Were the results used to guide the school's future bullying prevention program selection?			
Action: *to create a positive social climate through strategies aimed at students and adults*			
Does your bullying prevention programming raise awareness of:			
• Problems of students who bully?			
• Problems of students who are bullied?			
• Problems of bystanders?			
• Healthy relationships while			

Key questions	Yes	No	Comments
teaching student's skills to prevent bullying?			
• Dynamics involved in bullying?			
• The different physical, verbal and social aspects of bullying?			
• How bullying may differ among girls and boys?			
• How bullying may differ at various ages?			
Do the strategies address:			
• Peer process that can promote prevention and stop bullying?			
• Roles and importance of the principal, assistant principal, teachers, students, other staff, parents, other adults in the school community in bullying prevention?			
Do the strategies support and enhance the social and emotional skills of:			
• Students who bully?			
• Students who are bullied?			
• Bystanders?			
Are there specific strategies for students at different levels of risk, including:			
• Prevention programs for the whole school population?			
• Targeted strategies for students who bully?			
• Targeted strategies for students who are bullied?			
• Targeted strategies for bystanders?			
• Intensive interventions for students involved in repeated bullying or victimization?			
Do the strategies encourage ownership of bullying prevention in the school community by:			
• Principal, assistant principal, teachers, students, other staff, parents, and other adults in the school community?			
Are the strategies grade/age/gender appropriate?			

Key questions	Yes	No	Comments
Procedures to set the framework for developing a safe and supportive school climate			
Does your school have bullying prevention procedures that:			
• Clearly define bullying?			
• Clearly state a commitment to bullying prevention?			
• Include processes to investigate, record and report incidents?			
• Include means to communicate with parents regarding incidents?			
• Provide a mechanism that enables students and parents to report incidents of bullying?			
• Outline how bullying prevention education will be implemented throughout all grades in the school?			
• Include processes to resolve incidents of bullying?			
Have the Board Policies, Administrative Regulations and school procedures been shared with the whole school community?			
Are the school's procedures consistent with the Board Policies and Administrative Regulations?			
Do the school procedures include clear steps to resolve bullying concerns, including roles and responsibilities of:			
• Principal, assistant principal, teachers, students, other staff and other adults in the school community?			
Do the procedures reflect the importance of building capacity for positive social relationships in:			
• Students who bully?			
• Students who are bullied?			
• Bystanders?			

Adapted from: (Safe Schools Action Team, "Shaping safer schools: A bullying prevention action plan." 2005. Ontario. (32 – 35).

Components of an effective bullying prevention approach

Successful bullying prevention programs are positive, planned, evidence-based programs implemented over time. The following criteria have been drawn from a number of sources and outline the parameters of a successful bullying prevention program. They may be used as a checklist to assess the program and strategies currently being used or considered for implementation.

	YES	NO	COMMENTS
Administers a yearly evidence based assessment tool to obtain baseline data.			
Ensures adult leadership is the foundation for addressing bullying problems.			
Ensures an ongoing, collaborative approach – not a one-time intervention.			
Clearly defines bullying.			
Ensures program is gender and age appropriate.			
Clearly outlines the roles and responsibilities for staff and students.			
Uses factual information on bullying from well researched, credible sources.			
Uses a comprehensive or school-wide approach and ensures collaboration and partnerships occur with all stakeholders (students / teachers / parents / community/ principals).			
Embeds the bullying prevention message into curriculum and addresses bullying in all areas of school activities.			
Includes school and classroom level efforts and ensures school-wide rules and messaging are consistent.			
Includes student-level interventions that address individual or small groups of targeted students and those engaging in the bullying behaviour.			
Provides support for and focuses on both the victims of bullying as well as those who bully others.			
Ensures the program is cost efficient.			
Ensures the program is sustainable.			
Addresses immediate and long term strategies.			
Increases adult supervision in hot spots where bullying occurs.			
Empowers all involved to examine leadership opportunities for all and focuses on shifting the culture of the school over the long term.			

