

**Administrator's Resource for
Sustainable Strategies for Safe Schools**



Sustainable Strategies for Safe Schools

Sustainable Strategies for Safe Schools is a professional resource developed for principals and all stakeholders in school communities. The resource was developed by a team of leaders in education across Ontario.

The manual and CD are intended for use with your Safe Schools Committee and other school and community groups or as a professional development tool. We hope you find it an informative and useful resource.

Co-Directors

Dr. Claire Crooks

Dr. Peter Jaffe

Credits

This resource is the result of collaboration among the following three organizations:

The Centre for Children and Families in the Justice System
CAMH Centre for Prevention Science
Centre for Research and Education on Violence against Women and
Children, Faculty of Education, University of Western Ontario

and four school boards:

Limestone District School Board
Rainbow District School Board
Toronto District School Board
Thames Valley District School Board

Funding provided by the Ontario Trillium Foundation



“In order for there to be genuine sustainable change, one has to think about sustainable change at the outset, and develop a detailed plan for goals, their implementation and ongoing evaluation in advance.”

Dr. Peter Jaffe

Faculty of Education, University of Western Ontario
Academic Director, Centre for Research and Education on Violence against Women and Children
Director Emeritus, Centre for Children and Families in the Justice System

“This is a unique and informative resource for principals to use with Safe School Committees and School Councils, as well as other school and community groups, to support the implementation of school, board and Ministry safe school initiatives.”

Lisa Vincent

President
Ontario Principals' Council

The Project

Sustainable Strategies for Safe Schools, a three year project led by Dr. Peter Jaffe and Dr. Claire Crooks, was designed to help educators understand and bridge the gap between having programs that we know work, and having them implemented in an integrated and sustainable manner in every school in Ontario.

Researchers worked with 23 schools from 4 different school boards to develop a process that would assist school principals to understand and address their school's needs through the application of a stage-based model of change. Surveys and focus groups were used to consult with each school. As well, a checklist was developed for principals to assist them in identifying their school's needs and priorities to prevent violence and provide a safe and secure environment for their students.

As the researchers visited schools across the province, promising practices were identified. Principals were interviewed on the challenges and barriers they face in their efforts to develop and sustain violence prevention programs and strategies. The results of this research inform the video and CD included with this manual.

The research team extends thanks to the Ontario Trillium Foundation for sharing our vision to produce a practical, research-based resource for principals and educational leaders to assist them in developing sustainable safe school practices.

“It’s been an inspiration to work with so many dedicated educators across this province.”

Dr. Peter Jaffe

Faculty of Education, University of Western Ontario

The Package

This package is designed to assist groups of administrators, as well as superintendents, individual principals and vice principals, to establish practical and sustainable practices which enhance school safety. It is also meant to assist staff and community members to support those efforts.

The package provides an interactive video that describes a three-step stage-of-change model that was introduced to the 23 schools that participated in the project. Descriptions of the various practical strategies and programs established in those schools give the viewers insight into the process and nature of the activities being implemented around the province in order to establish sustainable practices which support school safety.

The video also provides key resource materials such as access to helpful websites, sample documents and surveys for use by the viewers.

This resource tool suggests strategies to accompany the use of the video whether the user is working alone or with a group. It contains a checklist to identify school needs that reflect the three stages of change outlined in the video, and a process designed to assist schools to move through these three stages.

“The ideas and solutions shared by the administrators in the video are great; they are practical and realistic to implement in any school.”

Doug Acton

Former President, Ontario Principals’ Council

Target Audiences

This package has been designed for board and school leaders to use as an individual staff development tool or as a discussion platform with a variety of audiences. As a discussion platform it is appropriate for use with any of the following groups.

- School Councils and parent groups
- Safe School Action Teams
- Staff
- Students
- Community partners and agencies
- Administrators

Things to Consider in Using the Video and the Manual

1. We recommend that you review the entire contents of the video before you begin to use it.
2. Depending on the audience you select and amount of time available, you can use the entire video or select pertinent sections.
3. You may choose to stop the video at any time in order to clarify, discuss or have participants complete an activity, or to review the resources available through the side bar links on each page.

“I really like being able to watch the video, pause it and immediately access informative resources such as sample documents and websites. This is a unique resource that is easy to use.”

Joanne Robinson, Senior Staff Consultant
Education Leadership Canada
Ontario Principals’ Council

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Requirements For The CD

This CD has an autorun handler that will boot the Sustainable Strategies for Safe Schools presentation automatically once inserted into a Windows-based computer.

