Restorative Justice Community/Classroom Conferencing

**A guide
for parents and teachers**

Alberta Solicitor General and Public Security

Contents

Introduction

Why Kids Misbehave

It may seem surprising, but many children and youth often misbehave, not because they are trying to harm or disrupt the well-being of others or because they are "bad kids," but because they are simply trying to meet a personal need, albeit in a negative way. "Children's behaviours are determined, for the most part, by how they feel about the current state of their physical and psychosocial needs," (Haiman, 1998).

Many incidents of misbehaviour are signs of children or youth trying to meet their own needs or trying to attract the attention of an adult. "Obvious needs are for food, clothing, safety, shelter and love. Additional needs are for physical closeness, individual attention, an intellectually stimulating environment, meaningful activities and respect/[power]," (Solter, 1998). Research shows that because children often don't know how to ask for help or have not developed positive strategies to fulfill their needs, they can turn to negative behaviors.

Restorative justice can help young people learn positive strategies for dealing with conflict, while understanding and taking responsibility for the impact their negative behaviours have had on those around them. Enhancing group communication helps to identify other psychological issues, such as drug use or mental illness, which might be factors in the behaviour and might otherwise remain unidentified.

This resource is written with the intent of providing an overview of the restorative justice approach and when and how it can be used. This book serves as a resource for schools and parents. The restorative justice approach focuses on improving the safety and well-being of all students by emphasizing reconciliation and interpersonal healing after incidents involving violence and other anti-social behaviours. The process will help students learn to behave appropriately and to take into consideration the impact of their actions on those affected by their behaviour.

The Society for Safe and Caring Schools and Communities (SACSC) seeks to prevent bullying and violence by supporting the development of positive social, emotional and moral development among children, youth and the adult role models in their lives. The SACSC approach to restorative justice, as well as the Society's other programs, is research-based. The programs promote a problem-solving approach to discipline that encourages positive social behaviour by expecting young people to fix the wrongs they have caused, thereby learning from their mistakes.

What is Restorative Justice?

Defining Restorative Justice

> Restorative Justice is a non-adversarial, non-retributive approach to justice that emphasizes healing in victims, meaningful accountability of those responsible for harm and the involvement of citizens in creating healthier, safer communities. Restorative justice works to repair the damage and promote healing and growth.
>
> —Correctional Services of Canada

Restorative Justice is defined by its emphasis on respect and relationships. While upholding participants' dignity and addressing human needs, the process encourages and empowers participants to discuss their experiences openly and honestly and to collaboratively determine reparation. The principles of restorative justice are:

• **Respect**—among all participants in a restorative justice process.

• **Inclusiveness**—consensus and full participation of those affected by the incident.

• **Accountability**—the person responsible for the harm takes responsibility for his/her harmful behaviour.

• **Reparation**—restorative consequences that repair the harm, determined through consensus.

• **Restoration**—through this process, the needs of the person responsible for the harm and the community are addressed.

Reintegrating the person responsible for the harm back into society is important to support lasting behavioural change.

Rather than considering crime a violation against the state, as in traditional justice models, restorative justice considers crime a violation against the community and the individuals involved. It focuses on relationships. Contrary to popular belief, the intent of restorative justice is not to discharge the person responsible for the harm of his/her responsibility; it is a process to repair the harm done to all.

SACSC has determined that community/classroom conferencing is the most appropriate restorative justice strategy to use in the schools and has chosen it as a focus for its school programming.

Restorative Justice Approach in the School

What is Community/Classroom Conferencing?

Community/Classroom conferencing is a key restorative justice strategy and a method the Society uses as part of their problem-solving approach for addressing discipline incidents in schools. Through a face-to-face meeting, the person(s) who has created harm has the opportunity to be directly accountable to those harmed, while the person(s) harmed has the opportunity to share their viewpoint and have input into the reparation. In some cases, an entire school or community could be classified as "the harmed."

When to use Community/Classroom Conferencing

The Society recommends that each school determines its own criteria for deciding when to use conferencing. This may require a change in the school's approach to discipline. Some schools may choose to implement the process for all incidents of inappropriate behaviour, while others may choose to reserve the process for specific situations. For minor incidents, conferencing may be conducted at the classroom level and may involve a few students or the entire class. More severe offences should involve the members of the greater school community, including school administrators,

parents and other community members. Community/Classroom conferencing is a strategy that is appropriate for addressing school issues such as bullying, violence, harassment and truancy; it can be used as an alternative to traditional discipline, or in conjunction with it, depending on the discretion of the school staff, administration and parents.