Source: (Report on the State of Public Health in Canada 2011, David Thompson Health Region, September 2007; Olweus Bullying Prevention Program, 2008; Government of Alberta).

Misdirections in bullying prevention and intervention

Because most bullying takes place in school, many interventions are school based. Although schools have admirable intentions, the following interventions do not address bullying in an effective way and do not shift the culture.

- **Simple, short-term solutions – e.g., a motivational speaker:** Research has shown that effective bullying prevention programs are those that attempt to change the climate of the school and the behavioural expectations of students. A one-time, stand-alone presentation against bullying may unfairly raise student expectations that adults will respond. This type of intervention can be utilized once a school-wide approach has been implemented.

- **Program du jour approaches:** Moving from program to program and implementing each for short periods of time does not produce long term change and can lead to staff burn-out and a lack of commitment to implementing a more effective long term approach.

- **Group treatment for children who bully:** Research shows that grouping together students who bully others for therapeutic reasons can have a negative effect.

- **Anger management or self-esteem enhancement for children who bully:** Students who bully others tend to have little anxiety and uncertainty or are average in this respect. Providing workshops to enhance their self-esteem can exacerbate their bullying behaviour. Bullying is usually not an expression of uncontrolled anger; it is proactive, aggressive behaviour intended to harm someone repeatedly.

- **Enforcing zero tolerance policies for bullying:** These policies are ineffective because the number of students who bully others can be quite large and threats of severe punishment may discourage students and adults from reporting bullying incidents. Finally, options for helping students who bully are lost when schools rely on suspensions or expulsions.

- **Mediation/conflict resolution to resolve bullying issues:** One of the main characteristics of bullying is an imbalance of power and is not considered normal, relational conflict between two students. The student who is being bullied needs to be protected from such victimization and conflict resolution or peer mediation strategies should not be used to address the bullying problem.

- **Selecting inappropriate supplemental material:** Some resources may illustrate unreal or simplistic resolutions to bullying problems, or reinforce stereotypes about students who bully or students who are bullied. All stakeholders are encouraged to be careful consumers when evaluating literature and classroom materials.

Suggested programs that support bullying prevention which can be accessed through Support for Staff and Students.

The Fourth R

www.youthrelationships.org

Evidence-based resource with strategies for supporting youth to develop healthy communication, conflict resolution and risk reduction skills.

Target areas: Peer and dating violence, substance use & abuse, unhealthy sexual behaviours.

Training: Focus on Grade 7 Health Teachers for 2012-2013 Half day PL session for teachers. who will be using this resources with students. Resources are no cost to the schools.

Key Contact:
Kim Hordal-Hlewka 780-970-5242

JH Mental Health Kit

Provides educators with lesson plans and materials that support the JH health curriculum (i.e., relationships, body image, bullying).

Training: Two-hour afterschool session on September 11, 2012. Kit will be provided to each school at the training session.

Key Contact:
Kim Hordal-Hlewka 780-970-5242

For more information, contact Debbie Jackson, Supervisor, Comprehensive School Health, 780-429-8274.

Olweus

www.violencepreventionworks. org

Evidence-based program proven to enhance student relationships, by addressing situations in our culture such as bullying, anti social behaviours and aggression. The program provides a whole school approach and is built on the premise that bullying behaviours can be positively redirected through a systemic restructuring of the school's social environment. The four program components consist of: school level, classroom level, individual level (working with individual students & their parents), and community level support.

Training: Two full days of training for six to 15 people, which includes staff and parent representatives. This committee would then train the whole school staff.

Key Contact:
Sherry Melney, 780-429-8390

The Leader in Me

www.theleaderinme.org

Innovative, school-wide model that emphasizes a culture of student empowerment and helps unleash each child's full potential.

Based on Stephen Covey's, *The 7 Habits of Highly Effective People®*, teachers and students internalize timeless leadership principles that nurture the skills students need for success in the 21st century.

Training:
Year 1: Two full days 7 Habits Training. One full day or three early Thursdays Vision/Implementation training. One full day of Lighthouse training for the Leader in Me school team.

