

The Society for Safe and Caring Schools and Communities

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# Model for Implementation *Summary*

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*Building Safe, Caring and Inclusive Schools and Communities  
Where All Children Can Learn*

This is a summary of the *SACSC Model for Implementation*, outlining the process that a school or community can use to implement the SACSC comprehensive programming. SACSC implementation is dynamic programming that is easily adapted to fit the needs of each individual community.

The SACSC Approach is based on 10 years of research and development and on information, resources and workshops developed during the Society for Safe and Caring Schools and Communities program implementation under the National Crime Prevention Strategy Investment Fund project, “Building Safe, Caring and Inclusive Schools and Communities for Aboriginal Children and Youth” and the Canadian Heritage Multiculturalism Program project, “Respecting Diversity and Preventing Prejudice: Promoting Change through Social Development in Schools and School Communities.”

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The Society for Safe and Caring Schools and Communities  
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# INTRODUCTION

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A safe and caring school is a place where *all* students and staff feel like they belong. It is a place where *all* students fulfill their academic potential, develop a strong sense of self worth from helping others and learn to be responsible for putting into action their own ethical code. A safe and caring school is a place where *all* children and youth can learn.

This is the foundation upon which the Society for Safe and Caring Schools and Communities has built its programs and resources. In short—the Four A’s of Safe and Caring Schools are:

- Attachment
- Achievement
- Autonomy
- Altruism

The SACSC Model for Implementation, based on 10 years of research and development in Alberta, has been created to guide the implementation of the comprehensive Safe and Caring Schools and Communities (SACSC) Approach to building a positive learning community. SACSC programming prevents bullying and other forms of antisocial behaviour through character education, development of self esteem, conflict management training and building respect for diversity. The Society made a substantial contribution to the development of the Alberta Education resource titled, *The Heart of the Matter: Character and Citizenship Education in Alberta Schools*, published in 2005. SACSC programming is consistent with Alberta Education’s recommendations in that document.

The SACSC Model for Implementation provides for capacity building at the school community level. Leadership training for school and community personnel will sustain SACSC programming over the long term by ensuring that experts are available locally. Five SACSC topics are integrated into school culture, curriculum, professional development and parent education:

1. Living Respectfully
2. Developing Self-Esteem and Self-Respect
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Resolving Conflict and Working Together

## Purpose

The SACSC Model for Implementation outlines a number of practical suggestions for schools working towards a comprehensive, integrated, whole-school approach to building a positive learning community.

The model provides guidance for integrating and adapting the SACSC Approach within the school and community for:

- administrators
- counsellors
- teachers
- school support staff and paraprofessionals
- student leaders
- parents and relatives
- community agencies
- community members

The purpose of the SACSC comprehensive programming is to build a safe, caring and inclusive culture within the school and its community where all children can learn. At a general level, it refers to developing an environment that promotes the physical, intellectual, social and emotional well-being of a student or school community.

Comprehensive programming involving the four SACSC program areas is optimal. The four SACSC program areas are:

- Supporting a Safe and Caring School (school culture)
- Toward a Safe and Caring Curriculum (integration of SACSC knowledge, skills and attitudes into the Alberta Program of Studies)
- Supporting a Safe and Caring Profession (staff development)
- Toward a Safe and Caring Community (parent/adult education)

Schools, however, that opt to implement one or more of these program areas will still see benefits.

Most schools want to find ways to promote learning success and prevent misbehaviour without increasing teachers' workloads or detracting from time spent on teaching and learning. After learning more about the SACSC Approach, teachers will see that SACSC resources integrate safe and caring topics into existing curriculum. SACSC programs promote the use of instructional methods that develop positive social behaviour and lead to enhanced academic achievement. Teachers develop a safe and caring teaching practice and enhance their ability to shape the behaviour of their students through role modeling. Leadership training is provided to ensure that SACSC expertise is available in the school at all times.

**Promoting Safe and Caring Schools and Communities: An Integrated Approach**

Research indicates that it is in the school’s best interest to adopt a broad mandate that extends beyond simply addressing student academic learning. Schools should consider that:

- Students who have good social skills contribute to a positive learning environment in classrooms,
- Students with high self-esteem tend to be more persistent and are more likely to explore their full potential,
- Students who are fearful for their safety often do not want to attend school,
- Disrespectful behaviour, as well as disruptive, intimidating and unkind actions, often causes students to view their class rooms as unsafe or unfriendly,
- Emotional distress creates deficits in students’ intellectual abilities and hinders their capacities to learn, and
- An environment in which intimidation and bullying are allowed to occur impedes students’ abilities to learn.

