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# BEST PRACTICES SUPPORT

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A Support Guide for School Administrators: To develop a Whole School Approach when creating a Positive School Climate.

This document will give administrators tools to develop and maintain a Whole School Approach to a Positive School Climate.

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“Thus, sustainability is a commitment to an ongoing process rather than a specific outcome.”

(Peter G. Jaffe, 2009)

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## Introduction:

A positive “school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm.”(Safe Schools Policy and Practice: An Agenda for Action, Report of the Safe Schools Action Team: June 2006) A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

In addition to teachers and administrators, other staff such as educational assistants, Aboriginal counsellors, social workers, psychologists, and attendance counsellors all play an important role in supporting students and contributing to a positive learning and teaching environment. “In schools where respectful interactions are encouraged and modeled, prevention is occurring at all times.” (Shaping A Culture Of Respect In Our Schools: Promoting Safe And Healthy Relationships: December 2008) A positive school climate also includes the participation of the school community, including parents, and the broader community, which can have a major impact on the success of all students in the school.

### ***PPM 144, Bully Prevention and Intervention***

Some characteristics of a school with a positive learning climate are:

- Students and staff both feel safe, and are safe;
- Healthy and inclusive relationships are promoted;
- Students are encouraged to be positive leaders in their school community;
- All education partners, including students, are actively engaged;
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through programs that address discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity and socio-economic disadvantage;
- Improvement of student achievement is emphasized.



### ***PPM 145, Progressive Discipline and Promoting Positive Student Behaviour***

A comprehensive approach, that includes all members of the school community, fosters efforts to ensure that schools are safe and welcoming environments for everyone. This type of approach is effective in leading to systemic changes that will benefit all students and the broader community.

**This document works in conjunction with other DDSB resources including:**

**Bully Prevention: Educating and Empowering School Communities:**

The Bully Prevention: Educating and Empowering School Communities document provides the information and resources necessary to support the implementation of an effective bullying prevention program in a school.

**Progressive Discipline:**

The Progressive Discipline document provides a framework for schools to use in the implementation of a whole school approach utilizing a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. The framework shifts the focus from one that is solely punitive to a focus that is both corrective and supportive. Suggestions include a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

**Restorative Practice:**

Restorative Practice is a philosophy and a proactive way of thinking and being that commits to building positive relationships in the learning/working/living/environment. In schools, Restorative Practice involves staff and students working with each other in a manner that is both firm (consistent, explicit, with high standards) and fair (validates student voice, provides explanations and sets clear expectations).

Within the culture of Restorative Practice there is a continuum of interactions that support positive relationships, which in turn contribute to a positive school culture.

**Promoting a Positive School Culture**

This document is located on the Safe Schools Portal in the Progressive Discipline section and was created to provide resources and references to support initiatives, such as developing a Whole School Approach.

The above resources are available in Durham District School Board schools, or online through the Durham District School Board's Safe Schools Portal.

## SUPPORTING THE SAFE SCHOOLS AND EQUITY AND INCLUSIVE EDUCATION STRATEGIES Promoting a Positive and Inclusive School Climate

A tip sheet drawn from evidence based resources that focus on promoting a safe and accepting school climate.

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## Whole School Approach

### **The Question:**

“We want to move forward to implement a whole school approach. How do we proceed?”

### **The Answer:**

Understanding these five essentials is key to successful implementation of a whole school approach:

1. What is a whole school approach?
2. Why use a whole school approach?
3. Keys to implementation – Leadership and Evidence
4. Common elements
5. Components

### **1. WHAT IS A WHOLE SCHOOL APPROACH?**

A positive learning and teaching environment is essential if students are to succeed in school.

Research shows:

- That there is a direct link between students’ success and the school environment in which learning takes place (Jaffe, 2010).

An effective school is more than achieving academic markers; it involves the development of relationships among staff, among students, and between staff and students to promote a safe environment and a positive school climate (Jaffe, 2010)

Building and sustaining a positive and inclusive school culture is a complex challenge and requires complex solutions. Schools alone cannot end bullying (Pepler, 2011).

A whole school approach involving all education and community partners is an important step to bring about the necessary systemic changes. Canadian and international research calls for the adoption of safe schools policies and safe schools initiatives (Fox et al, 2003; Olweus, 1993; Pepler & Craig, 2004).

*“A positive school climate makes negative behaviours such as bullying and harassment unacceptable and requires relationship solutions to extend beyond the students themselves to include relationships with teachers, parents and the community.”*

Pepler & Craig, 2004

### **2. WHY USE A WHOLE SCHOOL APPROACH?**

It is important to engage all key learning areas, all grades and the wider community. All aspects of school life are included in a whole school approach, such as curriculum, culture, teaching practices, policies and procedures.

To bring about a cultural change in schools, it is necessary that adults in the school and the wider community develop awareness and understanding of behaviour issues in their school.

*“The school principal has the greatest influence on a comprehensive school reform initiative such as the whole school approach*

Jaffe, 2010

### **3. KEYS TO IMPLEMENTATION – LEADERSHIP AND EVIDENCE**

Leadership by the Director of Education, Supervisory Officer and Principal is essential in establishing a vision, policies, and procedures that promote a positive school culture to prevent bullying and violence. Moreover, it is the principals’ leadership that is essential to establishing a foundation of collaboration across the groups within the school community (Jaffe, 2010).

A pre and post evaluation strategy is critical. The pre phase creates a baseline and identifies areas of concern and gaps in service. The purpose of post evaluation is to gather evidence to test the efficacy of the intervention.



#### 4. COMMON ELEMENTS

Implementation of the whole-school approach needs to occur at four levels; school, class, individual and community (Olweus & Limber, 2010; Steinberg, Allensworth & Johnson, 2011).

School policies/procedures, views and attitudes toward student behaviour must be consistent regardless of the individual involved or the context.

Although activities are different at the various levels, there are common overlapping themes of prevention, intervention (response and support) that occur at all the levels. At each level:

- Roles and responsibilities must be identified;
- Staff, student, parent and community engagement is critical.
- A pre and post evaluation strategy. The Ministry of Education's Sample School Climate Surveys are useful tools.

#### 5. COMPONENTS

According to research (Eslea & Smith 1998; Olweus & Limber, 2010), the following types of activities should occur within each component:

##### School level:

- Establish a coordinating committee (e.g. a Safe Schools Team as referenced in Policy and Program Memorandum 144.
- Conduct a pre and post evaluation
- Provide committee and staff training.
- Establish school rules regarding behaviour, prevention and support.
- Review and refine the school's supervision plan, which should identify "hotspots" or those areas difficult to supervise.
- Involve parents and community.

##### Classroom Level:

- Communicate and enforce school-wide rules on behaviour.
- Hold regular class meetings, hold meetings with students' parents.
- Learn and practice prevention and intervention strategies that address behaviour concerns.

##### Individual Level:

- Supervise students' activities.
- Hold meetings with students and their parents when misbehaviour occurs. You may find [The Positive School Climate Model-Preventing and Responding to Bullying in School](#) to be a useful resource.
- Develop individual intervention plans for students involved in serious incidents.

##### Community Level:

- Involvement of community members in the policy development process.
- Development of school-community partnership to support school's program.
- Communicate the school's Code of Conduct and expectations on appropriate behaviour to the school community.

*"A whole school approach requires strong, supportive, committed and competent leadership which requires the school board to lead and work in partnership with its principals and support of teachers, students and parents".*

*Salmivalli, Kärnä and Poskiparta, 2011*

Remember that these five tips are meant to get you started. You might also find the following Ministry of Education resources helpful: [Introduction to Promoting a Positive School Climate, A Resource for Schools, and Worksheet for Discussion and Planning.](#)

#### REFERENCES

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- Pepler, D., Craig, W., O'Connell, P., Atlas, R. & Charach, A. (2004). "Making a Difference in Bullying: Evaluation of a Systemic School-Based Programme in Canada". In Peter Smith, Debra Pepler and Ken Rigby (Eds.) *Bullying in Schools: How Successful Can Interventions Be?* United Kingdom: University Press, pp. 125-139.
- Salmivalli, C., Kärnä, A., & Poskiparta, E. (2010). Development, evaluation, and diffusion of a national anti-bullying program. *KiVa*. In B. Doll, W.
- Steinberg, M.P., Allensworth, E. & Johnson, D.W. (2011). Student and teachers safety in Chicago public schools: The roles of community context and school social organization. Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

## Best Practices Exemplars

### Overview of the Best Practice Exemplars and Blank Whole School templates

The purpose of the Best Practice Exemplars and Blank Whole School templates is to:

- Provide a variety of different samples of Whole School Approaches
- Gain an overall picture of your school's approach
- Identify areas of strength
- Identify areas needing further development
- Prioritize the areas needing further development
- Provide schools a starting point for developing a Whole School Approach

#### Based on Creating Safe School Environments from Small Steps to Sustainable Change (Peter Jaffe, 2011)

##### Stage One 1: Developing Awareness

- Safe Schools Teams should examine:
  - The School Climate Survey
  - School Assessment Checklist (Appendix 4) should be filled out and scored
  - Other formally gathered information from students, staff, parents and community
  - Informally gathered information from students, staff, parents and community
- The Safe Schools Team should use the blank template to help examine if the school is currently using a Whole School Approach that addresses the school's needs.
  - School is currently using a Whole School Approach that is addressing the school's needs. (fill in template and monitor)
  - School is using an approach that requires some modifications to become a Whole School Approach that will address the school's needs. (Stage Two)
  - School is currently using a Whole School Approach that no longer addresses the school's needs effectively. [See Stage Two]

- School is not using a Whole School Approach. [See Stage Two]

##### Stage Two: Planning and Responding

- The Safe Schools Team should then explore some of the Best Practices Exemplars (not a comprehensive list) provided in this document and in current use within the Durham District School Board. This Exploration may lead to:
  - Improving or modifying the school's current approach
  - Finding an Exemplar that with tailoring may meet the needs of the school
    - Contact Information is provided
  - Consult Best Practices list for building blocks toward developing a Whole School Approach
- The development of a new plan based on the school's unique need and or resources.
  - Follow the Seven Steps to Developing a Whole School Approach ( See page 7)
  - Consult Best Practices list for building blocks toward developing a Whole School Approach (See Appendix 1 Summary Tables of Programs and 2 Supplemental Programs)
  - Use blank template to support development process (See Appendix 3)
  - Seek out additional support based on the complex nature of all school needs

##### Stage Three: Educating and Leading

- The Safe Schools Team has developed an approach that is now part of the Exemplars.
  - Post evaluation and ongoing monitoring
  - Revision as necessary
  - Examine other Exemplars for idea's

