



Working Together [*Safe and Caring Schools*]

Grades 7–12

Resource Manual
for Students, Staff and
Parents



Alberta
LEARNING



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[Safe and Caring Schools]

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and Parents**



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This document is intended for:

Students	✓
Teachers	✓
Administrators	✓
Counsellors	✓
Parents	✓
General Public	

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An Overview



Introduction

Creating safe and caring schools is everyone's concern. The *School Act*, s.45(8) states: "A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours." This resource was developed by students and teachers working together to create safe and caring schools. The primary purpose of this resource manual is to empower and involve students in effecting change in their school environments. It is students, working cooperatively with teachers, school administrators and parents, who will make the deep and significant improvements in school culture and climate. Students are better able to achieve and succeed in safe and caring school environments.

Development

The goal of this project was to design, develop and field test a student-generated print resource for students in Grades 7–12 in Alberta schools, and to provide information, ideas and strategies that promote safe and caring schools initiatives. There were 11 secondary schools involved in the initial phases of development. Students and teachers representing each of these schools attended four half-day workshops during which much of the content for the resource was generated. Each school was responsible for piloting a safe and caring schools initiative over a two-year time period using the information, ideas and strategies from the workshops.

The schools involved made the following commitments:

- students must be actively involved in the school’s initiative
- schools must agree to create and maintain a safe and caring school culture over the two-year period
- schools must include the ideas and strategies (both content and process) generated in the resource manual
- schools would sustain the initiative by developing school policy that attended to the values and attributes of safe and caring schools.

Purpose

This resource manual is based on the premises, principles and beliefs of both Alberta Learning and the Alberta Teachers’ Association. The objectives include:

- involving home, school and community
- integrating safe and caring values into both curricular and extracurricular activities of schools
- teaching social skills
- respecting the rights and dignity of all involved
- empowering students to take responsibility for their own behaviour, demonstrate self-discipline and employ assertive communication skills.

The purpose of this resource manual is to support students and staff working together in secondary schools to create and maintain safe and caring schools, by providing background information and useful strategies. The resource includes the tried-and-true strategies used by students and teachers in Alberta schools. Take the ideas in the resource and build on them. Add your own ideas and create your own safe and caring schools initiative.

Contents

The manual is divided into six parts.

Part One provides an overview and includes information about the development, purpose and contents of the resource.

Part Two introduces the reader to the five dimensions of safe and caring schools identified by workshop participants. The five dimensions are: Student Involvement and Leadership, Relationships, Physical Security, Emotional Wellness, and School and Community Connections. Students explain the importance of each dimension and suggest strategies that could be used to strengthen each dimension.

Part Three addresses the steps that need to be taken in planning, implementing and sustaining a safe and caring schools initiative. The actual planning framework was adapted from the work of the Comprehensive School Health initiative developed within the Calgary Regional Authority. The students involved in the project share practical ideas for getting started and staying on track. They also provide practical strategies for evaluating the initiative.

Part Four is an inventory of tried-and-true strategies used by schools in the development of the resource manual, and in the implementation of their own safe and caring schools initiatives.

Part Five describes how this manual was developed.

Part Six contains the appendices.

Note: Please refer to the resource, *Safe and Caring Schools: Teaching and Learning Resources* (Alberta Learning, 2002) for a list of helpful safe and caring schools authorized and recommended resources.



The Five Dimensions



Introduction

The students and teachers involved in the development of this resource identified five dimensions as critical and interdependent in creating safe and caring schools. The five dimensions are: Student Involvement and Leadership, Relationships, Physical Security, Emotional Wellness, and School and Community Connections. It is not necessary to work on strengthening all five dimensions at the same time, however they are all equally important in creating safe and caring learning environments. Priorities for action should be determined through a needs assessment in the school, in which students and staff members participate.

Dimensions of a Safe and Caring School

Student Involvement and Leadership

Relationships

Physical Security

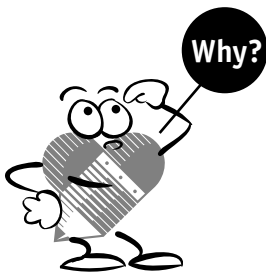
Emotional Wellness

School and Community Connections



Student Involvement and Leadership

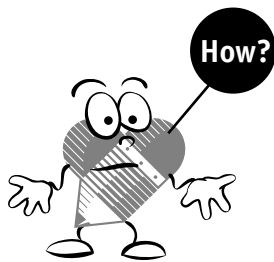
Students are important participants in creating safe and caring schools. They create and maintain the culture and climate of the school. Leadership is also necessary in order to affect change and sustain that improved state. Everyone can be a leader.



There are many reasons why students should be meaningfully involved in their schools.

- Students must be part of preventing as well as solving problems.
- Students learn to tackle real-world problems and establish relationships with others through their involvement and participation.
- Giving back to a community helps students develop empathy and tolerance for other points of view.
- Students have valuable ideas regarding school safety, leadership and responsible citizenship.
- Student involvement promotes a feeling of belonging to the community.

- Student involvement creates a sense of ownership in the school.
- Comfortable, confident and involved students have fewer problems with drugs, alcohol, eating disorders and smoking.
- Students can provide leadership by speaking out, and actively addressing issues and problems.
- Student involvement encourages students to advocate for themselves, personally and collectively.



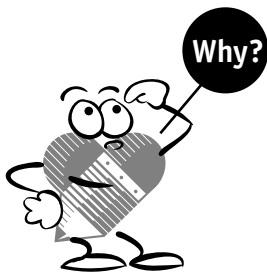
Leadership by administrators, teachers and support staff is necessary to create and maintain safe and caring school climates. For example, administrators, teachers and support staff can encourage students to:

- participate in student government
- join school clubs
- use suggestion boxes
- provide input into school rules and the school discipline policy
- participate in spirit days and pep rallies
- participate in extracurricular activities
- attend student-run assemblies
- mentor
- create positive attendance programs; e.g., awards and draws
- create a student bulletin board
- encourage year-end recognition for good deeds and positive attitudes
- attend anti-drug and alcohol programs
- join the principal's advisory council comprised of staff and students
- organize welcoming activities for new students
- develop positive recognition and reinforcement programs for students contributing to a safe and caring school climate
- get to know each other by organizing a variety of activities
- voice their opinions and discuss problems related to violence
- create committees or councils to address issues, such as cultural awareness and understanding, staff-student communication, as well as to share information, opinions and perspectives
- showcase student talent

- organize a student film festival
- organize a theatre tournament
- develop student surveys
- advocate for student issues
- organize a youth forum to increase awareness of issues in the school; e.g., vandalism, garbage, washroom hygiene
- encourage inclusive student recognition; e.g., academic, art, vocational, technical, performing arts, athletics
- partner with other schools; e.g., drama, debates, reports
- organize student-of-the-month awards
- participate in community service; e.g., snow shovelling, visiting the sick and elderly, community volunteering
- organize leadership classes
- promote student leadership at staff meetings and parent councils
- organize and coordinate a peer support program
- attend conferences regarding safe and caring schools.

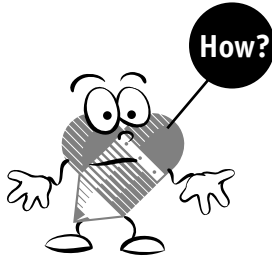
Relationships

Relationships are the foundation upon which all other attributes of a safe and caring school are built. Without a strong foundation of open, caring and trusting relationships, it will be difficult to promote and strengthen the other dimensions of safe and caring schools.