**Using the Model to Implement the Safe and Caring Schools Approach**

The implementation schedule on page 9 is presented in an order that the Society has found to be practical in terms of whole-school community implementation when sufficient resources are available. However, many of the steps require continuous effort in order to successfully build and sustain a safe and caring environment where all students can learn. School staff members are encouraged to create their own appropriate timeline and employ action research to determine which activities and teaching practices work best in their school.

**Phased-in Implementation**

While it is possible for a school and community to implement all of the SACSC program components simultaneously, the reality for most schools and school divisions is that they do not have adequate resources to support all of the whole-school and community implementation activities during the first one or two years. This is why the Society recommends a less costly, phased-in implementation timeline to promote deeper commitment and allow adequate time for staff to adjust to changes in practice.

# **ABOUT THE SOCIETY FOR SAFE AND CARING SCHOOLS AND COMMUNITIES**

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## **Vision**

Schools and communities will be safe, caring and inclusive environments where each child will learn to be a respectful and responsible citizen.

## **Mission**

To encourage home, school and community practices that teach, model and reinforce socially responsible and respectful behaviours, so that living and learning can take place in a safe, caring and inclusive environment. Achieving this mission requires the involvement not only of parents, teachers, and children, but of all the important adults in children's lives.

## **Object**

The object of the Society shall be the advancement of practices, programs and policies in the school, the home and the community that contribute to a safe, caring and inclusive environment for learning and teaching, through:

- a) involving all the important adults in a child's life,
- b) supporting the growth and development of safe, caring and inclusive school cultures where positive social character and citizenship are emphasized, respect and responsibility are strengthened, bullying, harassment and assault are reduced and scholastic and personal success is achieved,
- c) integrating safe, caring and inclusive knowledge, skills and character into the school curriculum and into extracurricular and community-based activities,
- d) collaborating with other like-minded organizations, providing opportunities for networking and collaborative projects among partners committed to the principles of the society,
- e) supporting adult learning in schools and communities aimed at developing practices that model, teach and reinforce socially responsible and respectful behaviours,
- f) providing opportunities for networking and collaboration among organizations and individuals committed to the principles of the Society.

## **Principles**

The SACSC programs teach knowledge, skills and attitudes that are needed to build positive interpersonal and collaborative relationships and manage conflicts peacefully. The programs which are based on the core concepts of respect and responsibility develop positive, social character in children and youth as well as an appreciation for diversity. The Society, through its programs, strives to affect a child's total environment. These programs are based on the following fundamental principles:

1. Nonviolent values and behaviours must be taught and reinforced consistently by the important adults in a child's life.

2. Integrating and reinforcing safe, caring and inclusive concepts into the school curriculum, the home and the community teaches children to apply safe and caring values to all aspects of their lives.
3. Interpersonal communication skills enhance positive relationships that contribute to collaborative problem solving and conflict resolution.
4. Children and youth who feel safe and cared for are predisposed to learning.
5. Children and youth need to take responsibility for their own behaviour.
6. Adults influence children's behaviour through modeling.
7. Children and youth are the responsibility of all adults in the community.

### **Goals for Adults**

Because children learn to behave appropriately by watching the positive behaviour of adults, the SACSC programs target adults as well as children and youth. The Society emphasizes the importance of adults doing the following:

1. Modeling, supporting and reinforcing positive social behaviours at home, in school and in the community.
2. Integrating safe, caring and inclusive values into the school curriculum and extracurricular and community activities.
3. Teaching children and youth in a way that builds respect and responsibility, builds self-esteem, respects diversity, prevents prejudice, develops anger management, prevents and deals with bullying and develops an ability to solve problems and resolve conflict peacefully.
4. Viewing incidents of misbehaviour as opportunities to teach social skills.
5. Responding to instances of misconduct immediately, in a way that maintains the rights and dignity of all concerned while modeling appropriate behaviour.
6. Empowering children and youth, through attitude and skill development, to take responsibility for their own behaviour.
7. Giving children and youth the opportunity and necessary support to correct the harm they have caused for others through their own behaviour.
8. Encouraging children and youth, through example, to show self-discipline and to care for others.
9. Reinforcing mutual respect between adults and children and youth.

### **Four Program Areas**

#### ***Supporting a Safe and Caring School***

The objective of this program area is to build a safe and caring school culture. A number of research-based resources available in this program area include school culture assessment instruments, guides for extracurricular programs, student assembly scripts for the principal, and various guides, manuals and videos on peer education, volunteer mentorship, peer support, classroom meetings, diversity issues, bullying, brain research, media violence, peer education and mentorship.

### ***Toward a Safe and Caring Curriculum***

The objective of this program area is to develop safe and caring knowledge, skills and attitudes through study of prescribed curriculum. Resources have been developed to help teachers integrate violence-prevention and character education into all subject areas in the Alberta Program of Studies and Western Canadian Protocol Initiatives from Kindergarten to Grade 12.