## The Seven Steps to Developing a Whole School Approach

1. CREATE A COORDINATING COMMITTEE
2. PLAN FOR PRE & POST EVALUATION
3. PROVIDE REQUIRED TRAINING AND SUPPORT
4. ESTABLISH SCHOOL EXPECTATIONS REGARDING  
BEHAVIOUR
5. PROVIDE SUPERVISION
6. INVOLVE PARENTS & COMMUNITY
7. KICK OFF EVENT



## Elementary Exemplars

Hillsdale Public School  
 Weekly Restorative Circles,  
 CHARACTER EDUCATION LESSONS  
 SUPPORTED BY A Restorative  
 Practice PHILOSOPHY THAT  
 EMPHASIZES THE ACCEPTANCE OF  
 OTHERS

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>Administrative Team</li> </ul>			
<u>PRE &amp; POST EVALUATION</u>	<ul style="list-style-type: none"> <li>School Climate Survey</li> <li>Parent Feedback form</li> </ul>	<ul style="list-style-type: none"> <li>Teachers lead circles regarding Character Traits</li> <li>Character trait based circle reflections</li> <li>These activities are integrated into grade based lessons</li> </ul>	<ul style="list-style-type: none"> <li>Progress reports throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Informal feedback</li> </ul>
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>All teachers have been trained in Restorative Practice</li> <li>The Administrator communicates current issues to staff who bring a focus to these in Character Education lessons within the class</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practice lessons are provided for all classes JK-12</li> <li>Restorative Practice is role modelled throughout the day</li> <li>Character Education training is done in circle discussion and activity format, with use of role play</li> </ul>	<ul style="list-style-type: none"> <li>Training is modified to meet the needs of the individual student and grade levels</li> </ul>	<ul style="list-style-type: none"> <li>Community is welcomed into a Restorative School</li> </ul>
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<ul style="list-style-type: none"> <li>Common language to express behaviour expectations and norms are based on positive relationships and Restorative Practice</li> </ul>			
<u>SUPERVISION OF IMPLEMENTATION</u>	<p>The Coordinating Committee ensures:</p> <ul style="list-style-type: none"> <li>That staff are trained in Restorative Practice</li> <li>That all classrooms are using circles</li> <li>That all staff, students, groups share a common understanding of the expectation base on a Restorative Practice language</li> <li>That Character Education is kept current and relevant</li> <li>That the school gives a welcoming feeling to both parents and students</li> </ul>			
<u>KICK OFF EVENT</u>	<ul style="list-style-type: none"> <li>National Campaigns such as Pink Shirt Day are used as a Kick-off event as well as an affirmation of the importance of acceptance</li> <li>Ensuring that the restorative message is reinforced in the classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Drama presentations done for and by the classrooms (Both internal and external)</li> <li>Contest (doors and art work)</li> <li>Equity Club creates bulletin boards and slide shows that run throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Activities that link younger and older students and students of various abilities occur throughout year, i.e. reading groups, dancing groups</li> </ul>	<ul style="list-style-type: none"> <li>Parents are informed of all events</li> </ul>
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>Parents and students are welcomed by name in the school</li> </ul>			
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<ul style="list-style-type: none"> <li>This program is a school designed program that has run for 4 years</li> <li>Feedback from the School Climate Survey was viewed as positive</li> <li>Relationships between students and teachers are positive.</li> <li>Teachers often engage the students in informal conversations and activities during unstructured times</li> <li>Parents express how much they appreciate the positive connection</li> <li>Students who struggle to make connections with both staff and other students have thrived and feel accepted for who they are</li> </ul>			

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>Safe Schools Team made up of Teacher Librarian, SERT, parents, and students from grades 5-8</li> </ul>			
<u>PRE &amp; POST EVALUATION</u>	<ul style="list-style-type: none"> <li>School Climate Survey</li> </ul>			
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>Teachers are in-serviced on the use of the lessons</li> <li>Teacher Librarian purchases resources based on Safe Schools themes that tie directly to the lessons, and highlights these resources in staff meetings</li> <li>Folder of resources in "teacher community" online</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses the lessons and activities to teach the students about different safe schools expectations</li> <li>The lessons are reinforced by the teacher librarian's interactions with each classroom, e.g. choosing and reading from books based on the theme of the lessons</li> </ul>	<ul style="list-style-type: none"> <li>Training is modified to meet the needs of the individual student and grade levels</li> </ul>	<ul style="list-style-type: none"> <li>Parents are informed of key data from the School Climate Survey and the plan to address areas of focus with the lesson plans</li> <li>Parents are able to learn about the expectations through the work that the students bring home</li> </ul>
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<ul style="list-style-type: none"> <li>A team creates common lessons that develop a common language and understanding of expectations across the school</li> <li>Consistent use of the lessons help students practice the behavioural expectations (being an Upstander) in a safe way.</li> <li>The lesson and the various augmentations of the lesson (TAMI) allow the students to develop the understanding required to meet expectations (acceptance)</li> </ul>			<ul style="list-style-type: none"> <li>Parents participate in SCC, Safe Schools Team</li> <li>Parents become exposed to the use of the language in a safe and comfortable manner through their children (the school has High ESL population)</li> </ul>
<u>SUPERVISION AND IMPLEMENTATION</u>	<p>Coordinating Committee ensures:</p> <ul style="list-style-type: none"> <li>That material is current and matches the vision for the school</li> <li>That there is teacher/student feedback that supports revisions of the lesson to promote greater success</li> <li>That the lessons are updated</li> <li>That the resources are current and relevant</li> <li>That the lessons are linked to curriculum Healthy Living/Media/Social Studies Literacy Circles</li> </ul>			
<u>KICK OFF EVENT/ ONGOING EVENTS</u>	<ul style="list-style-type: none"> <li>Upstander <b>STOP signs</b> are used as a school wide activity in which all students participate and are linked to other events such as Pink Shirt Day</li> </ul>	<ul style="list-style-type: none"> <li>Digital Citizenship Boot Camp At the completion of 6th module, students receive their digital license</li> <li>Me to We Club</li> </ul>	<ul style="list-style-type: none"> <li>All students participate, in large and small events, linking to classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Parents are informed of all events</li> </ul>
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>Parents on the Safe Schools Team</li> <li>Parents are informed and consulted regarding program goals and how they relate to the child</li> </ul>			
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<p>This is a school designed program. The key features are:</p> <ul style="list-style-type: none"> <li>That the lessons evolve and change based on student and teacher feedback</li> <li>That there is an identified staff member who has contact with all students promoting the program</li> <li>That resources are purchased that support the program</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers indicated that intermediate lessons may be too ambitious (lessons are being retooled to support)</li> <li>Lessons are created to focus on issues that are identified in the Safe Schools Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>Lessons designed to appeal to students ( use of technology)</li> <li>Computer lab used to support the work on lessons</li> </ul>	<ul style="list-style-type: none"> <li>Limited feedback at this time</li> </ul>

<p>S.A. Cawker MOODLE/Tool Box THE USE OF A COMMON CURRICULUM FOR THE INSTRUCTION OF SAFE SCHOOLS ISSUES</p>	<p><u>WHOLE SCHOOL</u></p>	<p><u>CLASSROOM/GROUPINGS</u></p>	<p><u>INDIVIDUAL</u></p>	<p><u>COMMUNITY</u></p>
<p><u>COORDINATING COMMITTEE</u></p>	<ul style="list-style-type: none"> <li>• Safe Schools Team made up of Teacher, SERT, parents, and students from grades 5-8</li> <li>• Safe Schools Team is an invitational forum so that students and teachers can attend if they wish to raise an issue or make a suggestion</li> <li>• The Committee creates resources as well as uses material from the Safe Schools Portal</li> </ul>			
<p><u>PRE &amp; POST EVALUATION</u></p>	<ul style="list-style-type: none"> <li>• School Climate Survey</li> <li>• School Moodle Survey</li> <li>• Parent Feedback form</li> <li>• The planning and programming is based on real time current issues and trends</li> </ul>	<ul style="list-style-type: none"> <li>• Students use a variety of mediums to demonstrate understanding of key safe schools concepts</li> <li>• For intermediate students, there is a pre and post-test evaluation on the Moodle</li> <li>• The Moodle is being modified to encourage more primary and junior use</li> <li>• All grades participate in Drama and Art activities + utilize the Safe Schools tool box</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports throughout the year. Teachers are able to monitor students' comments to gauge their understanding of topics</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• Formal feedback through parent Moodle time during open houses and parent teacher night</li> <li>• Parents given an opportunity to explore the Moodle and present topics or community issues that could be addressed in the future</li> </ul>
<p><u>TRAINING</u></p>	<ul style="list-style-type: none"> <li>• Teachers are trained both formally and informally on the use of the Moodle</li> <li>• Teachers are made aware of new Moodle items and tool box items at staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given training on the use of the Moodle</li> <li>• Students are taught about the Safe Schools Topics through a variety of mediums: drama, art, language, computers</li> <li>• Students learn about <a href="#">Problem Solving</a></li> </ul>	<ul style="list-style-type: none"> <li>• Training is modified to meet the needs of the individual student and grade levels</li> <li>• The Moodle view (what the individual sees) is controlled by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are able to visit the Moodle as a guest, and are instructed on its use by students, with the support of the teacher</li> </ul>
<p><u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u></p>	<ul style="list-style-type: none"> <li>• Common lessons that develop a common language and understanding of expectations</li> <li>• How to get help is a common practice to determine if help is required and who should be contacted</li> <li>• Multiple reporting methods for students (Moodle, Reporting box)</li> <li>• All students use the common language regarding behavioural expectations</li> </ul>			<ul style="list-style-type: none"> <li>• Parents participate in SCC, and Safe Schools Team and provide Moodle feedback about the expectations and language</li> <li>• Parents have a voice within the school and can help to determine the issues that are addressed</li> </ul>
<p><u>SUPERVISION AND IMPLIMENTATION</u></p>	<p>Coordinating Committee ensures:</p> <ul style="list-style-type: none"> <li>• That material is current and matches the vision for the school</li> <li>• That the Moodle is monitored and updated regularly</li> <li>• That all adults understand their roles and responsibilities with Moodle supervision</li> <li>• Administration monitors trends on Moodle survey as well as all reporting and feedback from parents</li> <li>• Teachers oversee classroom program with administrative and collegial support</li> <li>• Teachers monitor students' progress on Moodle or through the Tool Box</li> <li>• Teachers reinforce the key concepts by embedding the program into a variety of units in drama, art and language. Students, support each other, e.g. Through drama roles with younger students</li> <li>• Administration is able to track parent feedback on Moodle (only open during parent teacher night and other school events)</li> </ul>			
<p><u>KICK OFF EVENT/ ONGOING EVENTS</u></p>	<ul style="list-style-type: none"> <li>• Pink Day: A School event, not the National Day to kick off the school year</li> <li>• Events (Bullying Awareness Week, Pink Shirt Day) are highlighted through the Tool Box and Moodle</li> </ul>	<ul style="list-style-type: none"> <li>• Drama Presentations are done for and by the classrooms (both internal and external)</li> <li>• Contest (doors, and art work)</li> </ul>	<ul style="list-style-type: none"> <li>• All students participate, in large and small events linked to classroom activities</li> <li>• Students who participate on Safe Schools Team are acknowledged by the school</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are informed of all events, as well as can gain more knowledge through the exploration of the Moodle as a Guest</li> </ul>
<p><u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u></p> <p><u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u></p>	<ul style="list-style-type: none"> <li>• Parents sit on the Safe Schools Team who develop targeted themes</li> <li>• SCC is financially supporting the reinforcement program.</li> <li>• Parents give on-going input through the Moodle</li> <li>• Parents are informed and consulted regarding program goals, and how they relate to the child</li> <li>• Parents are given multiple ways to communicate with the school, both traditional and non-traditional (Moodle)</li> </ul>			
<p><u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u></p>	<ul style="list-style-type: none"> <li>• The impact of the Moodle is only just being felt as this has been the first year, and not all components have been completely rolled out. However real time trends are helpful in planning Moodle adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Students appear better equipped to handle themselves behaviourally in the classroom.</li> <li>• Students continue to indicate that they feel safe in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Students are open and excited to use the computers and the Safe Schools Moodle, even working on it from home</li> <li>• Students' input and knowledge generated based on Moodle is passed through the Safe Schools Team and has led to new initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Limited feedback at this time</li> </ul>