- We are connected through our relationships and it is these relationships that make us a unique group or community.
- Through relationships, we have a sense of belonging to the group.
- Positive relationships encourage people to make contributions to the community.
- Good relationships improve student-teacher communication.
- Good relationships foster increased involvement by students and staff in the life of the school.
- Open, caring and trusting relationships lead to greater school spirit.

- Students who are connected and involved are more inclined to succeed at and complete their programs of study.

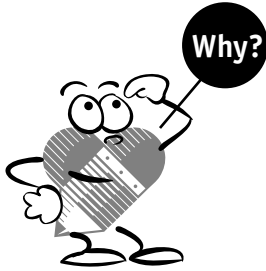


Administrators and teachers can encourage students to:

- organize activities
- initiate school spirit and pride by creating a “People Board”—a board of pictures displaying student involvement
- organize teacher-student advisory groups
- organize Grade 7 and Grade 10 orientation days before the new school year begins
- create a student-appreciation day
- create a teacher-appreciation day
- create a student council that truly represents student diversity within the school; e.g., take an affirmative action approach to establishing the council
- organize extracurricular, mixed grade activities at noon and after school
- participate in setting common goals for students and staff; e.g., a safe and caring schools initiative
- organize theme days for students and staff
- read announcements every day
- create a school newsletter
- organize a safe and caring action committee
- invite support staff to as many school events and activities as possible
- conduct student surveys to determine which extracurricular activities should be considered
- participate in peer support programs
- organize a stress-buster week
- organize an intra-school track meet—homerooms earn points for the number of students participating
- create a peer support room
- create school projects in which all grades participate and contribute
- organize student helpers and tutors.

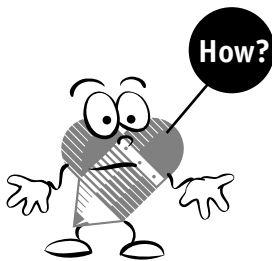
Physical Security

Every person has the right to come to school without fear.



Students say feeling safe is important because:

- security leads to improved learning
- security encourages students to come to school
- security allows students to relax and make friends
- attendance improves in school and at school events
- students become more involved
- security makes students comfortable.



There are many factors that contribute to security; for example:

- staff supervision
- visitor passes for all nonstudents and nonstaff
- proper lighting in all areas of the school—doorways, hallways, washrooms, locker rooms and on the grounds
- visible emergency exits
- spacious hallways, entryways and classrooms
- telephones in classrooms
- supervised weight rooms
- proper temperature control
- up-to-date bathroom facilities
- police officers present in positive, supportive roles
- suggestion/information boxes for student input on school issues or problem situations requiring attention
- staff, both teaching and support, present in hallways during class changes, and before and after school
- school administrators who are well-informed about new students entering the school, particularly if they have been suspended from another school for violent or aggressive behaviour
- security measures; e.g., video cameras, cell phones and/or walkie-talkies in large buildings and parking lots

- speakers who address topics that are relevant to the school community
- well-lit parking lots that are safe for drop-offs and pick-ups
- anger management classes
- instruction in social skills and social responsibility
- buddy programs
- breakfast programs
- flexible cafeteria hours with supervision
- mixed grade hallways
- stop signs and crosswalk signals on busy roads around the school
- a process for addressing student-bus driver disputes
- a process for addressing student-school-neighbour disputes
- supervised activities at noon and after school, such as chess, photography, dance
- positive incentives to prevent disruptive behaviour—“Get Caught Being Good” recognition and reward system
- positive role models—invite high profile community leaders for lunch in the cafeteria or to play basketball with students and teachers.

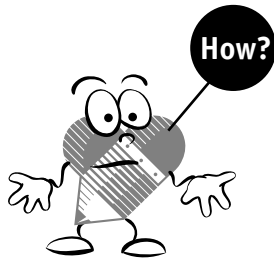
Emotional Wellness

Students need to feel confident and proud of themselves and their school. If students and staff are emotionally healthy, they care about themselves and each other. They also take care of the school. We all need to learn healthy ways to handle stress and anger. Everyone is responsible for their own emotional health.



Students learn better:

- when they are not stressed or depressed
- in healthy environments
- when they are respected and treated with dignity
- when given opportunities to learn lifelong healthy habits.



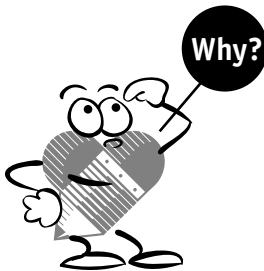
There are many ways to encourage emotional wellness. School staff can:

- become involved in the life of the school
- organize activities in which all students are involved
- communicate through bulletin boards
- put up welcome signs
- provide clean and accessible washrooms with soap, towels and mirrors
- provide school T-shirts and/or jackets
- speak respectfully to students
- encourage students to speak respectfully to staff
- ensure food, snack shacks, cafeteria are accessible and affordable
- have food available during the mornings or at least a mid-morning snack time
- provide tables for lunch or snacks
- promote the honour roll
- offer healthy food in vending machines
- put displays and student art in hallways
- hang participation banners
- take team pictures
- create school rules with input from all stakeholders
- have discipline policies and consequences that are clear, and implemented consistently and fairly
- organize school improvement projects—improve the inside and outside of the school by obtaining students' opinions about renovations, paint colour, locker design, artwork, display cases and bulletin boards
- keep the library open longer as a safe, quiet place
- provide enough trash cans
- frequently use the school song, logo and mascot to instill a sense of belonging and pride
- invite alumni to speak at pep rallies
- instill a sense of history and tradition
- use school colours often
- organize pep rallies run by students
- provide students with access to a counsellor for both academic and social/emotional concerns

- extend the home-room period weekly for students to discuss concerns
- post pictures of past graduates in the halls
- create a buddy system for new students coming into the school
- put up a graffiti board
- create conflict-resolution programs
- use peer support helpers
- organize parent-teen programs
- organize parent-student activity evenings.

School and Community Connections

Schools begin the work of becoming safer and more caring within the walls of the school. It is important to examine communication, relationships and the values that underlie the culture and climate of the school.

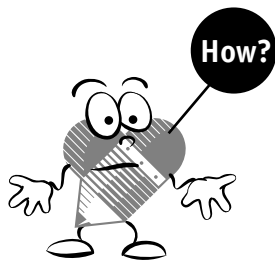


- It is important for schools to ensure academic achievement by enabling students to feel safe and secure. Fears about safety and emotional distress can interfere with the ability to concentrate, learn and achieve academically.
- Schools play a central role in the lives of young people.
- Schools are community-based resources.
- Schools can play a significant role in involving youth in the prevention of violence.
- Schools can provide positive examples of nonviolent solutions to conflict.

The work of creating safe and caring schools also goes beyond the walls of the school. Ideally, everyone who lives in the community shares the vision of a safe and caring school. Schools can carry this vision to communities. As schools strengthen relationships with their communities, tensions are reduced. The bond between schools and communities fosters responsiveness, which allows communities and schools to solve problems together.

Working together, schools and communities can:

- promote culturally sensitive policies and actions
- affiliate programs
- pool resources
- help students make successful transitions
- reduce or eliminate vandalism and shoplifting
- establish trust and communication
- participate in creating safe and caring schools and communities
- provide students with service options, conferences, volunteer options and leadership options
- create personal relationships
- teach students to respect boundaries.



