

Elementary Programs that Contribute to Culture of Anti-Bullying:

Conscious Discipline

Social/emotional curriculum that teaches children self-regulation skills & conflict resolution through 7 Powers for Self-Control: Composure, Encouragement, Assertiveness, Choices, Love, Acceptance and Learning from the Power of Mistakes

Great Expectations

This program combines a culture of respect and academic excellence to transform schools.

Basic Tenets:

Building Self-Esteem

Climate of Mutual Respect

Eight Expectations for Living:

- We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdowns.
- We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
- We will cheer each other to success.
- We will help one another whenever possible.
- We will recognize every effort and applaud it.
- We will encourage each other to do our best.
- We will practice virtuous living, using the Life Principles.

Rachel's Challenge

The primary objective is to introduce and/or reinforce with students that treating others with respect and kindness should not just be what we do, but who we are.

Guidance/Counseling Programs

Guidance lessons on self-esteem, bullying, reporting, social skills, conflict resolution

Second Step – Anti-bullying curriculum

Secondary Programs that Contribute to a Culture of Anti-Bullying:

Rachel's Challenge

Each of the secondary schools has participated in training for Rachel's Challenge. They followed up the staff training with a range of student-centered activities as need and grade-level dictated. For instance, the middle schools developed and/or fine-tuned the Friends of Rachel clubs, supporting the organizations with frequent public announcement reinforcements, student recognitions, and homeroom activities. High schools also formed Rachel's Challenge FOR (Friends of Rachel) clubs to continue the lessons-learned in the school-wide assemblies presented by the national Rachel's Challenge presentation teams provided through the Cox grant.

Conflict Resolution

As needed, administrators and/or counselors intervene with conflict resolution procedures to help provide students with skills they can internalize and make their own in the immediate future and long-term. When appropriate, counselors invite the SRO's to share what bullying and an Edmond Police disorderly conduct charge would mean to a family.

Second-Step Program

- Middle school counselors teach classroom guidance lessons from this curriculum to their assigned grade levels. The Second Step curriculum addresses virtual and digital bullying issues.
- I-Safe Technology Curriculum-Every student in the middle school participates in this curriculum on safe internet use. It is taught in the Technology Literacy program.
- Intro to the Media Center-Before they are allowed use of the media center technology tools, middle schoolers are introduced to the power and potential challenges of safe internet usage.
- BeEdmond APP-The BeEdmond APP is introduced to sixth and ninth graders, and reminders are provided to students at every opportunity. The Be Safe element underscores healthy choices.
- Freshmen Mentors-Upper-class mentors present a lesson to freshmen on "tolerance" with references to bullying.
- Parent Education-Both middle schools and high schools seize various opportunities – from orientation nights to newsletter articles – to remind parents of their role in preventing and reporting cyber-bullying-Harassment/Bullying Incident Report Forms These district-generated forms are intended for victims or witnesses of bullying or harassment. Once completed and submitted, the reported incidents are immediately addressed by the school administrative team.
- Great Expectations-Two of our middle schools participate in Great Expectations, which includes a component aimed at encouraging kindness and respect for all.
- Character First-Since 2003, 532 EPS educators have participated in Character First training. This influence is visible to all of Edmond in the marquee postings of "Word (or trait) of the Month/Week," such as "patience," "kindness," "integrity" etc. Emphasis of these traits includes classroom and PA system discussions of behaviors that are intended to fight bullying in school.

Suicide Prevention

- Suicide Prevention Task Force-Edmond has two representatives on the city's Suicide Prevention Task Force, which meets quarterly to discuss issues related to suicide prevention. Members of the task force include representatives from all across Edmond, including police, mental health, education, clergy, media, parent organizations, and more.
- CallSAM-CallSAM is a 24-hour hotline, provided in conjunction with Mercy in the Schools that assists students who may want to harm themselves.

- SOS – Signs of Suicide-In the 7th, 9th, and 12th grades, every student participates in a suicide prevention curriculum that includes a suicide screening, follow-up, and curriculum. Typically, counselors team up with the school psychologist to administer the program.
- Get Real about Violence Curriculum-Ninth grade health teachers include lessons from this curriculum in their classes. Refusal skills and resiliency are the key points of the lessons.
- Student Assistance Counselor-Each high school has a counselor who is designated as the site Student Assistance Counselor. This person is available for crisis intervention, serving as a liaison between student, family, and local mental health providers. This ensures a continuity of care for those students who are receiving either in-patient or out-patient care.
- Student Support Groups-In-house support groups are offered as time and interest allow. In addition, the schools work with *A Chance to Change* and *Calm Waters* to refer students to ongoing small group support opportunities.
- Edmond Family Counseling Partnership-The EFC is a long-time partner with EPS in collaborating to identify, implement, and encourage a wide range of counseling opportunities for Edmond's children, including topics ranging from confidence to suicide.