Year 2: One full day Empowerment training for all staff.

Key Contact:
Kim Hordal-Hlewka, 780-970-5242
Sherry Melney, 780-429-8390

Roots of Empathy

Roots of Empathy Key Point Person: **Shannon Reddick**, 780-721-3388
www.rootsofempathy.org

Evidence-based classroom program that has shown significant effect in reducing levels of aggression among school children while raising social/ emotional competence and increasing empathy. At the heart of the program are a neighborhood infant and parent who engage students in their classroom.

Training: Over the school year, a trained Roots of Empathy Instructor guides the children as they observe the relationship between baby and parent, understanding the baby's intentions and emotions. Through this model of experiential learning, the baby is the "Teacher" and a catalyst, helping children identify and reflect on their own feelings and the feelings of others.

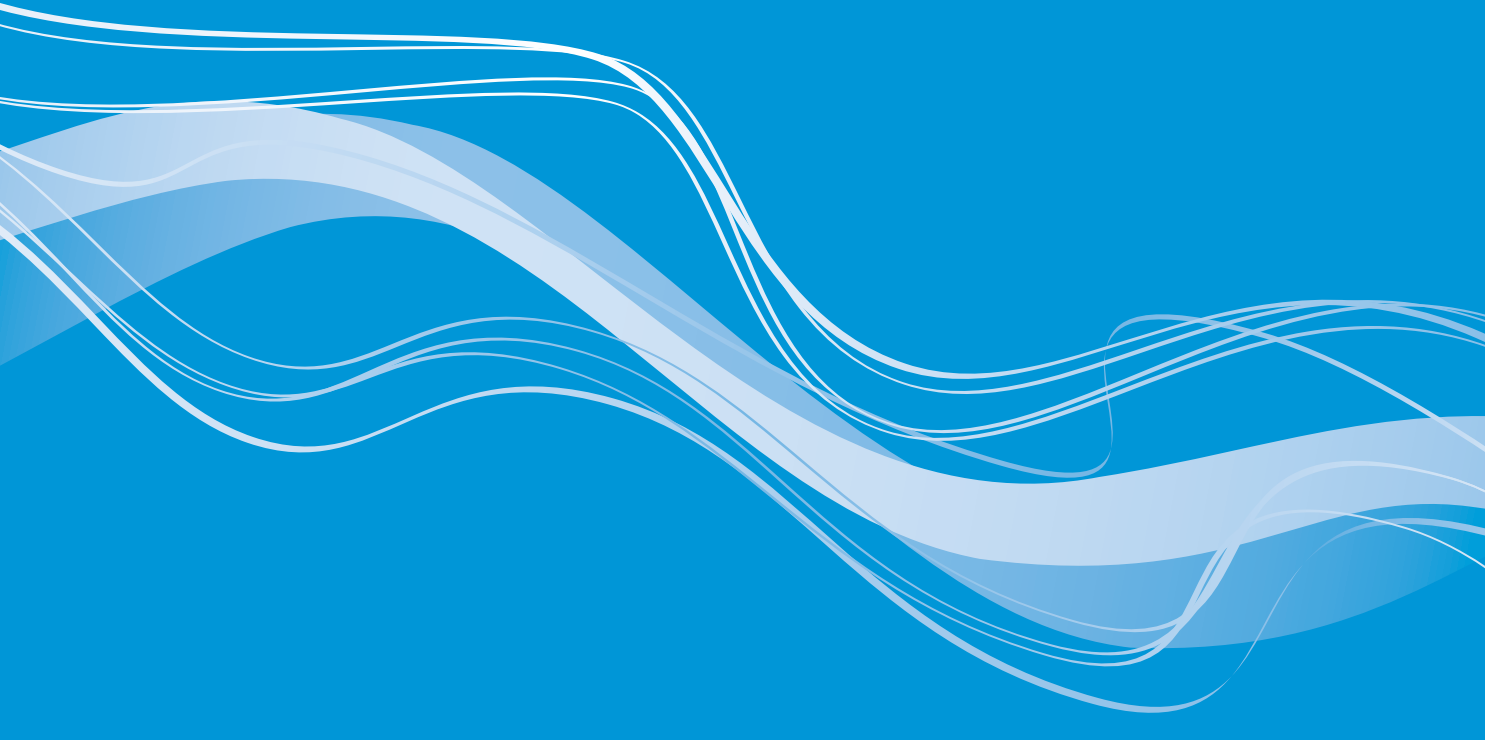**Key Contact:**
Sherry Melney, 780-429-8390