There are many ways for schools to strengthen the bonds with communities. Schools can:

- develop policies and procedures regarding risks and threats that may be experienced in the school
- establish and routinely practise evacuation and lock-down procedures with community partners
- implement specific strategies to develop, maintain and restore positive relationships
- discuss with community partners the potential for problems in the school and possible solutions
- maintain a positive attitude and believe that schools can make a difference
- provide order and structure, and apply discipline in a firm, fair and consistent manner
- ensure an effective response to violence by developing a balance of prevention, intervention and enforcement strategies
- provide linkages and networks by forming formal collaborative partnerships
- deliver school newsletters to homes within the geographic neighbourhood
- organize a community service day

- send invitations to parents and community members to attend sports events, band concerts, theatrical productions
- encourage community businesses and agencies to “adopt a student” for a day and have students spend time at these locations
- offer work experience options
- offer service options
- organize a big band dance and include bands from both junior and senior high schools
- provide junior and senior high students as babysitters for elementary school parent–teacher conferences
- put a regular school news column in the community newsletter
- encourage parent involvement by sending home forms, posting sign-up sheets and advertising in school newsletters
- hire a community resource police officer for the school or share a police officer among several schools
- make the award ceremonies a huge celebration and invite community members
- include student representatives on community association executives
- include, when appropriate, spiritual leaders, religious instruction
- have students, teachers and community members form a council to represent different points of view
- encourage teachers to be well-informed of the resources and opportunities that exist within the community
- involve businesses and community agencies within the life of the school
- involve politicians at every level (civic, provincial, federal) to hear student perspectives about life in the community.



Let's Get Started



The Planning Model

Planning, implementing and sustaining a safe and caring schools initiative require the time and effort of both students and staff. Building an environment and school culture that are safe and caring requires thoughtful planning and hard work. Here's how to get started!

Establish a Common Vision

- School administrators should:
 - engage students, teachers, parents and community members in a discussion of what the school would look like if it were safe and caring
 - build consensus around this vision
 - align the vision with the schoolwide mission, goals and rules.

Form a Working Group

- The administration may organize a working group; e.g., students, staff, administrators, parents and community members, representing different perspectives.
- Group members:
 - organize and coordinate the initiative
 - meet on a frequent and regular basis
 - are committed to the initiative, have good communication, and are respectful and honest with one another
 - raise awareness among all stakeholder groups about the initiative
 - invite others to participate.

Conduct a Needs Assessment

- The working group will want to conduct a needs assessment to find out how students, staff and parents perceive the school, with regard to safety and caring.
- They may also conduct informal interviews with students and staff, and ask for feedback about how safe and caring they perceive the school to be. They could conduct brief interviews periodically throughout the school year; for example, ask staff and students interview questions in the hallways, parking lots, locker rooms, classrooms, entrances and exits.
- The working group could attach a needs assessment survey to the school newsletter, and request feedback from parents and community members.

Create an Action Plan

- The working group will:
 - prioritize goals and needs
 - identify the outcomes, goals, strategies and timelines—start small and work on actions that will make the biggest difference
 - build a flexible plan and keep it simple

- produce significant, enduring improvements through small, well-focused actions.

(See pages 53–57 for a Sample Action Plan.)

Implement the Plan

- The working group will:
 - monitor progress
 - readily accept feedback
 - invite schoolwide participation and involvement
 - celebrate and communicate achievements.

Evaluate

- The working group will:
 - develop clearly stated expected outcomes
 - create ways to collect information and data to help monitor progress toward the outcomes
 - determine what worked, what needs to be improved and what is no longer relevant.

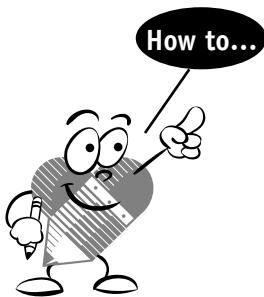
Celebrate

- School administrators will want to:
 - recognize student involvement; e.g., hold a pizza party
 - provide T-shirts for all members of the working group
 - publish an article in the school newsletter
 - hold a schoolwide recognition event for safe and caring student leaders who contribute toward the realization of safe and caring school goals and objectives
 - hold a dance at school with a safe and caring theme
 - publish an article in the community newsletter
 - hand out certificates to all members of the working group.

Sustain the Change

- School administrators will:
 - develop school policy that includes safe and caring concepts for the school and community
 - use the language of safe and caring schools
 - encourage dedicated leadership for safe and caring schools
 - encourage the parent council to recognize students and staff who make special contributions
 - organize a once-a-year Safe and Caring School Recognition Day
 - locate leadership and financial support for existing programs
 - incorporate the principles of safe and caring schools into school curricula
 - encourage continuity of the people involved
 - create a transition plan to ensure leadership.

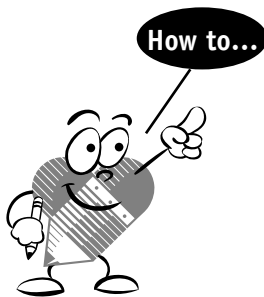
Students Brainstorm “How to...”



Form a working group in your school.

- Here are some suggestions for involving students in the working group:
 - send out a survey to see who is interested
 - nominate people who would be good leaders
 - ask people in existing programs for input and ideas
 - create a nomination process—attach honour and prestige
 - advertise in the school newsletter
 - publicize in the community newsletter
 - approach groups in the school; e.g., band, choir, teams, ESL, drama, peer support
 - work through the student council
 - organize activities to make it fun
 - post announcements
 - ask teachers to recommend students

- create pamphlets
- recruit a student leader
- offer incentives
- make it "cool" to be involved
- promote the working group in leadership class or option
- promote the working group in clubs and interest groups.



How to... Invite staff and parents to participate.

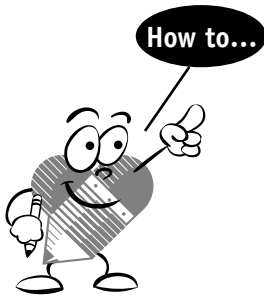
- Here are some suggestions for involving staff and parents:
 - have a student group make a presentation to staff and parents, and ask for involvement
 - emphasize the benefits
 - demonstrate the value of creating safe and caring schools
 - set everyone up for success—as they experience success they will buy into it
 - advertise
 - invite people to join in on the initiative; e.g., social workers, business partners.



How to... Plan steps required to make the safe and caring schools initiative successful.

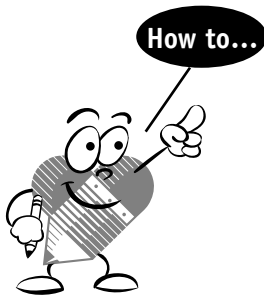
- The working group should:
 - introduce the initiative to students, teachers and parents
 - follow through with the initiative
 - support adult efforts to prevent problem behaviours
 - be active and enthusiastic about the initiative
 - get corporate sponsors
 - publicize
 - provide easily accessible information
 - find support—time, money, resources, people
 - identify concerns

- develop and implement strategies
- evaluate success
- collaborate and involve as many people as possible
- raise awareness in the school and community.



How to... Identify sources of support.

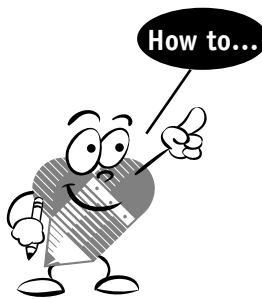
- The working group should encourage the involvement of as many of the following as possible:
 - neighbours and community members
 - local businesses
 - school staff, resource officers
 - parents
 - grandparents
 - friends
 - corporate sponsors
 - students
 - clubs
 - churches
 - government officials
 - school trustees.



