

Society for Safe and Caring Schools and Communities:

**An Environmental Scan of 'Safe and Caring' Practices,
Programs and Policies in Alberta**

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EXECUTIVE SUMMARY

Relationships constitute a core aspect of children's and youth's experience at school. Parents, schools and communities agree that building children's and youth's skills to engage in and maintain healthy relationships is an important, common concern. Schools are ideally positioned to support these skills and relationships, as they are key social learning environments for children and youth.¹

Turning to schools as a place to support healthy relationship skills results in enormous pressure felt by schools. They are being asked to implement effective educational approaches that not only promote academic success, but also prevent problem behaviours, such as bullying and harassment, and promote social competence while ensuring there are no systemic practices and process in place to encourage aggressive or harmful relationships. . Research suggests the current landscape of efforts to promote healthy relationships and prevent problem behaviours is both fragmented and uncoordinated.² In order for Alberta to support healthy relationships and create welcoming, caring, respectful and safe school environments, there is a pressing need to identify, understand and coordinate the diverse activities of existing stakeholders across the province.

The Society for Safe and Caring Schools and Communities (Safe and Caring) is a not-for-profit organization which builds community capacity to prevent bullying, violence and exploitation of children and youth through promoting and maintaining healthy relationships. Safe and Caring shares the Government of Alberta's vision by working to ensure every child in Alberta has an engaging and supportive school, and a safe and inclusive community.

Recognizing the need for an enhanced, coordinated and greater collective impact, Safe and Caring engaged in a research project to identify the needs of educators, schools and school systems in Alberta regarding healthy relationships and bullying prevention.

¹ Tutty, L., & Bradshaw, C., Thurston, W.E., Barlow, A., Marshall, P., Tunstall, L.,...Nixon, K. (2005).

Schoolbased violence prevention programs: Preventing violence against children and youth (Revised Ed.). Calgary, AB: RESOLVE Alberta. Retrieved from www.ucalgary.ca/resolve/violenceprevention/

² Furlong, M.J.; Pavelski, R.; Saxton, J. 2002. "The prevention of school violence". In S.Brock, P. Lazarus, & S. Jimerson (Eds.), *Best Practices in Crisis Intervention* (pp. 131-149). (Bethesda, MD: National Association of School Psychologist); Greenberg, M.T.; Weissberg, R.P.; O'Brien, M.U.; Zins, J.E.; Fredericks, L.; Resnik, H.; Elias, M.J. 2003. "Enhancing school-based prevention and youth development through coordinated social, emotional and academic learning". *American Psychologist*, 58(6/7), 466-474. doi: 10.1037/0003-066X.58.6-7.466

The Project

In this initial phase of research, the focus was on gathering information to identify programming, practices and policies currently being used by schools, school districts and stakeholders that promote healthy relationship development and support bullying prevention. In addition to what is currently being done, it was important to understand any additional needs schools, school districts and stakeholders have in order to ensure safe and caring school environments. Furthermore, understanding what stakeholders felt the role of Safe and Caring might be in supporting schools, school districts and stakeholders in achieving healthy relationship development and safe and caring school environments was an essential aspect of the project.

Along with document and school district website reviews to identify safe and caring policies, practices and approaches, 21 in-depth interviews were conducted with a range of key informants from different regions across the province to address the information needs identified above.³ These informants were comprised of school superintendents, school psychologists, comprehensive school wellness leads, non-profit executive directors and regional family violence and bullying coordinators. The information gathered was detailed and rich, providing significant learning and avenues for potential action by Safe and Caring.

Key Findings

Based on the data gathered, a number of critical findings emerged. These findings reflect the current state of safe and caring practices, programs and policies across the province.

- **No common language** – The website review and learning from key informants suggests the need for building a shared understanding around bullying and safe and caring environments. This understanding should also include shared language. Even though the new *Education Act*⁴ provides a definition of bullying, informants indicate that bullying terminology is being applied by teachers, parents and programmers to a wide range of behaviour which may or may not be ‘bullying.’ As demonstrated by the website review and the key informant interviews, school district definitions tend to vary, particularly around bullying, while safe and caring definitions used by stakeholders are vague and require clarification.
- **Over-reliance on programs** – The overwhelming sentiment expressed by key informants was that programs have a limited scope in creating safe and caring school environments. Programs are understood to be too limited in efforts to

³ Interviews were conducted with key informants from Calgary and Area, Edmonton and Area, Medicine Hat, Lethbridge, Camrose, and Fort MacMurray.

⁴ For more information, please see <http://education.alberta.ca/department/policy/education-act.aspx>

address a multi-faceted and complex issue like safe and caring schools. This said, however, many admitted turning to programs because they offer a concrete and time-limited solution.

- **Schools are overwhelmed** – Currently, schools are the key focal point for addressing a wide range of community issues (e.g., poverty, teen pregnancy, gang prevention, mental health promotion, etc.) and are bombarded by requests from a wide range of community stakeholders. In addition to this, schools face immense pressure to achieve academic outcomes. These competing pressures often result in safe and caring practices and initiatives being viewed as add-ons to an already stretched system. Stakeholders interviewed felt that if school and system personnel (such as principals, area superintendents and provincial policy makers) were aware of the link between safe and caring environments and positive academic outcomes, more attention and effort would be placed on supporting safe and caring school environments.
- **Fragmented approaches** – The document review highlighted the immense breadth and depth of the resources and programs available in the province to support schools and school districts in building safe and caring school environments. Stakeholders pointed to the number of programs coming into schools in an often haphazard way. Stakeholders also highlighted instances where collaboration did not occur, and resources were entering schools that did not meet the needs of the schools. In some cases, these resources were also out of reach of the schools' ability to deliver in a complete manner (i.e., time constraints prevented a program from being executed fully).
- **Limited capacity** – The key informant interviews highlighted both a recognition of the importance of using high-quality resources and programming, and the lack of capacity and experience to discern quality evidence, or the lack of time to look for quality evidence-based resources and programming. Building the capacity of school staff to understand and implement the appropriate approach, practice, resource or programming is critical.
- **Lack of strategic collaborative planning** – The document review and the information gathered from key informants' points to the individual nature of safe and caring efforts happening in schools by teachers and administrators. Resources could be used more effectively and greater system change could occur if school districts were working as a whole to develop plans around safe and caring school environments.

- **Lack of consistent policy development and implementation across Alberta** – Information from this scan suggests there are a wide variety of policies in place to support safe and caring learning environments. Furthermore, stakeholders feel that even if there is a policy in place, there is a desperate need for support in order to effectively implement that policy.

Recommendations for Action

The findings identified above provide a solid basis from which Safe and Caring can move forward, given their desire to support coordinated and strategic efforts toward safe and caring school environments. The following recommendations for action are provided to Safe and Caring:

Recommendation #1: Build greater organizational brand awareness across the province Informants outside of Edmonton were more likely to be unaware of Safe and Caring. Even those who were familiar with the organization indicated that Safe and Caring had lost much of its audience. In order to bring together experts and organizations, Safe and Caring needs to engage in brand awareness and marketing efforts across the province.

Recommendation #2: Lead, leverage and link stakeholders

Informants indicated a strong desire and need for leadership to unite stakeholders in a unified, consistent and comprehensive manner. There was belief that this was a result of the lack of coordination of stakeholders and that strong leadership and direction would help with this area. Safe and Caring is well-placed to have this role, given they enhance brand awareness with stakeholders. They are well-situated to lead provincial safe and caring initiatives, leverage the variety of regional efforts for enhanced impact and to link stakeholders locally to support coordination.

Recommendation #3: Engage in advocacy and awareness efforts

A lack of advocacy for healthy relationships and bullying prevention was identified by interview participants. They also suggested that Safe and Caring may be well-positioned to provide this advocacy function, as they are linked with both external stakeholders, school districts and policy makers (e.g., Alberta Education). The organization will need to ensure they have the internal capacity to engage in policy and advocacy efforts should they choose to pursue this strategic direction.

Recommendation #4: Develop a resource repository and build capacity for evidence-based decision making

There is a need for a simple, easy-to-access resource repository where stakeholders would be able to find support for their needs. In addition to providing access to resources, it is also essential to support school stakeholders with the awareness, knowledge and skills in evidence-based decision making so they can make robust

decisions about what is needed for their schools. With their connections to PREVNet and other provincial researchers and initiatives in the area of healthy relationship promotion and bullying prevention, Safe and Caring could be well-placed to provide this type of resource to stakeholders.

Recommendation #5: Support school districts with safe and caring policy implementation efforts

There is a tremendous need for support with policy implementation and comprehensive school wellness planning. Safe and Caring could have a valuable role in this area, as there are few to no competing entities in the environment doing this work. While Safe and Caring will need to identify what is needed to actualize this strategy with each school district, general strategies could include supporting coordinated professional development planning efforts and linking assessment tools to developing priorities.

1.0 INTRODUCTION

In addition to the direct harm to victims, there is increasing recognition that using power and aggression in childhood and adolescence increases the risk of interpersonal violence in adulthood. Bullying, in particular, has recently captured the attention of Albertans due to the significant human costs reported by the media. According to a 2010 Ipsos Reid study of Albertans, 79% felt that prevention of bullying should be a priority of the government, and 87% felt that bullying prevention should be an urgent priority of the community.⁵

Research also shows that bullying changes with development into other aggressive behaviours, such as sexual harassment and dating aggression.⁶ Researchers stress the importance of identifying and intervening with those students involved in bullying in order to “stop the reinforcing use of power that develops through bullying interactions.”⁷ Furthermore, these researchers conclude that building healthy relationships with children and youth in the present lays the foundations for building healthy relationships through the lifespan.

Some new evidence is emerging that suggests a comprehensive school transformation model that focuses on building a foundation of social-emotional learning for all individuals in the school community, rather than on individual anti-bullying initiatives or programs, results in improved learner outcomes and school completion rates, increased sense of belonging and engagement, and healthier relationships with teachers and with peers.⁸ Parents, schools and communities agree that building children’s and youth’s skills to engage in and maintain healthy relationships is a critical common goal.

The Government of Alberta recently responded to this pressing need. In 2012, the Government of Alberta passed the new *Education Act*.⁹ The Act acknowledges that all education partners have a responsibility to ensure schools are welcoming, caring, respectful and safe and that everyone has a right to feel safe at school. Section 33(2) of the *Education Act* requires boards to establish, implement, and maintain a policy

⁵ Ipsos Reid. 2010. *Alberta Children and Youth Services: Albertan’s perceptions of family violence and bullying survey 2010*. (Edmonton, AB: Government of Alberta). Retrieved September 30th, 2013 from http://www.child.alberta.ca/home/documents/familyviolence/PO_Survey_Final_Report_2010.pdf

⁶ Pepler D.; Craig, W. M.; Connolly, J. A.; Yuile, A.; McMaster, L; Jiang, D. 2006. “A developmental perspective on bullying”. *Aggressive Behavior*, 32, 376-384.

⁷PrevNet. 2007. *Bullying, sexual harassment and dating aggression*. (Kingston, ON: Author). Retrieved September 30th, 2013 from <http://www.prevnet.ca/sites/prevnet.ca/files/research/PREV-Pepler-et-al-2006-Communique-dating-aggression.pdf>

⁸ Elias, M.J. 2003. *Academic and social-emotional learning*. Educational Practices Series – 11. (Brussels, Belgium: International Academy of Education). Retrieved September 30th, 2013 from <http://www.curtin.edu.au/curtin/dept/smec/iae>; Guyn Cooper Research Associates. 2013. *Issue brief: Social and emotional learning in Canada*. (Calgary, AB: Carthy Foundation and Max Bell Foundation).

⁹ For more information, please see <http://education.alberta.ca/department/policy/education-act.aspx>

respecting their obligation to provide a welcoming, caring, respectful and safe learning environment, and this policy includes a code of conduct for students that addresses bullying behaviour. In addition to specific actions required by boards, Section 1(1)(d) of the *Education Act* provides a definition of bullying, specifying it to be “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”¹⁰

While the response by the Alberta Government is commendable and timely, there is the concern of mounting pressure being placed on schools to implement effective educational approaches that not only promote academic success, but also prevent problem behaviours, such as bullying and harassment, among other forms of violence. This pressure upon schools and the proliferation of programs in isolation has led to a growing concern that bullying and violence prevention efforts lack strategic focus and are fragmented and uncoordinated.¹¹ Increasingly, there is a growing awareness that achieving community-level change for children and youth requires coordinating programming, strategies and policies across a range of community stakeholders, which reach well beyond the boundaries of any individual school. Research suggests that the power of such collective efforts results from coordinating many differentiated activities through a mutually reinforcing plan of action.¹² If Alberta is to support healthy relationships and create welcoming, caring, respectful and safe school environments, there is a pressing need to identify, understand and coordinate the diverse activities of existing stakeholders across the province through a network hub dedicated to promoting healthy relationships and preventing bullying.

¹⁰ The Society for Safe and Caring Schools and Communities. (2014). *Alberta’s Education Act: Developing an Effective Student Code of Conduct*. Edmonton, AB: Author. Retrieved from <http://resources.safeandcaring.ca/wp-content/uploads/2014/12/Education-Act-Developing-an-Effective-Student-Code-of-Conduct.pdf>

¹¹ Furlong, M.J.; Pavelski, R.; Saxton, J. 2002. “The prevention of school violence”. In S. Brock, P. Lazarus, & S. Jimerson (Eds.), *Best Practices in Crisis Intervention* (pp. 131-149). (Bethesda, MD: National Association of School Psychologist); Greenberg, M.T.; Weissberg, R.P.; O’Brien, M.U.; Zins, J.E.; Fredericks, L.; Resnik, H.; Elias, M.J. 2003. “Enhancing school-based prevention and youth development through coordinated social, emotional and academic learning”. *American Psychologist*, 58(6/7), 466-474. doi: 10.1037/0003-066X.58.6-7.466

¹² Fagan, A.A.; Brooke-Weiss, B.; Cady, R.; Hawkins, J.D. 2009. “If at first you don’t succeed...keep trying: Strategies to enhance coalition/school partnerships to implement school-based prevention programming”. *Australian & New Zealand Journal of Criminology*, 42(3), 387-405. doi:10.1375/acri.42.3.387; Feinberg, M.E.; Greenberg, M.T.; Osgood, D.W. 2004. “Readiness, functioning and perceived effectiveness in community prevention coalitions: A study of Communities that Care”. *American Journal of Community Psychology*, 33(3/4), 163-176.

