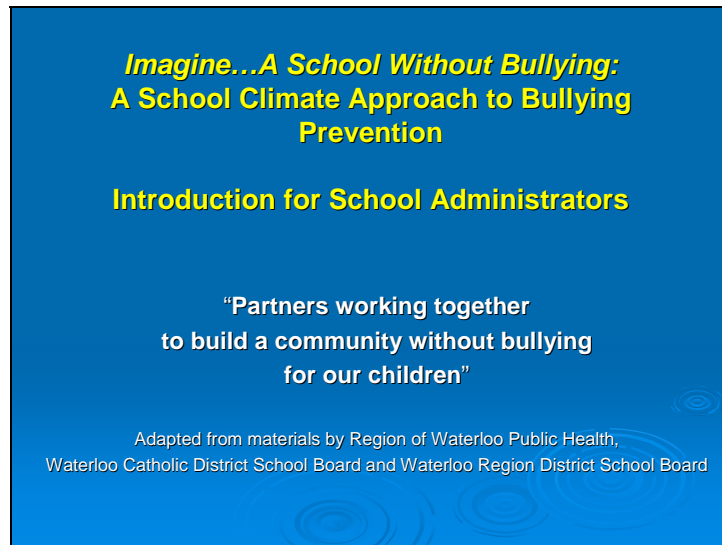
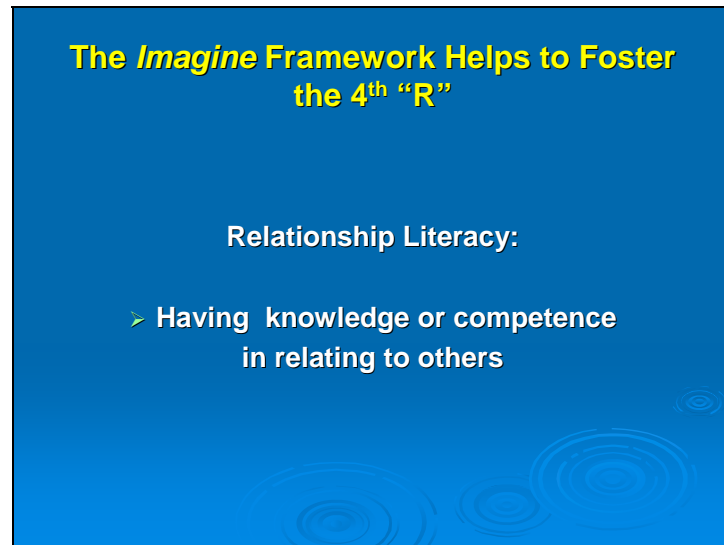


Slide 1



*Give a brief overview of how your board(s) will be implementing this framework, highlighting any partnerships that may be occurring to make it happen e.g. with public health or another school board etc.



Merriam Webster On-Line Dictionary defines relationship as “a state of affairs existing between those having relations or dealings” and literate as “having knowledge or competence”

Understanding, acquiring and demonstrating the values of justice, respect, compassion, inclusiveness and equity, which may be expressed as:

self discipline

taking responsibility for own behaviour,

identifying and appropriately expressing feelings

using manners (socially and culturally appropriate behaviour)

using respectful behaviour towards others

cooperating and negotiating with others

friendship making

conflict resolution

etc.

The *Imagine* Initiative Is...

- A framework (not a program) for a comprehensive school-wide approach to stopping and preventing bullying situations
- Based on Canadian and International research
- Adapted and piloted with help of teachers and administrators working in Waterloo Region
- Deemed a “Best Practice” by the Ontario Ministry of Education’s Safe Schools Action Team

Programs are prescriptive and have a set timeline. A framework can encompass many programs but it also guides an ongoing process-it never has to end if people continue to accept it as a framework that is helpful in guiding their programs and activities

