



Making a Difference Together Together

January, 2003

Saskatchewan Community Schools Association

President's Report

Thanks to everyone that attended our successful in-service on October 22nd in Saskatoon. There were approximately 270 participants from all over our province. Gillian McCreary of Saskatchewan Learning was our keynote and acknowledged the success of the community schools in our province. She also discussed the next stages in the School^{Plus} model outlining the new committees that are being created for the implementation of some of the School^{Plus} recommendations.

A workshop on Creating the Conditions for Change was led by Dr. Judy Anderson and Diane Gossen. Positive feedback was received on this workshop, and perhaps a sequel should be considered for the future.

The SCSA Annual General Meeting was held on October 22nd. The Constitution was amended to increase the number of regional representatives elected from each of the seven regions in which community schools are located.

Wayne Roznowksy, Public Affairs Manger for Saskatchewan Operations of Weyerhaeuser presented a cheque for \$100,000.00 to our Association to continue the partnership. A steering committee of the Executive will be struck on November 27th to work in partnership with Weyerhaeuser to establish priorities for this funding. Weyerhaeuser has contracted with the University of Regina to provide some research into the success of the Planting Dreams Program and other suggested programs for our community schools.

The executive for our Association for 2002-2003 is as follow:

Past President	Faye Stupnikoff
President	Maureen Strawson
Vice President	Delphine Melchert
Secretary	Margaret Mourot
Treasurer	Dawn Deets
Newsletter	Nina Henry
Membership	Luanne Price
Regional Reps:	
Region 3	Cathy Cochrane
Region 4	Dean Brooman
Region 5	Jennifer Mercereau
Region 6	Alison Bruneau

Representatives are still required for Region One (Yorkton, Balcarees, Caryl & Kamsack) and the Northern Education Region.

Mark your calendars for the Community High School Symposium, February 6 and 7, 2003, Sheraton Cavalier in Saskatoon. Information will be mailed out shortly on this Symposium.

If you have any questions or would like to contact me for any reason, I can be reached in Saskatoon at (306) 683-7686 or e-mailed at strawsonm@spsd.sk.ca.

Maureen Strawson
President, SCSA

Editor's Note

Each newsletter will have a special subject focus.
This edition's focus is:

Restorative Justice Programs in Community Schools.

Thank you to everyone who made a submission.

Restorative Justice Programs in Community Schools

Smart Options Program At Queen Mary School

Beginning in the fall of 2001, Queen Mary School implemented "Smart Options", a positive social skills program. The program is designed to reinforce positive behavior on the playground as well as throughout the school.

Realizing we needed more than a "band-aid" solution to aggression, confrontation, bullying and other inappropriate behavior, the staff pooled their ideas and resources to create a resource binder for each classroom teacher. The binders included teacher guides and student activities on topics such as anti-bullying strategies, anger management, and creative conflict solving. A list of available resources on the topic in our school library and the TRC were also included. Existing programs such as Lions-Quest, Second Step, Creative Conflict Solving For Kids, Social Skills Lessons, and internet sites on these topics were made available in the binders.

One hour every six days is devoted to Smart Options with the whole school zeroing in on the subject. The program is reinforced on a regular basis both in class and on the playground.

"Climate is to an organization what health is to an individual. It's an organization's personality."

The success of the program lies partly in the consistency of staff to implement the philosophy of Smart Options, but a greater measure of

success will come when children recognize that certain behaviors are not acceptable and harm themselves, others and property, and that they themselves would desire a safe and caring school.

Queen Mary's principal, Alan Nunn, says he has noticed signs of its' influence. He has seen children using anger management techniques such as counting to 10 to allow themselves time to cool off. As well, he feels playing together without hurting others and showing anger has improved.

Pamela Dennis and Eugene Howard say, "Climate is to an organization what health is to an individual. It's an organization's personality." Our desire is to create a climate where everyone is respected and feels safe.