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>• Safe Schools Team</li> <li>• Administrative Team</li> </ul>			
<u>PRE &amp; POST EVALUATION</u>	<ul style="list-style-type: none"> <li>• Character Education Survey 2009-2010 indicated an increase of 17% in the achievement level</li> <li>• School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Check for understanding of key concepts with both pre- and post-tests, or assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator has communicated the results of School Wide Surveys to the SCC</li> </ul>
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>• Pathways Big Idea's</li> <li>• Smart Goals</li> <li>• Restorative Practice Training</li> </ul>	<ul style="list-style-type: none"> <li>• Provided through Continuous School Improvement (CSI)</li> <li>• Peer to Peer teaching</li> <li>• Collaborative activities</li> <li>• Socratic teaching</li> <li>• Guest presenters and trips where the links are implicit and explicit</li> </ul>	<ul style="list-style-type: none"> <li>• Training is modified to meet the needs of the individual student</li> </ul>	<ul style="list-style-type: none"> <li>• Updates through Parent Teacher communication and the school website</li> </ul>
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<ul style="list-style-type: none"> <li>• Use of Character Wheel to establish behavioural norms</li> <li>• Common language to express behaviour expectation</li> <li>• Language used links directly with Restorative Practice</li> </ul>		<ul style="list-style-type: none"> <li>• All students use the common language regarding behavioural expectations</li> <li>• Expectations are clear for all students, and reinforced by all adults</li> </ul>	<ul style="list-style-type: none"> <li>• Parents participated in the creation of the Schools' Vision and the basis for the behaviour expectation</li> <li>• Parents have a voice within the school through SCC and Parent Liaison Representative on the Safe Schools Committee</li> </ul>
<u>SUPERVISION OF IMPLEMENTATION</u>	<p>The Coordinating Committee ensures:</p> <ul style="list-style-type: none"> <li>• Scheduling is done prior to school year to provide appropriate coverage for CSI</li> <li>• That all classes have the Character Traits embedded in the curriculum</li> <li>• Reinforcement and praise is both valued and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers reinforce the key concepts by embedding the program into the language unit</li> <li>• Teachers supervise the classroom programs with administrative and collegial support</li> <li>• Students, support each other by taking lead teaching roles with younger students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher creates plan based on the students' needs with parent and student input</li> </ul>	<ul style="list-style-type: none"> <li>• Community members provide support, feedback, and reinforcement through SCC and Safe Schools Committee</li> </ul>
<u>KICK OFF EVENT</u>	<ul style="list-style-type: none"> <li>• Continuous School Improvement (CSI) Kick offs reinforce main themes</li> <li>• Occur monthly and reinforce Character Education program</li> <li>• CSI is led by Administration Committee and done on a weekly basis</li> <li>• Hero Days Assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Individual classroom events are based on the start of a theme, and the development of projects directed towards display (presentation, assignments, parent teacher nights, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• All students participate in CSI HERO DAYS. Those students who have shown one of the Character Traits in a particularly strong fashion receive rewards and acknowledgement</li> </ul>	<ul style="list-style-type: none"> <li>• Parents support CSI and Hero Days with their attendance, and by volunteering to supervise</li> <li>• Rewarding is funded by the SCC</li> </ul>
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>• Parents participated in the initial vision of the program and parents continue to sit on Safe Schools Team help developed targeted themes. SCC financially supports the reinforcement program</li> <li>• Communication to all parents done through the school website with Twitter input</li> <li>• The use of Parent Teacher interviews, report cards, and the development of smart goal based on the students' and parents' input</li> <li>• Parents are informed and consulted regarding program goals</li> </ul>			
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<p>Character Education Survey Data regarding the understanding of the Character Traits</p> <ul style="list-style-type: none"> <li>• Primary Students increased 34%</li> <li>• Junior Students increased 15%</li> <li>• Intermediate Students increased 17%</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers report students appear better equipped to handle themselves behaviourally in the classroom</li> <li>• Students indicated through the School Climate Survey that they feel safe in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• The Administration reports that behaviour of all students has improved</li> <li>• Students who struggle with self-regulation are able to express goals that are in-line with the Character Development Plan</li> </ul>	<p>The Administration reports:</p> <ul style="list-style-type: none"> <li>• A high level of parental involvement</li> <li>• Very few parental issues</li> <li>• Parents see the school as a focal point for their community and are invested in the safety of the students</li> </ul>

West Creek Public School  
 BASED ON SUPPORTING RESILIENCE  
 BY CREATING A CARING AND  
 ACCEPTING COMMUNITY CALLED  
 'SOCIETY'

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>Administrative Team with support from Physical Education teacher and classroom teachers</li> </ul>			
<u>PRE &amp; POST EVALUATION</u>	<ul style="list-style-type: none"> <li>School Climate Survey identified caring, acceptance and resilience as areas to address</li> <li>School focus is based on informal feedback from staff, students, parents and community ( media)</li> <li>Demonstrated student understanding as reported by anecdotal teacher feedback</li> </ul>			
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>Courtesy Camp</li> <li>Ron Morrish Effective Classroom Management &amp; Discipline</li> <li>Restorative Practice</li> <li>Active Supervision Training</li> </ul>	<ul style="list-style-type: none"> <li>Society is a biweekly Character Education program run by V.P. and the Physical Education teacher that focuses on Character traits and how the trait relates to the overall vision of the school</li> <li>Student leaders trained by the Harmony Movement</li> <li>Peer to Peer teaching Harmony Movement</li> </ul>		<ul style="list-style-type: none"> <li>Updates through parent/teacher communication and the school web-site</li> <li>Classroom newsletters' describe the focus in Weekly Society Assemblies</li> </ul>
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<ul style="list-style-type: none"> <li>School Code of Conduct established and supported by Courtesy Camp behavioural norms</li> <li>Common language to express behaviour expectations</li> <li>Links directly with Restorative Practice</li> <li>Use of Courtesy Camps to establish behavioural norms</li> <li>Common language to express behaviour expectation</li> <li>All students use common language regarding behavioural expectations</li> <li>Expectations are clear for all students, and reinforced by all adults</li> </ul>			<ul style="list-style-type: none"> <li>Code of Conduct and school rules vetted by SCC</li> <li>Code of Conduct and school rules distributed and shared with parents through the agenda and school web sites</li> <li>Parents are made aware of the Various Courtesy Camps and the focus of Society</li> </ul>
<u>SUPERVISION OF IMPLEMENTATION</u>	<p>The Coordinating Committee ensures:</p> <ul style="list-style-type: none"> <li>That the message is clear and consistent. They vet all announcements, agenda's, school website etc</li> <li>That messages are integrated into all other clubs/groups within the school</li> <li>That guest speakers are supportive of the school message and the message is integrated into their presentations</li> <li>That new issues as they arise for students, parents and community are addressed in Society at the biweekly</li> </ul>			
<u>KICK OFF EVENT/ONGOING EVENTS</u>	<ul style="list-style-type: none"> <li>Courtesy Camp Kick off to reinforce school vision lead by Administration Committee</li> <li>Courtesy Camp is run at 3 points in the year to maintain focus</li> </ul>	<ul style="list-style-type: none"> <li>Society is run and themes are tied to the school vision and linked to Courtesy Camp and Restorative Practice</li> </ul>	<ul style="list-style-type: none"> <li>All students participate in Courtesy Camp</li> <li>Society is geared to the age group being addressed</li> </ul>	<ul style="list-style-type: none"> <li>SCC support student awards</li> <li>Parents are kept aware of the different events within the school</li> </ul>
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>Communication also done through the school website</li> <li>The use of parent/teacher interviews, report cards, and the development of a Smart Goal based on the students' and parents' input</li> <li>Parents are informed and consulted regarding student goals</li> <li>The media is notified of positive events in the school</li> </ul>			
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<ul style="list-style-type: none"> <li>Feedback is currently informal and has been positive</li> <li>Students have shifted their discussions from identifying "bullying" to how to have healthy relationships</li> </ul>			