To run the CD manually:

- a) Insert CD
- b) Click on the Start menu
- c) Select Computer or My Computer
- d) Click on the CD drive icon
- e) Double click on the file named SS4SS.exe

Due to the rich media that is incorporated in this interactive CD, a Pentium or higher processor is recommended with 500MB or more of RAM. The CD uses QuickTime video format and requires a current version of the QuickTime media player available at www.apple.com . Access to the internet and Adobe Acrobat viewer are required to take full advantage of the presentations resources.

School boards in Ontario do not have the same regulations regarding software available for administrator computers. If you have difficulty running the CD it can be accessed directly at www.crvawc.ca .

Outline of the CD

Section One: Introductory Montage

The Project

**Background
Introduction
Purpose**

Video Run Time: 3 minutes 40 seconds

Our students come from an environment where they may witness violence in the streets, our media, and in their homes. One of our greatest challenges as educators is to ensure that the learning environment is one in which the child feels safe. To accomplish this, schools are adopting violence prevention programs.

Dr. Peter Jaffe explains that, while it is encouraging to see how many violence prevention programs now exist, it is important to realize that violence prevention has to be more than individual programs; it has to be about sustainable change and ongoing commitment to make sure our schools are safe places to learn.

The process of creating sustainable change requires that you involve a number of partners and think about sustainable change as a multistage process, with particular needs being addressed at each stage. Matching specific strategies to each stage increases the likelihood of positive sustainable change.

“The initial multimedia clip is a major attention grabber. I could use this with any group, School Council, staff, parents and my Safe School Committee to engage us in a meaningful discussion around safe schools’ issues. Thanks for a great resource.”

Tony Jones, Principal
Sir Frederick Banting Secondary School
Thames Valley District School Board

Outline of the CD

Section Two: The Stages of Change Model

**Introduction
Stages of Change
Reflection and Checklist**

Video Run Time: 4 minutes 10 seconds

This section outlines a three-stage change model which has identifiable characteristics at each stage. These characteristics are grouped into three categories: general, actions and programs.

In stage one, a small number of school partners are involved, school safety is low profile, and resources are not identified. The actions and attitudes associated with a school in stage one include naming the problem, assessing the situation, auditing the physical plant and facilities, and investigating potential partners, programs and resources. Most safe school initiatives are only one time events with little or no follow up.

In stage two a few key partners are involved in their safe school committee, and violence prevention has a high profile in the school. The actions and attitudes that identify a stage two school include developing strategies and programs, engaging more partners, and making staff training a priority. While safe school initiatives are important, only a few are embedded into the curriculum and school routines.

In stage three, a number of educational partners are involved. Violence prevention and the development of healthy relationships among students, staff and community partners is a high priority. The actions that characterize stage three are consolidating, leading, celebrating and evaluating.

“Using the model and identifying in which stage the majority of our initiatives fell helped us to focus on next steps and to set specific goals for the future.”

Colleen Hanson, Principal
Wembley Public School
Rainbow District School Board

Outline of the CD

Section Three: Developing a Safe School Plan

**Establishing a Committee
Gathering Information
Establishing Goals & Strategies
Communicating**

Video Run Time: 13 minutes 27 seconds

This section identifies the process recommended by the research team in order to bring about sustainable change around safe school issues. The section also profiles a number of current elementary and secondary school administrators who share their ideas and practical solutions to everyday safe school challenges.

David Tomlin talks about the initiatives his renewed Safe School Committee has recently undertaken and the next steps they have identified. Ray Hughes and Paul Tufts discuss Ministry and Board expectations, while John Clement shares his views on how to engage community members in your safe school initiatives.

Linda Pressey, describes how staff in her school try to keep safe school goals from becoming overwhelming, and a number of other administrators share their experiences in developing their schools' safe school goals.

The researchers identify the four general types of strategies for safe schools initiatives: reviewing policies and procedures, intervention, prevention, and establishing a positive school climate. Administrators share first-hand experiences in implementing these strategies.

Finally, communication tools are identified and discussed.

The resources in this section are varied and include sample surveys, guidelines for Codes of Conduct and a school Reflective Response Form. There is also a direct link to Elementary and Secondary Safe School Resources that offer samples of ready-to-use lesson plans for use in each grade from K – 12. It also provides informative websites profiling unique programs such as Kelso's Choice and The Fourth R.