In order for the conferencing process to work, the person responsible for the harm must accept responsibility for his/her actions. If there is any possibility that the conference could create more harm than it would repair, the conference should not take place.

Setting up the Conference

The set-up of a conference is similar to traditional Aboriginal healing circles. All of the chairs are placed in a circle with no obstructions. When the participants can see one another clearly, they can achieve a higher level of communication through an awareness of non-verbal signals combined with active listening. The participants are all given the opportunity to share their perspective of the incident and to describe the impact it has had on them. Every participant has the opportunity to be heard, to ask questions of each other, and to collaborate in developing appropriate reparation.

Conference Participants

• Facilitator

• Person(s) harmed & supporters

• Person(s) causing harm & supporters

• Others who were directly or indirectly affected by the incident

Role of Participants

Facilitator

The role of the facilitator is to prepare the participants for the conference. At the conference, the facilitator's role is to ensure that every participant has an opportunity to speak, to guide the conversation through scripted questions, and to clarify the terms of reparation. It is important that the facilitator determines that

no further harm will come as a result of the process prior to committing to a conference. The facilitator is compassionately disengaged and does not paraphrase, mediate, or control the behaviour of participants in a circle.

One can become a trained facilitator or learn more about this approach to dealing with conflict by participating in a community conferencing facilitator training session. Provided by a variety of organizations, this training teaches the skills necessary to deal with conflict in a new way.

Harmed

The role of the harmed in the conferencing process is to openly describe his/her perspective of the incident, describe how it impacted him/her physically or emotionally, and discuss any other impact it had on his/her life. The harmed also plays an important role in setting the reparation, which is intended to help repair the harm.

Person responsible for the harm

During the conferencing process, the person(s) responsible for the harm describes his/her perspective of the incident, what his/her role was in the incident, the impact it had on him/her, and how he/she thinks the actions affected those harmed. For conferencing to be effective, the person(s) responsible for the harm must accept responsibility for his/her actions before entering into the conference. The person(s) responsible for the harm also plays an important role in establishing the reparation.

Supporters

The role of the supporters in the conferencing process is to encourage and assist both the harmed and the person responsible for the harm by describing the incident, the impact it had on them, and to provide input to the reparation. The supporters also help ensure that the terms of reparation are met. These supporters can be witnesses to the incident, school staff, friends, parents, and other community members.

Others

The role of others in the conferencing process is to describe the impact that the incident had on them and/or their community

and to support the person responsible for the harm in meeting the terms of reparation. If the offence has impacted other community members, such as a business or the police, then those representatives would ideally become involved as well. Depending on the age of the offender and/or severity of the incident, a school resource officer or police officer should be included. Other community service organizations such as AADAC Youth Services or Children's Services may be assets if the person responsible for the harm requires additional support. Community is a vital component of conferencing.

Providing opportunities for a variety of representatives such as parents, school staff and community members to share their perspective and describe how they have been affected gives the person responsible for the harm a wider perspective and a clearer understanding of the full impact of the incident.

Steps for Conducting a Conference

Step 1—describing the incident and gaining perspective

• The person(s) who caused harm describes the incident and accepts responsibility for his/her actions.

• The person who was harmed describes the incident and what he/she experienced during and as a result of the incident, including physical, emotional and psychological harm.

Step 2—describing and discussing the impact of the conflict

• Supporters of both the harmed and the person responsible for the harm describe their observations and experiences. At this time, supporters may also describe attributes of the harmed that may help him/her overcome the situation, as well as attributes of the person responsible for the harm that may help him/her with successful reparation.

• Other members of the school/community describe what they have observed and experienced as a result of the offence, and the related impacts.

• This stage includes additional open discussion and questions that participants may have for one another.

- The participants collaboratively determine how the harm should be repaired with action that is meaningful and related to the specific situation.

- To increase the success of the reparation, the facilitator records the agreement, obtains the signatures of both the harmed and the person responsible for the harm and sets a schedule for follow-up.

- Participants ensure that the person responsible for the harm is supported and has the capability to complete the reparation and reintegrate into their community.

Constructing Restorative Consequences/Reparation

An effective reparation agreement must be logical and healing, and it must include the following criteria:

- It must be **related** to the offence. This means that the reparation has something to do with the negative behaviour and ideally aims to reverse the negative impact. For example, damage to a personal belonging could involve repairing the belonging. Bullying could involve, among other things, the person responsible for the harm "looking out" for the harmed in the future, ensuring that he or she is not bullied by someone else.