## Secondary Exemplars

Donald A Wilson Secondary School

DONALD WILSON HAS DEVELOPED A WHOLE SCHOOL APPROACH BASED ON UPSTANDING AND THE USE OF Restorative Practice

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>Administrative Team</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Team</li> <li>Tech Committee</li> <li>Canadian World Studies Department</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Team</li> <li>Tech Committee</li> <li>Canadian World Studies Department</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Team</li> </ul>
<u>PRE &amp; POST EVALUATION</u>	<ul style="list-style-type: none"> <li>Safe Schools Climate Survey every 2 years</li> <li>Safe Schools Night for parents every year</li> <li>Guidance tracking of student issues and reporting to Vice Principal and Principal</li> <li>In common courses in grade 9 and 10</li> <li>Report cards</li> </ul>			
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>Restorative Practice for teachers</li> <li>Upstander Training for teacher and students</li> </ul>	<ul style="list-style-type: none"> <li>Training of Student Leadership and Mentors (SLAM) Leaders</li> <li>All Grade 10 Civics classes</li> <li>Digital Citizenship Grade 9 BTT, and TIJ</li> </ul>	<ul style="list-style-type: none"> <li>All Grade 9 students receive Upstander Training through SLAM</li> </ul>	<ul style="list-style-type: none"> <li>SLAM presents to SCC regarding their initiatives in the school and the training they will be providing the grade 9 students</li> </ul>
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<ul style="list-style-type: none"> <li>Vision clearly stated through several methods, agenda, home room, announcement, school website and the training provide for staff, students, and parents</li> <li>Vision vetted and supported by SCC</li> <li>The expectations are both stated and implied in schools' vision statement and expressed in a variety forms</li> <li>Norms of behaviour based on school vision statement</li> </ul>			
<u>SUPERVISION OF IMPLEMENTATION</u>	<p>The Coordinating Committee ensured:</p> <ul style="list-style-type: none"> <li>That the message was clear and consistent. They also vet announcements, agenda's, school website, etc.</li> <li>That message was consistent and integrated into all other clubs/groups within the school</li> <li>That student and community issues are monitored and as they arise, the school's approach can be adjusted to address these</li> <li>Tech Committee and Canadian World Studies Department ensure that the curriculum remain relevant and in-line with Ontario Curriculum Standards</li> </ul>			
<u>KICK OFF EVENT AND ON GOING EVENTS</u>	<ul style="list-style-type: none"> <li>SLAM Training in September followed by <a href="#">Grade 9 Upstander</a> training in October.</li> </ul>	<ul style="list-style-type: none"> <li>Relay for life, Food Drive</li> <li>Book Drive, Clothing Drive</li> <li>Pink Shirt Day, Pink Jersey</li> <li>Bullying Week, Ribbon campaign,</li> <li>Day of Silence, Food Day</li> </ul>	<ul style="list-style-type: none"> <li>All students in grade 10 Civics create projects and apply to the <a href="#">Youth and Philanthropic Initiative</a>. YPI awards the Best project submitted \$5000 for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>SLAM - Presentation to SCC</li> </ul>
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>Safe Schools Night</li> <li>SLAM Provides an overview of students training to SCC</li> <li>Me to We campaign</li> <li>Communicated via: home room, announcement, school website, Career Cruising, mass bulletins, Synervoice, and Twitter</li> </ul>			
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<p>This is a school designed program that is in year 1 of implementation</p> <p>The program can be broken down into 6 components:</p> <ol style="list-style-type: none"> <li>A common language based on Restorative Practice</li> <li>Students led training for all students</li> <li>Mandatory courses with embedded lessons that support the schools vision statement</li> <li>Formal and informal evaluation of school work</li> <li>Informal tools to assess students and community needs</li> <li>Adaptability for new issues</li> </ol>			



	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>• Safe Schools Team</li> <li>• Administration Team</li> <li>• Character Education Committee</li> </ul>			
<u>PRE &amp; POST EVALUATION</u>	<ul style="list-style-type: none"> <li>• School Climate Survey</li> <li>• <a href="#">Council on Drug Abuse (CODA)</a> KAB Survey</li> </ul>			
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>• CODA</li> <li>• <a href="#">TAMI</a></li> <li>• Leadership Camp</li> <li>• <a href="#">Restorative Practice</a></li> </ul>	<ul style="list-style-type: none"> <li>• The many clubs are supported with training and resources to create initiatives that promote a positive and inclusive school</li> <li>• Clubs receive training from the Safe Schools Department, the Equity Department, as well as a strong in house team who provide training and guidance in the use of Restorative Practice and Circles</li> <li>• <a href="#">Emotional Intelligence Training</a></li> </ul>	<ul style="list-style-type: none"> <li>• Grade nines are provided with training from professionals on Drugs, and Mental Health/Stigma</li> <li>• Student Leadership and Mentors (SLAM) educate grade nines about inclusion and Equity</li> <li>• Each year the student leadership group hold a <a href="#">Youth Summit</a> that exposes all students to a variety of <a href="#">issues identified</a> through student voice</li> </ul>	<ul style="list-style-type: none"> <li>• Updates through parent/teacher communication and the school web-site about the events and training that is occurring</li> </ul>
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<p>Restorative Practice training was provided to most of the school staff and is embedded in general approach and the Code of Conduct</p> <ul style="list-style-type: none"> <li>• A common language base on Restorative Practice is used to express behaviour expectation</li> <li>• Classes utilize circles as both a teaching tool and a way to deal with issues within the class</li> <li>• Students use the common language regarding behavioural expectations</li> <li>• Expectations are clear for all students, and <a href="#">reinforced</a> by all adults in the school</li> <li>• The SCC vets the Code of Conduct and all parents are given access to the Code of Conduct on the school website and in the student handbook</li> </ul>			
<u>SUPERVISION OF IMPLEMENTATION</u>	<p>The Coordinating Committee Ensures:</p> <ul style="list-style-type: none"> <li>• That staff can be trained in Restorative Practice</li> <li>• That all students have been exposed to CODA, TAMI and SLAM training</li> <li>• That the many social action groups within the school are promoting a positive school climate</li> <li>• That as new issues arise through Student Voice, student leaders are given the training and tools to address these issues with their peers</li> <li>• The SCC has knowledge of the events and various initiative (provide support, through speakers, financial, incentives)</li> <li>• Student achievement through the demonstration of leadership and character are acknowledged and rewarded</li> </ul>			
<u>KICK OFF EVENT /ON GOING EVENTS</u>	<p>The Kick-off event has 3 steps</p> <ul style="list-style-type: none"> <li>• SLAM- Leaders are trained in the spring and begin planning for their work with the grade nines</li> <li>• Graduated entry of grade nine supporting safety</li> <li>• Training and Mentorship by SLAM of the grade 9 students</li> </ul>	<ul style="list-style-type: none"> <li>• CODA (<a href="#">YAC</a>), TAMI Training , Student Summits along with other events such Pink Shirt Day are all connected to and support the Student Leadership Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of Grade 9 students express their appreciation of the graduated entry</li> </ul>	
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>• Parents sitting on Safe Schools Committee help to develop targeted themes. SCC has helped to bring in speakers, and financially supported the reinforcement program (<a href="#">Ice cream sundaes character awards</a>)</li> </ul>			
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<ul style="list-style-type: none"> <li>• This is a school designed program with a high level of student participation</li> </ul>	<ul style="list-style-type: none"> <li>• There appears to be less student tension in class</li> <li>• Student lead initiatives have moved from reactive to proactive</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour of all students is modified as students are creating a community and breaking down barriers (All students connecting to each other). This has promoted accountability, for Individuals as well as holding others accountable for their actions and supporting each other</li> </ul>	<ul style="list-style-type: none"> <li>• Increased positive contact</li> </ul>

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>• Safe Schools Team</li> <li>• Administrative Team</li> </ul>			
<u>PRE &amp; POST EVALUATION</u>	School Climate Survey <ul style="list-style-type: none"> <li>• Informal Question Posed to Staff: What makes equity issue so difficult to deal with?</li> <li>• Staff response prior to Centre Ontarien de Prévention des Agressions (COPA) training was “We don't know what to do so we do nothing”</li> <li>• Staff response post to COPA training , “We have the language support that allows us to feel comfortable dealing with equity issues”</li> </ul>			
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>• Restorative Practice COPA</li> </ul>	<ul style="list-style-type: none"> <li>• Students Ally for Equity (SAFE)- Leadership Camp</li> <li>• COPA for the teachers</li> <li>• COPA for all students initially and subsequent years for grade 9 only</li> </ul>	<ul style="list-style-type: none"> <li>• Initially whole school given training</li> <li>• Subsequent training for grade 9s</li> </ul>	<ul style="list-style-type: none"> <li>• COPA presentation to parents and SCC</li> </ul>
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<ul style="list-style-type: none"> <li>• Restorative Practice training was given to staff prior to the school opening and is embedded in the Code of Conduct</li> <li>• The key messages distilled down to respect for yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Circles used in many classes and Restorative Practice used by all</li> </ul>	<ul style="list-style-type: none"> <li>• Vision clearly stated and reinforced through agenda, home room, announcement, school website and training</li> </ul>	<ul style="list-style-type: none"> <li>• The approach and vision was and is vetted and supported by SCC</li> <li>• All interactions with the community are guided by this vision</li> </ul>
<u>SUPERVISION OF IMPLEMENTATION</u>	The Coordinating Committee Ensures: <ul style="list-style-type: none"> <li>• That staff are trained in Restorative Practice and COPA</li> <li>• That all students have been exposed to COPA training</li> <li>• That outside speakers reinforce the school vision</li> </ul>			
<u>KICK OFF EVENT/ONGOING EVENTS</u>	<ul style="list-style-type: none"> <li>• The year starts with a motivational guest speaker who engages the youth and reconnects them to the vision and practices of the school</li> </ul>	<ul style="list-style-type: none"> <li>• The various clubs and groups run diversity awareness events</li> <li>• S.A.F.E., Mustangs, GSA, IMPACT</li> </ul>	<ul style="list-style-type: none"> <li>• COPA training for grade nine students new staff, SCC and parents</li> <li>• S.A.F.E.- Presentation to SCC</li> </ul>	
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>• Through the communication about visions and the ongoing offering of COPA training, parents and the SCC are linked directly to the school, the classrooms, and what their child is experiencing at school</li> </ul>			
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<ul style="list-style-type: none"> <li>• COPA is an evidence based practise that is supported by the Restorative Practice Approach (school designed)</li> <li>• As a consequence of the implementation of the COPA, the school now has a large and active Social Movement. Students Ally for Equity (S.A.F.E.), Mustangs, GSA, IMPACT</li> <li>• A shift towards understanding and acceptance of the school culture has occurred. This is most evident in students and parents who have been immersed in the culture since grade 9.</li> </ul>			

Pine Ridge Secondary School  
I Am Who I Am.





















































PINE RIDGE DEVELOPED I AM WHO AM TO ADDRESS A PARTICULAR COMMUNITY ISSUE (ACCEPTANCE). THE FOCUS ON THIS ISSUE HAS UNITED THE SCHOOL AND CREATE A POSITIVE CULTURE