2.0 BACKGROUND

The Society for Safe and Caring Schools and Communities (Safe and Caring) is a not-for-profit organization which builds community capacity to prevent bullying, violence and exploitation of children and youth through the promoting and maintaining healthy relationships. Safe and Caring shares the Government of Alberta's vision by working to ensure every child in Alberta has the opportunity to grow up in a caring and nurturing home, an engaging and supportive school, and a safe and inclusive community. The organization recognizes that to achieve this requires the involvement of parents, teachers and all the important adults and community members in a young person's life.

In order to guide Safe and Caring in meeting this vision of a comprehensive Alberta hub comprised of experts and organizations, the organization designed a pilot project to identify the needs of educators, schools and school systems in Alberta regarding healthy relationships and bullying prevention. The information collected through the project would inform Safe and Caring's efforts in developing a multi-stakeholder model to support the coordination and consistency of evidence-based programs, strategies and policies to support a culture of healthy relationships and bully prevention for children and youth in Alberta.

3.0 METHODOLOGY

The project was comprised of an environmental scan and stakeholder analysis.¹³ The environmental scan focused on identifying programming, practices and policies currently in place that promote healthy relationship development and support bullying prevention. The stakeholder analysis was intended to identify who the key stakeholders are in regards to evidence-based healthy and respectful relationship and bullying prevention programming, practices and policies and how Safe and Caring can best work with identified stakeholders to better support the creation of inclusive school cultures free from bullying and violence. The stakeholder analysis is not part of this report, as the information gathered was intended to support internal reflection and decision-making by Safe and Caring.

As per the direction provided by the research advisory team, modifications to the proposed timelines and data collection processes were made in late spring 2014. These decisions were made based on the timing of funding for the project, perceived survey fatigue by school boards and several emergent funding opportunities that arose in

¹³ A fulsome stakeholder analysis was completed for Safe and Caring to use for internal purposes. Key informant interviews and documentation gathered through website reviews and Safe and Caring strategic documents were used to identify stakeholders. The mapping exercise provided a systematic approach to identifying all interested/interesting parties and begins to help to distinguish the roles each of these might take in relation to defining the role of Safe and Caring Alberta. The results of this analysis are compiled in a separate report.

the fall of 2014. The research advisory team recognized that the data collection strategies should provide a high-level understanding of:

- What is available in the province to support healthy relationship development and bullying prevention;
- What groups and organizations are currently being approached by schools and school districts to support healthy relationship development and bullying prevention; and
- What policies are in place in schools/school districts in regards to promoting healthy relationships and preventing/addressing bullying.

They also understood a number of areas may not be addressed fully or at all by the proposed alternative data collection strategies. These include:

- How school districts are employing the evidence-based policies to help them in their healthy relationship development and bullying prevention efforts; and
- How well-prepared schools are to section 33 (1) (d) to “ ensure that students enrolled in schools operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging” as mandated by the legislation in the *Education Act*.

In addition to the above areas being addressed through the project, gathering information on what groups, organizations and systems Safe and Caring needs to consider connecting with was deemed within scope of the project. Furthermore, given the desire to identify what needs educators, schools, school systems have in regards to healthy relationship promotion and bullying prevention, the team agreed to gather information around the perceived potential role Safe and Caring could play in supporting efforts in this area. As such, three data collection strategies were employed to address the above questions:

- (1) document review of previously gathered data on school district policies, practices and programming to support healthy relationship development and bullying prevention (See Appendix A: Data Collection for details on analysis);
- (2) review of school district websites to identify policies and programs in place to support healthy relationship development and safe and caring environments (See Appendix A: Data Collection for details on analysis); and
- (3) key informant interviews with selected individuals knowledgeable in healthy relationship and safe and caring policies, practices and programming across the province (See Appendix B: Interview Guide and Appendix A: Data Collection for details on analysis).

3.1 Limitations

While every effort was made to ensure a comprehensive gathering of relevant documentation, access was limited to documents provided to the consultant by the research advisory team and key stakeholders. Furthermore, a few of the documents were several years old (three or more years). It is quite possible (and likely) the environment has changed in this timeframe, making the information gleaned from the documentation less accurate in the current landscape. However, the reality is that just when you think the system has been mapped, it changes again. Such is the nature of environmental scans and the mapping of systems.

Information gathered from the website review is limited to what is visible on the website. As a result, there may be more policies and programs in place within schools and around the province than what is represented in this analysis. While every effort was made to capture as much information as possible, schools and school districts vary greatly in regards to the depth and breadth of information available on their websites. Furthermore, there is an underlying assumption that website information is up-to-date and current, reflecting the current state of the school/school district.

While a wide range of key informants were accessed for interviews, there were a number of whom were unable to be interviewed. First, there were several individuals where email messages and phone numbers were incorrect. Researchers attempted to secure correct contact information; however, they were unsuccessful. Second, there were an additional number of key informants who, for whatever reason, did not respond to the researcher's request to be interviewed. These key informants were contacted via email (and one key informant by phone) on two occasions with requests for interviews.

Given the data collection strategies utilized and limitations posed by the collected documentation and website reviews, emphasis was placed on information gathered in the key informant interviews to generate the recommendations found in Chapter Six. Information gathered from documentation and websites was used to supplement the interview information.

4.0 DOCUMENT AND WEBSITE REVIEW

A total of nine (9) documents were reviewed by the project researchers (See Appendix A for a listing of documents). These documents included: research reports by organizations across the province (e.g., Alberta Centre for Child, Family and Community Research and Shift: The Project to End Domestic Violence); and previous environmental scans completed by Safe and Caring.

School and school district website reviews were conducted in order to identify the types of safe and caring policies and programs in place across the province. In total, 41 school district websites were reviewed from across the province as well as each school website within the Calgary Board of Education and Edmonton Public School District.

Findings from the reviews are broken down into the following components for discussion: policies, practices and programming (for detailed information on the method of analysis for the document and website information, please See Appendix B: Data Collection).

4.1 Policies

Understanding what policies are in place in schools/school districts regarding promoting healthy relationships and preventing/addressing bullying is an important component towards knowing where schools and school districts are at in ensuring safe and caring environments. Aggregate analysis of policy and administrative procedure data from 2011/2012 Safe and Caring documentation¹⁴ shows that:

- 87% of school websites identify having a prevention/intervention¹⁵ and/or discipline policy or administrative procedure in place;
- About 50% identify having a specific cyber-bullying policy or administrative procedure in place; and
- Almost 30% have no policy or administrative procedure specified on their website.

School district websites were reviewed for this project in fall 2014. Approximately half of them have a stated bullying and/or safe and caring policy in place. Researchers also reviewed the definitions used in each policy or school code. In 10 school districts, bullying was defined (See Appendix C). An additional six school district websites provided a definition for safe and caring relationships (See Appendix D).

There was a great deal of variation with the bullying definitions, ranging from being totally differentiated from harassment to being a sub-feature of harassment. Some of

¹⁴ The information found in the 201/2012 Safe and Caring scan was put together by a Safe and Caring staff person in 2011. The description of the project and analysis provided on the document was as follows: "The following Alberta School District Board Policies and Administrative Procedures were selected based on their relevance to the ongoing work within the Ministry to guide Boards in the provision of caring, respectful and safe learning environments. They are broken down into the last x column matrix to identify those Policies and/or Administrative Procedures that are clearly Prevention/Intervention, Discipline, Physical (Supervision), Medical, Cyber Safety or Not Specific. Not Specific includes general statements about roles and responsibilities. Out of Scope included: (1) Discipline Policies or Administrative Procedures; (2) Medical including the Administration of Medication; (3) Supervision; (4) Facility Management

¹⁵In the original 2011 scan, prevention/intervention was one of the categories used. There was no definition provided in the document for this category.

the concepts in several of the definitions included imbalances of power and the repetitive nature of the act(s).

With the safe and caring definitions, however, only one differentiated itself in any way. The other five were identical in their wording, emphasizing the physical, emotional and psychological safety for students and staff, as well as including concepts of respect and dignity.

4.2 Practices

Overall, information gleaned from documentation and school/school district websites suggests the wide variability of practices currently in place across the province. Local research suggests decisions to engage in efforts to build safe and caring school environments is mostly administrator and teacher dependent.¹⁶ While some district policies acknowledge support of safe and caring school environments, there appears to be great variability across school boards in how these preventative policies are implemented.

Comprehensive school wellness plans, frameworks for wellness education, restorative practice and whole-school approaches are just a few of the commonly identified practices in place across the province to support safe and caring schools environments.¹⁷

4.3 Programming

Document and website review identifies the breadth of programming¹⁸ available from a wide variety of providers (See Appendices E through G for more detail on the variety of programs found within school districts). Government Ministries (e.g., Solicitor General, Alberta Health Services and Human Services), non-profit organizations and for-profit organizations are offering a wide variety of programs. It is difficult to say with certainty how many of these programs are using evidence-based practices and which of the programs are considered evidence-based.¹⁹

¹⁶ Wells, L., Claussen, C., Abboud, R., & Pauls, M. (2012). Developing a strategic and coordinated community approach to violence prevention programming for children and youth in Calgary: Phase one: best and promising practices and program scan. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence.

¹⁷ Information gathered and presented in several internal Safe and Caring research documents.

¹⁸ Documentation reviewed did not distinguish between programs, defined as a planned series of supportive, clinical, and/or educational interventions provided to individuals and groups (Wells, L., Claussen, C., & Aubry, D. 2012, *Primary prevention of sexual violence: A preliminary review*. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence) and resources, defined as texts, websites, videos, software, and other materials that are used to enhance bullying and safe and caring learning outcomes (Ministry of Education, n.d., *Learning resources*, Government of British Columbia, BC. Retrieved from https://www.bced.gov.bc.ca/irp_resources/).

¹⁹ A program is judged to be evidence-based if: (1) Evaluation research produced the expected positive results; (2) The results were attributed to the program itself; (3) The evaluation is peer-reviewed by

There also appears to be a difference between what is offered regionally (e.g., Leader in Me and Olweus in Edmonton, Circle of Courage and Virtues Program with Calgary Board of Education) and who offers it (e.g., more schools provided programming in Edmonton, and more third party providers like non-profit service providers provided programming in Calgary). The school-based website review highlights the wide variety of programs used in the school setting.

5.0 KEY INFORMANT INTERVIEWS

Interviews were conducted with 21 individuals from a range of organizations and systems across the province. Participants included:

- Associate school superintendent (1)
- Principal (1)
- Comprehensive school wellness lead (1)
- School psychologists (1)
- Personnel with student services from a school board (2)
- Non-profit program directors (4)
- Provincial TAB Coordinators (3)
- Representatives from Government of Alberta (5)
- Healthy relationship and bullying prevention strategists (2)
- Systems-change expert (1)

Key informant interviews provided researchers with a rich source of data in regards to safe and caring programs, practices and policies. Based on data analysis, key themes emerged (See Appendix A: Data Collection for a detailed description of data analysis). The primary themes emerging from these conversations are presented below.²⁰

experts in the field, and; (4) The program is 'endorsed' by a respected research organization. Puddy, R. W. & Wilkins, N. (2011). *Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness*. Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf

²⁰ The University of Alberta Research Ethics Office and Calgary Board of Education approved this study. Participants were sent an informed consent form prior to the interview, and then verbal consent was obtained and recorded over the phone. Permission to use quotes was obtained, although interviewees did not review their interview. Interviews were conducted with key informants representing various safe and caring stakeholder segments. Identification of stakeholder segments (e.g., government, non-profit organizations, programmers, school superintendents, researchers and community members) was developed in consultation with the advisory team for this project. A total of twenty interviews were conducted. Interviews ranged in length from 30 minutes to 65 minutes. A semi-structured interview guide was developed, providing guidelines for the types of questions to be asked (see Appendix C). As these types of conversations are open-ended and fluid, additional probing questions were asked depending on the responses provided. Both cross-sectional and non-cross-sectional data indexing were applied. Cross-indexing involved identifying categories in each transcript to create basic categories to index the data.²⁰

5.1 Importance of Language

Language emerged as an important issue for building awareness and action around safe and caring school environments. Many informants had a vague sense of what ‘safe and caring school environments’ actually meant, although most could describe how a safe and caring environment feels (e.g., respectful, trusting, embracing, welcoming, etc.). Most informants pointed out that the environment needed to include the entire school and classroom community.

Bullying was another term where informants expressed frustration over what words mean and what actions bullying entails. Participants also indicated that the word bullying is used so frequently that it has diluted the message – any action is considered ‘bully’ behaviour. In some cases, informants expressed this dilution has likely also led to a reduction in the criticality and importance of addressing bullying behaviour.

There’s more confusion now with what is normal peer conflict and what is actual bullying than there was five or six years ago...now there’s this mass confusion...kids are confused, parents are confused. What is normal and when should they just step back and let their child sort of resolve on their own...there’s mass confusion on that.

Informants identified the need for a common language and terminology, not only within schools and school districts, but also within community organizations and government ministries. They suggested that when consistent language and messaging is used, no one is speaking a different language and stakeholders can address issues together.

We’ve really worked hard at doing capacity building together where appropriate...we have common language, common vision – that’s been huge to the work. When you’re all running in your own directions doing your own little programs, that’s not going to work.

Some informants felt schools have done a good job focusing on the ‘safe’ part of safe and caring, most likely because it is easier to put policies and actions in place to support safety (e.g., threat assessments, physical safety in the building, etc.). However, it may be more difficult to work on the caring part because of difficulties in understanding what the term caring means. This gap in understanding is seen to be a significant barrier to schools and school districts when implementing appropriate policies and practices.