### ***Supporting a Safe and Caring Teaching Profession***

The objective of this program area is to develop a safe and caring teaching profession. SACSC trains curriculum leaders and workshop facilitators. As a result, local people are available to deliver the following workshops at the school or district levels.

### ***Toward a Safe and Caring Community***

The objective of the community program area is to have all adults model and reinforce safe and caring behaviour. The program is premised on the belief that, to affect children and youths' attitudes and behaviours both in and out of school, a program consistent with the school program must be available to parents and other people in the community. The community program consists of a series of workshops for adults and older teens. These workshops, based on the topics addressed in the Toward a Safe and Caring Curriculum program, are designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behaviour, whether at school, at home or in the community.

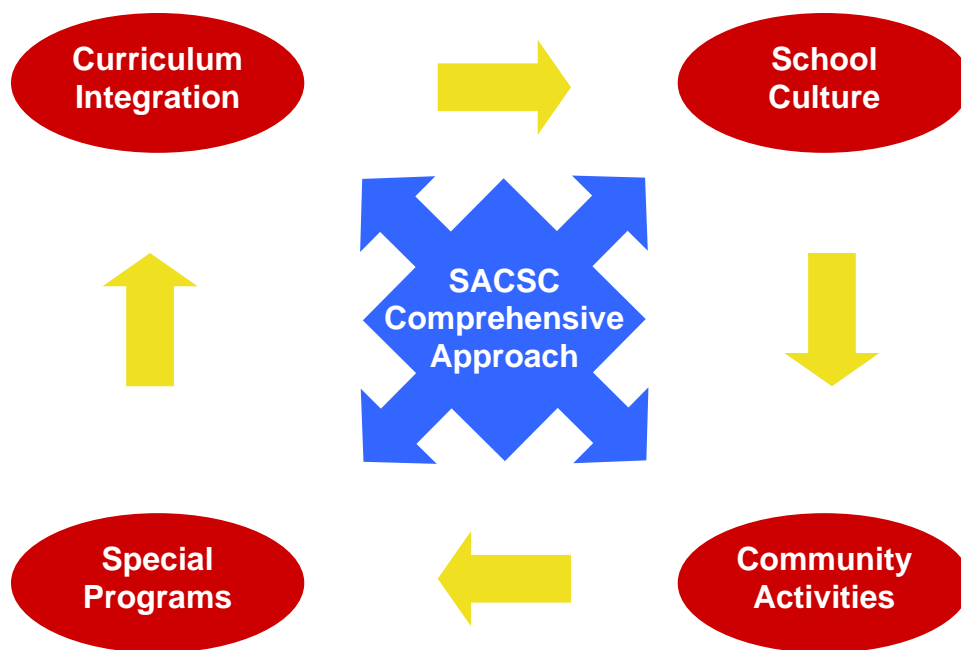
**For a copy of the Society's History, Organizational Chart and Membership Application, or for additional information about the Society, please see the SACSC website [www.sacsc.ca](http://www.sacsc.ca) under *About SACSC*.**

## PHASED-IN IMPLEMENTATION SCHEDULE

### *Steps to SACSC Implementation*

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Implementing the SACSC Comprehensive programming is a dynamic and flexible process. Schools may begin the process with one of four main components, adding an additional component during each of the four initial years.



The following implementation schedule is *an example of a school-initiated approach* beginning with curriculum integration, and then introducing school culture building activities, community activities and special programs/projects years 2–4. School-initiated approaches are most effective starting points when the staff relations are positive and school participants are enthusiastic. If there are staff-relations problems, the *Healthy Interactions* (special project) program implementation should be used as a starting point and serve as the primary focus during the first year. In some school communities, SACSC programming at the school level has been initiated by the community’s involvement in the Society’s *Toward a Safe and Caring Community* program. In others, student enthusiasm for Youth Action (and other special projects) encourages the school to adopt additional implementation components.

In all cases, it is important to note that the Society’s staff is available to introduce SACSC programming to the school board, administration and staff. Once a decision is made to implement SACSC programming, the Society and school district’s staffs can work with the school and school division to adapt the SACSC programming and implementation schedule to suit individual priorities.

NOTE: The Full *Model for Implementation* document describes each step in detail.

## Pre-Implementation

(to be completed May–August prior to implementation start)

### Step 1

#### Generate Awareness

- Provide information about the SACSC Approach to stakeholders.
- Generate awareness and interest in the school and community (using newsletters, information notices, etc).

### Step 2

#### Make the Decision to Implement the SACSC Approach

- Conduct Needs Assessment.
- Identify stakeholders and involve them in a policy development process.
- Acknowledge a need in the community.
- Decide which SACSC program to begin with.