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>	<ul style="list-style-type: none"> <li>• Student Council</li> <li>• Administrative Team</li> <li>• Met with various stakeholder groups to create the implementation plan and garner support</li> </ul>			
<u>PRE &amp; POST EVALUATION</u>	<ul style="list-style-type: none"> <li>• Schools Climate Survey</li> <li>• Tracking of Suspensions</li> <li>• Tracking of Academic Success</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of Academic Success</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of Suspensions</li> <li>• Tracking of Academic Success</li> </ul>	<ul style="list-style-type: none"> <li>• Informal evaluation of engagement.</li> </ul>
<u>TRAINING</u>	<ul style="list-style-type: none"> <li>• I Am Who I Am Coordinating Committee presented the goals and agenda of the movement to every group within the school as well as other schools (feeder schools, and area high schools), DDSB Education Centre Staff and Trustees, SCC, Parent, and Community Partners</li> <li>• The links to existing Character Education Programs, Equity, and Bullying Prevention were established and acknowledged, and I Am Who I Am showed how they could both enhance and support existing programs</li> </ul>			
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>	<ul style="list-style-type: none"> <li>• The school completed the annual review of the Code of Conduct. The implementation of I Am Who I Am resulted in a clearer understanding of the schools philosophy of acceptance while established a common language</li> <li>• This new language was accepted universally by classrooms, clubs, teams, staff and students</li> </ul>		<ul style="list-style-type: none"> <li>• Students understanding and acceptance of behaviour expectation has been demonstrated by a 63 % decrease suspension</li> </ul>	<ul style="list-style-type: none"> <li>• With the full acceptance of this movement the school has been able to redefine its perception and role in the community</li> </ul>
<u>SUPERVISION OF IMPLEMENTATION</u>	<p>The Coordinating Committee ensured:</p> <ul style="list-style-type: none"> <li>• That the message was clear and consistent. I.e. Student speeches were required prior to events, and vetted prior to presentation</li> <li>• All defined and require steps for success were implemented</li> <li>• That message was consistent and integrated into all other clubs/group within the school</li> <li>• That students reaction was monitored to confirm the desired results were occurring</li> <li>• That the movement promoted widespread community involvement through partnerships, consultations, promotion of events, and solicitation of support</li> </ul>			
<u>KICK OFF EVENT/ON GOING EVENTS</u>	<p>I Am Who I Am</p> <ul style="list-style-type: none"> <li>• A well planned event that links with other events throughout the year. The event was a multifaceted fund raiser, with inspirational speeches and presentations as well as high quality student lead and created entertainment; all revolving around the central theme of acceptance</li> <li>• Other events i.e. Bullying Awareness Week and various clubs (GSA) incorporated the I Am Who I Am message into their events. As well as extension of the I Am who I Am occurred through Student Voice: the production and publishing of a book</li> <li>• Inclusion of all students is promoted, by keeping costs low on items that link students to the movement. (T-Shirts, and Bracelets)</li> <li>• The SCC, community partners, media, and parents encouraged to participate in all events</li> </ul>			
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>	<ul style="list-style-type: none"> <li>• The community was involved at the onset of the program through focus groups, organizational support, and financial support. This lead to an increased connection and awareness of the schools other events and movements, resulting in support for the publishing of the book</li> </ul>			<ul style="list-style-type: none"> <li>• SCC/parent participation in events has increased school-wide</li> </ul>
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>	<ul style="list-style-type: none"> <li>• This is a school designed program that is in year 1 of implementation. Participation by staff and students has been almost universal. There has been also widespread boarder community involvement</li> <li>• Academic achievement through credit completion has gone up during the course of the year</li> <li>• The feeling of acceptance and a positive climate within the school has been noted by all parties</li> <li>• Students have expressed feeling safe at the school. Grade 8 students and their parents have expressed feeling connected to the school prior to arrival for grade 9</li> <li>• SCC/parent participation in school-wide events has increased</li> </ul>			

# Appendix 1

















































## SUMMARY TABLES OF PROGRAMS

Key		
	Whole School	
		Presentation
		
		Activity

Topic	K-Gr3	Gr. 4-6	Gr. 7-8	Gr. 9-12
<b>Bullying Prevention</b>	Making Character Count 	Making Character Count 	Making Character Count 	Kids Help Phone 
	Harmony Movement 	Harmony Movement 	Harmony Movement 	Teen Issues Day (Speak Up Grant project) 
	Moodle – Safe Schools’ lesson 	Moodle – Safe Schools’ lesson 	Moodle – Safe Schools’ lesson 	Anonymous suggestion Boxes 
	Girls INC. of Durham 	Anti-Bullying	Anti-Bullying 	SLAM 
	Anonymous suggestion Boxes 	Girls INC. of Durham 	Girls INC. of Durham 	
	Creation of School Bully Prevention Bookmarks 	Youth Centre School 	Youth Centre School 	
	Creation of Whole School Wordle Poster 	Anonymous suggestion Boxes 	Teen Issues Day” (Speak Up Grant project) 	
	The Ant Show: Helping Out And Goals and Book Those Shoes 	Creation of School Bully Prevention Bookmarks 	Anonymous suggestion Boxes 	
		Creation of Whole School Wordle Poster 	Creation of School Bully Prevention Bookmarks 	
		DRPS Community Liaison Officer Presentations 	DRPS Community Liaison Officer Presentations 	
<b>Healthy Relationships</b>	Weekly Restorative Circles 	Weekly Restorative Circles 	Weekly Restorative Circles 	Kids Help Phone 
	Healthy Youth Relationships 	Healthy Youth Relationships 	Healthy Youth Relationships 	Teen Issues Day (Speak Up Grant project) 
	Girls INC. of Durham 	Girls INC. of Durham 	Girls INC. of Durham 	
	We Club Those Shoes 	Lululemon Athletica Goal Setting Workshop 	Lululemon Athletica Goal Setting Workshop 	
		Youth Centre School 	Youth Centre School 	
		Partnership with Big Brothers Big Sisters Go Girls! 	Teen Issues Day (Speak Up Grant project) 	
		Partnership with Big Brothers Big Sisters Go Girls! 		
	We Club 		We Club 	

# SUMMARY TABLES OF PROGRAMS


















Key		
 Whole School	 Presentation	 Activity

Topic	K-Gr3	Gr. 4-6	Gr. 7-8	Gr. 9-12
<b>Drug Prevention</b>			THE COUNCIL ON DRUG ABUSE (CODA) 	THE COUNCIL ON DRUG ABUSE (CODA) 
			DRPS Community Liaison Officer Presentations 	Teen Issues Day (Speak Up Grant project) 
			Teen Issues Day" (Speak Up Grant project) 	
<b>Equity</b>	Weekly Restorative Circles 	Weekly Restorative Circles 	Weekly Restorative Circles 	"I AM WHO I AM" 
	"I AM WHO I AM" 	"I AM WHO I AM" 	"I AM WHO I AM" 	Teen Issues Day (Speak Up Grant project) 
	Community Living Durham North 	Durham Family Court Clinic 	Durham Family Court Clinic 	
		Community Living Durham North 	Teen Issues Day" (Speak Up Grant project) 	
		Star Club 	Community Living Durham North 	
			Star Club 	
<b>Character Education</b>	Making Character Count 	Making Character Count 	Making Character Count 	Teen Issues Day (Speak Up Grant project) 
	Weekly Restorative Circles 	Weekly Restorative Circles 	Weekly Restorative Circles 	
	Canadian Paralympics Committee – Paralympic Sports Week 	Canadian Paralympics Committee – Paralympic Sports Week 	Canadian Paralympics Committee – Paralympic Sports Week 	
	Inside Out Character and the Hero Program 	Inside Out Character and the Hero Program 	Inside Out Character and the Hero Program 	
	Respect Assembly 	Light Up Your World 	Light Up Your World 	
		Respect Assembly 	Respect Assembly 	
		ROOTS of Character 	ROOTS of Character 	
<b>Health Sexuality</b>		Body Image Workshop 	Body Image Workshop 	Kids Help Phone 
		Durham Family Court Clinic 	Durham Family Court Clinic 	Teen Issues Day (Speak Up Grant project) 
			Teen Issues Day" (Speak Up Grant project) 	

# SUMMARY TABLES OF PROGRAMS

Key

 Whole School     Presentation     Activity





Topic	K-Gr3	Gr. 4-6	Gr. 7-8	Gr. 9-12
<b>Mental Health</b>		<a href="#">Durham Family Court Clinic</a> 	<a href="#">Durham Family Court Clinic</a> 	<a href="#">Kids Help Phone</a> 
		<a href="#">Partnership with Big Brothers Big Sisters Go Girls!</a> 	Teen Issues Day ( <a href="#">Speak Up Grant project</a> ) 	Teen Issues Day ( <a href="#">Speak Up Grant project</a> ) 
			<a href="#">Partnership with Big Brothers Big Sisters Go Girls!</a> 	
<b>Internet Safety</b>	Learning Modules Assembly 	Learning Modules 	Learning Modules 	Teen Issues Day ( <a href="#">Speak Up Grant project</a> ) 
		<a href="#">Durham Family Court Clinic</a> 	<a href="#">Durham Family Court Clinic</a> 	
			Teen Issues Day ( <a href="#">Speak Up Grant project</a> ) 	
		DRPS Community Liaison Officer Presentations 	DRPS Community Liaison Officer Presentations 	DRPS Community Liaison Officer Presentations 










## Appendix 2



### Supplemental Programs




Best Practice	Topic	Submitting School(s)		Practice Summary	Evidence Of Success
<p><b>Body Image Workshop</b></p> <p>Pickering Youth Centre 360 Bayly St. West Unit 5 Ajax Contact Name: Kelly Ng</p> 	<p>Relationships</p> <p>Sexuality</p>	E.B. Phin P.S.	<p>Grade level:</p> <p>6, 7, 8</p>	<p>The Pickering Youth Centre provides a video presentation as well as a large group discussion on the subject matter.</p> <p>They tailor the presentation towards your schools' needs. There are opportunities to share and discuss feelings. It brings awareness to a subject that is on students' minds.</p> <p>The video touches on homosexuality. Some pictures were similar to those seen in advertisements on TV and magazines. It contains valuable material for discussion but some classes may need to be prepped in advance.</p> <p>Cost: \$ Free</p>	<p>Written responses on the presentation and many students commented that they feel comfortable knowing they are not alone.</p>
<p><b>Anti-Bullying</b></p> <p>kidshelpphone.ca Contact Name David Holmes 416-586-5437 Ext 8349</p> 	<p>Bullying Prevention</p>	A.G. Bell P.S.	4-8	<p>In the process of developing a student lead anti-bullying program</p> <p>Student Leadership opportunity</p> <p>Increase knowledge and understanding</p> <p>No additional work for teacher</p> <p>Born out of the Connect with Character Conference at the Board</p> <p>Different Approach to addressing bullying</p> <p>First year of the program targeted Grade 4</p> <p>Grade 4-8 based on identified need</p>	<p>School Climate Survey</p>
<p><b>Bus Embarkation Procedures</b></p> <p>Contact Local Transportation Company</p> 	<p>Safety</p>	<p>Lincoln Alexander P.S.</p>	All	<p>Safe Departure of bussed students is ensured by attendance taken on the bus and supervision of students after boarding</p> <p>Accountability safety and security</p> <p>Requires personnel i.e. teachers and EA's</p>	<p>Increase in school safety</p>
<p><b>Canadian Paralympics Committee – Paralympic Sports Week</b></p> <p><a href="http://www.paralympic.ca">www.paralympic.ca</a> Presenter – Shane Smith Stuart McReynolds Senior Coordinator, Education Programs 225 Metcalfe Street, Suite 310, Ottawa, ON, K2P 1P9 Phone 613-569-4333 ext.244 Fax: 613-569-2777 smcreynolds@paralympic.ca</p> 	<p>Character Education</p>	<p>John Dryden P.S.</p>	<p>Grade level:</p> <p>JK-Gr.8</p>	<p>Shane is a wheelchair athlete who provides motivation to persevere in sports and life.</p> <p>Connection to the Abilities Centre in Whitby is pivotal in creating acceptance for all in our lives.</p> <p>Presented around the Character Education Traits and values with emphasis on the ability to do anything in life.</p> <p>Students enjoyed a gym class after the one hour presentation with Shane and discover how to play wheelchair basketball.</p> <p>Very well received, and follow-up with fundraising for The Ability Centre in Whitby makes a good connection to our community.</p> <p>Book Early - Cost Free</p>	