Non-cross-sectional approaches to data organization involve seeing, sorting, and interpreting the data in a way that brings deeper meaning and reflection on the particular aspects of the data. Non-cross-sectional indexing occurred with the members of the research team on two separate occasions in order to engage in deeper reflection and interpretation on the meaning of the categories and content.

5.2 Ways to Create Safe and Caring Environments

Informants described the multitude of ways schools and school districts are engaging in developing safe and caring environments. Primarily, efforts to develop safe and caring environments are perceived to be individually-driven with a reliance on programs and presentations. Very few schools and districts are using broader strategies to achieve change.

5.2.1 Self-Initiated and Use of Professional Relationships

Overwhelmingly, self-initiated efforts are the primary method of accessing resources, programs, and/or organizations. Informants described how efforts to develop safe and caring school environments are most often classroom driven.

Many, many schools are all isolated classrooms working on their own. I don't see any common themes. I see much, much more teacher-driven initiatives. So it's totally up to the teacher in many cases to determine what's best instead of school-wide plans that include primary, secondary and tertiary initiatives.

Informants did indicate that strong administration can make a significant difference to creating climate change in a school. They indicated that, depending on the awareness and interests of the principal, a concentrated focus may be placed on creating safe and caring school environments a priority.

It depends on the principal and the needs of the school and the principal's awareness. Sometimes, the principal is, 'look, I want to be all over these social skills' or 'I want the kids to have better social and emotional awareness.' So it depends on what the principals' focus is...

Teachers and school administrators tend to use word-of-mouth from other teachers and administrators when accessing safe and caring resources, programs and organizations. These professional relationships and networks are critical for building awareness and accessing resources.

5.2.2 Programs, Programs and More Programs

With the exception of informants representing programs, the overwhelming sentiment expressed was that programs²¹ do not work in creating safe and caring school environments. Programs are understood to be too limited in efforts to address a

²¹ Key informants did not distinguish between programs, defined as a planned series of supportive, clinical, and/or educational interventions provided to individuals and groups (Wells, L., Claussen, C., & Aubry, D. 2012, *Primary prevention of sexual violence: A preliminary review*. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence) and resources, defined as texts, websites, videos,

multi-faceted and complex issue like safe and caring schools. Paradoxically, however, informants consistently referenced turning to programs to support their efforts, most likely because they are a concrete solution to an abstract and complicated problem.

I'm not a huge fan of canned programs, but they're an awesome way to build capacity. So if I can run the Friends Program, for example, and help deliver it with a teacher, then next year they'll do it themselves. Then after that, they're going to start integrating it into their practice.

Alternatively, one-off programs are also easier to follow because the issues of healthy relationships and bullying are often addressed “off the side of [informants’] desks.” Specifically, informants have limited resources to enact large-scale strategies effectively, so simple programs and one-off presentations are easier to implement, despite acknowledgement these are not sufficient.

There were several representatives from evidence-based and promising programs who, in addition to promoting the effectiveness and value of their program, indicated the importance of a school-wide approach in any successful bullying prevention or healthy relationship program.

So the idea is that you develop a consistent message of bullying prevention and anti-bullying in the school and nobody is speaking a different language. So the Grade 2 classroom is doing the same thing as the Grade 6 classroom as the Grade 8 classroom. Everybody is speaking the same language, everybody knows what is acceptable, and by the same token, school level policies and procedures are put into place with things like consequences.

Presentations were also mentioned as being a strategy used by teachers and schools to support safe and caring school environments. Again, while informants acknowledge the lack of effectiveness with such one-off approaches, the reality is this format tends to be offered by many organizations and accepted by many teachers and schools across the province.

Informants did point out that programs can be useful if they are used in conjunction with other interventions that fit the needs of the school. However, the key to being successful is having a concerted and consistent follow-through across the entire school community.

5.2.3 Use of Broader Strategies

software, and other materials that are used to enhance bullying and safe and caring learning outcomes (Ministry of Education, n.d., *Learning resources*, Government of British Columbia, BC. Retrieved from https://www.bced.gov.bc.ca/irp_resources/).

There were few examples of broader, more comprehensive strategies in supporting safe and caring schools environments. Collaborative planning circles, mental health capacity builders and other informal, individually-driven initiatives were mentioned (e.g., Social-Emotional Learning Network).

There was some indication of selected school divisions (three in total) that understand the need to coordinate safe and caring efforts as a division; however, this appears to be an anomaly as opposed to the norm. These districts were mentioned as making some effort to understand the need for the levels of support (i.e., primary, secondary and tertiary) as well as the importance of having comprehensive school health plans. These districts appeared to be making efforts to engage in collaborative approaches with services providers and to develop agreements that may make accessing quality community resources easier. However, the viewpoint by some stakeholders was that these efforts are not based on school district need per se (e.g., community context and student population, etc.), but rather what programs and resources are offered in the environment.

5.3 Challenges Faced by Schools

Informants discussed a number of challenges schools face in building safe and caring environments, the most significant of which was the sense of schools being overwhelmed.

5.3.1 Schools Overwhelmed

Currently, schools are the key focal point for trying to address a wide range of community issues (e.g., poverty, teen pregnancy, gang prevention, mental health promotion, etc.). Informants suggested schools are being bombarded by requests and are burdened with multiple responsibilities. This pressure to respond to a multitude of requests impacts support for building and implementation safe and caring strategies. As pointed out by one key informant:

School administrators and teachers are concerned with how much work is this going to be for me? How much more can be put on my plate?

Of all the pressures faced by schools, the most significant is the need to achieve academic outcomes. This pressure to meet these outcomes means that safe and caring resources, practices and programs need to be presented and seen as clearly aligned to curriculum. Informants generally agreed and emphasized that although good mental health is critical for achieving academic outcomes, it is the latter issue that is given the most pressure overall.

The pressure to teach the curriculum [is the biggest challenge]. So any kind of stuff that we teach around safe and caring learning environments either needs to

be in the curriculum or we have to link it to the curriculum outcomes so we can say to teachers, 'look, you are teaching the curriculum by doing these things.'

5.3.2 Lack of Awareness and Understanding

Informants acknowledged that while teachers and schools are interested in ensuring safe and caring school environments, there is frequently a lack of awareness and understanding of how to do so.

They know that they should have a safe and caring school, they think it's a really good idea, but they don't know what kind of concrete action to do...

The need for awareness and understanding on the importance of safe and caring environments also applies to school leaders across the province (e.g., Alberta Education, school board leadership, etc.). Informants suggested that leaders need to see safe and caring as connected to learning – these conditions have to be in place for learning to occur.

5.3.4 Lack of Guidance Around Policy Implementation

When discussing policies in place to support safe and caring learning environments, informants overwhelmingly indicated their lack of awareness around policies in place to support such environments. They acknowledged there were policies around harassment and student codes of conduct, but very limited policies specifically around safe and caring. As one informant said:

Like, we don't even have an official bullying policy – I mean, lots of boards don't. It kind of constrains your ability to kind of respond to the individual situation...

Informants also pointed out that policy development and policy implementation were not the same thing. Often, there are no specifics on how the policy will be implemented or should be implemented. Understanding how policies link to action and how to specifically build safe and caring environments is suggested to be a challenge for school administrators. There was frustration that every school is different and a universal policy is challenging to implement because every school has different resources at their disposal to execute policies.

I know the new Education Act is supposed to address specifically [safe and caring environments] and that each school has to have a policy, but I think policy is one thing and if it's actually implemented, that is another matter.

5.3.4 Fragmentation Across the Community

The idea of fragmentation was seen at the system and policy levels. Different ministries are seen as developing their own responses without considering the ways in which these efforts are connected to each other or the impact these competing mandates have on schools.

You've got the education system and they come out with all their various programs and mandates, and then you've got Human Services who come out with theirs, and then you have Alberta Health Services...at the end of the day, they want us to be doing all these things in the school environment because that's where kids are...

Schools are also fragmented in their efforts to support safe and caring practices, programs and policies. In some districts, administrators are in charge of creating a school development plan, along with professional development opportunities to support the development plan. There may be a lack of system-wide guidance on what needs to be included in the school development plan or professional development opportunities. Therefore, each individual school may be developing their own unique and separate strategy without connection to other schools in their area or district.

Informants also spoke of fragmentation and lack of coordination in the community, particularly with organizations offering safe and caring resources and programming. As stated by one participant:

Nobody is coordinating to make sure they're [non-profits] meeting the needs of all schools. All levels of the intervention triangle, right? There's not primary, secondary – nobody is coordinating that. These are the things being thrown at the school without the comprehensive policy behind it.

This fragmentation and lack of coordination between resources and programs results in schools being unable to decipher what is available to address specific issues. Schools are then left trying to figure out what is appropriate for their context, and what is a 'good' program. As one informant commented:

People don't want to spend time searching, and some programs actually cause damage. How do people know?

In regards to the idea of 'good' programs, there are concerns that despite there being evidence-based programs available, some programs are being utilized in a manner they were not intended for (i.e., healthy relationship programs being specifically called "anti-bullying" programs). This leads to even greater confusion by schools when trying to make decisions around resources to support their efforts in building safe and caring school environments.

5.4 What Needs to Be Done

Informants were very clear on what needs to be done to support schools in building safe and caring environments and were particularly adamant that programs alone cannot address the issue of safe and caring school environments. Rather, they suggested efforts be made in the following four comprehensive levels of activity.

5.4.1 Systems Approach to Change

The idea that creating and supporting safe and caring school environments is complex came through many of the informant interviews. For this reason, participants felt strongly that stakeholders needed to ‘be more than the sum of our parts when we’re tackling complex issues.’ This means empowering not only teachers and administrators, but parents and the greater school community. Some informants also felt it meant really understanding the root causes of the issue, as opposed to dealing only with the surface elements of the problem (e.g., bullying, aggression, etc.) with programming.

Informants felt that building parent-school-agency partnerships would help shift and make the school more ‘permeable’ and open to a wider variety of stakeholders being involved. Being more purposeful about authentic engagement with the stakeholders of school communities would support culture shifts and commitment to the work.

Discussions around the need for a systems approach to change was not only directed to the stakeholders of the immediate school community, but also to system administrators and policy makers at the government level. Informants felt there were problems within each system, in that each one (such as Alberta Education or Alberta Health) are coming out with various and competing programs and mandates. In some cases, these programs and mandates are addressing the needs of one particular system without considering or addressing the needs of the other system. The recent inclusion of the healthy relationship and education focus in the *Family Violence Framework* was seen as a positive step toward understanding the complexity and looking more holistically at the issue.²²

5.4.2 Coordination and Collaboration

The need for coordination and collaboration to address the complexity of the issue and ensure a systems approach to change was a prominent topic of discussion by informants. Since the current environment is so deeply fragmented and uncoordinated, moving towards shared agenda’s and allocation of resources across systems would be a significant step towards supporting safe and caring school environments. As expressed by one participant:

²² See Government of Alberta. (2013). *Family Violence Hurts Everyone: A Framework to End Family Violence in Alberta*. Edmonton, AB: Author. Available at <http://humanservices.alberta.ca/documents/family-violence-hurts-everyone.pdf>

There is a need from the top to be working together in a much more coordinated manner. I think they [government ministries] need to be allocating resources based on need and not based on the flavour of the month or what's politically popular at any given time. I think more thoughtful decision making needs to be done at the government level.

At an organizational and program level, informants felt coordination and collaboration could be a powerful model towards creating significant change. As one informant explained:

Not just talking about collaboration, but actually doing it...there's a lot of work being done, and I just see if we all got together and actually create a model where all the groups are collaborating for the big picture, oh my goodness, it would be powerful.

Informants did point out that while coordination and collaboration were what was needed, this was often easier said than done. Protectionism and the current funding environment were seen as some potential hurdles to success. There was suggestion that the funders should be coordinating amongst themselves and modeling and leading the coordination that they require for fund recipients. As expressed by one participant:

Organizations want to survive tight-funding environments with competitive contracting...[funders] are saying, 'please compete in the morning and collaborate in the afternoon.' So the funding ecology doesn't really encourage collaboration.

Informants felt this reality will need to be considered for collaborative efforts to be successful.

5.4.3 Capacity for Evidence-Based Programming and Practices

As mentioned, deciphering amongst available programs and resources as to what is high-quality is challenging, particularly for teachers and school administrators. Some key informants felt a directive to school boards was needed, mandating school boards to use some evidence-based programs for schools. Other informants felt it was more important to identify practices, patterns and themes that work as opposed to 'cookie cutter' solutions.

Bridging these diverse opinions were ideas around building knowledge and awareness for teachers and schools to make informed decisions around what works for whom under what conditions. These informants recognize that local context matters, and a one-size-fits-all, evidence-based program may not work for all needs. Supporting teachers and schools in building their knowledge around 'evidence' and how to use their

knowledge in decision making would be more beneficial and sustainable. As expressed by one informant:

How do we help them [teachers and schools] determine which ones are good or not? I agree with that. I think it's a bugger because researchers can barely agree! So how does a teacher or principal do it? I agree that there is enough stuff – how do you help them sort it through and apply it? I believe we need good data and good thinking...

Informants felt that building capacity for good decision making also supports sustainability, more so than bringing in a single program or resource.

5.4.4 Policy Implementation Support

Key informants agreed that policy development was one thing and implementation another. They felt that an accountability system around the policy would be useful in ensuring schools are implementing policies. As expressed by this informant:

There needs to be accountability for this [safe and caring policies]. What gets measured gets done. How can you measure safe and caring schools? Set goals and track progress towards goals.

While flexibility for local contexts was acknowledged as important, informants also pointed to the need for certain common themes, parameters and structures to be put in place to support the implementation of this work. As expressed by this informant:

I mean, the new policy document [Inspiring Education] that just came out from the Ministry of Education – great, but now what's that going to look like for schools? That would be [a great] role for Safe and Caring to come up with some specific ideas.

The lingering question for many participants was around what the new policy would look like for schools. At this point, informants were unclear as to how it was intended to be implemented and felt support would be essential in ensuring the new policy would be meaningful.

