



Treaty 8 Education Commission Special Education Newsletter

Safe and Caring Schools

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Bullying



Bullying is a negative act by one or more children against another child. It is an act against another child which is intentional. Most bullying incidences are repeated and hurtful. An imbalance of power exists between the bully and bullied victim. Bullying affects the physical, spiritual, mental, and emotional aspects of life. Bullying is becoming a common occurrence in many schools. Children are being threatened, teased, tormented, harassed, and taunted on a daily basis. Many times, bullying leads to prolonged violence. Bullying may be physical, emotional, or verbal. Bullying harms the victim and affects positive learning and a positive school environment.

Types of Bullying:

Physical Bullying:

Hitting, kicking, punching, pushing, shoving

Physical bullying causes: Physical harm to victim

Psychological Bullying:

Verbal

Insults Sexual Harassment
Slurs Racial Comments
Threats

Social

Gossiping Rumors
Ignoring Excluding

Psychological bullying causes: Weakening of a child's sense of self, low self-esteem, threatens peer relationships

Consequences of Bullying:

The **BULLY** reflects a lack of empathy or understanding of the feelings of others and demonstrates an inappropriate use of power in social relationships. The problems can continue into adolescence and adulthood. This behavior can lead to sexual harassment, aggression, and abuse.

Internalized Problems: Aggressive behavior, delinquency
(More prevalent among boys)

Externalized Problems: Anxiety, depression,
(More prevalent among girls)



Special Education Sub-Committee

TITLE	REPRESENTATIVE	LOCATION
Education Portfolio	TBA	Representative for Chief Rose Laboucan
Elder	Elsie Fabian	ATC
Principal	Alphonse Janvier	ATC
SPED Coordinator	Amy Kucherawy	BCN
Director of Education	Saxon Govender	NPTC
SPED Coordinator	Gail Bellerose	KTC
Director of Education	Cheryl Sheldon	L.S.L.I.R.C.
SPED Coordinator	Kim Kennedy	WCTC
SPED Coordinator	Gloria Cardinal	L.R.R.C.N.
Director of Education SPED RMO Coordinator	Shelley Willier Eileen Lines	Treaty 8 First Nations of Alberta FNRMO

SAFE AND CARING SCHOOLS:

By: Gladys Cardinal, Principal, Oski Pasikoniwew Kamik School

For the past three years our school, as well as the two Northland schools in our community, have been involved in "The Safe and Caring School and Community" initiative; better known as SACSC. SACSC is a project undertaken by Alberta Teachers' Association. We are one of a number of communities involved. The Director of the project is Dr. Vicki Mather and our community coordinator is Tracey Cardinal. All staff was initially in-serviced at the school level as well as at Barnett House over the past two summer months. This project comes complete with binders for each grade level; the units are ready to be used from day to day for the whole school year. This project came into being to address the causes of violence through a violence prevention program and also is being used to foster character education

In saying that, we are in the final year of a 3 year provincially funded project. However, we must try to sustain our project in another way because as educators we are aware of the fact that in order for any project to be effective, we must give it a seven year window for accurate results. We are at a crossroads now looking in other areas for sustainability. The SACSC project has been working very well in our schools. As part of the project we have an adult portion called "Healthy Interactions". This project has brought our staff and our schools to a better working relationship. We realize that we are all trying to accomplish the same thing in seeing our students experience successes and feel safe in our schools.

The SACSC project is intended to instill in students, knowledge, skills, and attitudes that

1. Develop respect and responsibility
2. Build self-esteem
3. Develop respect and diversity and the ability to prevent prejudice
4. Help students manage anger and deal with bullying
5. Guide students in managing and resolving their conflicts peacefully

The SACSC program areas are:

1. Supporting a safe and caring school
 - ✓ Attributes of a SAC School
 - ✓ School assessments
 - ✓ School programs and resources
2. Toward a safe and caring curriculum
 - ✓ Integrates SACS topics with the Alberta curriculum in all subject areas:
 1. Building a SAC classroom/living respectfully (Sept.ember - October)
 2. Developing self-esteem (November - December)
 3. Respecting diversity and preventing prejudice (January - February)
 4. Managing anger and dealing with bullying (March - April)
 5. Working it out together/resolving conflict peacefully (May - June)
3. Supporting a safe and caring profession
 - ✓ Professional development for all staff
4. Toward a safe and caring community
 - ✓ Facilitates complementary community programs through community suppers and workshops based on:
 1. Living respectfully
 2. Developing self-esteem
 3. Respecting diversity and preventing prejudice
 4. Managing anger and dealing with bullying
 5. Working it out together



Ekosi Maka

Gladys Cardinal - Principal - Oski Pasikoniwew Kamik School

Bullying Intervention in Schools

In order to prevent students from being harassed, teased, tormented, threatened, and taunted, an intervention program implemented in schools will lower the incidence rate of bullying. Intervention will teach children knowledge, skills, and values to become responsible and productive members of the community.