<p><b>Community Liaison Officer</b>  <a href="mailto:zfrench@drps.ca">zfrench@drps.ca</a>  Contact Name Zoe French</p> 	Drugs	Lakeside P.S.	7-8	<p>Constable French did an overview of the harmful effects of drugs and how it relates to the law</p> <p>Students were not aware of all of the harmful substances in marijuana and how they can affect their daily living. Kids were also not aware that it was against the law and an infraction for which they can be suspended.</p> <p>Cost: Free</p>	
<p><b>Durham Family Court Clinic</b>  <a href="http://www.dfcc.org">www.dfcc.org</a></p> 	Bullying Prevention, Violence, Equity, Gangs, Internet Safety, Relationships, Mental Health, Sexuality, Homophobia, Racism	Pierre Elliott Trudeau P.S. Eagle Ridge P.S. Julie Payette P.S.	7-8 Intermediate	<p>The Durham Family Court Clinic is an organization which provides workshops and presentations, primarily for older students.</p> <p>The presentations were well-received by students and staff.</p> <p>DFCC caters the workshops to meet the Learning Intentions of the school. Presentations included the 4 Rs of Bullying Prevention, as outlined by the Safe Schools Committee during Bully Prevention Week</p> <p>They also provide sessions to support social issues.</p> <p>Discusses difficult topics honestly and confidently.</p> <p>Excellent rapport with students.</p> <p>Very explicit, with regard to language.</p>	<p>Reduction in internet/Facebook issues reported to administration over previous year.</p> <p>Feedback from students very positive.</p>
<p><b>Girls INC. of Durham</b>  905-428- 8111  Contact Name Tracey McCannell  1-398 Bayly St. W., Ajax  <a href="http://www.girlsince-durham.org">www.girlsince-durham.org</a></p> 	Bullying Prevention Positive Peer Relationships Peer Pressure	Eagle Ridge P.S. Meadowcrest P.S. Lincoln Ave P.S.	1-8 Girls	<p>Girls INC. of Durham provides incredible support and knowledge to address girl issues.</p> <p>Girls INC. is a non-profit organization that empowers girls to believe in themselves. Girls Inc. provides in school programs which address a variety of school based issues.</p> <p>The program is self-sufficient and they build a strong sense of confidentiality. They will not alert administrators to issues that are discussed unless necessary.</p> <p>Girls Inc. works with the school to tailor the program to meet specific needs of the school.</p> <p>Targeting grade 1-2 girls to develop appropriate social relationships</p> <p>\$ 600 per 8 week session</p> <p>Price is negotiable</p>	<p>We have witness a decrease in girl bullying.</p> <p>Reduced incidents of conflicts between female students. Complimented and supported school initiatives to reduce incidence of bullying.</p>
<p><b>Inside Out Character and the Hero Program</b>  Contact: Anne Marie Lee  Executive Assistant  The HERO Club- Errol Lee  <a href="mailto:annemarie@errollee.com">annemarie@errollee.com</a>  <a href="http://www.errollee.com">www.errollee.com</a></p> 	Character Education	John Dryden P.S.	Grade level: JK-8	<p>Errol is a dynamic presenter for Primary and Junior Grades who provides music along with the message. Discussion with students follows the program.</p> <p>Message are about honesty, empathy, respect and optimism through his HERO program and embedded in the music.</p> <p>Good for school wide bully-free initiatives.</p> <p>Well received by teachers and used booklets in class.</p> <p>Cost: \$900.00</p>	
<p><b>Kids Help Phone</b>  <a href="http://www.kidshelpphone.ca">www.kidshelpphone.ca</a>  Contact Name David Holmes</p>	Bullying Prevention Violence Prevention,	Pickering H.S.	9	<p>Kids Help Phone presentations focus on encouraging teens to talk about things that are troubling them and how to access resources. Many students have heard about</p>	<p>Student feedback is positive</p> <p>A number of</p>




<p>416-586-5437 Ext 8349</p> 	<p>Relationships, Mental Health, Sexuality</p>			<p>Kids Help Phone and the number is widely published, but students are not fully aware of the process.</p> <ul style="list-style-type: none"> <li>• Assembly to all grade 9's in the fall</li> <li>• Two presenters</li> <li>• Personal experiences discussed</li> <li>• Role Play incorporated, and scenarios discussed</li> <li>• Process reviewed</li> <li>• Visual and auditory presentation</li> <li>• Student questions and answers throughout</li> <li>• Provided students with information about the process</li> <li>• Explained who the people who they would speak to are</li> <li>• Explained the confidentiality of the service</li> </ul> <p>Cost: Honorarium \$50-100</p>	<p>Students spoke to presenters and teachers after.</p>
<p><b>Light Up Your World (LUYW)</b> <a href="http://www.LightUpYourWorld.org">www.LightUpYourWorld.org</a> Contact Name: Lisa Sanchez</p> 	<p>Character</p>	<p>Ormiston Public School C.E. Broughton P.S.</p>	<p>Grade level: Intermediate</p>	<p>LUYW is a tool used for bringing transformation to individual lives, classrooms and schools. It teaches students how to be world changers.</p> <p>LUYW helps kids to understand what to do rather than telling them what not to do.</p> <p>LUYW includes three, one and a half hour sessions per class. Training is provided in "Values, Choices and Goal Setting, followed by an assembly and possible lunchtime session for boys.</p> <p>Lisa and Miguel Sanchez provide opportunities for students to reflect on their own values, and learn how to impart that to others.</p> <p>Very interactive, engaging sessions which tie in with Character Education and making classes and the school a better place.</p> <p>Very powerful messages.</p> <p>This program is delivered worldwide.</p> <p>LUYW is a great lead-in for ROOTS of Character.</p> <p>Cost: \$500.00 on average, to cover costs of booklets.</p> <p>There is currently no charge for the program and leaders</p>	<p>Many students open up about their lives with the leaders and their teachers after/during the sessions.</p>
<p><b>Lululemon Athletica Goal Setting Workshop</b> Scarborough Town Centre 300 Borough Drive Scarborough, 416.290.5600 Contact Name: Kelsey Mcgroaty</p> 	<p>Relationships</p>	<p>E.B. Phin P.S.</p>	<p>Grade level: 7, 8</p>	<p>Lululemon Athletica provides a Power Point Presentation as well as a large group workshop.</p> <p>Opportunity for students to set S.M.A.R.T goals for themselves. Students made short term and long term goals (1, 5, 10 years) in health, work and personal aspects of their lives. Students also share goals during the workshop.</p> <p>The presentation is an hour in duration. Only a rough draft of their goals can be created during the presentation. Other work periods are required to create a finished product.</p>	

				Cost: Free	
<b>Respect Assembly</b> Contact Name K. Park K. Beurque 	Character	Westney Heights P.S.,	All	Follows Character Education, and includes a student leadership component  Cost: Free	Fewer office referrals  Happy students  Engaged intermediates
<b>Review of Bus Safety</b> <a href="http://www.dsts.on.ca/">http://www.dsts.on.ca/</a> <a href="http://uxbridgeps.ddsbschools.ca/">http://uxbridgeps.ddsbschools.ca/</a> Kim Briggs DURHAM STUDENT TRANSPORTATION SERVICES (DSTS) Uxbridge Public School 	Safety (School Bus)	Uxbridge Public School	Grade level: All  Comments:	Durham Student Transportation Services (DSTS) provides transportation for D DSB students  DSTS supported Uxbridge in a review of school bus loading and unloading. Recommendations and changes were made to facilities, traffic flow, bus drop off and pick up locations, bus identification, bus routes, and student routines.  The review and recommendations were a result of participation from partners including Durham Police, The Town of Uxbridge, DSTS, and Uxbridge Public School.  Cost: Free	The review, recommendations, and changes have created a safe bus zone for loading and unloading. There have been no incidents with student safety and only two students have missed bus pick up in the last four months.
<b>Youth Centre</b> Program and Individual Support <a href="http://www.theyouthcentre.ca">www.theyouthcentre.ca</a> 	Bullying Prevention, Violence Prevention, Equity, Gangs, Internet Safety, Relationships, Mental Health, Sexuality	Eagle Ridge P.S.	7-8	An outstanding community resource that supports both social programs, issues in school and individual needs.  Cost:Free	
<b>“Teen Issues Day”</b> <b>(Speak Up Grant project)</b> Various speakers from Durham social agencies (police, mental health, etc.) 	Bullying Prevention, Violence Prevention, Equity, Gangs, Internet Safety, Relationships, Mental Health, Sexuality, Internet Drug	Cartwright HS	Grade level: 9 to 12	Each agency had one period in which to speak <ul style="list-style-type: none"> <li>• Students chose the topics to be presented</li> <li>• Students chose what seminars to attend</li> <li>• Presenters dealt with sensitive issues directly and effectively</li> </ul> Having guest speakers present the material was effective because they were experts in their field. All students were engaged and asked lots of questions to the presenters. The presenters also enjoyed their day.  Very successful; students chose which seminars to attend and gave very positive feedback.  Cost: \$ 1,000.00	No formal survey but informal comments from students, staff and presenters was all positive.