- It must be **reasonable.** There is no sense setting consequences that the person responsible for the harm is not capable of fulfilling. This increases the likelihood of failure and rejection of the process, leading to alienation rather than reintegration. There is also no benefit in creating consequences that are too lenient. Consequences that encourage learning must require some amount of effort or sacrifice to have impact.

- It must be **respectful.** It must not harm anyone involved. Demeaning consequences, or those that enhance rather than transform feelings of guilt, increase feelings of alienation and resentment. An example might be forcing the person responsible for the harm to wear a tag saying "I am a bully." Everyone involved should retain his/her dignity.

- It must be **responsible.** The person responsible for the harm must take responsibility for completing the reparation and not let it

fall to someone else. The person responsible for the harm must commit to completing the reparation with a reasonable amount of support.

By meeting all of these criteria, reparation provides an opportunity for learning and healing by using a problem-solving rather than a punishment approach.

For elementary students, the Society recommends starting with the strategies outlined in the SACSC resource Class Meetings for Safe and Caring Schools, which is available for download from the following webpage: http://www.sacsc.ca/Resources_School. htm#booklets

This process has been adapted from strategies used by a variety of organizations that conduct community conferencing, including the Alberta Conflict Transformation Society, Calgary Community Conferencing and the Sequoia Outreach Center.

Example Scenario 1

Incident: a student was walking down the classroom aisle and was tripped by another student. There were two student witnesses to this incident; however, the teacher did not see it happen. The teacher heard a big crash and the classroom erupted in laughter. This was a one-time incident. To address this, the community/ classroom conference could take place immediately or could be delayed until lunch break.

The participants of this conference would include: the teacher, the person who tripped the other student, the harmed (the person who was tripped) and the witnesses to the incident.

1. The conference would start with a description of the offence from the viewpoint of the person responsible for the harm (ownership of behaviour). The facilitator (teacher) then asks, "What happened?" to the person responsible for the harm, then to the harmed, then to the witnesses.

2. The facilitator would ask the harmed to elaborate on the impact of this incident by asking "How did you feel?"

3. The witnesses would describe how the incident affected them. The facilitator would ask "How did you feel when this

happened?" and/or, depending on their response, "How would you feel if this happened to you?"

4. The person responsible for the harm now has a chance to respond. The facilitator would ask, "Is there anything you want to say to anyone before we move on?"

5. Next is the agreement/reparation phase. The person who was harmed says what he/she would like to see happen to repair the harm. The facilitator would ask the harmed "What would you like to see happen that would help repair the harm that has been done?" For younger students the facilitator would ask, "What would you like to see happen that would make you feel better?" The facilitator asks the same questions of the witnesses, followed by comments from the person responsible for the harm.

6. Agree on reparation with specific, measurable behaviours and/or actions and timelines. Ideally, a signed agreement would be the end result.

Note: If this was an ongoing incident between these students, supporters would be included and a more formal process would be used.

Example Scenario 2

Incident: two students have been involved in a bullying incident (such as name calling or physical confrontation), and the offence took place during the school day in front of a local business off school grounds.

Because bullying is an ongoing relationship issue between the one who is harmed and the person responsible for the harm, the school may choose to take a thorough approach to emphasise the full impact of the behaviour for everyone involved. The steps to be followed in this example would be similar to scenario 1, but with a more formalized conference process.

All participants should collaborate to set the reparation and a schedule for follow-up. This might include reparation to the business owner as well as to the individual who was harmed.

The participants in this conference would include a facilitator, the person harmed, the person responsible for the harm, any staff

members who were involved in addressing the issue, the principal, the students' teacher(s), their parents, friends/supporters of both the person responsible for the harm and the harmed, any other person affected, and a representative from the business that was affected (community). If substance abuse, mental illness, or another personal disturbance is suspected, it would also be beneficial for a community service provider in that field to be present.

The conference would start with a description of the offence from the viewpoint of the person responsible for the harm (ownership of behaviour). The next step would be elaboration from the harmed, including the series of events (bullying being a relationship issue and not an isolated incident) and the specific impact of this incident. The school staff might describe how the incident affected them in terms of compassion and concern for all of the parties involved, as well as time, extra paper work, calling home, or the effects on the classroom community. The parents might describe how they missed time at work or were forced to neglect other responsibilities. The friends would describe how they observed the incident and how it affected both the harmed and the person responsible for the harm, as well as their own personal experiences (if applicable) as individuals and supporters. The business owner might add to this by describing the impact that the nearby violence or aggression might have had on his/her customers and the business itself.

All participants should collaborate to set the reparation and a schedule for follow-up. In this situation, this might include reparation to the business owner as well as to the individual harmed. It is important to remember that the purpose of the conference is to repair the harm done and, where possible, to reintegrate the person responsible for the harm into the community.