How to... Maintain enthusiasm for the initiative over time.

- In order to maintain enthusiasm, the working group could:
 - organize special activities every few months
 - periodically include new members in the working group; e.g., each new semester
 - give out "caught you" coins to people doing positive things; e.g., positive messages from teachers, coupons, gift certificates
 - make a plan for each semester and advertise it
 - put up a bulletin board that shows people actively involved in the safe and caring schools initiative
 - organize lunches or dinners with administrators, and invite students to talk about the safe and caring schools initiative

- organize pep rallies
- organize theme or spirit weeks
- publish articles in the school newspaper
- plan related field trips
- hold pizza parties
- concentrate on how the school has changed.



How to... Measure the success of the safe and caring schools initiative.

- Your initiative is successful if:
 - problem behaviours decrease
 - positive, socially responsible behaviours increase
 - student achievement increases
 - there is a sense that the school is a good place to be
 - survey results indicate the initiative is successful
 - the school is well-kept, clean, cared for
 - there is a difference in the building—better lights, improved temperature, entryways that are open and inviting, traffic patterns that are functional
 - the number of students engaged in activities increases
 - there is positive input in the feedback box
 - students from different cliques are involved in school activities
 - staff, students and parents want to get involved—the initiative has momentum and is self-sustaining
 - student council members report positive responses
 - there is a change in the atmosphere within the school
 - students' happiness increases
 - there is a lower crime rate
 - there is better school spirit
 - there is improved communication among students.



Tried and True

During the development of this resource, each of the schools involved created and maintained a safe and caring schools initiative for a two-year period. A number of these initiatives are described in this section.



Anti-harassment Initiative

*John Ware Junior High School,
Calgary Board of Education*

Building Safe and Caring Schools through Physical Security and Emotional Wellness

John Ware Junior High School in Calgary developed an anti-harassment initiative. Although each incident of harassment is unique, the school's anti-harassment advisory (AHA) usually follows set procedures. At this particular junior high school, the AHA group includes students only. Some schools may wish to include adults in the group.

Anti-harassment Advisory Procedures

1. An incident occurs and is brought to the attention of the AHA by the complainant, a witness, etc. The complainant volunteers to participate in the process.
2. A meeting takes place between the AHA and the complainant. During this meeting, the AHA documents the who, what, when, where, why, how of the incident. The AHA counsels the complainant to tell the harasser to “stop.” The complainant may not feel comfortable doing this alone or in person. The complainant may write a letter instead. In either case, the AHA suggests that a witness help deliver this message. The alternative is for the AHA to deliver the message on the complainant’s behalf.
3. The AHA meets with the harasser. The AHA documents the who, what, when, where, why, how of the incident. The harasser is told to stop the harassing behaviour and that any further incidents will be considered serious—even malicious or premeditated. At this stage, the AHA may become aware of additional harassers, victims, witnesses, etc., who must also be investigated.
4. There are two options at this point.
 - a) The AHA, harasser and complainant agree to a conflict-resolution process. This process can take some time and requires full commitment from all parties.
 - b) The case is turned over to administration if the harassment is severe and/or frequent. The AHA turns over all documentation collected on the harasser and complainant including information on previous incidents. The administration makes decisions regarding further action.

The complainant is kept informed throughout the process and is made aware that he or she must be prepared to document any further incidents with the same harasser.



Spirit Week

*Lord Beaverbrook High School,
Calgary Board of Education*

Building Safe and Caring Schools through Student Involvement and Leadership

In an effort to improve school spirit and student involvement, the leadership students plan, implement and evaluate a week of activities each semester.

Activities include:

- hair and face painting
- a flower sale
- a pep rally
- a film festival
- a backwards day
- a pajama day
- a sleeping bag relay
- a blood donor clinic
- a cowboy day (dress in cowboy duds, races)
- a superstar day (dress like your favourite movie star or superstar).



A Mentoring Program with Senior High School Students and Elementary Students—Making the Connection

*Lord Beaverbrook High School,
Calgary Board of Education*

Building Safe and Caring Schools through School and Community Connections

The project developed at Lord Beaverbrook promotes leadership skills and prompts students to find peaceful solutions to conflicts. It was designed to allow high school boys in leadership classes to work with boys in elementary schools to develop trust, strengthen relationships, learn to communicate and solve problems. This eight-week project is run by six to eight male students and one teacher from Lord Beaverbrook High School. They meet weekly for an hour with 12 to 15 boys. The high school students start at one elementary school in the area and move to another, making an impact at several schools within a year.

The program is based on the belief that high school students can demonstrate their leadership skills and share their knowledge about how to find peaceful solutions to potentially violent situations. Elementary students view high school students with respect and admiration, and value their ideas. The students focus on meeting a different goal each week.

Goal 1

To build trust between elementary and high school students.

The activities used to achieve this goal include blindfolding students and leading them through an obstacle course, and other games designed to build trust. A self-confidence quiz follows.

Goal 2

To understand how to be a leader in elementary school and use these skills to reduce the potential for acts of violence.

One of the activities used to achieve Goal 2 is a game called “The Great Communicator.” The purpose of this game is to build a climate that supports a healthy, nonviolent physical and social environment for students. The high school students write skits to use in discussions about how situations can be resolved without violence.

Goal 3 To understand the need for healthy living and a positive body image.

The activities used to achieve this goal include playing team-a-pod and riverboat. Students discuss how to reduce stress and relax. They also talk about realistic body images.

Goal 4 To recognize the benefit of working cooperatively.

The activities for Goal 4 evolve around scenarios written by high school students. The scenarios focus on the difference between cooperation and competition. Discussions focus on how to be a member of a winning team or losing team, and be good at both.

Goal 5 To become aware of and begin to understand how to manage stress and anger.

The high school boys role-play situations where a choice must be made on how to handle stress and deal with anger. The resulting behaviours may be negative or positive. Participants discuss how to make responsible decisions.

Goal 6 To create awareness of the dangers involved in using drugs and alcohol.

The main activity for Goal 6 is a game called "Predators and Prey." This is a role-play game in which every student is given a role related to drug and alcohol use. A chain of drugs that increase in danger, addiction and price is discussed. This helps students see that drug use gets worse as they go up the drug chain. They discuss: Why do people start using drugs? Why do people start smoking? Why do people stop eating? Why do people get into fights?

Goal 7 To identify bullying behaviour.

Students working on Goal 7 discuss various relationships in classrooms. Many resources included in the document, *Safe and Caring Schools: Teaching and Learning Resources* provide specific strategies for preventing,

identifying and responding to bullying behaviour. Each school jurisdiction and operator in the province has been sent a copy of this resource list.

Goal 8

To face the future with self-confidence and good judgement.

The activities for Goal 8 include games that teach judgement. Discussions evolve around aspirations, dreams and plans to make dreams become reality. Students focus on cooperation vs. competition, judgement and self-confidence.



Grade 7 Orientation Days

*Vincent Massey Junior High School,
Calgary Board of Education*

Building Safe and Caring Schools through Student Involvement and Leadership

Purpose

This event extends the transition time for Grade 7 students new to the school. The event promotes the concept that everyone is responsible for creating a safe and positive learning climate. Through a number of events and activities, students receive the information and resources necessary to ensure a smooth transition from Grade 6 to Grade 7, build group pride and create an inclusive environment.

Agenda

Day One

8:15–9:00 a.m.