<p><b>Anonymous suggestion Boxes</b></p> 	Bullying Prevention	Romeo Dallaire	All	\$40	
<p><b>Community Living Durham North</b>  Tracy McGarry  905-985-8511 ext. 227  <a href="mailto:tracy@communitylivingdurhamnorth.ca">tracy@communitylivingdurhamnorth.ca</a></p> 	Equity	Thorah Central P.S.	Grade level: Gr. 1-8	<p>Community Living Durham North has an interactive board game called <i>Spinclusion</i> which gives students the opportunity to think about how their actions can affect people's feelings as well as come up with solutions to various issues including physical adversities, disabilities, and bullying.</p> <p>Promoted acceptance for people with different needs and abilities.</p> <p>No additional work for teachers.</p> <p>Excellent resource to help teach inclusion and diversity in the classroom.</p> <p>Cost: FREE</p>	
<p><b>Creation of School Bullying Prevention Bookmarks</b></p> 	Bullying Prevention	Pierre Elliott Trudeau P.S.	Grade level: All grades	<p>The Bookmark Contest provides an opportunity for all students to have a voice and declare what they can do to keep the school bully-free.</p> <p>The winning bookmarks (one for primary, one for junior and one for intermediate division) were reproduced and given to students in their report cards.</p> <p>ALL bookmarks were made into a collage by the student members of the Safe Schools Committee.</p> <p>All students had the opportunity to enter the contest. The activity provided students with the opportunity to make a statement through art.</p> <p>A template with instructions and bookmark dimensions was provided to every teacher to distribute to students.</p> <p>It took students a week to complete a collage of all bookmarks.</p> <p>It cost the school approximately \$60.00 to reproduce 580 bookmarks for the students. Creative Services does excellent work!</p> <p>The contest was advertised in the School newsletter.</p>	
<p><b>Creation of Whole School Wordle Poster</b></p> 	Bullying Prevention	Pierre Elliott Trudeau P.S.	Grade level: All	<p>Each class completed a Wordle with statements indicating what they would do to keep the school Bully-Free. The Wordles were combined into one</p> <p>A 22" by 42" poster was created.</p> <p>Each classroom's poster was represented in the whole-school poster. The activity also provided an opportunity for the use of technology.</p> <p>Teachers should know how to create a Wordle on the computer before completing this activity.</p> <p>Creative Services charged \$6.00 to organize 24 individual wordless onto a 22" by 42" sheet.</p>	

<p><b>Partnership with Big Brothers Big Sisters</b>  <b>Go Girls!</b>  15585 Simcoe St Port Perry, ON  L9L 1M3  Cheryl Holmes 905-985-3733</p> 	<p>Mental Health, Relationships</p>	<p>Prince Albert PS</p>	<p>Intermediate Girls</p>	<p>Big Brothers Big Sisters facilitated a number of programs in the school which spanned grade levels, addressed confidence and resiliency.</p> <p>Big Brothers and Big Sisters listened to the needs of our students and provided volunteers and CYW students on practicum.</p> <p>Valued partnership from both school and community perspectives.</p> <p>Mentoring Through Literacy – Primary</p> <p>1:1 Mentoring – variety of age levels / specific match of mentors with individual students</p> <p>Cost Free</p>	<p>Varies by program</p>
<p><b>ROOTS of Character</b>  <a href="mailto:glogarvie@gmail.com">glogarvie@gmail.com</a>  Contact Name:  Gloria Garvie</p> 	<p>Character</p>	<p>Ormiston Public School</p>	<p>Grade level: Intermediate</p>	<p>This is best preceded by “Light Up Your World”</p> <p>ROOTS is a school-based program that challenges and encourages girls to become young women of character. Meetings occur during one lunch hour per week and are facilitated by trained female volunteers who have a passion for mentoring young women. World-changer projects provide a focus into the wider community.</p> <p>Over time, reluctant girls find their voices and learn to turn outward to help others so that they can empower themselves</p> <p>Girls learn to support, rather than destroy each other through social media, rumour, and “mean girls” actions. This program is especially helpful for those who are not totally engaging in all that our schools have to offer.</p> <p>\$1.00/student for snacks each week</p> <p>\$50.00 for miscellaneous items (note cards, wrapping for gifts)</p> <p>There is currently no charge for the program and leaders.</p>	<p>Positive impact on all participants</p>
<p><b>SLAM</b></p> 	<p>Bullying Prevention</p>	<p>Donald A. Wilson SS  Henry St. H.S.</p>	<p>Grade level: 9</p>	<p>Student Leadership and Mentoring (SLAM) provides peer role modeling and ongoing resources and support.</p> <p>SLAM follows up with resources and training for current social issues important to students.</p> <p>There is a careful selection, training and monitoring process of our existing and future student leaders.</p> <p>Creates a smooth transition from elementary school to high school. Mentoring established in this program extend beyond the school to the larger community.</p> <p>SLAM is an effective tool to disseminate crucial information about ongoing school initiatives to the grade 9 population.</p> <p>SLAM leaders offer a wealth of information allowing guidance to be proactive in dealing with potentially volatile social issues.</p> <p>SLAM establishes a school culture that works together to create a positive, safe and welcoming place of learning.</p> <p>Cost: Free</p>	<p>Feedback forms complete by student and staff provide a high level of support and buy-in for the initiative.</p> <p>SLAM leaders act as UPSTANDERS by referring observed incidents of bullying to guidance as necessary.</p>



<p><b>Star Club</b></p> 	Equity Relationships	Vaughan Willard P.S.	Grade level: All	<p>This club looks closely at many issues to promote and ensure equity throughout the school.</p> <p>Student leaders coordinate activities and programs for other students.</p> <p>If chosen to attend Board STAR camp, there are fees.</p>	
<p><b>The Ant Show: Helping Out Goals and Book Those Shoes</b></p> <p>Practice: Teaching empathy to primary classes</p> <p>Learn 360 Medianet DDSB</p> 	Bullying Prevention	Rosebank Road P.S.	Grade level: Primary classes	<p>The Ant Show and the book provide concrete examples of bullying and empathy allowing students to relate to them.</p> <p>They follow-up on lessons taught in our Character Education focus on bullying prevention and empathy.</p> <p>Good resources to promote a discussion around bullying prevention and empathy with younger students.</p> <p>They are easy lessons to implement in the classroom and they provide many discussion points to use as a follow-up.</p> <p>Students can see what bullying is by watching the video and listening to the book. They can come up with ways the situations could be handled differently.</p> <p>Cost : Free</p>	Reduced incidents of students being bullied at school and students have demonstrated more empathy for each other at school and particularly on the playground
<p><b>We Club</b></p> <p><a href="http://www.metowe.com/">http://www.metowe.com/</a></p> 	Relationships	Vaughan Willard Public School	Grade level: All	<p>This club designed for junior and intermediate students engages in a variety of activities to promote awareness of issues around social justice for all students throughout our school.</p> <p>Helps students think beyond themselves and consider others in the our school community, local community as well as gain a global perspective.</p>	

**Appendix 3**  
**School Templates**  
**Whole School**

(PDF fillable form)

WHOLE SCHOOL

COORDINATING  
COMMITTEE

PRE & POST EVALUATION

TRAINING

ESTABLISH SCHOOL  
EXPECTATIONS REGARDING  
BEHAVIOUR

SUPERVISION

KICK OFF EVENT

INVOLVEMENT OF PARENTS  
& COMMUNITY

SCHOOL DESIGNED OR  
EVIDENCE BASED  
PROGRAM

CLASSROOM

COORDINATING  
COMMITTEE

PRE & POST EVALUATION

TRAINING

ESTABLISH SCHOOL  
EXPECTATIONS REGARDING  
BEHAVIOUR

SUPERVISION

KICK OFF EVENT

INVOLVEMENT OF PARENTS  
& COMMUNITY

SCHOOL DESIGNED OR  
EVIDENCE BASED  
PROGRAM

INDIVIDUAL

COORDINATING  
COMMITTEE

PRE & POST EVALUATION

TRAINING

ESTABLISH SCHOOL  
EXPECTATIONS REGARDING  
BEHAVIOUR

SUPERVISION

KICK OFF EVENT

INVOLVEMENT OF PARENTS  
& COMMUNITY

SCHOOL DESIGNED OR  
EVIDENCE BASED  
PROGRAM

## COMMUNITY

COORDINATING  
COMMITTEE

PRE & POST EVALUATION

TRAINING

ESTABLISH SCHOOL  
EXPECTATIONS REGARDING  
BEHAVIOUR

SUPERVISION

KICK OFF EVENT

INVOLVEMENT OF PARENTS  
& COMMUNITY

SCHOOL DESIGNED OR  
EVIDENCE BASED  
PROGRAM

Summary (PDF self-filling form)

	<u>WHOLE SCHOOL</u>	<u>CLASSROOM/GROUPINGS</u>	<u>INDIVIDUAL</u>	<u>COMMUNITY</u>
<u>COORDINATING COMMITTEE</u>				
<u>PRE &amp; POST EVALUATION</u>				
<u>TRAINING</u>				
<u>ESTABLISH SCHOOL EXPECTATIONS REGARDING BEHAVIOUR</u>				
<u>SUPERVISION</u>				
<u>KICK OFF EVENT</u>				
<u>INVOLVEMENT OF PARENTS &amp; COMMUNITY</u>				
<u>SCHOOL DESIGNED OR EVIDENCE BASED PROGRAM</u>				



## Appendix 4

### Finding Your Starting Point—The School Assessment Checklist

The School Assessment Checklist contains items that address four components of safe schools policies and procedures, interventions, prevention programs and school climate. The five-point scale corresponds to the three stages of change and two transition stages between them. The checklist will assist you to identify your school's needs in each area and through the use of the scoring guide will assist you to identify which stage of change best describes your school's progress in these four key areas. The profile of your school developed through scoring the School Assessment Checklist should assist you to identify areas where you need to focus your attention, as well as areas that you need to take time to enhance and celebrate.

#### **Purpose of the Checklist**

The checklist is a tool to gather information about your school across a variety of safe school areas such as the presence of safe school intervention strategies and the knowledge of safe school policies by staff and students. It has been designed to guide discussion and thinking at your school about the quality and nature of the strategies in place that contribute to a safe school.

#### **How To Complete The Checklist**

There are several ways to complete the School Assessment Checklist. Your choice of method will depend on many factors including expertise, interest, student and community involvement, time commitments, previous experience with completion of checklists, and urgency of need.

There are different methods for completing the checklist. One person can complete the checklist. The principal (or another lead educator) with extensive knowledge of the school, may wish to complete the checklist on his/her own as a beginning point for discussion at the school. The benefit of this approach is efficiency. This approach has its limitations in that support for change will be greater if all interested parties contribute to the discussion and identification of the next steps.

An alternative method is to have multiple people complete the checklist and build consensus on the results. For example, the school team could be convened and each team member provided with a copy of the checklist. Then in a consensus building exercise team members arrive at an agreed upon response to each of the checklist items. One summary checklist is then generated based on this consensus. This process will lead to a higher level of awareness among informants as individuals explain their points of view. Although it takes more time than completion by a single informant, it will help build momentum and commitment through the engagement process.

A third approach that you may use with a group is to have each member complete the checklist and then compile the results to get an average for each response. This method provides more representative data than can be generated by one informant, but does not confer the same motivational benefit as the consensus-building approach. In addition, this approach provides a range and variability of views. Of particular interest with this method is the identification of areas where there is the most variability as there will need to be some reconciliation of views before action planning can ensue.