5.5 Role for Safe and Caring

In many cases, key informants lacked clarity as to the current work of Safe and Caring. This tended to be found with those key informants south of Edmonton. Other key informants, while familiar with the organization and its work, professed that the organization had lost touch with its audience over the years.

Regardless, informants had four key recommendations for Safe and Caring. Some of the recommendations were based on the known strengths of the organization, while others were based on the fact that there was a gap in the environment that someone needed to fill, and Safe and Caring was perceived as being able to possibly fill it.

5.5.1 Building Awareness and Engaging in Advocacy

By far the most consistent role mentioned was that of awareness and advocacy. Stakeholders felt that Safe and Caring was ideally placed to play this role, given their contacts with stakeholders (e.g., Alberta Teacher's Association, Public School Board Association, etc.) and connections with policy makers. As explained by this informant:

I think [their role] should be advocacy and awareness completely....readying policy statements. They also need to know what is going on across Canada, and to bring that information back to Alberta.

Informants felt that Safe and Caring could be a conduit for information from Alberta Education. Safe and Caring could educate stakeholders about policy development, based on direction from the Ministry. In turn, they could develop policy positions or briefs for the Ministry based on the needs identified by stakeholders. Furthermore, they could link to national efforts in this area (e.g., PREVNet, Casel, etc.) and support the Ministry in understanding how that information makes sense in the local context.

5.5.2 Supporting Coordination and Collaboration

Supporting coordination and collaboration was also determined to be a critical and valuable role for Safe and Caring to have. Given there is so much in the environment, with so little communication and strategic planning, coordination on a multitude of levels was seen as essential. Safe and Caring was deemed to be in a good position for this, given their links with education and policy, in addition to being a non-profit organization in the community. As expressed by this participant:

Because they are affiliated with the ATA (Alberta Teacher's Association), I think they could really do a lot to help teachers understand how best to access and partner with the non-profit organizations. No one's coordinating that, and I think they'd be in an ideal position because they know the role of the teacher and they know the [new Inspiring] Education Act.

This idea of supporting coordination and collaboration was also directed at the ministry level. Informants felt that Safe and Caring could play a role in ensuring cross-ministry messages and structures so that individual jurisdictions do not have to 'reinvent the wheel.'

5.5.3 Offering a Resource Repository

The overwhelming abundance of resources available, combined with the fragmentation of availability, led informants to suggest Safe and Caring offer a resource repository. Informants pointed out that there really is no shortage of good information available, but the time it takes to sort through and look at it all as it is immense. Having a trusted place to go, like PREVNet, would help support teachers and schools in accessing material and knowing it is of good quality.

5.5.4 Supporting Policy Implementation

As mentioned by informants, how to implement policy was seen as challenging. They felt there wasn't a resource available to support schools and school districts with ideas of how to implement policy. While they acknowledged that the notion of a policy handbook is an outdated one, informants felt that ideas were needed to help people see how policy would look once it had been implemented.

6.0 LEARNING

The primary purpose of this project was to conduct an environmental scan to inform Safe and Caring in identifying the needs of educators, schools and school systems in Alberta in regards to healthy relationships and bullying prevention to inform development of a multi-stakeholder model to support the coordination and consistency of evidence-based programs, strategies and policies to support a culture of healthy relationships and bully prevention for children and youth in Alberta. .

Based on the information gleaned and captured from the three data sources, some key learning about the state of safe and caring practices, programs and policies has emerged:

- **Understanding and consensus on key terminology is needed** – The website review and learning from key informants suggest the need for building shared understanding around bullying and safe and caring environments. This shared understanding should also include shared language. As demonstrated by the website review and the key informant interviews, definitions tend to vary, particularly around bullying, while safe and caring definitions used by stakeholders are vague and require clarification. There is a need to support stakeholders in utilizing shared terminology in similar ways.
- **Over-reliance on programs** – The overwhelming sentiment expressed by key informants was that programs do not work in creating safe and caring school environments. Programs are understood to be too limited in efforts to address a multi-faceted and complex issue like safe and caring schools. This said, however, many admitted to turning to programs because they offer a concrete and time-limited solution.

- **Schools are overwhelmed** – Currently, schools are the key focal point for trying to address a wide range of community issues (e.g., poverty, teen pregnancy, gang prevention, mental health promotion, etc.) and are bombarded by requests from a wide range of community stakeholders. In addition to this, schools face immense pressure to achieve academic outcomes. These competing pressures often result in safe and caring practices and initiatives being viewed as add-ons to an already stretched system. Stakeholders suggested that if school and system personnel were aware of the link between safe and caring environments and academic outcomes, more attention and effort would be placed on supporting safe and caring school environments.
- **Fragmentation between schools, school districts and those who are providing programming and resources** – The document review highlighted the immense breadth and depth of the resources and programs available in the province to support schools and school districts in building safe and caring school environments. Stakeholders pointed to the number of programs coming into schools. Furthermore, these various programs are often working in schools in a haphazard and one-off way. Stakeholders also highlighted instances where collaboration did not occur, and resources were entering schools that did not meet the needs of the schools. In some cases, these resources were also out of reach of the schools' ability to deliver in a complete manner (i.e., time constraints prevented a program from being executed fully).
- **School personnel need a resource and the capacity to identify high-quality resources and programming available** – The key informant interviews highlighted both recognizing the importance of using high-quality resources and programming, and the lack of experience to discern quality evidence, or the lack of time to look for quality evidence-based resources and programming. Building capacity to understand and implement the appropriate resource is critical.
- **Support for strategic, coordinated and comprehensive planning at a school district level is needed** – The document review and the information from key informants point to the individual nature of safe and caring efforts happening in schools. Resources could be used more effectively and greater system change could occur if school districts were working as a whole to develop plans around safe and caring school environments. This may entail developing criteria for safe and caring professional development across the district, or may include

comprehensive community approaches that address the levels of prevention (i.e., universal, indicated and selected).²³

- **Lack of consistent policy development and implementation across the province of Alberta** – Information from this scan suggests there are a wide variety of policies in place to support safe and caring learning environments. Furthermore, stakeholders feel that even if there is a policy in place, there is a desperate need for support in order to effectively implement that policy.

7.0 RECOMMENDATIONS FOR SAFE AND CARING

The following recommendations for Safe and Caring are posed, particularly given the desire to support a comprehensive networked hub of experts and organizations and based on the findings from the document and website review and key informant interviews. The recommendations include strategies to initiate the hub (i.e., recommendations #1 and #2), as well as some specific strategies for Safe and Caring to focus on with hub members (i.e., recommendations #3 through #5).

Recommendation #1: Build greater brand awareness across the province

Interview participants from outside Edmonton were less likely to be familiar with the purpose or goals of Safe and Caring and as such, less inclined to see the organization as adding value to efforts in building safe and caring school environments. Even stakeholders quite familiar with the organization acknowledged Safe and Caring had lost its audience in the past several years. A portion of stakeholders were aware of Safe and Caring materials, but indicated they did not fully understand what to do with them or if there was more follow up to be had with the group. In order for Safe and Caring to move forward and pursue a comprehensive networked hub comprising experts and organizations, Safe and Caring will need to improve its brand awareness across the province, as well as marketing its value to potential key stakeholders.

Recommendation #2: Lead, leverage and link stakeholders

Stakeholders indicated a strong desire and need for leadership to unite stakeholders in a unified, consistent and comprehensive manner. There was a belief that this was a result of the lack of coordination of stakeholders and that strong leadership and direction would help with this area. In particular, stakeholders noted that there was often

²³ For more information see Public Safety Canada. <http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/bllng-prvntn-schls/index-eng.aspx>

resource overlap, despite the limited funding for resources. Given Safe and Caring's ability to increase brand awareness and trust, the organization could be well-placed to play a leadership and connector role at the provincial level.

Recommendation #3: Engage in advocacy and awareness efforts

Stakeholders indicated a lack of advocacy for healthy relationships and bullying prevention. Stakeholders also exhibited frustration in the limited belief in the criticality of the importance of healthy relationships and bullying prevention.

Safe and Caring is well-positioned to provide this advocacy function, given its connections to external stakeholders, school districts, researchers and policy makers. However, since Safe and Caring has not traditionally played this role, Safe and Caring will need to position itself properly to engage in advocacy efforts and ensure it has the appropriate internal capacity should it decide to pursue this strategic direction.

Recommendation #4: Develop a resource repository and build capacity for evidence-based decision making

Stakeholders indicated a need for a simple, easy-to-access resource repository where they would be able to find support for their needs. In addition to providing stakeholders with access to resources, it is also essential to support school stakeholders with the awareness, knowledge and skills in evidence-based decision making so that they can make robust decisions about what is needed for their schools. With its ties to both provincial and national research networks, Safe and Caring could play a much-needed role in building school and school district capacity for evidence-based decision making. It could also offer a resource repository for stakeholders to access.

Recommendation #5: Support school districts with safe and caring policy implementation capacity

Stakeholders indicated a need for support with policy implementation and comprehensive wellness planning and implementation. Safe and Caring could have a valuable role in this area, as there are few to no competing entities in the environment doing this work. Safe and Caring needs to identify their own internal capacity to provide this service, as well efforts to more fully identify what aspect of this work stakeholders would need specific support with (e.g., conducting needs assessments and developing plans to target identified needs).

APPENDIX A: DATA COLLECTION AND ANALYSIS

Document Review

Safe and Caring had access to a number of documents with previously gathered data on school district policies, practices, and programming to support healthy relationship development and bullying prevention. Advisory team members provided the project researchers with additional reports and research relevant to the project at hand.

The researchers reviewed all gathered documentation, and mined the relevant data in order to create a high-level summary of what is known about safe and caring programs, practices and policies across the province of Alberta.

Documents reviewed include:

- Chan, E. (2014). *Review of the Alberta Coalition for Healthy Schools and Communities*.
- Hughes, J., (2012). *Environmental Scan for the Strategy for the Prevention of the Prevention of Family Violence and Bullying*. Edmonton, AB: Alberta Centre for Child, Family and Community Research.
- Society for Safe and Caring Schools and Communities. *Provincial Scan of Board Policies and Administrative Procedures: Part 1*. Edmonton, AB: Author.
- Society for Safe and Caring Schools and Communities. *Provincial Scan of Board Policies and Administrative Procedures: Part 2*. Edmonton, AB: Author.
- Society for Safe and Caring Schools and Communities. *Restorative Approach and Environmental Scan*. Edmonton, AB: Author.
- Society for Safe and Caring Schools and Communities. *Building Community: A Safe and Caring Transition Discussion Paper*. Internal Document.
- Vandenberghe, C. (2013). *Mentoring: A Review of the Literature*. Alberta Centre for Child, Family & Community Research for Alberta's Promise: Calgary, AB.
- Wells, L., & Campbell, K. (2013). *Shift's building and promoting healthy youth relationship strategy*. Calgary, AB: University of Calgary, Shift: The Project to End Domestic Violence.
- Wells, L., Claussen, C., Abboud, R., & Pauls, M. (2012). Developing a strategic and coordinated community approach to violence prevention programming for children and youth in Calgary: Phase one: best and promising practices and program scan. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence.

Guiding questions outlined in the project charter were used as a lens to pull relevant information from the documentation. The questions used as a frame for pulling information included:

- What current prevention programs, practices, or initiatives are the various school/school districts using? Are they evidence-based?
- What specific evidence-based prevention policies are in place within schools/districts?
- How are districts employing these evidence-based policies to help develop inclusive school cultures which promote healthy and respectful relationship development and support bullying prevention efforts?
- What groups and/or organizations are currently being approached by schools and school districts to support evidence-based healthy and respectful relationship development and bullying prevention?
- What groups, organizations and/or systems does Safe and Caring need to consider connecting and coordinating with in order to be a comprehensive hub of capacity, coordination and research in the area of evidence-based healthy and respectful relationship development and bullying prevention?
- How best to support coordination of schools and systems to ensure good outcomes for children and youth K-12?

Website Review

In order to understand the types of school-based policies and programs in place across the province, school district website were reviewed. Definitions used across the province for bullying and safe and caring were taken straight from the public websites and were unaltered. Researchers also sought to identify bullying or safe and caring policies, as well as programming that may be in place to support those policies (See Appendix H).

Analysis involved coded the nature of the intervention and prevention focused policies. Intervention was defined as anything referring to a response to an action that occurred in the past (i.e. suspension or phone call to home after a bullying incident). Prevention was defined as anything that referred to an action that was completed to prevent an action from occurring (i.e. putting supervisors in bullying hot spots so that future bullying actions might be prevented).

Further review was conducted with Alberta's two largest school boards, the Calgary Board of Education and Edmonton Public School District, whereby individual school websites were reviewed to identify programs currently being used in schools across these two jurisdictions (See Appendix F and G).

Interviews

The University of Alberta Research Ethics Office and Calgary Board of Education approved this study. Participants were sent an informed consent form prior to the interview, and then verbal consent was obtained and recorded over the phone. Permission to use quotes was obtained, although interviewees did not review their interview.

Interviews were conducted with key informants representing various safe and caring stakeholder segments. Identification of stakeholder segments (e.g., government, non-profit organizations, programmers, school superintendents, researchers and community members) was developed in consultation with the advisory team for this project. A total of twenty interviews were conducted. Interviews ranged in length from 30 minutes to 65 minutes. A semi-structured interview guide was developed, providing guidelines for the types of questions to be asked (See Appendix B). As these types of conversations are open-ended and fluid, additional probing questions were asked depending on the responses provided.

Both cross-sectional and non-cross-sectional data indexing were applied. Cross-indexing involved identifying categories in each transcript to create basic categories to index the data. Non-cross-sectional approaches to data organization involve seeing, sorting, and interpreting the data in a way that brings deeper meaning and reflection on the particular aspects of the data. Both cross-sectional and non-cross-sectional indexing occurred with two members of the research team on two separate occasions in order to engage in deeper reflection and interpretation on the meaning of the categories and content.