Grade 7 students are directed to the gym where administrators deliver a school welcome and introduce the staff. All staff are in the gym to assist with welcomes and crowd control.

9:00–9:10 a.m.

Grade 7 teachers call out their homeroom lists, and gather and escort their new students to class.

9:10–9:40 a.m.

“Get To Know The Teacher” Activity. A brief welcome is followed by a game of “Twenty Questions.” Students can ask other students and teachers 20 personal questions but the responses can only be yes or no. (Set boundaries for what “personal” means.)

9:40–11:30 a.m.**Activities**

Teachers choose from the activities below. There is enough time to complete three or four activities.

1. Peer Scavenger Hunt. The purpose of this activity is for students to become acquainted. (See page 58 for sample Peer Scavenger Hunt sheet.)
2. Hands Border Activity. Each class has a large sheet of paper, paints and markers to design a poster that describes the identity of their homeroom. Each student makes a handprint around the outside of the poster and writes his or her name inside the handprint. Students also make up a homeroom cheer to perform at the lunch hour BBQ.
3. Personal Information Sheet. The purpose of this activity is to help teachers get to know students. (See page 59 for sample Student Information/Interest Sheet.)
4. Similar and Different Flower Activity. This activity is completed in homeroom groups. The purpose is to create awareness of how students are alike and how they are different. Each student receives a petal to a large flower, and writes a unique personal characteristic on the petal. In a brainstorming activity, students identify ways in which they are alike and write these characteristics in the centre of the flower. The petals are placed around the outside of the flower to depict diversity within the classroom.
5. SuperGoo Teacher Interview Sheet. Students work in twos or threes to match up SuperGoo pictures of teachers with biographical information. The software used to generate pictures of teachers is Kai’s SuperGoo. (See page 60 for sample SuperGoo Teacher Interview Sheet.)

11:30 a.m.–12:30 p.m.

Staff and students meet in the courtyard for a Welcome BBQ. Teachers accompany their students.

Lunch includes: Hamburger/Chips/Pop
 Music
 Contests – prizes
 Homeroom cheer, poster contest

12:30–1:00 p.m.

Students return to their homerooms to receive their locks. This is a good time to plan a combination lock practice session. (Suggestion: make a large laminated paper lock to demonstrate.) Discuss confidentiality and what to do if students forget their combinations.

1:00–2:20 p.m.

The Grade 7 homerooms are divided up into two groups, spending the time between two stations. Station #1 is a schoolwide scavenger hunt and Station #2 is a variety of games played outside on the fields. Activities may include group skiing, potato-sack races, 3-legged races, etc. (See pages 61–62 for a sample School Scavenger Hunt.)

2:20–2:35 p.m.

Students reconvene in their homeroom classes to receive directions for their first day of junior high. Using their agendas, students write down items they need to bring; e.g., pen, pencil, binder, paper, pencil crayons, agendas, lunch or money for the cafeteria.

2:35 p.m.

At the end of Day One, all students return to the gym to display classroom posters and perform classroom cheers. This is followed by a dance for Grade 7 students.

Day Two

(Optional half day)

If schools desire, they can add another half day to Grade 7 orientation. The activities follow.

- Homeroom teachers begin the day by going through the school handbook to give students a clear picture of the expectations and rules of junior high. Items such as attendance, tardiness, late room, hallway behaviour, cafeteria rules, time-bank days are covered. Students role-play the procedure for arriving late to school. They receive a tour of the office and guidance area, and are introduced to support staff.
- Poster Activity: Groups of students create posters outlining class rules. These posters are displayed on classroom walls.
- Teachers hand out timetables and take students on a tour. Students practise some two-minute classroom changes.
- Student services and the physical education team visit each classroom. The PE team discusses gym clothes and locker room procedures. There is also a brief introduction into the program and what to expect for the first few days.
- Post Card Activity. Students write a thank-you card to a teacher or a member of the support staff who has been helpful during this orientation.

Two Week Follow-up to Orientation Days

Grade 7 students are divided into six homeroom groupings and follow the regular timetable but receive a special curriculum for the day. The curriculum consists of the following.

- Brain Foods. The school nurse gives a detailed talk on food and adolescents. Students have an opportunity to make a healthy snack during this session.
- Stress Management. Students learn about yoga and massage as stress-management tools. Students are taught basic techniques.

- Not Another Test. Students discuss various forms of tests and writing assignments, and how to study for specific types of exams. There is an emphasis on “the right tools for the test.”
- Reading Between the Lines. At this session, students learn how to effectively gather information from print and increase their listening skills. Students are introduced to a form of notetaking called the “double entry system.”
- Time Management. Students have the opportunity to examine their own time-management challenges and develop new ways to plan, organize and keep their personal schedules.
- Intellectual Hunting. This session focuses on creative problem solving through hands-on learning opportunities and discussion.



Building Safe and Caring Schools through Physical Security and Emotional Wellness

*Developed by Thomas B. Riley Junior High School
Adapted by Nickle Junior High School,
Calgary Board of Education*

The initiative at T.B. Riley had the following objectives.

- To define different types of harassment in order to increase awareness.
- To make staff and students knowledgeable about the impact of harassment on victims, offenders, observers and the community.
- To develop and implement strategies that deal with harassment, such as:
 - increasing the frequency of interventions
 - increasing the frequency of students and teachers reporting incidents of harassment.

- To develop a school harassment policy that outlines clear behavioural expectations and consequences.
- To promote ownership of this problem by the student body, staff, parents and the community. This involves both identifying and responding appropriately to situations of harassment.

Part 1

The Survey

The teaching staff created a harassment survey to gauge how safe students felt in the school, measure the degree and types of harassment, if any, and determine where students felt unsafe. The survey was initially administered in the 1997–1998 school year. In the 1999–2000 school year, students were again asked to complete the harassment survey. The purpose of the second survey was to compare information collected from students when they were in Grade 7 with their responses in Grade 9.

Part 2

Professional Development Day

School staff analyze data from the survey and respond to the following questions.

1. What types of safe and caring school education do students need?
2. What do teachers need in order to respond in an effective manner?
3. How can we reinforce positive caring in our school?

PD Day—Responses from Teachers

1. What types of safe and caring school education do students need?
 - Students need:
 - definitions of what is acceptable and unacceptable behaviour
 - steps to deal with behavioural concerns

- communication skills—how to tell others what is hurtful, how to be a good friend, how to apologize appropriately
- self-esteem activities
- specific sessions on safe and caring schools
- outside resources
- anger management and sensitivity training
- support groups
- assertiveness training
- problem-solving skills
- constant, consistent reminders from staff.

2. What do teachers need in order to respond in an effective manner?

• Teachers need:

- awareness—regular reminders
- to share their concerns
- listening skills
- training
- compassion
- videos, speakers
- conflict-resolution training
- time to talk with students and colleagues
- to observe changes in students; e.g., attendance, marks, behaviour
- to recognize nonverbal as well as verbal signs
- awareness of developmental aspects of socialization
- resource officer support.

3. How can we reinforce positive caring in our school?

• We can:

- organize a “Making a Difference Day,” “Appreciation Day”
- post class pictures
- create a brag wall
- involve parents

- hold positive awards assemblies
- concentrate energies on positives
- give students a sense of belonging; e.g., small groups, clubs, extracurricular activities
- use positive teaching and learning experiences to improve school climate
- encourage Grades 8 and 9 visits to Grades 7 and 8 classrooms
- organize homerooms by grade, cluster
- encourage visiting between classrooms
- use buddies and mentors
- have students keep journals
- model appropriate behaviours
- hold class meetings
- increase teacher visibility
- provide spaces for kids; e.g., courtyard, reading areas
- have a schoolwide theme or motto
- prohibit put-downs in classes
- cross-grade a class for a specific activity
- provide common experiences; e.g., videos
- teach social skills
- offer peer support
- embrace diversity.