Cathy Howland, Queen Mary Community School, Prince Albert

Violence Prevention Programs at John Paul II Collegiate

John Paul Collegiate has undertaken a number of initiatives in the area of violence prevention. They are as follows:

- The Family Violence Prevention Coordinator from the Partnership Promoting Violence Free Communities has come to our school and given different presentations on bullying to the entire student body. As well, she talked to different girls about relationships and dating violence.
- We are starting a group for teenage girls. The group is facilitated by a counselor from Catholic Family Services and myself. The group is focused on building healthy relationships. It runs every Tuesday for eight weeks.
- A counselor from the Battlefords and Area Sexual Assault Centre along with a counselor from Catholic Family Services is coming to do a two-day workshop with the boys at our school. The group is focused on what it is like to be a man in today's society. They will discuss relationships, what power and control means, etc..
- We have also been inducted into the League of Peaceful Schools. On September 10, 2002 we had our opening day mass and it was followed by a presentation by the League. The Coordinator of the League of Peaceful Schools came and officially inducted JP II into the League. We received a flag, a plaque and a beanie baby mascot.

Rena Fauchon, John Paul II Collegiate, North Battleford

"It takes a lot of courage to release the familiar and seemingly secure, to embrace the new. But there is no real security in what is no longer meaningful. There is more security in the adventurous and exciting, for in movement there is life, and in change there is power."



Alan Cohen

Restorative Justice Programs in Saskatoon Schools

In May, 2002 the Restorative Justice Network, a non-profit organization in Saskatoon, conducted a survey in Saskatoon Schools regarding Restorative Justice Programs that were being offered. Surveys were sent to 78 elementary schools and 13 collegiates/high Schools in the Public and Catholic school divisions. Responses were received from 41 elementary schools (53%) and 8 collegiates/high schools (62%). The following information outlines the names of programs being offered and the number of schools offering the program. If you would like to know more about a program and which schools are offering it, please contact Nina Henry at (306) 683-7822.

Elementary School Program Offerings

"I Care" Program - 23 schools
"Second Step" Violence Prevention Program – 27 schools
"Lion's Quest" Program – 5 schools
"Peaceworks" Program – 7 schools
"Feeling Good About Me" Program – 1 school
"B.C. Safe Schools" Program – 1 school
"Steps To Respect" Program – 1 school
Bullyproofing Program – 19 schools
Conflict Resolution Program – 10 schools
Peer Mediation Program – 16 schools
Peer Counseling Program – 2 schools
Restitution Program – 15 schools
Healing Circles Program – 3 schools

Collegiate/High School Program Offerings

The secondary schools had very unique program offerings. It was difficult in the survey to compile results in a numerical fashion. The variety of programs offered include:

Teacher Guardian Program
Welcome Group
Safe Positive Schools initiative
Young Women Connect Program
Bullyproofing Program
Conflict Resolution Program
Peer Counseling Program
Violence Prevention Program
Anonymous Harassment Box
Anger Management Program
Healing Circles Program
Relationships Group

Nina Henry, Mount Royal Collegiate, Saskatoon

Sharing Circles For Youth Program

St Marys Community High School and Wesmor Community High School have partnered with the Prince Albert Grand Council Aboriginal Healing Project and the West Flat Community Centre to have Sharing Circles for Youth Wednesday nights from 6:30 – 8:30 pm, with an Elder present. For further information, please call Marlene (306) 953-7544 or Charlene (306) 763-7566.

Charlene Harasyn, Wesmor Community High School,
Prince Albert

Mediation Circles Program

St. Mary's Community School in Saskatoon uses Mediation Circles with students when dealing with bullying and conflict resolutions. Our school Elder is an excellent mediator. She gets parents and students together to solve the issues relating to school and in the community. Since our school is 99% Aboriginal, it really helps to have an Elder in the school.

We once had an incident at our school and instead of calling the police to deal with this issue we used a Mediation Circle. We had a facilitator, an Elder, four teachers of students who were involved, their parents and the principal. The Mediation Circle was excellent. We all came to a solution and we all agreed on the conditions of restitution. We found this a positive way to deal with conflict resolution and restorative justice in our community. Everyone left the circle with peace of mind.

Cecile Smith, St. Mary's Community School, Saskatoon

Regina Catholic School Division A Collective Approach

In the Regina Catholic School System issues are being dealt with collectively. Violence and aggressive behaviours are dealt with on a daily basis and we use the adage of treat every child as the Christ child. We listen to what upset the child/triggered the behaviour and discuss solutions of how to deal with the action differently. Conflict resolution is done with the child as an active participant in the plan. We have programs such as Tae Kwon Do offered in most of our schools to defend oneself if they find themselves in a harmful situation. Lastly, we bring in guest speakers that have been in violent situations and they speak to the kids about their personal experiences and how they have overcome. Self Defense classes specifically geared to the young girls and women, both students and staff, are offered. Healing Circles have also been used with families in regards to crisis intervention and restoring the family.