Note: When addressing complex issues with multiple stakeholders, it is important to use a trained facilitator. Issues can easily escalate if the conference facilitator is unprepared.

Measuring Successes

Schools that choose to integrate community/classroom conferencing into their school often want to evaluate the impact it has on students, the school and the community. Useful data to collect would relate to achievement, attendance, and type and number of incidents reported to the office. In addition, the school could decide to conduct focus groups or surveys with students, teachers and parents that measure the following:

1. General Behaviour and Self Concept

• To what extent have students developed an increased sense of self-worth and respect for themselves and others?

• To what extent do students work and play more cooperatively with peers?

• To what extent do students' responses fall within the problem-solving approach to inappropriate behaviour?

2.. Safety and Bullying

• To what extent has bullying, harassment and assault among students been reduced in participating schools?

• To what extent do students intervene in bullying, harassment and assault by peers?

• To what extent do students feel safer and more secure?

3. Attitude Toward School and Community

• To what extent have students developed a more positive attitude toward school?

• To what extent is there an increased attachment to community and to the adults in the community?

4. School Success

• To what extent has there been greater scholastic achievement?

5. Outcomes Pertaining to Adults/Community

• To what extent do parents, teachers and other adults:

    – have a better understanding of positive role modelling?

    – respond to incidents with a problem-solving approach as opposed to a punishment approach to discipline?

Why Do Schools Need Restorative Justice?

Students Learn a Better Way to Behave

The restorative justice approach aims to restore the power imbalances that affect relationships by focusing on a problem-solving rather than a punishment model of discipline.

When community/classroom conferencing is introduced to students as part of a restorative justice approach, a resolution is more meaningful and effective. Research has shown that in addition to leaving the harmed and the person responsible for the harm with a positive justice experience, restorative justice decreases the likelihood of similar incidents occurring in the future (NCPC 1998, 2003, 2006; Sherman & Strang, 2007). Rather than simply punish, this approach teaches those responsible for harm to understand and accept responsibility for the impact their actions have on others while giving them the support they need to become involved with their community in a more positive way. Restorative programs reintegrate those responsible for the wrongdoing back into the school community so that they may become resilient and responsible members of that community, upholding its rules and values.

By recognizing the potential for healing, empowerment of individuals, bringing relationships back into balance and strengthening communities, schools have begun to adapt and to adopt restorative justice practices for dealing with conflicts. These practices are acknowledged as an important alternative to traditional systems of discipline within our schools.

Impact on the Community

Unlike the traditional justice system, community/classroom conferencing provides a structure for everyone affected by an offence to participate in the solution. It allows them to have a voice and collaborate toward repairing and healing the harmed, the

person responsible for the harm and the community. By reintegrating the person responsible for the harm and reducing his/her likelihood to re-offend, the process decreases the potential for further harm to the community and its members.

Impact on Families

Parents who have a child involved in the process may notice an increase in empathy and responsibility in school, at home and in extra-curricular activities. Those harmed may experience increased confidence and recover more fully from negative experiences. Conferencing provides an opportunity for all participants to grow and receive support from those around them. Parents who participate in the process may gain insight and strategies for use at home.

Transferability

When students learn to use community/classroom conferencing to resolve issues at a school level, they will start to understand how the process can be applied outside of the school setting. Exposure to the conferencing process can inspire students to take a role in initiating restorative justice approaches in their communities. This problem-solving skill set will remain with them throughout their lives. (Justice Canada, 2000)

Resources for the Restorative Justice Approach

Society for Safe and Caring Schools and Communities (SACSC)

SACSC offers professional development opportunities for teachers, parents, youth and other adult role models by providing training workshops and developing resources and lesson plans on classroom meetings, resolving conflicts peacefully, and classroom conferencing as a problem solving approach to bullying and discipline. Contact: (780) 447-9487 or visit: http://www.sacsc.ca

Alberta Conflict Transformation Society (ACTS)

The Alberta Conflict Transformation Society (ACTS) offers training for those wishing to facilitate community conferencing and other restorative justice and conflict management workshops. ACTS has been an important partner in the development of the Society's restorative justice programming. For more information visit: http://actsociety.ca

Calgary Community Conferencing

This organization conducts community conferencing by referral or as a pre-sentencing measure from the youth court in Calgary. It has also created a useful conferencing resource titled Beyond the Comfort Zone, which can be ordered from the website: http://calgarycommunityconferencing.com/book.asp

Youth Justice Committees

Providing an alternative to the formal judicial process, Youth Justice Committees are groups comprised of volunteers who help young offenders, those harmed, and the community resolve conflicts. Extrajudicial sanctions for the offender may be in the form of community service, community conferencing or other restorative approaches to justice. These committees work with the justice system to increase youth accountability and give offenders a chance for meaningful reparation. Some of the roles of Youth Justice Committees include: administering the voluntary extrajudicial sanctions program (for first time offenders), sentence advisory and increasing public awareness regarding youth justice and crime prevention.