Part 3

Prevention

As a result of the survey and the professional development, school staff gained a heightened awareness of the issues students faced. The staff responded to students' concerns through adaptations in supervision, implementation of preventative strategies and increased vigilance in the school. The major goal of the program was for students to feel valued, have real input into daily activities and ownership within their environment. The specific goals of the program for the 2000–2001 school year were to:

- survey staff
- form an action committee to work within the school
- create a peer support team to assist students
- obtain space for the peer support team
- prepare space for peer support team
- implement the use of a suggestion box
- re-administer the survey to students
- review conduct guidelines developed last year
- provide information sessions for students.



Project Hope

*St. Helena Junior High School,
Calgary Catholic Board of Education*

Building Safe and Caring Schools through Student Involvement, Leadership and Emotional Wellness

Creating and Celebrating Hope

Project Hope is a schoolwide theme that lasts the entire year and is integrated into all subject areas. Each teacher in the school integrates hope into his or her subject area in a variety of different ways. Two special projects are initiated by students through the health and life skills curriculum, and peer support. These projects are Project Angel and Bags of Hope.

In order to celebrate Project Hope, students and staff participate in the following activities.

- They attend a kick-off with a guest speaker.
- Students reflect on the following questions. What is hope? What does hope mean to you? What is your image of hope? What is your family's image of hope? What are people in the community's images of hope? What images of hope are there in the world?
- Students find an 8x10 picture depicting hope, or paint or draw a picture of what hope is to them.

- Students work with their families to bring in their families' perspectives of hope. They make a collage together.
- Students interview community members to find out what they think hope is and record their ideas or stories. Students brainstorm questions to ask.
- Students look for newspaper articles on hope to share and display.
- Students create or find songs of hope, write out the words and share the music with the class.
- Students write poems or stories of hope, and put up posters on the language, messages and signs of hope.
- Students make class posters on hope.
- Students make cards of hope to give elderly people in the community.
- The librarian displays books on the topics of hope, love, faith and joy.
- Teachers and support staff focus on images of joy.
- Grade 8s focus on images of love.
- Grade 7s focus on images of faith.
- They celebrate the end of the theme with an event in the gym.

Project Angel

The peer support team created Project Angel to make students feel special, important, cared for, included and part of the school community.

Peer support members are encouraged to:

- ask students who are sitting alone to join them for lunch
- ensure everyone in class has a partner
- treat all students with dignity and respect
- reach out to fellow students who may be experiencing stress in school or at home
- do something special for another student, like lending them markers without being asked
- speak kindly to all students
- be open and flexible

- respect the uniqueness in everyone
- help friends appreciate who they are
- help fellow students express their feelings
- develop empathy for fellow students
- recognize the good in everyone
- recognize the good in self
- model appropriate behaviour and be a good citizen.

Bags of Hope

The Bags of Hope project involves every family at St. Helena working together to create a Bag of Hope for a Calgary child, adolescent or adult who may need inspiration. The bags were donated to organizations in Calgary to put in hampers at Christmas time. Families were asked to work together to create a bag. The cloth bags, shaped like briefcases, were donated by a local business. The types of articles that were put in the bags included:

- a prayer
- a favourite poem
- a positive message
- a letter
- positive phrases
- a book about hope
- pictures of hope
- a happy face
- jokes
- a calendar of hopeful ideas
- a magazine
- a dove figure
- stationery to write hopeful thoughts
- tissues to wipe away sadness
- a box of bandages
- 35 cents to call someone
- a package of lifesavers
- a small toy
- a Christmas ornament
- a lucky penny
- a friendship pin
- a bookmark
- an angel pin
- a candle to light the way.

Students worked in pairs to discuss the following questions.

- What would a hopeful student say?
- What would a hopeful student do?
- What would a hopeful student act like?

- What would a hopeful student be like?
- How can students keep hope alive?
- What are some signs of hope?
- What is the language of hope?
- Hope is...



Peer Support Program

*Thomas B. Riley Junior High School,
Calgary Board of Education*

Building Safe and Caring Schools through Student Involvement, Leadership and Emotional Wellness

The Story ► As part of our involvement in safe and caring schools, and to achieve one of our school's goals—to make each student feel that he or she is a vital member of the T.B. Riley community—we created a peer support program complete with a room dedicated for the use of the peer support team. This room was open each lunch hour to any T.B. Riley student looking for a place to spend the lunch period.

Two staff members helped find space for the program. Once this was in place, teachers from each grade submitted the names of students who they felt would be good candidates for the team. Each of these students received a written invitation to the new peer support room for a complimentary pizza lunch. At this luncheon, the program was introduced and students were invited to offer ideas. Students were encouraged to approach others about becoming members of the peer support team. There were weekly lunch meetings and after-school decorating sessions to set up the room and the program.

Peer support team members went to the cafeteria and hallways during lunch hour and invited students to visit the "Den" (the name chosen for this room). In particular, peer support students targeted students who were alone in the cafeteria or halls. The team's goal was to improve the

quality of students' lives by providing connections to other students in a nonthreatening atmosphere.

- Goals** ►
- Set up a peer support team to assist students.
 - Find a unique and dedicated space for the peer support team to meet with students. (See pages 53–57 for a Sample Action Plan.)

- Desired Outcomes** ►
- Students have the opportunity to make closer connections with their peers.
 - Students feel they belong to the school community.
 - Students feel they have someone who will listen to them.
 - Students have an area of their own to help one another.
 - Students have a safe haven to hang out in, especially during the lunch hour.

- Strategies** ►
- Provide peer support training to students on the action committee.
 - Provide a space for peer support meetings.
 - Provide a space in which students feel safe and secure.
 - Paint, decorate and furnish a room to students' liking.
 - Increase awareness within the school about the availability of peer support and the "Den."



R.E.S.P.E.C.T.

*Nickle Junior High School,
Calgary Board of Education*

Building Safe and Caring Schools through Student Involvement, Leadership and Emotional Wellness

A committee of school staff, parents and students was formed in the 1998–1999 school year to address the issue of harassment. A year later, this committee is called the “RESPECT Committee.” As well as standing on its own, respect is an acronym:

Respect
Every
Single
Person
Equally
Completely
Totally

All Nickle staff give out “Caught You Coins” to students performing special acts of consideration and thoughtfulness. Acts include: being honest, admitting to mistakes, offering a genuine apology, offering assistance, offering words of support or encouragement, being supportive of peers, intervening if someone is being picked on or bullied, reporting fights and conflicts, or befriending a student who appears to be alone.

Students can receive bronze, silver or gold coins that are redeemable for restaurant coupons, chocolates and more. All winners within the month are eligible for the monthly draw. Monthly prizes include theatre tickets, CDs and gift certificates.

White Ribbon Campaign—Community Connections

*M. E. LaZerte High School,
Edmonton Public School Board*



Building Safe and Caring Schools through Student Involvement, Leadership and Emotional Wellness

The White Ribbon Campaign talent contest was organized to raise student awareness that violence against girls and women is a serious concern in the community, city, province, country and world. The project was developed by CALM staff and students to raise money for the Edmonton Women's Shelter.