Sandra Guy, Archbishop M.C. O'Neill High School, Regina

Keep Our Circle Strong Leask Community School

In the fall of 2002 a Leask Community School staff member felt a need for support for his students and himself. A group of five teenagers were having personal conflicts with each other. The conflicts were escalating to disruption of classes and becoming violent.

The staff involved called for assistance from Muskeg Lake Cree Nation, Mistawasis First Nation and the families of students. A talking circle was put together to offer support for all parties involved. Elders, family members, involved students and staff all participated in the circle. Below is a list of the benefits, positive outcomes and challenges we encountered in the talking circle.

Benefits:

- All parties have an opportunity to vent their frustrations, concerns or fears;
- Opportunity to utilize the wisdom and knowledge of Elders and other community resources;
- Provides support for everyone involved;
- Addresses responsibility, accountability and reconciliation of parties involved;
- A needed resource in dealing with youth;
- A traditional way, used effectively today in a community decision-making process;
- A group consensus.

Positive Outcomes:

- Improved relationships among the youth involved;
- Positive interactions with each other;
- Smiling;
- Display of appropriate behaviour;
- Decreased level of tension in the classroom;
- More learning occurring.

Challenges:

- Time factor (Elders and other community resources);
- Time factor (all parties being able to meet within a reasonable time frame);
- Transportation issues;
- Meet on a regular basis – Example: weekly meetings to discuss issues with youth (Don't wait for problems to arise before dealing with concerns);
- Need to be proactive – need to work at it before something happens;
- How do we get people to see the value of the process;
- Need a designated or willing person to be the "keeper" of the circle;
- Financial support.

Muskeg Lake Cree Nation organized a workshop for staff and band members on the five circles of the First Nations Culture. From that training, our school is researching the possibility of having a Keeper of the Circle in our school to facilitate circles for all communities involved through Leask Community School.

Chris Donohue, Leask Community School, Leask

Mission Possible Conference At Sacred Heart Community School

At Sacred Heart Community School we strive to maintain effective ties to our many communities – parent, church, public, student, business, graduates, and high school just to name a few. This year we are celebrating the excellence in our students.

On October 25, 2002 we held a "Mission Possible Conference" for Grades 4-8. This student conference featured local experts speaking to our students about self-esteem, making positive choices, respect for one another, eliminating bullying and recognizing the good within ourselves. Guest speakers included Wendy Winter (Mackenzie Art Gallery), Kim Sutherland (Street Culture Kidz), Darryl Brooks (Regina City Police), Jeff Crowe (Artist), Roger Ross (Cree Runner) and many others. Parents/guardians were invited to drop in on any of the sessions that might have been of interest to them.

The conference was a huge success. Our students are learning and working towards being the best they can be as a school community.

Denise Zuck, Sacred Heart Community School, Regina

Third Annual

Community High Schools Symposium

February 6th and 7th, 2003
Sheraton Cavalier
Saskatoon, Saskatchewan

The theme of this year's symposium is
"Transitions"

Come, take part in sessions relating to shared leadership, assisting youth in making the transition to high school and the transition from school to work, strategies for youth engagement, creating authentic partnerships, and the importance of climate. The conference begins February 6th with an evening speaker followed by a Wine and Cheese get together. Sessions will take place all day February 7th.

For more information, e-mail Monica Goulet at
monica.goulet@sasked.gov.sk.ca.

A Wealth of Initiatives in Big River

Our students face many challenges and we are always searching for programs to help them make healthy choices.

Big River Community Schools, T.D. Michel Community School and Big River Community High School, are located in the Parkland School Division approximately an hour and a half north west of Prince Albert. Our student populations are 200 students in the elementary school and 160 students in the high school. Being remote and fairly small does not exclude us from the issues of bullying and violence. Our biggest problems are with the older students but we are also seeing these issues in the younger children.

Our entire school division has been trained in the Lion's Quest Program this year. This program fits in with the curriculum being taught in the school and addresses the issue of bullying. The elementary teachers are now using these materials in their classrooms, and the high school staff are in the process of implementing this program within their curriculum.

The two schools share a counselor who is housed in the high school. She offers bullyproofing and problem solving programs in individual and small group settings, during and after school.

We are finding that addressing the bullying and violence incidents in the high school is a huge challenge. We have a number of programs in place and are looking for others.