Both members engaged in their own cross-sectional and non-cross sectional indexing of data, shared their codes and their themes with each other, and engaged in discussion to deepen their analysis as well as review and reflect on any differences emerging from the indexing. A draft results section was developed based on the categories and themes derived from the analysis, and both team members together reviewed the content and how it was presented in the document. Points of clarification were discussed and changes made where necessary.

APPENDIX B: INTERVIEW GUIDE (KEY INFORMANTS)

Semi-Structured Interview Guide: Understanding Available Child and Youth-Focused Healthy Relationship Programming, Practices and Policies

This guide will be used for telephone and in-person interviews, as well as to act as a prompting guide for participants. Interviews are open-ended and further prompting will be used during the interviews.

Questions:

- (4) What does “safe and caring school environments” mean to you?
- (5) What is the nature of the work your organizations does with schools in regards to supporting safe and caring school environments? Prompts: offering a program, working to support partnerships that inform safe and caring environments, supporting school districts/schools with policy development and implementation. ***[If they answer something other than program, ask question #2 but skip questions #3 - #10]***
- (6) What is your role and experience with school-aged child and youth-focused safe and caring programming, practices and/or policy development?
Prompts: this may mean anti-bullying initiatives, violence prevention initiatives, positive social and emotional development initiatives, etc.

If they refer to a program [e.g., packaged, ‘off the shelf’, curriculum etc.] that they offer:

- (7) Tell us about your program. What is its design? Who is the target audience?
How is the program delivered?
- (8) How was the curriculum developed and what theories is it based on?
- (9) What research based practices does your program use?
- (10) What is your implementation strategy?
- (11) What are the outcomes for your program? How do you measure them?
- (12) How do you make changes to your program?
- (13) What challenges do you face in conducting this kind of programming?

Questions (for both key informants and service providers offering programs):

- (14) In your experience, describe some ways schools create welcoming, safe and caring school environments for all children and youth? [Prompts: e.g., toolkits, training, funding]
- (15) In your experience, describe some of the challenges schools face in providing safe and caring environments.

- (16) What current school-based policies exist to help schools build safe and caring environments for their students? Do you have any suggestions for others?
- (17) In your experience, describe some school-based approaches or practices that help ensure schools are safe and caring environments?
- (18) What other school-based safe and caring school initiatives are you interested in across the province? [*Prompts: practices, partnerships, services, collectives, etc.*] [*Prompts: e.g., restorative justice, whole-school approaches, social and emotional development practices, bullying and violence reduction programs, etc.*]
- (19) What partners do you work with to support safe and/or caring work in schools (if any)? [this question is designed to support stakeholder analysis]
- (20) Who are the people/organizations that Safe and Caring should be speaking with? (*Prompts: e.g., community coalition members, representatives of provincial initiatives, etc.*)? [This question is designed to support stakeholder analysis]
- (21) In order to develop more comprehensive supports for schools in the area of welcoming, caring and safe schools and prevention of bullying, what do you think needs to be done?
- (22) To ensure a positive school climate, what role should Safe and Caring play in supporting schools/school districts? [This question will also support stakeholder analysis]

APPENDIX C: BULLYING DEFINITIONS

1. Bullying is repeated harassment. It is unwanted physical, verbal, psychological, or sexual treatment which is repeated over time. Bullying often means that there is an imbalance of power. Power may be on the basis of age, physical size, status or position, or ability. This imbalance of power makes it difficult for the target to defend himself or herself. Bullying can occur from one individual toward another, from a group of people toward one individual or from one group of people toward another group of people.
2. Violence, bullying or harassment means the attempted, threatened, or actual conduct of a person that causes or is likely to cause injury, and includes any threatening statement or behaviour that gives a person reasonable cause to believe that he or she is at risk of injury within Division-operated facilities, on Division property, at any school-related activity or event and travelling to and from school. This includes any verbal or physical action taken which threatens or results in the inflicting of physical, emotional or psychological distress or bodily harm on a person. Also included is any behaviour that has intent or effect to alarm, annoy or belittle a person.
3. Bullying is a conscious, willful, deliberate, and repeated hostile activity marked by an imbalance of power, intent to harm, and/or a threat of aggression. When bullying escalates unabated, it may lead to a feeling of terror on the part of the individual being bullied. Bullying may include, but is not limited to: physical intimidation or assault; extortion; oral or written threats; teasing putdowns; name calling; threatening looks; gestures or actions; cruel rumours; false accusations; and social isolation. It can occur in any combination of interactions between students, staff and parents.
4. Bullying is willful, deliberate, repeated and hostile activity marked by an imbalance of power. There is intent to cause harm. Bullying may include, but is not limited to: physical aggression and assault; extortion; verbal or written threats; social alienation; sexual harassment, including degrading comments with regard to race, gender, religion or sexual orientation; teasing, put downs and humiliation; threatening looks, gestures or actions; hurtful rumors; false accusations; or the use of technology to disseminate hurtful intentions.

5. Harassment/bullying: whether “personal” or “sexual” is behaviour that is directed at or is offensive to any person, is unwelcome and which the “harasser” knows or ought reasonably to know would be unwelcome. It may consist of objectionable conduct, comment, materials or display that demeans, belittles, intimidates or humiliates another person. Bullying can occur through written, verbal, non-verbal, physical or electronic means (cyber-bullying). Harassment could also arise in the form of the misuse of power or authority, or through technology via intimidation, threats, coercion and blackmail, which serves no legitimate purpose in the school or workplace setting. Harassment and bullying is not only offensive and degrading, it violates Human Rights Legislation and may result in criminal charges being laid.
6. Defined as repeated and systematic harassment and attacks on others. Bullying can be perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviours. It is not limited to physical or verbal attacks, as it is intentional and can also take the form of nonverbal or emotional threats or intimidation, the use of electronic communication devices to send embarrassing, slanderous, threatening, or intimidating messages or images and other forms
7. Bullying is typically any form of demeaning behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. If serious enough, a single act or expression can constitute bullying.
8. It is the intention of the Division to prevent and discourage harassment among students. For the purposes of this policy, harassment is synonymous with the terms intimidation, bullying, taunting, teasing, and bugging. Harassment includes behaviour which may be verbal, physical, deliberate, unsolicited or unwelcome; it may be one incident or a series of incidents.
9. Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following: 1. Substantial interference with a student’s education. 2. Creation of a threatening environment. 3. Substantial disruption of the orderly operation of the school.
10. 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.

APPENDIX D: SAFE AND CARING DEFINITION

Safe and Caring Schools: Definitions

1. A safe school learning environment is one that is physically, emotionally and psychologically safe
2. Safe and Caring School: A safe and caring school is physically, emotionally and psychologically safe for students and staff. It is an environment wherein everyone is accorded respect and dignity, and their safety and well-being are paramount considerations.
3. A safe and caring school is physically, emotionally and psychologically safe for students and staff. It is an environment wherein everyone is accorded respect and dignity, and their safety and well-being are paramount considerations
4. A safe and caring school is physically, emotionally and psychologically safe for students and staff. It is an environment wherein all persons are accorded respect and dignity, and their safety and well-being are paramount considerations.
5. A safe and caring school is physically, emotionally and psychologically safe for students and staff. It is an environment wherein everyone is accorded respect and dignity, and their safety and well-being are paramount considerations.
6. A safe and caring school is physically, emotionally and psychologically safe for students and staff. It is an environment wherein everyone is accorded respect and dignity, and their safety and well-being are paramount considerations.

APPENDIX E: WEBSITE REVIEW - PROGRAMMING

When reviewing websites, it was difficult to ascertain between programs, defined as a planned series of supportive, clinical, and/or educational interventions provided to individuals and groups,²⁴ initiatives, defined as coordinated change-making efforts that utilize more than one form of intervention, and work at practice, system and policy levels to achieve large scale change²⁵ and resources, defined as texts, websites, videos, software, and other materials that are used to enhance bullying and safe and caring learning outcomes.²⁶

Due to the lack of delineation between these supports, the listing below encompasses the entire continuum of supports identified by Alberta School Districts websites in their efforts to build safe and caring school environments.

Summary of Programs Involved in Alberta School Districts Regarding Safe and Caring Relationships

Chinook Edge :

- Partnerships with Alberta Health Services, Central Alberta Child and Family Services Authority, RCMP, and Family Child Support Services (FCSS) in our municipalities and communities (***elementary and junior high school grades 4 to 8***)
- Regional Educational Assessment and Consultation Services (REACH) (***no mention of targeted grades***)
- Family school wellness programs in all schools for all grades (***kindergarten, elementary, junior and senior high***)
- Regional Collaborative Service Delivery (RCSD) implementation (***no mention***)
- Safe and caring schools working group (***kindergarten, elementary, junior and senior high***)
- High degree of support for students with special needs (***no mention***)
- Violence Threat Risk Assessment (VTRA) multi-disciplinary teams (***kindergarten, elementary and junior high up to grade 8***)
- Youth Empowerment Supports (YES) program (***elementary, junior and senior high from grade 5 to 12***)
- Learning support teams (LST) in every school (***elementary, junior and senior high***)
- Pre-kindergarten programs in Olds, Sylvan Lake, and Penhold (***no mention of targeted grades***)
- Non-violent crisis intervention (***no mention***)
- Success in Schools for Children/Youth in Care (***no mention of targeted grades***)

²⁴ Wells, L., Claussen, C., & Aubry, D. 2012, *Primary prevention of sexual violence: A preliminary review*. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence

²⁵ Wells, L., Claussen, C., & Aubry, D. 2012, *Primary prevention of sexual violence: A preliminary review*. Calgary, AB: The University of Calgary, Shift: The Project to End Domestic Violence

²⁶ Ministry of Education, n.d., *Learning resources*, Government of British Columbia, BC. Retrieved from https://www.bced.gov.bc.ca/irp_resources/.

- Horizon School (for children with severe cognitive deficits and a variety of other disabilities) **(no mention of targeted grades)**
- Equinox (partnership with Parkland Youth Homes) **(no mention of targeted grades)**
- Grimmon House (partnership with Calgary Boys and Girls Club) **(no mention of targeted grades)**
- STEPS program – **(elementary)**

Elk Island Public Schools:

- “Safe and Caring” curriculum- **(elementary, junior and senior high)**
- Developmental Assets **(junior high)**
- Lion’s Quest **(no mention of targeted grades)**
- Skill streaming **(no mention of targeted grades)**

Golden Hills School District

- S.A.F.E (Schools Are For Everyone) project **(junior high)**

Peace Wapiti

- Roots of Empathy **(elementary to junior high -Grades 5-9)**

Red Deer Public School District

- Character Counts–6 pillars **(no mention of targeted grades)**
- Red Deer Native Friendship Centre student support groups **(middle school)**
- The Red Deer Chapter of the Learning Disabilities Association of Alberta THINK SOCIAL (program to build relationships) **(no mention of targeted grades)**
- 7 Habits School **(elementary)**
- The Leader in Me **(elementary)**
- Bright Beginnings **(elementary)**

St. Paul Schools

- Together We’re Better **(elementary, junior and senior high- grade 4-9, grade 7-12)**

Westwind School Division

- Roots of Empathy **(elementary to junior high)**
- Dare to Care- **(kindergarten, elementary, junior high, senior high)**
- Lions Quest **(no mention)**
- Why Try **(junior high)**
- Seven habits of highly effective teens **(junior high)**
- Love and Logic **(kindergarten, elementary, junior and senior high)**
- Drug awareness presentations **(no mention of targeted grades)**
- Child identification and child safety programs...locally developed programs **(no mention of targeted grades)**

Wild Rose School

- Roots of Empathy **(elementary)**

- School resource officer program (*senior high*)

APPENDIX F: SCHOOL WEBSITE REVIEW – CALGARY

Calgary Board of Education

School	Program	Provider	Grades
A.E Cross Jr. high	-Framework for Wellness Education (provincial government framework). Works in conjunction with: -HKA (Healthy Kids Alberta), Government of Alberta funded -HASC(Healthy Alberta School communities), joint partnership between Alberta Ed and Alberta Health and Wellness	-Probably provided in CALM, Health, or PE programming -Comprehensive School Health (CSH) Teaming Up 4 Healthy Learners	
AADAC School	ACTION/AADAC individualized counseling for addiction related issues		
Abbeydale School	S4 (Start Smart, Stay Safe)	Calgary Police	K-5
Acadia School	Stewards of Children- Darkenss to Light	Little Warriors (sexual abuse prevention training for teachers and parents)	K-4
Alex Ferguson School	Circle of Courage	Circle of Courage	
Alex Munroe School	Circle of Courage	Circle of Courage	K-6
Alice Jamieson Girls Academy	Not identified on website	Not identified on website	K-6
All Boys Program	Three Pillars of Care (virtues based)	CBE developed	K-6
Altadore School	Not identified on website	Not identified on website	
Alternative High School	AADAC/HERA Circle of Courage	Province of Alberta	
Andrew Sibbald School	Not identified on website	Not identified on website	K-4
Annie Foote School	S4 (Start Smart, Stay Safe)	Calgary Police	K-6

School	Program	Provider	Grades
Arbour Lake School	Dare to Care		5-9
Banff Trail school (French)	Confident Calgary Kids Girl Power	Girl Power	4-6
Beddington Heights School	S4 (Start Smart, Stay Safe)	Calgary Police	K-6
Belvedere Parkway School	Dare to Care	Dare to Care – anti-bullying programming	
Bob Edwards School	The Calgary Learning Village Collaborative (CLVC) is 12 partner organizations supporting children’s positive physical, social, emotional and cognitive development through a school-based model in Calgary’s Greater Forest Lawn (GFL) area.	The school works with CLVC to provide programming for parents and students, teacher training, and classroom support	
Briar Hill School	Confident Calgary Kids Girl Power (grades 3-6)	Girl Power	
Buchanan School	Cyber Busters (electronic bullying program)	YMCA	K-6
Cambrian Heights	-Families and Schools Together Inc. - protecting hearts and minds -Big Brothers and Sisters In school Mentoring		K-6
Captain John Palliser School Montessori	www.bullying.org University of Ontario Institute of technology school of education -The school uses resources to teach directly from this website		K-6
Catherine Nichols Gunn (special needs setting)	Online Safety program YouthLink	YouthLink-Calgary Police Services	K-6