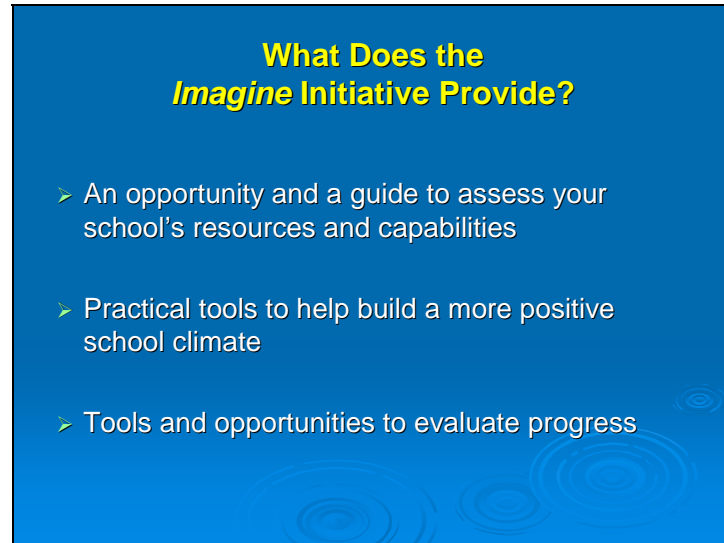
This framework is based on work by Dan Olweus, Debra Pepler, Wendy Craig and many others. **See page 554 of *Imagine* Manual for references**

The Ontario Ministry of Education has listed several programs as “Best Practices”— *Imagine* is one of them

See: <http://www.edu.gov.on.ca/eng/teachers/bullyprevention/registry.html>

Goals of the *Imagine* Initiative

- Raise awareness and understanding of bullying behaviour
- Improve prevention, identification and response to bullying
- Create safer and more caring school climates and communities where bullying behaviour is inhibited



An opportunity and a guide to assess your school's resources and capabilities
time needs to be set aside for school community representatives to fill out the assessment tool and discuss it. Use that information as the team goes forward to fill out the school planning tool, which will then be the school's bullying prevention/intervention plan

Practical tools to help build a more positive school climate . **See Section 3, Steps 2 - 8, Pages 6-116 in the *Imagine* Manual**

Tools and opportunities to evaluate the progression of efforts being made
the survey tools found in Module B of the lesson plans can be used to form a baseline, then reused to check progress with regard to student perceptions

See www.cpha.ca/antibullying/english/site_map.html for a complete set of surveys for teachers/adults at school, parents and students grades 4 - 7

What Else Does the *Imagine* Initiative Provide?

- Materials to orientate new staff or volunteers to school protocols
- A framework to build capacity within the school community to deal with bullying and other high priority issues
- An opportunity to engage the broader school community in a **proactive** positive process

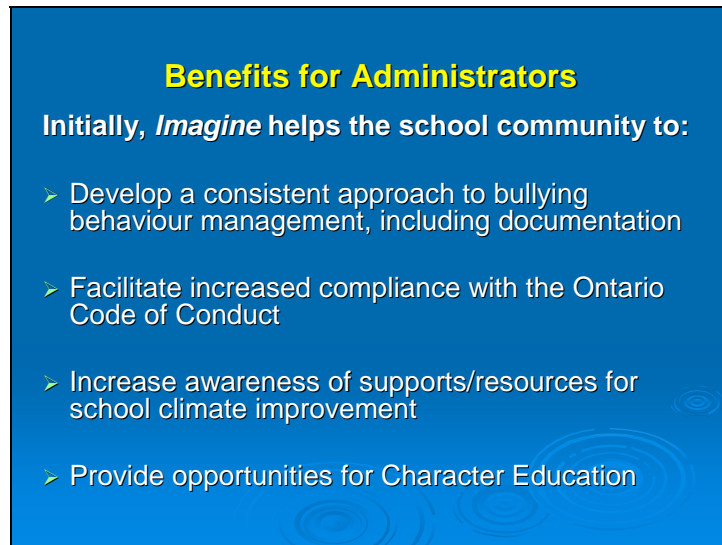
Materials to orientate new staff or volunteers to school protocols
see last section in *Imagine* Manual entitled “Teachers’ Handbook”

A framework to build capacity within the school community that can be used to deal with bullying and other high priority issues

Once the school climate committee feels they have the bullying prevention/intervention plan working well and producing results (expect this to take a couple of years at least), they may want to look at other aspects of behaviour at school e.g. nutrition, physical activity, community service, etc.