Our Youth Mentor Program is now in its second year. This is a credit course for grades ten and eleven. Students are required to do one hundred hours of volunteer work in Peer Mentoring and Tutoring, Peer Mediation, and Community/Service Work. The students have become role models for the younger children at the elementary school by helping with afterschool programs and gym nights. They also peer mentor at the high school to help students resolve problems before they become big issues. This program has done a lot to help stop bullying in both of our schools.

We met with parents, students, community members and students to set some goals for the year. One of our goals is to make our school a safe place where students can learn. We are addressing this in a number of ways. Besides the Youth Mentor and Lion's Quest programs, we are bringing a number of presenters into our school to speak to students and community members.

Our grade eleven class had the opportunity to listen to a person who began serving a life sentence at the age of

sixteen, as well as two inmates who are still serving their sentences. They delivered a very powerful presentation and I would recommend it for any Division 3 and 4 classes. These speakers can be accessed through the John Howard Society. We will be following the presentation with a tour of the Saskatchewan Penitentiary.

Operation Target, from Prince Albert, will be delivering a full-day inservice to Division 3 and 4 students in December and January. This group consists of people from justice, mental health, police, substance abuse counselors, and youth. They will be addressing issues such as bullying, violence, gangs, drugs, etc. and offering strategies and solutions to help students find alternative methods to deal with conflicts. We are also looking at some other people for the spring such as Reverend Lang and Persephone Theatre.

Our students face many challenges and we are always searching for programs to help them make healthy choices. I am sure that we will find many useful ideas in this newsletter.

Dawn Deets, Big River Community High School, Big River

Saskatchewan Community Schools Association

General Meeting

Friday, March 21, 2003

10:00 am – 3:00 pm

Lunch Provided

**Gathercole Auditorium
Saskatoon Public School Division Office
310 – 21st Street East
Saskatoon, SK**

**Parking is available behind the Court
House on Spadina Crescent West**

**Please RSVP to strawsonm@spsd.sk.ca
or phone 683-7686 so that we order
enough lunch.**



Peer Mediation at Caswell Community School

It is our goal at Caswell Community School to create a safe and caring learning environment. In doing so, we also want to equip students with positive interpersonal skills that will last them a lifetime. Through partnership with Saskatoon Community Mediation Services, we have begun a Peer Mediation program that is based on the same mediation process offered within our legal system. It is designed to bring conflict to a resolution that will maintain the dignity of both disputants, give both disputants a voice, and attempt to repair damage to the relationship between them.

This effective conflict resolution model allows disputants to work together to solve their problems with the help and guidance of a neutral third party. Just as this process is offered as an alternative to a court hearing in the "adult world", we offer Peer Mediation service to our students as an alternative to teacher intervention.

Twenty-four grade 5-7 students were trained during a two-day workshop this fall by a facilitator from Saskatoon Mediation Services. Communication skills, understanding of emotions, the role of perception, the rebuilding of relationships, the mediation process and an understanding of the natural development of conflict are all topics that were discussed and built upon during this workshop.

Two of our staff members had already attended a 5-day training workshop last year to attain their Level One Mediation certification. (It is important that at least two staff members receive proper training before beginning a mediation program in your school.) These coaches will continue to provide further training, information and support for the team throughout the year, as well as facilitating the day-to-day running of the program.

This year, we extended the benefits of our program to include parent and family involvement. We had many parents volunteer to assist with the two-day student training workshop, and are now looking at offering a family workshop in the evening for families who are interested in going through the training together. The Peer Mediation is strongly supported by the Parent Council who funded the purchase of our uniforms and continues to offer their support.

Donna Blunt
Caswell Community School, Saskatoon

**Caswell Community School
2002 – 2003
Peer Mediation Team**

Pleasant Hill Community School Addressing Diverse Needs

Pleasant Hill Community School is situated in the heart of Saskatoon. Our school's programs, facility and community work together to make this a very special place. Programs are offered to meet the diversified need of not only the children but the needs of the adults and families in the community as well.

Our emphasis on development of pride in the Aboriginal ancestry, and emphasis on academics, athletics, fine arts and life skills help to mold our community into a safe and respected environment.

Our mentorship program through the Big Brothers Association helps by matching students with an adult mentor who visits a child once a week throughout the school year. This fosters friendship and encouragement for both mentor and mentee.

The Second Step program, Steps to Respect and Bullysmart, address issues of bullying and violence. They promote conflict resolution in an effective and positive manner.