Outline of the CD

Section Four: Implementation

**Leadership
Staff Development and Resources
Sharing and Celebrating
Reviewing Outcomes**

Video Run Time: 6 minutes 18 seconds

In this section Blair Hiltz, Ontario Principals' Council, reminds us of the importance of strong leadership in the implementation of any school initiatives. Leadership is important not only for the creation of a common vision but also for assisting school staff to incorporate their innovations under one umbrella. This approach facilitates the integration of new ideas into the existing operations. The experience at J. R. Henderson Elementary School, under the leadership of Principal Randy Edgeworth, is an excellent example of the concept of integration.

John Clement, emphasizes the importance of both staff development and resources as the keys to effective implementation. He discusses his use of a professional learning team to support his safe school initiatives.

Colleen Hansen, and Randy Edgeworth both highlight the importance of celebration, not only to support implementation of key initiatives, but also to highlight each success in the school community's journey towards its safe schools objectives.

Finally, Dr. Peter Jaffe reminds us that in any school environment, barriers and challenges are a given. Challenges need to be viewed as opportunities for growth and improvement. A safe school requires ongoing commitment and teamwork but the ultimate reward – a safe and inviting school environment for the students – is worth all the effort.

Using the Stages of Change School Assessment Checklist



Introduction to the School Assessment Checklist

Purpose of the Checklist

The Checklist on pages 14 and 15 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. The Checklist contains 41 items that show the many components that contribute to a safe and well-functioning school. Using it will enable school staff, students, parents and others to assess school needs, identify the stage that characterizes the school, and also identify next steps.

Completing the Checklist

Each school should decide the best way to complete the School Assessment Checklist. How you approach this important activity at your school depends on a number of factors including:

- what you hope to accomplish with the exercise
- the level of expertise and interest at the school
- current level of staff, student, and community involvement
- the time available, and
- how urgent the problems are.

The research project identified two common approaches:

1. Based on extensive knowledge of the school and several years' experience there, some principals chose to complete the checklist on their own as the starting point for discussion at the school.
2. Other schools chose to provide a copy of the checklist to all members of the school team. Team members assessed each item either individually or as part of a group. The results were analyzed to come up with an overall assessment.

No matter how you complete the Checklist, it will provide important information and direction as school staff, safe school committees and partners work towards identifying needs and sustaining improvement.

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
Stage One	<i>Developing Awareness</i>	<p>Characteristics of this stage include the following: Small number of people involved; the school responds to crisis; violence prevention is generally low profile; resources are not identified.</p> <p>The following actions & attitudes characterize this stage: Naming the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.</p> <p>Programs associated with this stage: Videos, assemblies, motivational speakers, one-time events</p>
Moving to Stage Two	<i>Transition stage</i>	While some of the characteristics of stage one are still present, there is some movement towards stage two.
Stage Two	<i>Planning & Responding</i>	<p>Characteristics of this stage include the following: More educational partners involved; higher profile for violence prevention activities; more people understand the issues; efforts still depend on outside resources</p> <p>The following actions and attitudes characterize this stage: Engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders, hopeful about potential for change, accepting challenges</p> <p>Programs associated with this stage: Kelso’s Choices, Character Education, partial implementation of other comprehensive programs. Programs are additional to the curriculum.</p>
Moving to Stage Three	<i>Transition stage</i>	While some of the characteristics of stage two are still present, there is some movement towards stage three.
Stage Three	<i>Educating and Leading</i>	<p>Characteristics of this stage include the following: The majority of educational 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>The following actions and attitudes characterize this stage: Consolidating, leading, enhancing, staff-to-staff mentoring, student-to-student mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem, comfortable with all stakeholders at the table, no need to cover-up problem areas, willing to share expertise.</p> <p>Programs associated with this stage: Fourth R and other programs are embedded in the curriculum.</p>

Step 2 – Complete the Checklist

Name of School					
<i>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 adult members of the school.</i>	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 an 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 & 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, & 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 & parents to report incidents of bullying/harassment without fear of retaliation.					
18. The school makes efforts to share its violence prevention protocols with parents & 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.					

Step 2 – Complete the Checklist

Name of School					
<i>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 adult members of the school.</i>	Stage 1	Transition to Stage 2	Stage 2	Transition to Stage 3	Stage 3
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.					
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 the school community.					
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 Safe Schools, 2005</i>).					
34. The school is actively engaged in activities that encourage a sense of belonging & 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.					

Step 3 – Determine Your School’s Scores

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

1. For each of the four areas count the number of check marks in each column.
2. Multiply the total for each column by either 1, 2, 3, 4 or 5 as shown below.
3. Add the 5 scores to get a total score for each area.
4. Transfer the total score for each area to the Stage of Change Profile on the next page using the directions provided on the template.