School	Program	Provider	Grades
Chief Justice Milvain	Virtues Program-focus on anti-bullying and self-awareness	Virtues Programming	K-6
Colonel Irvine	Virtues program (general character education...anti-bullying taught through self control, self discipline, etc.)	Virtues Programming	5-9
Connaught School	Circle of Courage	Circle of Courage	K-6
Cranston School	S4 (Start Smart, Stay Safe)	Calgary Police	K-6
Crossing Park School	www.cyberbullying.org www.bullyfreealberta.ca www.bewebaware.com (use resources related to these three websites)		5-9
Deer Run School	Families and Schools Together Inc. -Protecting Hearts and Minds (name of the program)	F&ST (Families and Schools together)	K-6
Discovering Choices (outreach schools for grades)	www.resiliencycanada.ca AADAC HERA		10-12

School	Program	Provider	Grades
Douglas Harkness	Framework for Wellness Education (provincial government framework). Works in conjunction with: -HKA (Healthy Kids Alberta), Government of Alberta funded -HASC(Healthy Alberta School Communities) joint partnership between Alberta Ed and Alberta Health and Wellness		K-6
Douglasdale School	S4 (start smart, stay safe)	Calgary Police	K-6
Dr. Gladys Egbert School	Framework for Wellness Education (provincial government framework). Works in conjunction with -HKA (Healthy Kids Alberta) Government of Alberta funded -HASC(Healthy Alberta School Communities) joint partnership between Alberta Ed and Alberta Health and Wellness		7-9
Dr.J.K Mulloy School	Virtues Program S4 (start smart, stay safe)	Calgary Police	K-6
Elbow Park School	Framework for Wellness Education (provincial government framework). Works in conjunction with -HKA (Healthy Kids Alberta), Government of Alberta funded -HASC(Healthy Alberta School Communities), joint partnership between Alberta Ed and Alberta Health and Wellness		K-6

School	Program	Provider	Grades
Erin Woods School	The Calgary Learning Village Collaborative (CLVC) is 12 partner organizations supporting children’s positive physical, social, emotional and cognitive development through a school-based model in Calgary’s Greater Forest Lawn (GFL) area.		K-6
Ernest Morrow School	Basic Conflict Management Training through Peer Mediation And Skills Training (PMAST), Calgary based	Peer Mediation And Skills Training (PMAST) is a vibrant and responsive anti-bullying and dispute management solution provider for our local schools and communities. We work to empower individuals to analyze their conflict, investigate real-life issues, and apply strategies to create positive change. Through this approach, we also build leaders and mentors who continue to grow our communities effectively for the future.	6-9
Ethel M Johnson School	www.getcybersafe.gc.ca (Government of Canada resources used to guide parents and students)	Government of Canada	K-4
Evergreen School	S4(start smart, stay safe)	Calgary Police	

School	Program	Provider	Grades
Falconridge School	Comprehensive School Health Framework for Wellness Education (provincial government framework). Works in conjunction with -HKA (Healthy Kids Alberta), Government of Alberta funded -HASC(Healthy Alberta School Communities), joint partnership between Alberta Ed and Alberta Health and Wellness		K-6
Forest Lawn High School	McMan Family Services- Life Skills Programs AADAC	McMan Family Services Southern Alberta	
Glenbrook School	S4(Start smart, stay safe)	Calgary Police	K-6
Glendale School	Comprehensive School Health Framework for Wellness Education (provincial government framework). Works in conjunction with -HKA (Healthy Kids Alberta), Government of Alberta funded -HASC(Healthy Alberta School Communities), joint partnership between Alberta Ed and Alberta Health and Wellness		K-6
Grant McEwan School	YMCA Bridge Foundation for Youth after school program	YMCA-program - focuses on healthy relationships, conflict resolution	
Guy Weadick School	*Comprehensive School Health		K-6

School	Program	Provider	Grades
Harold Panabaker School	The Bully Project (Educators kit, website, resources, and movie)	www.thebullyproject.com	
Hawkwood School	*Comprehensive School Health		K-9
Highwood School	Virtues Program		
Hillhurst School	Circle of Courage		K-6
Jack James High School	McMan Family Services- Life Skills Programs	McMan Family Services of Southern Alberta	
James Short Memorial School	S4 (start smart, stay safe)	Calgary Police	K-6
Keeler School	S4 (start smart, stay safe)		K-6
King George School	Virtues Program		K-6
Lester B Pearson High School	AADAC McMan Family Services		
Louis Riel School	S4 (start smart, stay safe)	Calgary Police	K-9
MacKenzie Lake School	S4 (start smart, stay safe)	Calgary Police	K-6
MacKenzie Towne School	*Comprehensive School Health		K-6
MidSun School	*Comprehensive School Health		7-9
Mount View School	*Comprehensive School Health		K-6
Olympic Heights School	Peaceful Schools International (peace initiatives, conflict resolution, and anti-bullying, relationships)		K-6
Patrick Airlie School	*Comprehensive School Health		K-6

School	Program	Provider	Grades
Pembroke Meadows	- Fast Track , - PATHS (PATHS(R) program , the premier social and emotional learning program that focuses on character education, violence prevention, life skills, and bullying) - Roots of Empathy		K-6
Piitoyasis School (FNMI)	Calgary Boys and Girls Club REACH		
Pineridge School	Calgary Boys and Girls Club Virtues Program		K-6
Prince of Wales School	*Comprehensive School Health		
Queen Elizabeth Elem.School	S4 (start smart, stay safe)	Calgary Police	K-6
Queen Elizabeth High School	GRIP –Gang Reduction Intervention Program	Calgary Police	
Radisson Heights School	-Hull Child and Family Services - Paths/Fast Track, - Big Brothers Big Sisters Mentoring Program		
Ranchlands School	Start Smart Stay Safe (S4) which has meaningful ties to the Circle of Courage model mentioned above. The Start Smart Stay Safe Children and Families Project	Calgary Police	K-6
Rideau Park School	Bullying Ends Here Get Cyber Safe	www.bullyingendshere.ca www.getcybersafe.gc.ca	7-9

School	Program	Provider	Grades
Riverbend School	S4 (start smart, stay safe)	Calgary Police	K-6
Roland Michner School	*Comprehensive School Health		
Rosscarrock School	Big Brothers and Big Sisters - high risk student mentoring		
Royal Oak School	Circle of Courage		K-4
Scenic Acres School	Roots of Empathy *Comprehensive School Health		K-6
Senator Patrick Burns school	*Comprehensive School Health		5-9
Sir Wilfred Laurier School	*Comprehensive School Health		7-9
Sundance School	*Comprehensive School Health		K-6
Thornccliffe School	Virtues Program		K-6
Tom Baines School	*Comprehensive School Health		7-9
Tuscany School	Circle of Courage		K-3
Valley View School	The Calgary Learning Village Collaborative (CLVC) is 12 partner organizations supporting children's positive physical, social, emotional and cognitive development through a school-based model in Calgary's Greater Forest Lawn (GFL) area.		K-6
Vincent Massey School	*Comprehensive School Health		7-9
Vista Heights School	S4 (start smart, stay safe)		K-6

School	Program	Provider	Grades
W.O Mitchell School	*Comprehensive School Health		
West Dover School	Circle of Courage Search Institute's 40 Developmental Assets for Resiliency.		
Westgate School	*Comprehensive School Health		K-6
Wildwood School	Circle of Courage		
William Roper Hull school	-Circle of Courage -AADAC		
Woodbine School	*Comprehensive School Health		K-6

APPENDIX G: SCHOOL WEBSITE REVIEW – EDMONTON

Edmonton Public School District

School	Program	Provider	Grades
<u>A. Blair Mcpherson School</u>	Not identified on website	Not identified on website	k- 9
<u>Abbott School</u>	Not identified on website	Not identified on website	k-6
<u>Academy At King Edward</u>	Health and Life Skills Program of studies	School provided (Health Class)	2-12
<u>Afton School</u>	Partners for Kids - mentorship with big Brothers/Big Sisters and match with youth and adult volunteers ABC Head Start - preschool and family support program for families with low income /Mother Earth and Me Headstart	Big Brothers/Big Sisters ABC Headstart/Mother Earth and Me Headstart	k-6
<u>Alberta School For The Deaf</u>	Not identified on website	Not identified on website	1-12
<u>Aldergrove School</u>	Leader in Me - helps develop whole child socially, emotionally, academically and ethically- engagement and accountability with staff, involvement with parents (mentions bullying and relationship building)	School provided	k-6
<u>Allendale School</u>	Not identified on website	Not identified on website	7-9
<u>Amiskwaciy Academy</u>	Not identified on website	Not identified on website	9-12
<u>Argyll Centre</u>	Bridges to Achievement - focuses on forming strong supportive relationships with at-risk students for students who have limited success because of things like anxiety, peer pressure and bullying	School provided	k-12
<u>Athlone School</u>	Not identified on website	Not identified on website	k-6

School	Program	Provider	Grades
<u>Avalon School</u>	Mentorship program	No details provided	7-9
<u>Avonmore School</u>	Not identified on website	Not identified on website	k-9
<u>Balwin School</u>	Not identified on website	Not identified on website	k-9
<u>Bannerman School</u>	Leader in Me	School provided	k-9
<u>Baturyn School</u>	Leader in Me	School provided	k-6
<u>Beacon Heights School</u>	Abbotsfield Youth Project- enhance participant social interaction skills, relationships between participants, families, schools and community service providers Kids in Action- group play times allowing for relationships to form , based off love, generosity, courage, honesty, forgiveness and kindness	School provided programming for both	k-6
<u>Belgravia School</u>	EverActive - program that has general description of a healthy psycho-social environment that incorporates everyone involved in the community, but doesn't seem to focus specifically on relationships or bullying	School provided	k-6
<u>Belmead School</u>	Leader in Me	School provided	k-6
<u>Belmont School</u>	Not identified on website	Not identified on website	k-6
<u>Belvedere School</u>	Website not available		k-6
<u>Bessie Nichols School</u>	Not identified on website	Not identified on website	k-9
<u>Bisset School</u>	Not identified on website	Not identified on website	k-6
<u>Braemar School</u>	Peers Educating Peers Youth Leadership Program- meets weekly to increase social awareness of things like bullying among other social issues	School provided	8-12

School	Program	Provider	Grades
<u>Brander Gardens School</u>	Not identified on website	Not identified on website	k-6
<u>Brightview School</u>	Not identified on website	Not identified on website	k-6
<u>Britannia School</u>	Not identified on website	Not identified on website	7-9
<u>Brookside School</u>	Not identified on website	Not identified on website	k-6
<u>Caernarvon School</u>	Leader in Me	School provided	k-6
<u>Calder School</u>	Not identified on website	Not identified on website	k-6
<u>Callingwood School</u>	Not identified on website	Not identified on website	k-6
<u>Centennial School</u>	Not identified on website	Not identified on website	k-6
<u>Centre High Campus</u>	Not identified on website	Not identified on website	12-12
<u>Clara Tyner School</u>	Not identified on website	Not identified on website	k-6
<u>Coronation School</u>	Not identified on website	Not identified on website	k-6
<u>Crawford Plains School</u>	Leader in Me	School provided	k-6
<u>Crestwood School</u>	Not identified on website	Not identified on website	k-9
<u>D.S. Mackenzie School</u>	Links to Bully Free Alberta, but nothing on site indicating this is a formal program at the school		7-9
<u>Daly Grove School</u>	Not identified on website	Not identified on website	k-6
<u>Dan Knott School</u>	Safe Place Classroom (learning space for anxiety, depression, stress mental health)	No details listed	7-9
<u>Delton School</u>	Not identified on website	Not identified on website	k-6
<u>Delwood School</u>	Not identified on website	Not identified on website	k-6
<u>Dickinsfield School</u>	Not identified on website	Not identified on website	7-9
<u>Donnan School</u>	Not identified on website	Not identified on website	k-9
<u>Dovercourt School</u>	Leader in Me	School provided	k-6
<u>Dr. Donald Massey School</u>	Not identified on website	Not identified on website	k-9
<u>Duggan School</u>	Leader in Me	School provided	k-6
<u>Dunluce School</u>	Leader in Me	School provided	k-6
<u>Earl Buxton School</u>	Not identified on website	Not identified on website	k-6
<u>Eastglen School</u>	Not identified on website	Not identified on website	10-12
<u>Edith Rogers School</u>	Not identified on website	Not identified on website	7-9
<u>Edmonton Christian High School</u>	Not identified on website	Not identified on website	10-12
<u>Edmonton Christian Northeast School</u>	Not identified on website	Not identified on website	k-9
<u>Edmonton Christian West School</u>	Not identified on website	Not identified on website	k-9
<u>Ekota School</u>	Not identified on website	Not identified on website	k-6
<u>Elizabeth Finch School</u>	Not identified on website	Not identified on website	k-9