Parental involvement is encouraged. The FAST (Families and Schools Together) program and FAST WORKS program develop parental leadership and involvement in the school. This promotes unity within the school and family. These programs connect families with each other and encourage them to remain in the community. Our poverty level is high and inadequate housing remains a constant concern. Many families have found security in knowing their neighbours and other families in the community. This is a direct result of the connections and bonds formed during the FAST program. These FAST Families are a real asset to our school community.

After school programs such as athletics, homework club, and computer are offered. These programs are assisted by volunteers who contribute a great deal to our school. While violent incidents cannot be eliminated completely, the wide variety of in-school programming is a pro-active measure, which assists in keeping our school and community a safe and welcoming environment.

Carol Kivell, Pleasant Hill Community School, Saskatoon



Princess Alexandra Community School Internal Motivation

Princess Alexandra Community School has been introduced to the ideas of restitution and control theory by Diane Gossen. We have been practicing these ideas for the past three years and have seen some significant positive changes in both our staff and our students. Dr. William Glasser says, "The goal of a Quality School is to change the system itself so that it is need-satisfying for both the child and the teachers". In this need satisfying system, the person will be excited to evaluate their own behavior and make their own judgments about how effective it is. The restitution triangle is the process that we use for helping students self evaluate. Seldom do we see students who resist these practices and opportunities to improve their own behavior. This restitution triangle is a conceptual framework that helps pulls together three important control theory concepts.

- 1: We're doing the best we can
- 2: All behavior is purposeful
- 3: We are internally motivated.

Many times when a student or staff member is making a plan they are still in their failure mode and are doing it to avoid any other pain, or out of fear. The restitution triangle comes before any planning is put in place. The purpose of this is to make sure that the student has moved back into success identity and feeling like they are an important part of the group. We're trying to stabilize their identity to the positive, which is the first side of the triangle. The second side of the triangle is to validate their need that is behind the behavior. People are born with four genetic needs. These needs are the need to feel that we belong, the need for power (competent), and the need to feel free (fun/freedom). Every one of us has all these needs all the time but one of them is stronger in each of us. Every behavior that we don't like about ourselves is meeting a need but it may be in conflict with another need, this could be one of yours or another persons. There is no learning without making mistakes. We believe that when people view mistakes as the opportunity to do better they will stop hiding their mistakes and being ashamed. The third side of the triangle is to seek their belief of what their quality world looks like. This third side of the triangle looks at the quality world pictures that each of us has in our heads. We create this picture to meet our needs. At the same time we are developing our beliefs and values to protect this picture we have. We spend our whole life trying and struggling to match who we are and who we want to be. This side of the triangle is asking you to get in touch with your beliefs. As well, side three addresses the concept of community as to "What do we believe?"

We at Princess Alexandra Community School believe that the best way to help children is to be belief centered rather than rule oriented. The needs were taught first in the classrooms in many creative ways. For example many teachers used

t-charts/ y-charts and the behavior car as tools to kids instead of skills. We have been moving from positive reinforcement (external) to self-evaluation (internal). We work to strengthen the student and restore them to the group and to contribute to the group. We have different conversations. Doing the class beliefs and the school beliefs were a lot easier because students had a better understanding and awareness of what's going on with them when they have bad feelings. They'll know that their needs haven't been met. Restitution discipline is internal self-discipline.....belief based not rule based. As well, we are hosting an evening in Dec. called "Interruption of The Culture". We are meeting with the community to discuss the issues around bullying and gang "wannabes". This is a problem across Canada. They can impact the ability for students to learn in a safe environment without fear. We are looking forward to this meeting and working with our community. Restitution tries to put things back the way they were before or better and helps a person to become the person they truly want to be. It makes the person stronger in their area of weakness.

Princess Alexandra Community School, Saskatoon

Father Gorman Community School A Few Initiatives To Share

We have many exciting programs and activities going on at our school, a few of which we will take a moment to share:

- Our local Sexual Assault and Information Center presented a bully-proofing program for all students.
- We have implemented a Friday evening youth drop-in program designed to provide meaningful, educational programs for students in Grades 4 – 7. Evenings are themed, and provide opportunities for students to take part in educational, recreational, and volunteer-based activities. Students collect points by attending the various activities, their goal, to earn points toward a three-day year-end trip to St. John Bosco Camp in June. We have partnered with community agencies to facilitate a variety of sessions: Self- Esteem, Peer Pressure, Cooking Bannock on a Stick (over an open fire), Floor Hockey (with our local Junior A Blazers team), Tae-Kwon-Do, Cleaning Toys (at local indoor playroom), and Shoveling Snow for Elderly. We, as well, have included a number of fundraising activities. Fifty-four students are signed up in the program.
- Three staff members from our school have recently attended a Wrap-around Workshop that was offered in our community.