An opportunity to engage the broader school community in a proactive positive process

this can be an opportunity to engage those parents and other community members who want to contribute but who are not interested in the “traditional” roles of fundraising, classroom volunteering etc.



Benefits for Administrators

Initially, *Imagine* helps the school community to:

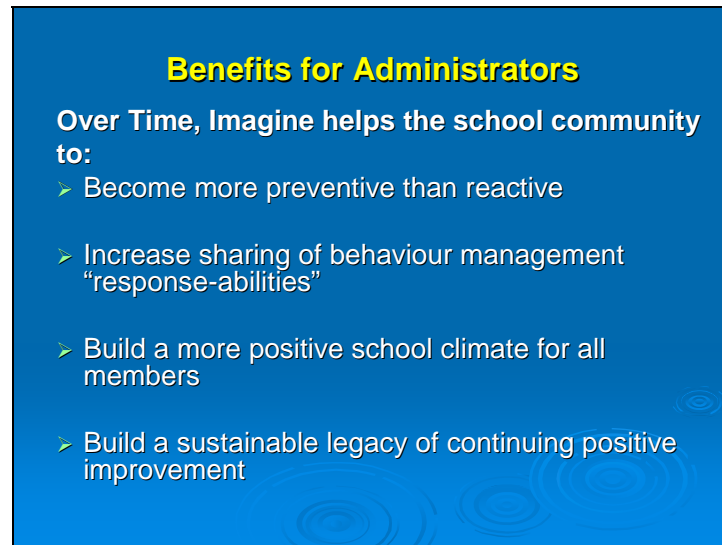
- Develop a consistent approach to bullying behaviour management, including documentation
- Facilitate increased compliance with the Ontario Code of Conduct
- Increase awareness of supports/resources for school climate improvement
- Provide opportunities for Character Education

Develops a consistent approach to bullying behaviour management, including documentation

school will agree on a common definition for what behaviour will be dealt with as bullying; will agree on language for dealing with relationship issues; will develop and promote a common plan for dealing with and documenting bullying behaviour

Facilitates increased compliance with the Ontario Code of Conduct

Increases awareness of supports/resources for school climate improvement because *Imagine* is a framework, all those programs that may already be happening or happened once and have been forgotten e.g. Lionsquest, Peacemakers, Steps to Respect, etc., can be renewed and (re)integrated within the plan for change



Benefits for Administrators

Over Time, Imagine helps the school community to:

- Become more preventive than reactive
- Increase sharing of behaviour management “response-abilities”
- Build a more positive school climate for all members
- Build a sustainable legacy of continuing positive improvement

During the first year, reports of bullying are usually increased substantially. Teachers and administrators may put in a lot of time figuring out if this was a “one time” occurrence or one in a series of occurrences, as well as helping children learn from these experiences (of course taking reports seriously and acting on them!). Once most of the community understands what bullying really is, that bullying situations will be acknowledged and dealt with appropriately and how they could prevent situations from happening, reports then begin to decrease in the following years

Increased sharing of behaviour management “response-abilities”
children begin to be able to deal with unwanted behaviour before it turns into bullying, or bystanders begin to be able to intervene

Creates a more positive school climate for all school community members i.e. students, staff, parents, community members

Builds a sustainable legacy for the school community of continuing positive climate improvement

Benefits of *Imagine* for Teachers

- Affirms teachers' daily efforts in helping children develop relationship literacy
- Provides "ready to go" lessons with direct links to Ontario curriculum
- Provides personal and professional development opportunities
- Encourages a consistent approach to behaviour management which increases personal and communal responsibility for behaviour

Affirms teachers' daily efforts in helping children develop relationship literacy
most teachers do teaching and reinforcement of pro-social skills and usually this goes unacknowledged

Provides "ready to go" lessons with direct links to Ontario curriculum

Provides personal and professional development opportunities
this will depend on your school or your board

Encourages a consistent approach to behaviour management which increases personal and communal responsibility for behaviour
once everyone has a common definition and knows about the school's plan for dealing with bullying, consistency can be promoted

Teachers will experience a more positive working environment when they are enabled to be largely proactive, rather than reactive