For more information please visit the website of the Alberta Solicitor General and Ministry of Public Security: http://www.solgen.gov.ab.ca/yjc/default.aspx

Additional Information on Restorative Justice

The Alberta Solicitor General and Ministry for Public Security has recommended the following additional resources for community members seeking assistance or information relating to youth justice. For additional justice related links please visit the following webpage:

http://www.solgen.gov.ab.ca/yjc/related_sites.aspx#24

- **ADR Institute of Canada (ADR Canada)**
  http://adrcanada.ca/
  National organization based in Toronto, ON. Regional Affiliate: The Alberta Arbitration and Mediation Society
  http://www.aams.ab.ca/

- **Conflict Resolution Network Canada**
  http://www.crnetwork.ca/
  National organization based in Waterloo, ON
  Search for practitioners regionally using the online directory

- **Dispute Resolution (DR) Centre for Excellence**
  http://canada.justice.gc.ca/en/ps/drs/index.html
  Focus: the federal government's Dispute Resolution program and
  Services Team; best practices, and program implementation

- **LaMarsh Centre For Research on Violence and Conflict Resolution**
  http://www.arts.yorku.ca/lamarsh/
  Focus: family violence, bullying, violence in sports, conflict
  resolution, prevention of violence in high risk youth, and mental
  health in adult survivors of abuse

- **Peacemakers Trust—Bibliography on Conflict Resolution**
  http://www.peacemakers.ca/bibliography/bibintro99.html
  Focus: research and education regarding conflict resolution

- **Restorative Justice and Mediation (Online Resources)**
  http://www.vaonline.org/restore.html
  Focus: victim assistance resources

- **Restorative Justice web sites (St. Leonard's Society of Canada)**
  http://www.stleonards.ca/links.asp#justice
  Focus: restorative justice internet resources, rehabilitation
  services, and advocacy for social justice reforms

Information on Crime Prevention

- **Alberta Association of School Resource Officers (AASRO)**
  http://www.aasro.com
  Focus: Materials for school resource officers

- **Alberta Community Crime Prevention Association (ACCPA)**
  http://www.accpa.org/
  Focus: overview of services, crime prevention programs and tips

- **Alberta Provincial Rural Crime Watch Association (APRCWA)**
  http://www.ruralcrimewatch.ab.ca/
  Focus: crime prevention lobbying for Albertans

- **Calgary Police Service Bullies Beware**
  http://www.calgarypolice.ca/community/bullies.html
  Focus: safety and bullying prevention

- **Canadian Centres for Teaching Peace**
  http://www.peace.ca/
  Focus: community networks

- **Justice for Kids**
  http://www.usdoj.gov/usao/eousa/kidspage/
  Focus: crime prevention

- **National Crime Prevention Strategy (Canada)**
  http://www.publicsafety.gc.ca/prg/cp/index-en.asp
  Focus: research, best practices and other crime prevention
  resources for community members

- **Police Resource List—Crime Prevention**
  http://police.sas.ab.ca/prl/cp.html
  Focus: local, national and international resources

- **Prevention of Family Violence and Bullying**
  http://www.child.gov.ab.ca
  Focus: Family Violence and Bullying Prevention and services

- **RCMP Youth Strategy**
  http://www.rcmp-grc.ca/youth/bebrightbully_e.htm
  Focus: bullying prevention

- **Royal Canadian Mounted Police—Community, Contract and Aboriginal Policing**
  http://www.rcmp-grc.gc.ca/ccaps/compol_e.htm
  Focus: community policing strategies, programs, services and
  initiatives

- **Statistics Canada**
  http://www.statcan.ca
  Focus: Research includes information on crime prevention and
  youth justice

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The Society for Safe and Caring Schools and Communities Resources

The Society for Safe and Caring Schools and Communities' resources and materials are available through Alberta Learning's Resources Centre (LRC), 12360 142 St. NW, Edmonton, Alberta, T5L 4X9. Tel: 427-5775 in Edmonton. Elsewhere in Alberta call 310-0000 and ask for the LRC or fax (780) 422-9750. To place Internet orders, visit www.lrc.learning.gov.ab.ca. *These materials are eligible for the Learning Resources Credit Allocation (25% discount). Contact the LRC for details. The Society for Safe and Caring Schools and Communities has four program areas and an inventory of promotional items:

I. SUPPORTING A SAFE AND CARING SCHOOL

This program area helps build a SACS culture. It includes information about SACS, an assessment tool to aid in planning and easy-to-read booklets that review current research on SACS topics and successful programs.