Alison Bruneau,
Father Gorman Community School, Lloydminster

Creating The Conditions Synopsis of the Fall In-Service

In October, over 300 delegates from community schools around the province gathered in Saskatoon to hear Diane Gossen and Dr. Judy Anderson, authors of *Creating The Conditions*. The goal was to provide information to participants that could be used to enhance the development of the community school concept in each location.

They painted a picture of moving from external to an internal locus of control, from positive reinforcement to self-evaluation, from good work to quality work, from coercion to consensus, from boss management to lead management. Gossen and Anderson suggested developmental stages of the change process. They identified six stages.

The first stage is the **cognitive change**. New information is presented to people. Books, dialogues, videotapes, workshops, school visits are some of the ways new information can be introduced. New ideas of how we can be or how something can be done are presented.

The second stage, **personal change**, is based on the new information gained during the cognitive stage. People reflect on the impact of that new knowledge on their personal life: So, what does that mean to me?

At some point individuals start questioning the system. Gossen and Anderson refer to this stage as the **system change**. Someone might say "if we know this – why are doing that?" This is a period of visioning, developing a consensus approach to decision, agreeing on a social contract (how do we want to be together?). People are taught conflict resolution skills during this stage because conflict will occur during the next stage.

The **culture stage** is a time of rapid growth. People view conflict as neither good or bad. The way we behave in conflict determines the value attributed to it. Conflict is an opportunity for change and growth. We can be in conflict and be respectful. During this stage there is a move from a congenial to a collegial culture.

At the **program change** stage, we align our practices with what we want, know, and believe. For example if we want quality work from the students, and we know that parental involvement is key and believe that everyone can succeed – why are we not inviting the parents in?

The last stage is **continual change**. New information is constantly being examined. Our values and beliefs need to be always open to challenge. We are continually resetting our expectations to get more quality.

The day was very informative and judging by the evaluations, was appreciated by the vast majority.

Thank you to the Saskatchewan Community Schools Association and Saskatchewan Learning for making this day possible.

Yves Bousquet
Princess Alexandra Community School, Saskatoon

Vincent Massey Community School PA Several Programs in Operation

We have several programs running at Vincent Massey that target violence prevention, conflict resolution, and restorative justice. Last year our entire staff was trained in Lion's Quest.

Lions-Quest Skills for Growing is a comprehensive positive youth development and prevention program for children in grades K-5. The program brings together families, educators, and community members to help children develop life and citizenship skills within a safe, caring, and consistent environment. The program teaches skills in four main areas (Lions-Quest Skills for Growing, Program Guide, p.10): Responsibility; Good judgment; Self-discipline; and Respect for Others. We are now implementing this program and the Lions-Quest Skills for Adolescents program for the Grade Six classes.

Other programs we have are:

- ◆ PALS – Playground Peer Mediation.
- ◆ Girtalk Group – Run by the Grade Six Teacher, focuses on self-esteem and communication skills.
- ◆ Second Step Program – School wide anti-violence program.

Our school is also a member of the League of Peaceful Schools. "The League of Peaceful Schools has been developed to provide support and recognition to the growing number of schools which have declared a commitment to creating a safe and peaceful environment for their students (www.leagueofpeacefulschools.sk.ca)"

Schools that become members are encouraged to demonstrate a commitment to many of the following criteria:

- a written school-wide discipline policy developed with input from students, staff and parents;
- regular review of the discipline policy;
- classroom rules and consequences developed with input from students;
- school policies which promote effective alternatives to punishment;
- involvement in programs which promote positive social behaviour;
- collaborative approach to school decision-making;
- student and community centered conflict resolution methods such as peer mediation, class meetings and talking circles;
- an effective crisis intervention plan;
- professional development activities for staff focused on effective schools and school climate;
- student service programs that strengthen the school community and its relationships with the larger community

We also have access to a Cultural Advisor and Mediation Program. These supports assist us in creating a safe and caring environment for our students.

Jackie Nixon
Vincent Massey Community School, Prince Albert