Planning ► Goal

- To raise schoolwide awareness for the “White Ribbon Campaign” and the serious problem of violence against girls and women.
- To promote student and staff donations to the Edmonton Women's Shelter in exchange for white ribbons and tickets to a talent contest.
- To generate staff, business and parental support for the student initiative benefiting the Edmonton Women's Shelter.
- To invite the news media to promote the event for community sponsorships and provide positive publicity for our many responsible students.

Objectives

The ultimate objective is to end the violence against girls and women, however, raising awareness is the first step toward reducing violence.

Timeline

- Early November. Participants used the White Ribbon Campaign Web site to download information and started the planning process. CALM students explored the research, and discussed reasonable actions to end or reduce violence against girls and women.
- Mid-November. Participants invited the school community to become involved. A planning meeting was held with volunteers signing up

for various jobs. Letters were faxed to media contacts requesting positive student publicity and soliciting the support of community sponsors. A notice was e-mailed and added to the superintendent's memo to district staff inviting support.

- Mid-November to early December. Students promoted entry into the talent contest. Early December was set as the deadline to finalize the contestant list.
- Early December staff meeting. The CALM teacher invited staff support and provided information about the project.
- December to early January. Students rehearsed in preparation for the contest. Tickets were printed. Helpers continued with daily promotional announcements and ticket sales.
- Early January staff meeting. The CALM teacher thanked staff for ongoing support and prepared them for the talent contest which required shortened afternoon classes.
- Mid-January. About 50 students set up the talent show equipment. Roughly 500 spectators participated in the selection of winners. Prizes were given to the winners and the gym was cleaned. Promotional pictures were put in the display case. The Women's Shelter was contacted to have a representative receive the cheque at a student assembly and thank students formally for their efforts.
- Early February. The newsletter was printed for mailing to all parents. Copies were sent with thank-you notes to business sponsors, requesting support for next year.
- Early February staff meeting. Final thanks were extended to all staff for their support, with special bouquets given to the staff helpers.
- March. The open house display promoted the success of this schoolwide event, adding to the school's public relations image.

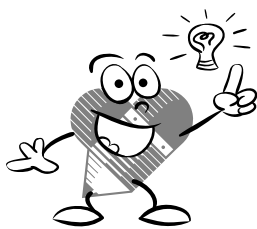
Evaluation ► Outcomes

- The intended outcome of each objective was achieved beyond organizers' expectations. About 300 students and all 66 staff members wore white ribbons during the campaign, acknowledging awareness of and support for the cause.

- There was a tremendous turnout of about 50 helpers and 30 performers in the talent contest. About 500 students attended to cheer and vote for the entry of their choice.
- Over \$500 was donated to the Edmonton Women's Shelter.
- Six local businesses donated prizes or rental equipment for the talent contest. The business which printed the tickets offered a nonprofit cost reduction. Four staff and three parents contributed assistance in one way or another. About 40 staff purchased tickets for the event.
- The media publicity by the top three Edmonton newspapers was supportive and presented a positive student image to the community.



Other Interesting Stuff



Creating this Manual

This manual was developed through four half-day workshops that involved students and teachers from 12 schools. Thirty students and 14 teachers participated.

The guidelines for participation were simple:

- all opinions are valid
- everyone has important knowledge
- everyone is valuable
- everyone participates.

Goals for Workshop #1

The goals for the first workshop were:

- to work together to create safe and caring schools
- to enable students to be decision makers within the school community
- to identify the attributes of a safe and caring learning environment
- to brainstorm strategies that could be used in creating safe and caring schools.

Goals for Workshop #2

The goals for the second workshop were:

- to continue to work on a shared definition of the dimensions or key elements of a safe and caring school
- to develop a shared understanding of the conditions required to implement a new project or initiative
- to share practical ideas for creating safe and caring schools.

Goals for Workshop #3

The goals for the third workshop were:

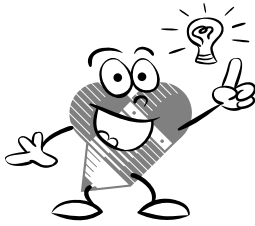
- to provide an opportunity for each school to share a safe and caring schools initiative with the large group, and learn from each other
- to further develop individual school plans
- to review resources that are available to assist in implementing a safe and caring schools initiative
- to motivate and support one another in our endeavours.

Goals for Workshop #4

The goals for the fourth workshop were:

- to have an in-depth discussion about each of the dimensions of safe and caring schools
- to describe what each of the dimensions would look like in the ideal school
- to explain why each dimension is an important part of creating and maintaining safe and caring schools
- to add to our list of strategies in achieving each dimension.

What We Learned



There were two major parts to the work. The official task was to develop the resource manual. The more important task was to actually try out the ideas and strategies in real-life situations. The challenge was to create and/or change culture and attitudes by acting on our beliefs and values. The work was challenging and the outcomes indicate varying degrees of success. We learned the following.

- There must be a commitment on the part of administrators, teachers, support staff, parents and students. It must be a schoolwide endeavour.
- The concept of safe and caring schools is complex. There is no one way to achieve a safe and caring learning environment. Rather, there are many different variables that interact and many different ways to approach the initiative.
- Students must be involved purposefully and meaningfully in creating school culture. Students are effective leaders.
- Implementation of a safe and caring schools initiative will look different in different schools.
- Many schools have existing policies and programs that are congruent with the intent of safe and caring schools. Schools can start with their strengths and existing programs, and move on from there.
- Safe and caring schools initiatives are most effective when there is an enthusiastic core working group or team championing the cause in the school.
- Change in culture and climate takes a long time. Measure both short- and long-term outcomes.

PART

6

 *Working Together*
for *[Safe and Caring Schools]*



Appendices

Safe and Caring Schools

Sample Action Plan

School: Thomas B. Riley Junior High School

Date: February 7, 2000

Major Goal: Students will feel valued, have real input into daily activities, have ownership over their environment and solve small problems without involving adults.

Goals

Form action committee to work within school.

Strategies

- Set up a time for teachers interested in working on the action committee to meet (January 13).
- Address the Comprehensive Health Committee and discuss the safe and caring schools initiatives (January 18).
- Teachers nominate students to be on action committee.
- Invite these students to the inaugural pizza lunch meeting.
- Address PAC to involve parents at that level (date to be determined).

Desired Outcomes

- To have a solid group of students, teachers and parents involved in implementing and maintaining safe and caring projects at T.B. Riley.
- To have students at the Grades 7 and 8 levels who will provide continuity to the program in subsequent years.

Who/When

- First meeting with students: Pizza lunch meeting Wednesday, February 2, 2000. Group consists of four Grade 7s, two Grade 8s and three Grade 9s. Discover that all are girls; need some boys involved as well. The group members make their first project to find boys also willing to be involved.