☐ **Safe and Caring Schools in Alberta Presentation:** video, overheads and brochures LRC # 455297 $25.00 ea

☐ **The SACSC: An Overview** (K–12) (Pkg of 30) Describes the origin and objectives of the program (2001, 4 pp.) LRC # 445298 $15.00 ea

☐ **Attributes of a Safe and Caring School** (K–12) (Pkg of 30) A brochure for elementary, junior and senior high schools, describing the characteristics of a safe and caring school (1999) LRC # 445313 $15.00 ea

☐ **The SACSC: Elementary Booklet Series (16 booklets)** (K–6) (see LRC website) LRC # 445610 $50.00 ea

☐ **The SACSC: Secondary Booklet Series (15 booklets)** (7–12) (see LRC website) LRC # 445628 $50.00 ea

☐ **Preschool Bullying: What You Can Do About It—A Guide for Parents and Caregivers** (1–6) Provides advice on what parents can do if their child is being bullied or is bullying others (2000, 24 pp.) LRC # 445347 $4.00 ea for 10 or more $5.00 ea

☐ **Bullying: What You Can Do About It—A Guide for Primary Level Students** (K–3) Contains stories and exercises to help children deal with bullies and to stop bullying others (1999, 28 pp.) LRC # 445397 $4.00 ea for 10 or more $5.00 ea

☐ **Bullying: What You Can Do About It—A Guide for Parents and Teachers of Primary Level Students** Contains tips to help teachers and parents identify and respond to children who are involved in bullying (2000, 12 pp.) LRC # 445454 $4.00 ea for 10 or more $5.00 ea

☐ **Bullying: What You Can Do About It—A Guide for Upper-Elementary Students and Their Parents** Directed at students who are the victims, witnesses or perpetrators of bullying, and their parents (2000, 16 pp.) LRC # 445321 $4.00 ea for 10 or more $5.00 ea

* Prices and availability are subject to change without notice

- **Bullying in Schools: What You Can Do About It—A Teacher's Guide** (1–6)
  Describes strategies that teachers can follow to stop bullying in schools (1997)
  LRC # 445339 $4.00 ea for 10 or more $5.00 ea

- **Beyond Bullying: A Booklet for Junior High Students** (7–9) Explains what
  students should do if they are being bullied or if they see someone else being
  bullied (2000) LRC # 445470 $4.00 ea for 10 or more $5.00 ea

- **Beyond Bullying: What You Can Do To Help—A Handbook for Parents and
  Teachers of Junior High Students** (7–9) Defines bullying behaviours and
  suggests strategies that parents and teachers can follow to deal with it
  (1999, 16 pp.) LRC # 445488 $4.00 ea for 10 or more $5.00 ea

- **Bullying is Everybody's Problem: Do You Have the Courage to Stop It?**
  (Pkg of 30) (7–12) A brochure for senior high students that defines bullying and
  provides advice on how to respond to it (1999) LRC # 445305 $15.00/pkg

- **Bullying and Harassment: Everybody's Problem—A Senior High Staff and
  Parent Resource** (10–12) Provides advice for parents and teachers of high
  school students on how to deal with bullying (2000, 12 pp.) LRC # 445496
  $4.00 ea for 10 or more $5.00 ea

- **Class Meetings for Safe and Caring Schools** (K–12)
  Explains how regular class meetings can help teachers and students work out
  conflicts before they become major problems (1998, 20 pp) LRC # 445587
  $4.00 ea for 10 or more $5.00 ea

- **Expecting Respect: The Peer Education Project—A School-Based Learning
  Model** (K–12) Provides an overview of Expecting Respect, a project that trains
  junior and senior high students to make classroom presentations on establishing
  healthy social relationships (1999, 16 pp.) LRC # 445462
  $4.00 ea for 10 or more $5.00 ea

- **Safe and Caring Schools: Havens for the Mind** (K–12) Reviews the role of
  SACS in healthy brain development and learning LRC # 445503
  $4.00 ea for 10 or more $5.00 ea