School	Program	Provider	Grades
<u>Ellerslie Campus School</u>	Links to BullyFree Alberta, Healthy Bodies Healthy Minds, but no other details listed.		k-9
<u>Elmwood School</u>	Buddy Club- no links or details provided	No details provided	k-6
<u>Esther Starkman School</u>	Not identified on website	Not identified on website	k-8
<u>Evansdale School</u>	Not identified on website	Not identified on website	k-6
<u>Florence Hallock School</u>	Not identified on website	Not identified on website	k-9
<u>Forest Heights School</u>	Not identified on website	Not identified on website	k-6
<u>Fraser School</u>	Not identified on website	Not identified on website	k-6
<u>Garneau School</u>	Not identified on website	Not identified on website	k-6
<u>George H. Luck School</u>	Not identified on website	Not identified on website	k-6
<u>George P. Nicholson School</u>	Not identified on website	Not identified on website	k-6
<u>Glendale School</u>	Leader in Me	School provided	k-6
<u>Glengarry School</u>	Not identified on website	Not identified on website	k-6
<u>Glenora School</u>	Olweus Bullying Prevention Program	School provided	k-6
<u>Gold Bar School</u>	Not identified on website	Not identified on website	k-6
<u>Grace Martin School</u>	Not identified on website	Not identified on website	k-6
<u>Grandview Heights School</u>	Not identified on website	Not identified on website	1-9
<u>Greenfield School</u>	Leader in Me	School provided	k-6
<u>Greenview School</u>	Leader in Me	School provided	k-6
<u>Grovenor School</u>	Not identified on website	Not identified on website	k-6
<u>Hardisty School</u>	Not identified on website	Not identified on website	k-9
<u>Harry Ainlay School</u>	Not identified on website	Not identified on website	10-12
<u>Hazeldean School</u>	Not identified on website	Not identified on website	k-6
<u>Highlands School</u>	Not identified on website	Not identified on website	7-9
<u>Hillcrest School</u>	Not identified on website	Not identified on website	7-9
<u>Hillview School</u>	Three Step Rule	School provided	k-6
<u>Hillview School</u>	Leader in Me		
<u>Holyrood School</u>	Not identified on website	Not identified on website	k-6
<u>Homesteader School</u>	Leader in Me	School provided	k-6
<u>Horse Hill School</u>	Leader in Me	School provided	k-6
<u>Inglewood School</u>	Leader in Me	School provided	k-6
<u>J. Percy Page School</u>	Not identified on website	Not identified on website	10-12
<u>J.A. Fife School</u>	Not identified on website	Not identified on website	k-6
<u>Jackson Heights School</u>	Leader in Me	School provided	k-6
<u>James Gibbons School</u>	Not identified on website	Not identified on website	k-6

School	Program	Provider	Grades
<u>Jasper Place School</u>	Not identified on website	Not identified on website	10-12
<u>John A. McDougall School</u>	Not identified on website	Not identified on website	k-6
<u>John Barnett School</u>	Not identified on website	Not identified on website	k-6
<u>John D. Bracco School</u>	EPSB bully prevention tool kit, but no mention of actual implementation in school	No details provided	7-9
<u>Johnny Bright School</u>	Not identified on website	Not identified on website	k-8
<u>Julia Kiniski School</u>	Leader in Me	School provided	k-6
<u>Kameyosek School</u>	Not identified on website	Not identified on website	k-6
<u>Kate Chegwin School</u>	Not identified on website	Not identified on website	7-9
<u>Keheewin School</u>	Not identified on website	Not identified on website	k-6
<u>Kenilworth School</u>	Not identified on website	Not identified on website	7-9
<u>Kensington School</u>	Not identified on website	Not identified on website	k-6
<u>Kildare School</u>	Not identified on website	Not identified on website	k-6
<u>Killarney School</u>	Not identified on website	Not identified on website	7-9
<u>King Edward School</u>	Not identified on website	Not identified on website	k-6
<u>Kirkness School</u>	Not identified on website	Not identified on website	K-6
<u>L.Y. Cairns School</u>	Human Relations Social Studies - decision making, social skills, relationships and co-operation and teamwork skills Transition Support Program- provides assistance in relationships	School provided	7-12
<u>Lago Lindo School</u>	TEAM approach- no details provided- works between teachers, students and parents	No details provided	k-6
<u>Lansdowne School</u>	Not identified on website	Not identified on website	k-6
<u>Laperle School</u>	Not identified on website	Not identified on website	k-6
<u>Lauderdale School</u>	Website down		k-6
<u>Laurier Heights School</u>	Leader in Me	School provided	k-9
<u>Lawton School</u>	Not identified on website	Not identified on website	7-9
<u>Learning Store At Blue Quill</u>	Not identified on website	Not identified on website	7-12
<u>Learning Store At Circle Square</u>	Not identified on website	Not identified on website	7-12
<u>Learning Store At Londonderry</u>	Not identified on website	Not identified on website	7-12
<u>Learning Store At Westgate</u>	Not identified on website	Not identified on website	7-12

School	Program	Provider	Grades
<u>Learning Store On Whyte</u>	Not identified on website	Not identified on website	7-12
<u>Lee Ridge School</u>	Leader in Me	School provided	k-6
<u>Lendrum School</u>	Not identified on website	Not identified on website	k-6
<u>Lillian Osborne School</u>	Not identified on website	Not identified on website	10-12
<u>Londonderry School</u>	Not identified on website	Not identified on website	7-9
<u>Lorelei School</u>	Not identified on website	Not identified on website	k-6
<u>Lymburn School</u>	Friendship Club (no details)	No details provided	k-6
<u>Lynnwood School</u>	Leader in Me	School provided	k-6
<u>M.E. Lazerte School</u>	Not identified on website	Not identified on website	10-12
<u>Major-General Griesbach School</u>	Not identified on website	Not identified on website	k-9
<u>Malcolm Tweddle School</u>	Not identified on website	Not identified on website	k-6
<u>Malmo School</u>	Not identified on website	Not identified on website	k-6
<u>Mary Butterworth School</u>	Not identified on website	Not identified on website	7-9
<u>Mayfield School</u>	Society for Safe and Caring Schools and Communities	Teacher delivered	k-6
<u>Mcarthur School</u>	Big Sisters, Big Brothers partnership- no details provided	No details provided	k-6
<u>Mckee School</u>	Big Brothers, Big Sisters, Boys and Girls Club	No details provided	k-6
<u>Mckernan School</u>	Safe and Caring	Teacher delivered	k-9
<u>Mcleod School</u>	Leader in Me	School provided	k-6
<u>Mcnally School</u>	Not identified on website	Not identified on website	10-12
<u>Meadowlark School</u>	Not identified on website	Not identified on website	k-6
<u>Meadowlark Christian School</u>	Leader in Me	School provided	k-9
<u>Mee-Yah-Noh School</u>	Not identified on website	Not identified on website	k-6
<u>Menisa School</u>	Not identified on website	Not identified on website	k-6
<u>Metro Continuing Education</u>	Not identified on website	Not identified on website	10-12
<u>Meyokumin School</u>	Leader in Me	School provided	k-6
<u>Meyonohk School</u>	Not identified on website	Not identified on website	k-6
<u>Michael A. Kostek School</u>	Leader in Me	School provided	k-6
<u>Michael Strembitsky School</u>	Not identified on website	Not identified on website	k-9
<u>Mill Creek School</u>	Not identified on website	Not identified on website	k-6
<u>Millwoods Christian School</u>	Not identified on website	Not identified on website	k-12
<u>Minchau School</u>	Leader in Me	School provided	k-6
<u>Montrose School</u>	Not identified on website	Not identified on website	k-6

School	Program	Provider	Grades
<u>Mount Pleasant School</u>	Not identified on website	Not identified on website	k-6
<u>Mount Royal School</u>	Not identified on website	Not identified on website	k-6
<u>Northmount School</u>	Relationship Management Plan Restorative Discipline- fix harm done unto another individual. Focus on restoring relationships between home and school	School provided	k-6
<u>Norwood School</u>	Not identified on website	Not identified on website	k-6
<u>Old Scona School</u>	Not identified on website	Not identified on website	10-12
<u>Oliver School</u>	Nellie McClung program - has leadership and teamwork focus to build positive relationships	School provided	k-9
<u>Ormsby School</u>	Leader in Me	School provided	k-6
<u>Ottewell School</u>	Not identified on website	Not identified on website	7-9
<u>Overlanders School</u>	Conflict management team (no description available)	No details provided	k-6
<u>Parkallen School</u>	Leader in Me	School provided	k-6
<u>Parkview School</u>	Not identified on website	Not identified on website	k-9
<u>Patricia Heights School</u>	Buddy classes- pairing older class with younger class	School provided	k-6
<u>Pollard Meadows School</u>	Leader in Me	School provided	k-6
<u>Prince Charles School</u>	Not identified on website	Not identified on website	k-6
<u>Princeton School</u>	Not identified on website	Not identified on website	k-6
<u>Queen Alexandra School</u>	Social Club- students in grades 4-6 get together to connect and bond through activities and crafts	School provided	k-6
<u>Queen Elizabeth School</u>	Student Leadership Program- interpersonal skills and group facilitation skills, build positive relationships with community organizations	School provided	10-12
<u>R.J. Scott School</u>	Relationship Management Plan - fostering positive relationships by shaping the working and learning environment	School provided	k-9

School	Program	Provider	Grades
<u>Richard Secord School</u>	Not identified on website	Not identified on website	k-6
<u>Rideau Park School</u>	Leader in Me	School provided	k-6
<u>Rio Terrace School</u>	Leader in Me	School provided	k-6
<u>Riverbend School</u>	Not identified on website	Not identified on website	7-9
<u>Riverdale School</u>	Not identified on website	Not identified on website	k-6
<u>Ross Sheppard School</u>	Links to bullying resources		10-12
<u>Rosslyn School</u>	Not identified on website	Not identified on website	7-9
<u>Rundle School</u>	Abbotsfield Youth Project Society- teach children how to have healthy relationships	Program delivered by AYP	k-6
<u>Rutherford School</u>	Nothing		k-6
<u>S. Bruce Smith School</u>	Health Education program - describes relationship choices as an outcome - students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions	School provided	7-9
<u>Sakaw School</u>	Not identified on website	Not identified on website	k-6
<u>Satoo School</u>	Not identified on website	Not identified on website	k-6
<u>Scott Robertson School</u>	Not identified on website	Not identified on website	k-6
<u>Sherwood School</u>	Leader in Me program	School provided	k-6
<u>Sifton School</u>	Leader in Me program	School provided	k-6
<u>Spruce Avenue School</u>	Not identified on website	Not identified on website	7-9
<u>Steele Heights School</u>	Not identified on website	Not identified on website	7-9
<u>Steinhauer School</u>	Leader in Me program	School provided	k-6
<u>Stratford School</u>	Not identified on website	Not identified on website	k-9
<u>Strathcona School</u>	Not identified on website	Not identified on website	10-12
<u>Sweet Grass School</u>	Not identified on website	Not identified on website	k-6

School	Program	Provider	Grades
<u>T.D. Baker School</u>	Way In Program- partnership with EPSB and a group of community, city and provincial partners to support teens and families with several goals including developing positive relationships	Edmonton & Area Child and Family Services The Family Centre YMCA Edmonton Big Brothers Big Sisters Millwoods Family Resource Centre Society Alberta Health Services - Capital Health Alberta Health Services - Alberta Mental Health Board Alberta Health Services - Alberta Alcohol and Drug Abuse Commission Edmonton Police Service Kids Up Front Edmonton Public Schools	7-9
<u>Talmud Torah School</u>	Olweus Bullying Prevention Program	School provided (specifically names child psychologist at school)	k-9
<u>Tevie Miller Heritage School Program</u>	Leader in Me	School provided	k-6
<u>Thornccliffe School</u>	Not identified on website	Not identified on website	k-6
<u>Tipaskan School</u>	Not identified on website	Not identified on website	k-6
<u>Transitions At The Y</u>	No website		4-12
<u>Velma E. Baker School</u>	Leader in Me	School provided	k-6
<u>Vernon Barford School</u>	Not identified on website	Not identified on website	7-9
<u>Victoria School</u>	Not identified on website	Not identified on website	k-12
<u>Vimy Ridge Academy</u>	Not identified on website	Not identified on website	7-12
<u>Virginia Park School</u>	Not identified on website	Not identified on website	k-6
<u>W.P. Wagner School</u>	Not identified on website	Not identified on website	10-12
<u>Waverley School</u>	Not identified on website	Not identified on website	k-6
<u>Weinlos School</u>	Not identified on website	Not identified on website	k-6
<u>Westbrook School</u>	Not identified on website	Not identified on website	k-6
<u>Westglen School</u>	Not identified on website	Not identified on website	k-6
<u>Westlawn School</u>	Not identified on website	Not identified on website	7-9
<u>Westminster School</u>	Olweus Bullying Prevention Program	School provided	7-9
<u>Westmount School</u>	Leader in Me	School provided	7-9
<u>Windsor Park School</u>	Not identified on website	Not identified on website	k-6
<u>Winterburn School</u>	Not identified on website	Not identified on website	k-9
<u>York School</u>	Not identified on website	Not identified on website	k-6

School	Program	Provider	Grades
<u>Youngstown School</u>	Not identified on website	Not identified on website	k-6

APPENDIX H: SCHOOL DISTRICT WEBSITE SUMMARY

Alberta Education School District Policies and Programs: Overview of Bullying/Safe and Caring Relationships

1. Battle River School Division (school philosophy)

- Mentions no bullying is tolerated in school bus rules, but does not mention this in a policy anywhere else and does not define bullying
- Has a welcoming and caring policy
- Aims to provide all students with one safety resource adult to turn to
- States zero tolerance for abuse
- Currently working on making administrative practices and procedures to support their philosophy

2. Black Gold Regional Division No 18 Code of Conduct (administrative policy)

- States it is currently working with parents and students in defining bullying – no other bullying policies found in place
- No policies regarding safe and caring relationships were found

3. Buffalo Trail School Division Bully/Personal/Sexual Harassment Policy (administrative policy)

- Defines harassment and bullying behaviour, what environments it applies to, what a hostile environment looks like, and what is personal and sexual harassment
- This applies to staff, students, parents, volunteers and all other visitors
- Describes what complainants should do – this can be done either through the school board, or through the Human Rights Commission or police (notes that sexual and other forms of assault are covered under Criminal Code of Canada)
- Does not define or utilize safe and caring relationship programs, but states that teachers must implement safe and caring learning environments in the student code of conduct administrative procedures

4. Calgary Board of Education Code of Conduct (administrative policy)

- Describes bullying and cyber bullying as unacceptable behaviour in student code of conduct, but does not define them
- Emphasizes safe policy with eliminating threatening elements like bullying.
- Mentions safe and caring focus on website, but no policies or programs were found