Budget

- Pizza lunch (paid for by school)
- Invitations

Safe and Caring Schools

Sample Action Plan (continued)

Goals	Create peer support team to assist students.
Strategies	<ul style="list-style-type: none"> - Provide peer support training to students on the action committee. - Provide a space to meet.
Desired Outcomes	<ul style="list-style-type: none"> - Students will feel they have options in dealing with problems other than teachers or adults. - Students will have the opportunity to make closer connections with their peers. - Students will feel they belong to the school committee. - Students will feel they have someone who will listen to them.
Who/When	<ul style="list-style-type: none"> - School counsellor - Teachers - Administrator - Peer support training will begin when the space for peer support is ready.
Budget	
Goals	Find space for peer support team.
Strategies	<ul style="list-style-type: none"> - Approach student services to use their area for peer support. - Approach principal to determine if other space is available.
Desired Outcomes	<ul style="list-style-type: none"> - Students will have an area of their own to help one another.
Who/When	<ul style="list-style-type: none"> - Teacher and administrator meet re: use of extra rooms (end of January)
Budget	<ul style="list-style-type: none"> - Donations of couches, posters, paint, etc. - Raffle or contest to raise funds to decorate room

Safe and Caring Schools

Sample Action Plan (continued)

Goals	Prepare space for peer support team.
Strategies	<ul style="list-style-type: none"> - Clear out and clean up room made available. - Paint, decorate and furnish room to students' liking (less institutional look).
Desired Outcomes	<ul style="list-style-type: none"> - Students will have an area of their own to help one another. - Students will feel they have a space that is truly theirs.
Who/When	<ul style="list-style-type: none"> - Staff team, action committee students - Begin February 10. Weekly Thursday afternoons until ready for business - Raffle: Begin week of February 22
Budget	<ul style="list-style-type: none"> - Donations of couches, posters, paint, etc. - Raffle or contest to raise funds to decorate room
Goals	Start a suggestion box.
Strategies	<ul style="list-style-type: none"> - Approach shop teacher to build a suggestion box (with a lock). - Mount suggestion box in an appropriate, safe place (not office or busy hallway) where students would have some anonymity in submitting items. - Designate a group from the action committee to regularly empty box and refer items to appropriate person. - Expand to include responses to anonymous comments in bulletin, flip chart outside Safe and Caring Room (to be renamed by students later), or in a school newspaper should one be developed again.
Desired Outcomes	<ul style="list-style-type: none"> - Students will have input into school issues. - Alleviate the issue of students (shy or otherwise) who would like to say something but don't have the confidence, or don't know how or where to go with their concerns.
Who/When	<ul style="list-style-type: none"> - Students and staff on committee, shop teacher - ASAP
Budget	<ul style="list-style-type: none"> - Cost of lumber, lock, finishes - Donation from school council, raffle proceeds

Safe and Caring Schools

Sample Action Plan (continued)

Goals	Re-administer 1997–1998 survey to students.
Strategies	<ul style="list-style-type: none"> – Copies of survey distributed to all students, completed during humanities? – Leadership students to score – Compare to results of previous survey – Identify areas of strength and areas of concern
Desired Outcomes	– Determine where we have improved, where we have regressed and what areas need to be addressed.
Who/When	<ul style="list-style-type: none"> – Staff team – School council
Budget	– Paper/photocopying Scantrons (school will cover?)

Goals	Survey staff using Appendix 1 – Safe & Caring School Scan from <i>Supporting Safe, Secure and Caring Schools in Alberta</i> resource manual.
Strategies	<ul style="list-style-type: none"> – Distribute surveys in staff mail boxes with explanatory letter one week prior to staff meeting. – Collect at meeting. – Score surveys with other teachers involved in safe and caring working group in school.
Desired Outcomes	– Get input from staff as to the effectiveness of past initiatives. Determine from surveys which areas need work.
Who/When	<ul style="list-style-type: none"> – Staff team – In the spring, after students are surveyed
Budget	– Photocopying costs

Safe and Caring Schools

Sample Action Plan (continued)

Goals	Review conduct guidelines developed last year.
Strategies	
Desired Outcomes	<ul style="list-style-type: none"> - Get input from all stakeholders (students, parents, staff) concerning the conduct guidelines developed last year. Assess effectiveness of guidelines. Make changes, if necessary, to conduct guidelines to reflect the needs of our community.
Who/When	<ul style="list-style-type: none"> - Administration - Students - Parents - Staff - Spring
Budget	

Peer Scavenger Hunt

Find someone who:

1. Went to British Columbia during the summer. _____
2. Got a totally different hairdo during the summer. _____
3. Went to Westgate Elementary School. _____
4. Owns a dog with white fur. _____
5. Has an older brother or sister who drives them crazy. _____
6. Has recently purchased a new CD. _____
7. Will not drink root beer. _____
8. Has recently moved to Calgary. _____
9. Was born outside Canada. _____
10. Is an Aquarius. _____
11. Went water-skiing this summer. _____
12. Loves to play basketball. _____
13. Went to Calaway Park. _____
14. Likes to dye his or her hair. _____
15. Can speak more than one language. _____
16. Saw the movie *Scream 3*. _____
17. Can play the piano. _____
18. Has visited a city in the U.S.A. _____
19. Is wearing a watch. _____
20. Has more than two earrings. _____
21. Favourite food are tacos. _____
22. Signed up for the same options as you. _____
23. Lives near you. _____
24. Can name the Premier of Alberta. _____
25. Was born in the same month as you. _____
26. Takes a bus to school. _____
27. Has a brother or sister who also attends Vincent Massey. _____
28. Whose phone number has a seven in it. _____
29. Rides his or her bike to school. _____
30. Whose favourite subject is art. _____

SuperGoo Teacher Interview Sheet

Get to know _____

1. What is your role at Vincent Massey? _____

2. What do you like best about your job? _____

3. What are your hobbies? _____

4. Where is the most interesting place you have visited? _____

5. What is your personal philosophy of life? _____

6. What are your personal pet peeves? _____

7. Name a few of your favourite foods. _____

8. If you were an animal, what type would you be and why? _____

9. What is the most important thing that you think students learn at Vincent Massey? _____

10. If you could visit anyone in the world, who would it be and why? _____

School Scavenger Hunt

You can ask your classmates and teacher for help, and you can tour the school to find the answers.

1. Where is the washroom closest to your homeroom?
2. Describe how to get to the fire exit closest to your homeroom.
3. Which classroom do you have to travel to for period one? Describe the route you will take.
4. Where will you find Mr. Brown's office? What colour is the carpet?
5. In what room would you find the most books? Describe how to get there from your language arts class.
6. In what room is the most expensive electronic equipment? What colour is most of this equipment?
7. How many gymnasiums does Vincent Massey have?
8. Describe the shortest route you would take to get from your homeroom to the physical education rooms. How many stairs do you have to go down to get there?
9. How many pop machines does Vincent Massey have? Where are they located?
10. In what hall is the cafeteria?
11. State two safe ways you could get a television and VCR from Room 11 upstairs to the south gym.
12. In what gym are most assemblies likely to be held? Why?
13. If you smelled something very good baking, it is likely coming from what room? Who is teaching that class?
14. Loud music can often be heard coming from what two rooms? What teachers are likely in these rooms?

15. How many busses bring students to Vincent Massey? (Hint: Ask your classmates.) From what communities do they come?
16. There are two special rooms at the east end of the science wing. What classes are held in these rooms?
17. Very creative work gets produced in which two classrooms in the south west corner of the school? What classes are taught in these rooms and who teaches them?
18. How many time-bank days are held at Vincent Massey? What are time-bank days?
19. Where do you go to check in when you are late for school? What are the consequences of being late?
20. Where can you eat lunch at Vincent Massey?
21. Name one person in your room who can walk home for lunch.
22. What is the address of the school?
23. Where is there a picture of the person for whom the school is named?
24. Why is the person special?
25. Name the homeroom teachers of the four classrooms closest to your homeroom. State the subjects that these teachers teach.
26. What animal will you find painted on the wall of the north gym? How many scoreboards are in this gym?
27. What four subjects get taught in the west wing of the school?