- Encourage the safety of all children
- Consistent and appropriate intervention
- Make students aware of the bullying intervention program
- Clearly define rules on bullying
- Observe and document any changes in child's behavior
- Address and report any complaints of bullying immediately
- Believe in the whole child and take child seriously when they report bullying incidence
- Make appropriate referrals regarding bullying incidences
- Provide students information on affects of bullying
- Encourage parental and community support
- Provide in-service training and professional development
- Teach bully awareness mini-lessons

BIOGRAPHY: Amy Kucherawy

Spirit of Learning Teacher - Oski Pasikoniwew Kamik School

Amy Kucherawy grew up in Cold Lake, AB. She has a Bachelor of Science in Psychology from the University of Alberta in 1999. She then went on to work with children, youth, and adults with disabilities for 4 years. During this time, she also taught Educational Assistants and Rehabilitation Practitioners at Portage College for a year, then spent another year as a Special Education Program Coordinator, which made her decide to be a teacher. Amy got married and then completed an after degree in Secondary Education in 2005.

She has been working as the Spirit of Learning Teacher at Oski Pasikoniwew Kamik at Wabasca since September. It has been an enjoyable learning experience so far for Amy and she hopes to be able to make a great contribution to the community and school.

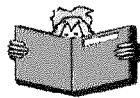


ACKNOWLEDGEMENTS:

Thank you to Gladys Cardinal for sharing information on the Safe and Caring Schools and Community Program which is implemented in Oski Pasikoniwew Kamik School.
Thank you to Amy Kucherawy for sharing her biography.

NEW in the Resource Lending Library:

1. Dancing Circles: Strong Hoop, Strong Spirit, Hoop Dancing Resource Kit
2. Tipi Skylight: Teacher Resource
3. Refocus: Looking at Assessment for Learning
4. A Framework for Student Assessment
5. Smerging Data: Grading...More Than Just Number Crunching
6. A Framework for Communicating Student Learning
7. How To...Develop and Use Performance Assessments in the Classroom
8. Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners
9. FASD Tool Kit for Aboriginal Families
10. The Gathering Tree by Larry Loyie
11. As Long as the Rivers Flow by Larry Loyie
12. Teaching Treaties in the Classroom - Grades 7 - 12
13. Indian Treaty Relationships by Richard T. Price
14. Teaching Treaties in the Classroom - Participants Manual
15. Statement of Treaty Issues: Treaties as a Bridge to the Future
16. An Aboriginal Landscape: A Profile of Some Aspects of the Lives of Canada's Aboriginal Peoples
17. As Long As The Sun Shines - Video - Office of the Treaty Commission
18. Bounty and Benevolence: A History of Saskatchewan Treaties
19. A Solemn Undertaking: The Five Treaties of Saskatchewan - Video
20. Treaty Elders of Saskatchewan: Our Dream is That Our Peoples Will One Day Be Clearly Recognized as Nations



Tips for Bullying in the School

- ✓ Following a protocol addressing bullying incidences will decrease the rate of incidence
- ✓ A firm bullying program will enforce a no-tolerance rule
- ✓ Clearly define steps to addressing bullying in the school
- ✓ Bullying affects positive learning and therefore affects motivation
- ✓ Ensure communication between victim and all stakeholders
- ✓ Refer victim to school counsellor
- ✓ Conduct routine consultation with bullying victim
- ✓ Provide a safe school environment
- ✓ Provide a support system
- ✓ Encourage parental involvement

WEBSITES:

- www.bullyingstop.com/bullyinglessonplans/
(Resource Materials on Bullying)
- http://www.safeschool.com/courses/bullying_cd/
(Bullying Recognition and Response CD-ROM)
- www.bullyfreealberta.ca
- <http://www.stopbullyingnow.hrsa.gov/index.asp?main>
(Games, Webisodes, Information)
- <http://www.cpha.ca/antibullying/english/backinfo/backinfo.html>
(Assessment Toolkit for Bullying, Harassment and Peer Relations at School)
- Kids Help Line (Alberta) 1-800-668-6868

BULLY AWARENESS ACTIVITIES

- Available: <http://www.goodcharacter.com/GROARK/Bullying.html>
1. Illustrate through a poem, story, or picture the feelings of a "bully" and the feelings of the "victim" in a bullying situation.
 2. Have children create a mural showing the various situations at school where bullying takes place. Have them draw cartoon word balloons or thought balloons showing what the characters would be saying or thinking if they were handling those situations effectively.

Treaty & Education Commission

Chief Rose Laboucan- Education Portfolio Holder
Casey Brown, Director of Education, ATC
Ray Peters, Director of Education, BCN
Kathleen Laboucan, Director of Education, KTC
Cheryl Sheldon, Director of Education, LSLIRC
Dennis Laboucan, Director of Education, LRRCN
Saxon Govendor, Director of Education, NPTC
Ken Hampel, Director of Education, WCTC

Please feel free to contact Eileen Lines at elines@treaty8.org for further information.
We welcome ideas, success stories, best practices and suggestions.
"For the betterment of First Nation Special Education learners"

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