5. Canadian Rockies Public Schools (division policy book)

- Vague mention in division belief statement of a need to have a learning environment that is physically and emotionally safe and secure – no other mention of bullying or safe/relationships

6. Chinook Edge School Division No. 73 (three year education plan 2013-2016)

- No definitions or policies regarding bullying found
- Goal of safe caring and collaborative communities – outlines performance outcomes in education system showing collaboration and engagement and students and communities having access to safe and healthy learning environments; provides specific performance measures they work on
- Shows different support systems like programs or professionals involved to help learners (safe and caring schools working group); does not specify if all schools must be part of this program

7. Clearview Public Schools Maintaining a Positive School Environment (administrative policy), 2007-2010 three year education plan

- Does not define bullying or safe and caring relationships
- Mentions bullying as an action amongst cyber bullying, froshing and harassment
- Students are prohibited in engaging in within the school or on any school or board-related trips or activities
- Outlines disciplinary measures
- More of a policy to eliminate threatening factors rather than building up positive relationships
- Doesn't specify any particular program other than the Alberta Education Character Education curriculum in regular programming

8. Elk Island Student Conduct Policy (administrative policy)

- Does not define bullying or safe and caring relationships
- Policy outlines brief mention of bullying as an offence to be disciplined for students found to be parties to an offence (i.e., encouraging or abetting others to be involved in conduct such as bullying, fighting, etc.) shall be subject to disciplinary consequences
- Mentions that timing and geographical boundaries may not be restrictive based off the action's results (action may be taken for student behaviour and conduct beyond the hours of school operation and/or off school property, if it is deemed that the behaviour significantly impacts the school environment.)
- Policy outlines practices to create safe and caring schools, including how to make school plans for student behaviour, supporting research that helps school effectiveness (indicates programs that can help like Safe and Caring curriculum, Developmental Assets, Lion's Quest and Skillstreaming) and other positive practices

9. Edmonton Public School Board (policy)

- Defines bullying
- Shows a proactive philosophy in prevention for staff, students and families
- Has a Safe, Caring and Respectful Learning Environments Policy that shows their foundation of why a safe caring policy is in place, but doesn't provide specific guidance

on how this should happen. It does indicate that these beliefs are reflected in District programs, operations and practices.

10. Foothills School Division (program initiative)

- States it is the first school division in Canada to have all employees/volunteers train in respect in school or respect in sport education training, with an emphasis on bullying, abuse, harassment and neglect, and emotional/physical development
- No further information provided, including defining bullying
- Education policy manual states that a Critical Response Team be established to maintain safe and caring school environments
- Defines safe and caring schools

11. Fort McMurray Public Schools (administrative policy)

- Policy outlines the need for both staff and students to model/reinforce socially responsible/respectful behaviours to achieve safe and caring environments
- Defines safe, secure and caring
- Puts the onus on the individual schools for developing actions plans for items like implementing and evaluating violence prevention programs
- No mention of bullying

12. Golden Hills School Division No 75. (school bus policy)

- Outlines a zero tolerance policy to abuse, harassment or bullying of students, employees, volunteers or parents, and that they are prohibited in the division
- Bullying only mentioned in school bus handbook, not in student conduct and discipline manual, and does not define bullying, and safe and caring relationships
- SAFE program mentioned in local newspaper – no further information available. May be individual school initiative

13. Grande Yellowhead School Division (administrative procedure division-wide bullying prevention policy)

- Specific policy defining bullying, cyber bullying, prevention, intervention and bystander factors.
- Puts onus on individual school to develop and implement policy to promote positive pro-social student behaviour, shows where bullying may occur in terms of boundaries, what should be done in terms of intervention/remediation/consequences, and who is responsible for discipline/reporting
- Also has a safe and caring schools administrative procedure created - includes student accountability/behaviour/conduct, consequences, behaviours that are prohibited, who must respond to inappropriate behaviour, what a safe and secure school environment entails, how a safe and secure environment can be attained, how schools should develop positive student attitudes for safe and secure school environment, visitor

procedures, plans for critical response to threats, requirements for reporting threats/violent behaviour and other administrative procedures to minimize danger

14. Grasslands Regional Division #6 (policy handbook)

- Doesn't outline definitions or protocols to recognize/eliminate/intervene/respond to bullying
- Requires principals, classroom teachers and parents to have strategies to reduce teasing and bullying incorporated in information that is given to students appropriate in age/maturity level
- Does not specify any policy or program regarding safe and caring developments

15. Greater St. Albert Catholic Region (harassment policy)

- Nothing mentioned regarding safe, bullying or caring
- Overviews personal harassment, discrimination and sexual harassment definitions
- Applies to all students and employees – outlines what responsibilities victims and personnel that receive complaints hold, where the complaint process should follow, but does not outline intervention/disciplinary/remediation action although examples are provided (there is no specific guideline)
- Participation in National Bullying Awareness Week with a student flash mob in November 23-19, 2011

16. High Prairie School District Student Conduct Policy (administrative procedure)

- Nothing mentioned in student conduct policy regarding bullying or safe and caring relationships
- Outlines that student discipline procedures are to be developed by schools, including consequences
- Relatively limited description of what student conduct should look like
- Specific student violence policy outlines what constitutes verbal and physical assault and possession of weapons
- Generally is focused on a reactive rather than proactive approach to student violence
- Mention in three year education plan from 2013-2014 to increase safety of students through programs, but no mention of what programs are

17. Horizon School Division Harassment, Bullying and Cyber Bullying (administrative procedure)

- Defines violence/bullying/harassment and cyber bullying
- Outlines who is responsible for what in terms of victims and those who receive reports and outlines follow up – onus is on the school for discipline procedures
- Education piece focuses on proactive approach in anti-bullying for cyber bullying and bullying, but notes that this is held mostly by preventative programs
- Includes parents and guardians in responsibility list in how they can prevent cyber bullying/bullying

- No mention regarding safe and caring, other than it took part in the safe and caring survey

18. Livingstone Range School Division (student parent handbook)

- Dedicated anti-bullying policy only in specific schools that outlines what first and subsequent offences will be disciplined with in school specific handout – nothing in district policy
- Defines bullying and what it may look like in school-specific handout
- Outlines bullying report/response procedures
- Dedicated safe and caring learning environment procedure, with a plan handbook and school safety plan and dedicated safety team, threat assessment team

19. Lloydminster School District Harassment and Sexual Harassment Student Code of Conduct (administrative policy)

- Does not mention bullying or safe and caring relationships in policy
- Mentions an existing anti-bullying program in LPSD, but does not mention what programs they are using
- Defines harassment and sexual harassment; puts the onus of prevention on individual schools/programs, but doesn't outline which programs/procedures, how to report on harassment, how to investigate, how it is reported and discipline procedures, although no disciplines are outlined
- Has a whole student development focus – maintaining and enhancing the social emotional and personal safety components of student development, but there is little detail regarding this.

20. Medicine Hat School District School Discipline Policy (administrative procedures)

- No mention of bullying or safe and caring relationships in policy
- Limited details – generally outlines what disciplines may occur if students fail to uphold code of conduct, but limited reference to any bullying
- Individual schools may have their own bully programs set up, but this is not outlined in district policy
- Has a building positive social behaviours in young children guide – there is a transition program to help with building social relationship competency as a program in Medicine Hat High School, but this is an- individual school, however.

21. Northern Gateway Regional Division (student conduct policy)

- Nothing mentioned in student conduct regarding bullying, safe and caring relationships
- Mentions an RCMP anti-bullying program as a student support (individual school)

22. Northern Lights (student conduct policy)

- No mention of bullying in student conduct policy

- Specific safe and caring school policy – defines what a safe and caring school is and how the procedures would be laid out; identifies key responsibilities for teachers, principals and students, parents

23. Palliser School District Bullying Behaviour in Schools (administrative procedure)

- Outlines restitution, resolution and reconciliation, but doesn't outline specific procedures to follow
- Outlines a general idea of bullying, but doesn't define it
- Has dedicated administrative procedure for safe and caring environments
- Defines a safe school learning environment, how a school can foster/maintain safe and caring environments, expectations from programs (i.e., help students make appropriate problem solving approaches and conflict resolution), what should be disciplined (i.e., possession of a weapon), require each school develop its policy/procedures, how school policy should be produced and how records should be maintained

24. Parkland County School Division (administrative procedure)

- Doesn't define bullying/cyber bullying
- Outlines that bullying/cyber bullying is unacceptable behaviour and that it cannot be used as a disciplinary measure and is grounds for disciplinary action
- Outlines possible disciplinary measures
- No mention of safe and caring relationships

25. Peace River Student Harassment and Bullying Policy (administrative policy)

- Does not define bullying – makes bullying synonymous with harassment; explains examples of harassment
- Requires schools to have measures to prevent harassment (policies, programs, counseling and reporting of these requirements); can result in discipline, outlines what happens after first, second and third incidents
- Does not mention a safe and caring relationships policy

26. Peace Wapiti Anti-Bullying Policy (administrative policy)

- Defines bullying/cyber bullying, policies for student violence as consequences, has an expectation to address bullying/modeling/reinforcing socially responsible behaviours; have parents involved to support school
- Newsletter indicates that student Crime Stoppers program is being developed
- A Roots of Empathy Program is being developed to help students understand developmental stages of infants

27. Pembina Hills Regional Division Student Rights and Responsibilities (administrative procedures manual)

- Does not mention bullying in student code of conduct or safe and caring relationships
- Outlines general requirements for students and interventions/consequences

28. Prairie Land Regional Division (news bulletin)

- Healthy relationships funding to participate in school based program of youth relationships to reduce violence and risk behaviour
- No policies, procedures or definitions for either bullying or safe and caring relationships

29. Prairie Rose School Division (student harassment protocol)

- Defines harassment and bullying, cyber bullying, how to measure seriousness of bullying, what to teach students who are targeted in response to bullying at different levels, what observing students should do, what the accused should do, how adults should respond to resolving accusations, how to investigate, make an action plan and what parents can do
- Nothing on safe and caring – individual schools may have programs

30. Red Deer School District (student code of conduct)

- No mention of bullying in the code of conduct
- Mentions requirement to commit to a safe and caring school
- Very briefly mentions that a breach of a code of conduct can result in intervention, but doesn't show any procedure or detail on what this entails

31. Northland School Division No. 61 Student Conduct (administrative procedure)

- No mention of bullying in student conduct
- Addresses how teachers should deal with students in disciplinary measures and provides guidelines in dealing with disciplinary measures
- Has a dedicated safe and caring schools policy - policies are rather general and focus on logistics like ensuring there is a crisis management and school disaster plan in place, staff have training for creating safe and caring schools, but does not outline what must be in these plans or programs.
- Includes parents in following expectations for creating safe and caring schools by supporting school policies, encouraging students to study diligently, supporting regular attendance and communicating with the school regularly

32. St. Paul School Student Conduct Policy (administrative policy)

- No mention of bullying or safe and caring relationships
- Indicates that students must show respect, what kinds of interventions/disciplinary actions can happen if they fail to maintain behaviour/conduct expectations, what kinds of actions can lead to disciplinary action, when to involve police, the onus of school expectations for student behaviour/conduct being placed on individual schools
- Have a Together We're Better Program that involves social skills as part of an overall positive mental health development program (website)

33. Sturgeon School Division Student Conduct Policy (administrative policy)

- General rules overall, but does not mention bullying or safe and caring relationships in policy
- Being kind and courteous to classmates is the closest reference to how students should act with peers
- Places onus on individual schools to decide what school rules are necessary
- Principals are required to take action when unacceptable behaviour occurs, but doesn't outline what should happen.
- A search of schools in Sturgeon Division shows that individual schools may have safe/caring programs in place like anti-bullying programs such as Walk Away, Ignore, Talk It Out and Seek Help (WITS).

34. Westwind School Division Harassment/Bullying/Hazing Prevention Policy (administrative policy)

- Defines bullying, hazing and harassment
- Outlines the geographical range of the guidelines, what is required when reports of bullying happen, how to keep parents involved in reporting bullying, expectations of students who are victim or witness bullying, and what the person who receives the report should do
- Outlines bullying interventions including restitution, resolution and reconciliation
- Three year education (2010-2013) plan indicates that schools must promote safe and caring initiatives such as Roots of Empathy, DARE, Lions' Quest, Why Try, Seven Habits of Highly Effective Teens, Love and Logic, drug awareness presentations, child identification and child safety programs, and other locally-developed programs

35. Wetaskiwan Regional Public Schools Bullying Prevention Policy (administrative policy)

- Defines bullying, provides examples of it, and differentiates it from other behaviours
- Provides guidance on how to communicate the ideas of bullying to students, how parents will be communicated that they need to report bullying/be aware, have programs in place to enhance pro-social skills/relationships/prevent bullying (but no guidance on which ones), have corrective measures to deal with bullying, how to investigate bullying reports, and how to respond to bullying
- School Division website suggests that individual schools have their own programs to develop safe and caring relationships, but does not specify a division wide protocol/program

36. Wild Rose Threat Assessment Brochure (parent information)

- No mention of bullying definitions or practice
- More of a response to a threat rather than a prevention policy
- Outlines what is a threat, who it is reported to, what happens in response to a report, and suggestions to intervention

- Annual 2010-2013 Report shows that they are using school-based anti-bullying programs and Roots of Empathy programming, DARE, school resource officer program

37. Wolf Creek Public Schools Code of Conduct (administrative procedures)

- Does not define bullying – states it is a behaviour that is not tolerated from students, regardless of format
- Supports anti-bullying and violence prevention programs, but does not indicate which ones
- Notes what discipline procedures may follow and what is unacceptable conduct, including bullying
- Has explicit safe and caring procedures – defines a safe and caring school, requires individual schools to develop, implement and evaluate safe and caring school programs, outlines the responsibilities of principals and teachers, parents and students

38. Lethbridge School District

- No definitions or policies regarding bullying
- Refers to guiding principle that students must have a safe and caring environment, but does not detail how to do so
- Mentions a policy 504.9 for bullying, but users are unable to get access to policy from website