Benefits of *Imagine* for Students

- Provides an increased sense of personal safety, responsibility and empowerment
- Builds a more positive school climate facilitating increased academic learning
- Provides opportunities to increase skills in relationship literacy

Provides an increased sense of personal safety, responsibility and empowerment
check out the lesson plans designed to achieve this

Builds a more positive school climate which facilitates increased academic
learning

Provides opportunities to increase skills in relationship literacy

Your school community will find itself gradually moving its focus from bullying
intervention to bullying prevention-focusing more on teaching and recognizing
use of positive social skills

Benefits of *Imagine* for Parents

- Parents receive information re: helping children prevent and/or respond to bullying
- Parents receive clear, consistent communication about behavioural expectations of all school community members
- Provide parent with an opportunity for involvement through School Climate Committee membership
- A safer, more caring school climate and community is experienced by all family members

Parents will receive information about helping children prevent and/or respond to bullying

communicating with parents will be part of the school plan

Clear, consistent communication about behavioural expectations of all school community members

Opportunity for a different kind of parent involvement through SCC membership

Safer, more caring school climate and community for all family members

Overview of a School Climate Approach to Bullying Prevention

- **Step 1:** Engage Commitment of School Staff
- **Step 2:** Establish a School Climate Committee
- **Step 3:** Involve Parents
- **Step 4:** Involve Students
- **Step 5:** Create and/or Amend a School Statement for a Respectful School Environment

***Presenter should read pages 1 - 131 of the *Imagine* Manual thoroughly in order to present and describe these steps in the next two slides. There are 10 tabs in the *Imagine* Manual relating to these 10 steps**

What these steps describe is the process of community building:

Involve everyone who is part of the community

Encourage everyone to communicate their ideas and visions

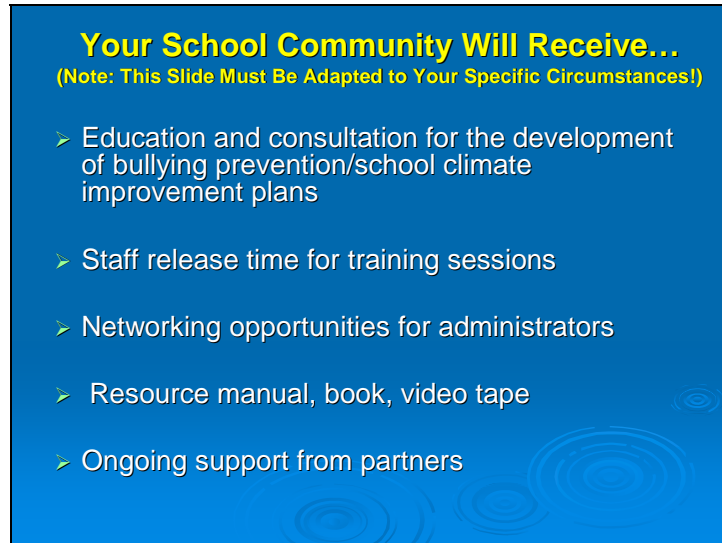
As a community, a vision and goals to work towards will be decided on

Together, they will make a plan that will lead them to their goals that will realize the vision

Everyone will be informed about the plan and involved in carrying out the plan to reach the goals that will bring them toward their vision

Overview of a School Climate Approach to Bullying Prevention

- **Step 6:** Build a Supervision Plan
- **Step 7:** Construct a School Climate Enhancement Plan
- **Step 8** Develop a Response Plan
- **Step 9** Promote and Implement the School Plan
- **Step 10:** Monitor and Reassess the School Plan



Your School Community Will Receive...
(Note: This Slide Must Be Adapted to Your Specific Circumstances!)

- Education and consultation for the development of bullying prevention/school climate improvement plans
- Staff release time for training sessions
- Networking opportunities for administrators
- Resource manual, book, video tape
- Ongoing support from partners

Note: What is listed on this page is dependent on how your school or school board is implementing and supporting this program-your list of supports may be entirely different.