Resource	Purpose	Link
LITERATURE LISTS		
Literature to support safe, caring and respectful learning environments	This list of recommended fiction and non-fiction resources for K-12 was created by Support for Staff and Students (SFSS) to support the creation of Safe Caring and Respectful Learning Environments	TBD
Sexual Orientation and Gender identity: Recommended Fiction and Nonfiction Resources for K-12 Schools	Materials in this resource list support Edmonton Public Schools' commitment to providing safe, welcoming, inclusive, and equitable environments, which are free of discrimination and harassment for all students, staff, and families who identify or are perceived as being lesbian, gay, bisexual, transgendered, transsexual, two-spirited, queer, and/or questioning. These resources meet the District's and Alberta Education's criteria for presenting diverse points of view to meet the programming and curricular needs of all students by recognizing diversity and promoting respect in the K-12 program of studies.	www.epl.ca/sites/default/files/images/Marketing/sogi_recommended_fiction__nonfiction_resources_eps__epl_2011.pdf
WEBSITES		
Bully Free Alberta - Government of Alberta	The resources on this site raise awareness of what bullying is, identify what people can do to stop it, and encourage a change in societal attitudes towards bullying. Everyone has a role to play in bullying prevention and anyone can make a difference. This section contains resources parents, teens and community members can use to help build a bully-free province.	www.child.alberta.ca/home/586.cfm www.bullyfreealberta.ca/resources.htm www.bullyfreealberta.ca/materials.htm (new fact sheets)
PREVNet (Promoting Relationships and Eliminating Violence Network)	A national network of Canadian researchers (NGO's) and governments committed to stop bullying. This site offers a wide range of resources for educators, parents and community members.	prevnet.ca
Society for Safe and Caring Schools and Communities	The Society for Safe and Caring Schools & Communities (SACSC) - a not-for-profit organization dedicated to violence prevention and character education for children and youth - has developed many programs, resources and workshops to help adults create safe spaces for youth.	www.sacsc.ca
National Aboriginal Health Organization	This website focuses on "Aboriginal Bullying" and features resources that support bullying prevention, including. fact sheets for youth, parents and teachers, links, videos and presentations.	www.naho.ca/aboriginalbullying
Institute for Sexual Minorities Studies and Services University of Alberta	In addition to developing a campus network of sexual-minority inclusive supports and services for students, faculty and staff, iSMSS also works with agencies in the local community to help translate its research knowledge into community-based practice. In their outreach to sexual-minority youth, the goal is to help youth move from feeling at risk to feeling safe and productive so they can become resilient leaders for tomorrow.	www.ismss.ualberta.ca/services.htm
Public Health Agency of Canada	The goal of this site is to promote and protect the health of Canadians through leadership, partnership, innovation and action in public health. The Chief Public Health Officer's Report on the State of Public Health in Canada 2011, which was distributed to all Edmonton Public Schools in 2011-12, is located on the home page. Creating healthy transitions Chapter 4 highlights what can be done to maintain and improve the conditions faced by Canada's youth and young adults. This chapter addresses the issue of bullying. It uses examples of interventions, programs and policies that have been proven and/or are promising in Canada and internationally.	www.phac-aspc.gc.ca/cphorsphc-respcacsp/2011/index-eng.php
Comprehensive School Health (CSH) Edmonton Public Schools – Share site	A Share site developed by the CSH team, SFSS. It contains resources educators can use to improve health and wellness.	sites.google.com/a/share.epsb.ca/comprehensive-school-health

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