- **Media Violence: The Children Are Watching—A Guide for Parents and
  Teachers** (K–12) Contains tips for parents and teachers in countering the effects
  on children of media violence (1999, 12 pp.) LRC # 445511
  $4.00 ea for 10 or more $5.00 ea

- **Peer Support and Student Leadership Programs** (K–12)
  Describes programs that have been used successfully at various grade levels to
  encourage students to help their peers. (2000, 30 pp.) LRC # 445503
  $4.00 ea for 10 or more $5.00 ea

- **Niska News** (K–12)
  A collection of articles about SACS reprinted from The ATA News (1999, 36 pp.)
  LRC # 445529 $4.00 ea for 10 or more $5.00 ea

- **Principals' Best** (K–12)
  Describes activities that various schools in the province have undertaken to
  create a safe and caring environment for students (1999, 16 pp.) See website
  LRC # 445545 $4.00 ea for 10 or more $5.00 ea

* Prices and availability are subject to change without notice

Restorative Justice Community/Classroom Conferencing   *21*

- □ **Volunteer Mentorship Programs:** (K–12) Describes a number of successful programs in which adult volunteers were assigned to serve as mentors to school-aged children (2000, 28 pp.) LRC # 445579 $4.00 ea for 10 or more $5.00 ea

- □ **Volunteer Mentorship Program:** (K–12)
A video portrays programs in which adults from the community work with children to help them develop various skills (1999, 9 ½ min.) LRC# 445602 $7.00 ea

- □ **Volunteer Mentorship Program: A Practical Handbook** (includes 3.5" disk) (K–12) Explains how to set up programs in which adults serve as mentors to school-aged children (1999, 44 pp. plus a computer disk containing sample documents used in the program) LRC # 445595 $10.00 ea

II. TOWARD A SAFE AND CARING CURRICULUM— RESOURCES FOR INTEGRATION

These resources are recommended and approved by Alberta Learning. They integrate violence prevention into all subjects K–6 and are divided into five topics: (approximately 85 pp.)

1. Building a Safe and Caring Classroom/Living Respectfully
2. Developing Self-Esteem
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Working It Out Together/Resolving Conflicts Peacefully

Student resource sheets are available in French. To order, check (F).

Kindergarten	□ # 445446	F □ (Out of Province $69.00)	$49.00
Grade 1	□ # 445371	F □ (Out of Province $69.00)	$49.00
Grade 2	□ # 445389	F □ (Out of Province $69.00)	$49.00
Grade 3	□ # 445404	F □ (Out of Province $69.00)	$49.00
Grade 4	□ # 445412	F □ (Out of Province $69.00)	$49.00
Grade 5	□ # 445420	F □ (Out of Province $69.00)	$49.00
Grade 6	□ # 445438	F □ (Out of Province $69.00)	$49.00

- □ **Anti-Bullying Curriculum Materials: Social Studies Grades 10, 11, 12** Developed by Project Ploughshares Calgary, this booklet contains a series of exercises that teachers can use to incorporate the topic of bullying into the high school social studies curriculum (1999, 81 pp.) LRC # 445563 $10.00 ea

- □ **Classroom Management: A Thinking and Caring Approach** Written by Barrie Bennett and Peter Smilanich, this manual outlines numerous strategies that teachers can use to cope with misbehaviour in the classroom and create a learning environment that encourages student learning (1994, 342 pp.) LRC # 445660 $31.60 ea

- □ **SACSC series of six full-color posters** A series of six full-color posters highlighting the Project's key concepts LRC # 444836 $9.00 ea

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III. TOWARD A SAFE AND CARING PROFESSION

SACSC trains inservice leaders and workshop facilitators. The following workshops are designed to help teachers implement the curriculum resources:

☐ **Toward a Safe and Caring Curriculum—ATA Resources for Integration: Kindergarten to Grade 6***

☐ **Toward a Safe and Caring Secondary Curriculum—Approaches for Integration*** A series of short sessions focused on strengthening SACS teaching strategies is also available

*Please contact the Society office for workshop fees

IV. TOWARD A SAFE AND CARING COMMUNITY

This program area is designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behaviour at school, at home and in the community. The community program includes a series of 2-2½ hour workshops for adults and older teens.