Administrators set the tone for everyone in the school

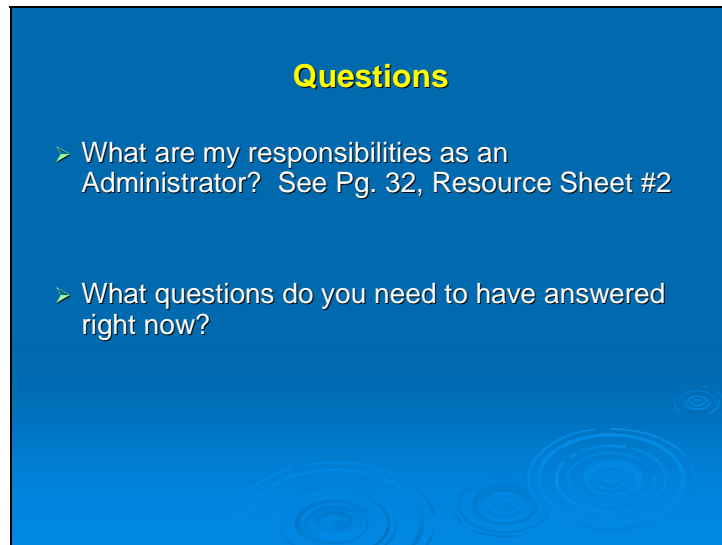
If the administrator is supportive of this process, and proves it by giving time, resources and attention to it, it is likely to be successful

That does not mean that it should be a one person show!! On the contrary, the principal cannot do this alone-all members of the community have a part to play in preventing bullying

Start with engaging the people who are most willing to help, then keep inviting other members of the community to become involved

For some schools, it took them three years before they were able to get a parent on the school climate committee-but they kept the invitation open and eventually parents became more involved

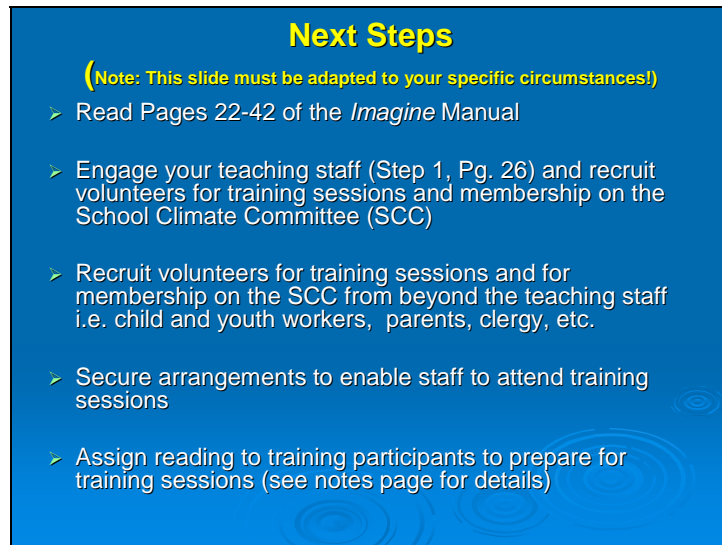
Start where your school is at and then move forward



Questions

- What are my responsibilities as an Administrator? See Pg. 32, Resource Sheet #2
- What questions do you need to have answered right now?

*The leader will listen to questions and try to ensure answers are provided at this session or later.



Next Steps

(Note: This slide must be adapted to your specific circumstances!)

- Read Pages 22-42 of the *Imagine* Manual
- Engage your teaching staff (Step 1, Pg. 26) and recruit volunteers for training sessions and membership on the School Climate Committee (SCC)
- Recruit volunteers for training sessions and for membership on the SCC from beyond the teaching staff i.e. child and youth workers, parents, clergy, etc.
- Secure arrangements to enable staff to attend training sessions
- Assign reading to training participants to prepare for training sessions (see notes page for details)

Before training, please ensure that people from your school community who are attending the training are assigned to read the sections of the manual pertaining to the 10 steps. **(See pages 22-131 in the manual)**. This task can be shared among the people attending training. Depending on how many people will be attending training, a person may be assigned to read more than one of the ten sections.

Whoever has read about the step(s) will be expected to summarize and explain that step(s) to the rest of your group. Your group will then examine your school community in relation to that step—where your school is now, what gaps may be present, what could be done in the future to improve the situation.