## STEP 1 – Review the Stages of Change

In the Stages of Change model, there are three stages with transitions between each stage. Below is a description of each stage and its key characteristics. Please read this section carefully before completing the questionnaire.

Stage	Name	Description
<b>Stage One</b>	<i>Developing Awareness</i>	<p><b>Characteristics of this stage include the following:</b> Small number of people involved; the school responds to crisis; violence prevention is generally low profile; resources are not identified.</p> <p><b>The following actions and attitudes characterize this stage:</b> Naming the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.</p> <p><b>Programs associated with this stage:</b> Videos, assemblies, motivational speakers, one-time events.</p>
<b>Moving to Stage Two</b>	<i>Transition stage</i>	While some of the characteristics of stage one are still present, there is some movement toward stage two.
<b>Stage Two</b>	<i>Planning and Responding</i>	<p><b>Characteristics of this stage include the following:</b> More educational partners involved; higher profile for violence prevention activities; more people understand the issues; efforts still depend on outside resources.</p> <p><b>The following actions and attitudes characterize this stage:</b> Engaging; developing; implementing; meeting; reinforcing; creating; modifying; training staff; planning; understanding the problem and making the links to gender, race or vulnerabilities; developing action plans; wanting to involve all stakeholders; being hopeful about potential for change; accepting challenges.</p> <p><b>Programs associated with this stage:</b> Kelso’s Choices, Character Education, partial implementation of other comprehensive programs. Programs are additional to the curriculum.</p>
<b>Moving to Stage Three</b>	<i>Transition stage</i>	While some of the characteristics of stage two are still present, there is some movement towards stage three.
<b>Stage Three</b>	<i>Educating and Leading</i>	<p><b>Characteristics of this stage include the following:</b> The majority of education partners are involved. The school community is strongly supportive. Violence prevention is high profile in the school and well recognized. The school is generating resources to be shared.</p> <p><b>The following actions and attitudes characterize this stage:</b> Consolidating; leading; enhancing; staff-to-staff mentoring; student-to-student mentoring; sharing; evaluating; reviewing; celebrating; recognizing; rewarding; sustaining; taking responsibility for the problem; being comfortable with all stakeholders at the table; not needing to cover-up problem areas; willing to share expertise</p> <p><b>Programs associated with this stage:</b> Fourth R and other programs are embedded in the curriculum.</p>

## STEP 2 – COMPLETE The School Assessment Checklist

Please identify the Stage of Change that characterizes your school for each item. Place a ✓ under the Stage that corresponds to each item. In order to identify safe school strategies that address your school's unique needs, it is important to answer the questions accurately and honestly. The completion of this Checklist by different stakeholders may be useful in gathering information about your school. Please note that the words in the items such as "know" and "recognize" have been carefully thought out to reflect the stages of change model. Staff refers to all adults in the school.	Stage 1	Transition to Stage 2	Stage 2	Transition to Stage 3	Stage 3
1. Students know the expectations of a safe school environment.					
2. Staff maintains a high level of visibility in the halls and school yard.					
3. Staff recognize that harassment and bullying are important issues for schools to address.					
4. Parents recognize that harassment and bullying are important issues for schools to address.					
5. Students recognize that harassment and bullying are wrong.					
6. Violence prevention issues are addressed in school newsletters and web sites.					
7. The school has a collection of violence prevention resources that are used regularly by staff.					
8. The school provides healthy sexuality, alcohol, and drug prevention programs.					
9. New staff, students, and parents are mentored as future leaders.					
10. Students are aware of the importance of school-based violence prevention initiatives.					
11. Students have an opportunity to participate in violence prevention initiatives.					
12. Violence prevention and safe school initiatives are well integrated into all aspects of school life.					
13. Violence prevention initiatives are integrated into the curriculum.					
14. Staff participate/have participated in violence prevention training.					
15. Students, staff, and parents meet regularly to keep issues of violence prevention moving forward.					
16. Staff are committed to implementing all recent board and Ministry of Education safe school policies.					
17. There is a protocol in place to allow students and parents to report incidents of bullying/harassment without fear of retaliation.					
18. The school makes efforts to share its violence prevention protocols with parents and other schools.					
19. Parents understand safe school policies and procedures.					
20. The Code of Conduct is well known by staff, students and parents.					
21. Staff consistently enforce the existing Code of Conduct.					
22. The Code of Conduct meets the needs of the diverse student population.					
23. Staff members are confident and comfortable intervening in harassment and bullying incidents.					

Please identify the Stage of Change that characterizes your school for each item. Place a ✓ under the Stage that corresponds to each item. In order to identify safe school strategies that address your school's unique needs, it is important to answer the questions accurately and honestly. The completion of this Checklist by different stakeholders may be useful in gathering information about your school. Please note that the words in the items such as "know" and "recognize" have been carefully thought out to reflect the stages of change model. Staff refers to all adults in the school.	Stage 1	Transition to Stage 2	Stage 2	Transition to Stage 3	Stage 3
24. When harassment and bullying reports are received, follow-up addresses the needs of both victims and perpetrators.					
25. A suspension re-entry program is established protocol for students suspended for violence.					
26. Students are trained and have an opportunity to use their non-violent conflict resolution skills.					
27. Information is readily available on how and where students can get help (e.g., in posters and planners).					
28. Both parents and students feel confident that reported incidents of violence will be addressed consistently by staff.					
29. Staff regularly describe, model, and reward respectful behaviour.					
30. Equity, social justice and other student clubs that support a safe school and promote respect and tolerance are well received by					
31. The physical plant is clean and well-cared for (e.g., graffiti are removed from the walls immediately).					
32. Staff recognize the underlying social factors associated with violence at school.					
33. Staff, students, and parents are actively involved on the safe schools committee (recommended in <i>Shaping Safer Schools, 2005</i> ).					
34. The school is actively engaged in activities that encourage a sense of belonging and build school pride.					
35. Parents support violence prevention initiatives.					
36. The School Council see themselves as having an important role in violence prevention.					
37. Representatives of community agencies regularly make presentations on violence prevention issues in the school.					
38. Representatives of community agencies regularly attend and contribute to the safe schools committee.					
39. The Student Council supports violence prevention initiatives in the school.					
40. Students take initiative to access information and resources and actively participate in safe schools programs.					
41. The school recognizes and/or celebrates positive contributions to violence prevention efforts.					

**Questions:**

1. Identify your key safe schools initiatives. Which are most successful? Explain.
2. Share one success story or highlight an initiative taking place at your school that you are proud of.

### Step 3 – Determine Your School’s Scores

Using the information generated by completing and scoring the checklist, you can identify the stage of change that best describes your school’s progress in each of the areas. Once you have identified the areas that may need some attention, you will be able to generate a more tailored action plan.

#### How To Score the Checklist

Your completed Checklist describes your school’s stage of change for each of the four areas – Prevention, Policy and Procedures, Intervention, and School Climate. Please complete the score exercise below in order to get a more complete picture and to identify the next steps for your school.

For each of the four areas count the number of check marks in each column.

Multiply the total for each column by 1, 2, 3, 4 or 5 as shown below.

Add the 5 scores to get a total score for each area.

Transfer the total score for each area to the Stage of Change Profile (see next page)

#### **PREVENTION** (checklist items 1 to 15)

#### **Score**

Number of checks in column 1 (Stage 1) = \_\_\_ times 1 = \_\_\_

Number of checks in column 2 (Trs to 2) = \_\_\_ times 2 = \_\_\_

Number of checks in column 3 (Stage 2) = \_\_\_ times 3 = \_\_\_

Number of checks in column 4 (Trs to 3) = \_\_\_ times 4 = \_\_\_

Number of checks in column 5 (Stage 3) = \_\_\_ times 5 = \_\_\_

**TOTAL SCORE for Prevention:** \_\_\_

#### **POLICY AND PROCEDURES** (checklist items 16 to 22)

#### **Score**

Number of checks in column 1 (Stage 1) = \_\_\_ times 1 = \_\_\_

Number of checks in column 2 (Trs to 2) = \_\_\_ times 2 = \_\_\_

Number of checks in column 3 (Stage 2) = \_\_\_ times 3 = \_\_\_

Number of checks in column 4 (Trs to 3) = \_\_\_ times 4 = \_\_\_

Number of checks in column 5 (Stage 3) = \_\_\_ times 5 = \_\_\_

**TOTAL SCORE for Policy and Procedures:** \_\_\_

#### **INTERVENTION** (checklist items 23 to 28)

#### **Score**

Number of checks in column 1 (Stage 1) = \_\_\_ times 1 = \_\_\_

Number of checks in column 2 (Trs to 2) = \_\_\_ times 2 = \_\_\_

Number of checks in column 3 (Stage 2) = \_\_\_ times 3 = \_\_\_

Number of checks in column 4 (Trs to 3) = \_\_\_ times 4 = \_\_\_

Number of checks in column 5 (Stage 3) = \_\_\_ times 5 = \_\_\_

**TOTAL SCORE for Intervention:** \_\_\_

#### **SCHOOL CLIMATE** (checklist items 29 to 4)

#### **Score**

Number of checks in column 1 (Stage 1) = \_\_\_ times 1 = \_\_\_

Number of checks in column 2 (Trs to 2) = \_\_\_ times 2 = \_\_\_

Number of checks in column 3 (Stage 2) = \_\_\_ times 3 = \_\_\_

Number of checks in column 4 (Trs to 3) = \_\_\_ times 4 = \_\_\_

Number of checks in column 5 (Stage 3) = \_\_\_ times 5 = \_\_\_

**TOTAL SCORE for School Climate:** \_\_\_

## Step 4 – Stage of Change Profile

### IDENTIFY YOUR SCHOOL'S STAGE OF CHANGE PROFILE

Use this template to summarize your school's stage of change for each area and determine appropriate next steps.

Use a vertical line “|” to mark the total score from each of the 4 areas, place 4 vertical lines on the scales below. Note that the line may be between two numbers – that's okay. You are trying to get an overall picture of the stage of change currently identified at your school.

For example, if the total score for Prevention was 42, the line would be in the Prevention Stage 2 box (yellow).

Prevention	<b>15 23 30</b>	<b>38 45 53</b>	<b>60 68 75</b>
Policy and Procedures	<b>7 11 14</b>	<b>18 21 25</b>	<b>28 32 35</b>
Intervention	<b>6 9 12</b>	<b>15 18 21</b>	<b>24 27 30</b>
School Climate	<b>13 20 26</b>	<b>33 39 46</b>	<b>52 59 65</b>
	Stage 1	Stage 2	Stage 3

TAKEN FROM:  
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