Prevention (checklist items 1 to 15).	<u>Score</u>	
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	___	<input style="width: 50px; height: 20px;" type="text"/>
Policy and Procedures (checklist items 16 to 22).	<u>Score</u>	
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	___	<input style="width: 50px; height: 20px;" type="text"/>
Intervention (checklist items 23 to 28).	<u>Score</u>	
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	___	<input style="width: 50px; height: 20px;" type="text"/>

School Climate (checklist items 29 to 41).	<u>Score</u>
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	___ <input style="width: 50px; height: 20px;" type="text"/>

Step 4 – 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 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	15 23 30	38 45 53	60 68 75
Policy and Procedures	7 11 14	18 21 25	28 32 35
Intervention	6 9 12	15 18 21	24 27 30
School Climate	13 20 26	33 39 46	52 59 65
	Stage 1	Stage 2	Stage 3

Once you have completed this profile, go to the next section to find activities and programs for each area that are associated with the stage you have identified for your school.

Refer to the activities and programs that are associated with Stage 2 to identify the possible next steps that your school teams might engage in to effect change at your school.

Step 5 – Identify Next Steps For Your School

PREVENTION

What is your school's stage of change for Prevention? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Are research-based, age appropriate programs in place at all grade levels?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: data gathering activities and providing videos, assemblies, motivational speakers e.g. one-time events.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure prevention programs are introduced into the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include bullying prevention, character education, and implementation of other comprehensive age appropriate programs and activities.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your safe school and programs are embedded in to the daily routines and school curricula.

Actions

Some of the activities that you will engage in at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the curriculum and meet provincial expectations. There is evidence that these programs are bringing about change and this success should be celebrated. Review of your programs is planned and takes place regularly to ensure sustainability.

POLICIES AND PROCEDURES

What is your school's stage of change for Policies and Procedures? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Are your policies and procedures up-to-date and consistent with the policies of the Ministry of Education and your local school board?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: reviewing your emergency procedures, safe school arrival policy and code of conduct, auditing school building/grounds for safety concerns and investigating protocols that allow the reporting of incidents.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure intervention strategies are introduced into the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include teaching, developing, and communicating your school's emergency procedures to all stakeholders, and training staff to implement policies and procedures consistently.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your safe school.

Actions

Some of the activities that you will undertake at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the school's daily routines and meet provincial and board expectations. There is evidence that these programs are bringing about change and this success is celebrated and shared. Reviews of your policies and procedures are planned and take place regularly.

INTERVENTION

What is your school's stage of change for Intervention? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Are comprehensive intervention protocols in place and communicated to all stakeholders?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: investigating ways for all stakeholders to report and appropriately respond to incidents of violence.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure intervention strategies are introduced into the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include teaching appropriate bystander behaviour, peer mediation techniques and training staff to respond to incidents of violence appropriately and with confidence.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your school and intervention strategies are embedded into your daily routines.

Actions

Some of the activities that you will undertake at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the schools' daily routines. There is evidence that these programs are bringing about change and this success should be celebrated. Intervention strategies are reviewed regularly and updated as necessary.

SCHOOL CLIMATE

What is your school's stage of change for School Culture? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Do all of your stakeholders feel welcome and involved in your school and its activities?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: determining how to involve your education partners in school activities and safe school programs.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure that programs that encourage staff, student and parental ownership of school issues are a part of the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include holding regular pep rallies and clean-up days, and establishing student clubs that promote equity, social justice and respect.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your safe school.

Actions

Some of the activities that you will undertake at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the school's routines. There is evidence that these programs are bringing about change and this success should be celebrated. Programs that promote pride in the school are reviewed regularly to ensure continued viability and sustainability.

FEEDBACK FORM

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
The CD is user friendly	<input type="checkbox"/>				
The resources provided are helpful	<input type="checkbox"/>				
The package provides a usable professional development tool.	<input type="checkbox"/>				

Comments about the resources available on the CD.

Suggestions for resources that might be added.

Additional feedback for improvement.

Thank you for taking time to complete the survey. Please email completed surveys to pjaffe@uwo.ca or lardila@uwo.ca or fax to **Sustainable Strategies for Safe Schools** at (519) 850-2464

**CD by Brandon Watson
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Ontario School Boards Association
Elementary Teachers Federation
Ontario Secondary School Teachers Federation
Thames Valley District School Council
Ontario Secondary School Teachers Federation
Ontario Association of Chiefs of Police
Association of Local Public Health Agencies**

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