- **Living Respectfully***
- **Developing Self-Esteem***
- **Respecting Diversity and Preventing Prejudice***
- **Managing Anger***
- **Dealing with Bullying***
- **Working It Out Together — Resolving Conflicts Peacefully***

☐ **Who Cares? Posters** (Pkg of 30) LRC # 444654 $9.80 ea

☐ **Who Cares? CD-ROM and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1998) LRC # 444646 $4.35 ea

☐ **Who Cares? video and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1997, 11 minutes) LRC # 444638 $5.95 ea

☐ **Toward a Safe and Caring Community Workshops Action Handbook: A Guide to Implementation** Provides specific information about how to implement the ATA's Safe and Caring Schools Project—Toward a Safe and Caring Community Program. In addition, the handbook provides suggested activities and strategies to help communities continue to work on issues related to enhancing respect and responsibility among children and teens LRC # 455304 $7.00 ea

☐ **Violence-Prevention Catalogue of Alberta Agencies' Resources** Compilation of the information that was gathered from over 200 organizations and community groups who work in the area of violence prevention, and with children and youth in character development through community leadership LRC #455312 $7.00 ea

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SACSC PROMOTIONAL ITEMS

□ **SACSC cards with color logo and envelopes** (Pkg of 40) Blank card and
  envelope, featuring the SACSC logo LRC # 444547 $10.00 ea

□ **Niska hand puppet** Featuring the Niska mascot
  LRC # 444555 $14.00 ea

□ **Niska labels** (800 peel & stick labels per pkg) Featuring the Niska mascot
  LRC # 444571 $4.00 ea

□ **Niska mouse pad** 8 ½" by 9 ½" Featuring the Niska mascot
  LRC # 444563 $6.00 ea

□ **Niska tattoos** (125 per pkg) A 1½" by 1½" temporary tattoo featuring Niska
  LRC # 444597 $23.40 ea

□ **Niska water bottles** (5 per pkg) 5 white plastic water bottles featuring the Niska
  logo LRC # 444612 $8.50 ea

□ **Niska zipper pulls** (5 per pkg) Bronze, featuring the Safe and Caring Schools
  logo LRC # 444589 $7.75 ea

□ **SACSC award buttons** (Pkg of 30–2 ¼" white buttons)
  LRC # 444620 $10.00 ea

□ **Safe and Caring Schools and Communities coffee mug**
  LRC # 444604 $5.45 ea

□ **Safe and Caring Schools and Communities pencils** (Pkg of 30)
  Inscribed with "Toward a Safe and Caring Community" LRC # 444662 $10.70 ea

□ **Niska T-Shirt** (white, featuring the Niska mascot front and back) $10.50 ea
   □ LRC # 444745 adult X-large
   □ LRC # 444737 adult large
   □ LRC # 444729 adult medium
   □ LRC # 444711 adult small
   □ LRC # 444703 youth X-large
   □ LRC # 444696 youth large
   □ LRC # 444688 youth medium
   □ LRC # 444670 youth small

□ **SACSC men's golf shirt** (white, featuring the Niska mascot) $24.95 ea
   □ LRC # 444787 X-large
   □ LRC # 444779 large
   □ LRC # 444761 medium
   □ LRC # 444753 small

□ **SACSC women's golf shirt** (white, sleeveless, with Niska mascot) $24.45 ea
   □ LRC # 444828 X-large
   □ LRC # 444810 large
   □ LRC # 444802 medium
   □ LRC # 444795 small

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SACSC Booklets on Bullying

- *Preschool bullying: What you can do about it* (A guide for parents and caregivers)
- *Bullying: What you can do about it* (A guide for primary level students)
- *Bullying: What you can do about it* (A guide for parents and teachers of primary level students)
- *Bullying: What you can do about it* (A guide for upper elementary students and their parents)
- *Bullying in Schools: What you can do about it* (A teacher's guide)
- *Beyond Bullying* (A booklet for junior high students)
- *Beyond Bullying—What you can do to help* (A handbook for junior high school students)
- *Bullying is everybody's problem—Do you have the courage to stop it?* (A brochure for senior high students)
- *Bullying is Everybody's Problem* (A senior high staff and parent resource)

SACSC Respecting Diversity Series

Visit www.sacsc.ca to download booklets from the diversity series and explore a variety of resources for teachers, parents and other members of our communities.

- *Safe and Caring Schools for Students of All Faiths: A Guide for Teachers*
- *Safe and Caring Schools for Students of All Races: A Guide for Teachers*
- *Safe and Caring Schools for Newcomer Students: A Guide for Teachers*
- *Safe and Caring Schools for Aboriginal Students: A Guide for Teachers*
- *Safe and Caring Schools for Islamic Students: A Guide for Teachers*
- *Safe and Caring Schools for Lesbian and Gay Youth: A Guide for Teachers*

*All workshop materials can be ordered from the SACSC office by inservice leaders and workshop facilitators who have successfully completed the training: e-mail office@sacsc.ca, fax (780) 455-6481 or phone (780) 447-9487.