### Step 3

#### Assemble resources and assign responsibilities

- Obtain all the necessary resources from the Society website or office.
- Assign school staff and community members to SACSC roles.
- Gather information about potential community partnerships including agencies and organizations that work in the community, with the school, or provide services to the youth and their families.
- Assemble staff, student and community volunteers.
- Administrators and lead teachers attend SACSC Leadership Institutes.
- Hold Teacher in-service workshop.

### Step 4

#### Collect Baseline Data (May/June)

- Assign research management duties or contract the Society for data analysis.
- Hold focus groups/interviews to gather thoughts and ideas from school staff, students and community members.
- Administer *What Students Say*, the SACSC student survey, and *SACSC Knowledge Measurement Questionnaire* to all students to collect baseline data and to determine priorities.
- Administer staff survey.
- Gather relevant school data on discipline, attendance, achievement, etc.
- Identify particular needs and strengths of the school.
- Collect relevant data from the community.

### Step 5

#### Create an Action Plan

- Involve all stakeholders.
- Create SACSC Steering Committee and set up meeting schedule.
- Conduct Action Planning Activity.
- Set up implementation teams.
- Obtain commitment from participants.
- Facilitate ongoing involvement.

## Continuous Implementation Practices (All Years)

### **Involve the community**

- Provide opportunities for meaningful involvement.
- Maintain a functional level of involvement.
- Communicate appreciation.

### **Maintain momentum**

- Get everyone on board! Ensure that there is adequate support and participation in the initiative.
- Maintain dialogue between SACSC leaders, school staff, students, parents and other community members.
- Address doubt and dissent immediately.
- Continuously assess SACSC implementation through action research.
- Adapt practice to address challenges and changing needs.

### **Document change**

- Document learning and outcomes.
- Use simple/consistent methods of data collection.
- Identify accomplishments and challenges.
- Share evaluation results with stakeholders.
- Keep communication channels open.
- Celebrate achievements and build morale.

# Program Implementation Year 1

## Curriculum Integration Focus

### Step 1

#### Create Action Plan

(if not completed during pre-implementation)

- Involve all stakeholders.
- Create SACSC Steering Committee and set up meeting schedule.
- Divide tasks based on individual strengths.
- Choose realistic actions.
- Obtain commitment from participants.
- Facilitate ongoing involvement.

### Step 2

#### Curriculum Integration (September–June)

- Hold Teacher in-service workshop for new staff and a refresher for those who attended in May/June of previous school year.
- Hold SACS curriculum implementation teams workshop.
- Create SACSC Implementation Teams.
- Schedule SACS curriculum implementation team meetings for **Year 1**.
- Hold *Preventing and Dealing with Bullying* workshop.
- Establish monthly SACSC school assemblies led by principal.
- Distribute monthly implementation bulletins containing information about topics and teaching methods (available from the Society office).

### Step 3

#### Collect Comparison Data (May/June)

- Hold focus groups/interviews to gather feedback from school staff, students and community members.
- Administer *What Students Say*, the SACSC student survey, and *SACSC Knowledge Measurement Questionnaire* to all students to collect baseline data and to determine priorities.
- Administer staff survey.
- Gather relevant school data on discipline, attendance, achievement, etc
- Analyze data, measure progress and re-identify needs and strengths of the school.
- Hold SACSC staff development workshop and share data and findings.

### Step 4

#### SACSC Leadership Training

- Administrators attend Leadership Institute/Conference.
- Lead Teachers attend Curriculum Leadership Institute I (minimum of two lead teachers).

## Program Implementation Year 2

### *School Culture Focus*

#### Step 1

##### **Revise/Update Action Plan (September)**

(NOTE: This can be completed at the end of the previous year)

- Schedule Steering Committee meeting for Year 2.
- SACSC Steering Committee arranges to create and fund SACSC community coordinator (position beginning **Year 3**).
- Stakeholders identify potential community facilitators for **Year 3** Community Workshops.

#### Step 2

##### **School Culture Building (September–June)**

- Establish monthly SACSC school assemblies led by principal.
- Coordinate whole-school activities related to topics.

##### **Continue Curriculum Integration (September–June)**

- Hold Teacher in-service workshop for new staff and a refresher for those who attended in May/June of previous school year).
- Hold monthly inservice mini-sessions at staff meetings.
- Hold SACSC curriculum implementation teams workshop for new teachers and refresher for others.
- Create SACSC Implementation Teams for Year 2 and schedule implementation team meetings.
- Hold a *Professional Development* workshop on a topic that meets staff needs.
- Distribute monthly implementation bulletins containing information about topics and teaching methods (available from the Society office).

#### Step 3

##### **Collect Comparison Data (May/June)**

- Hold focus groups/interviews to gather feedback from school staff, students and community members.
- Administer *What Students Say*, the SACSC student survey, and *SACSC Knowledge Measurement Questionnaire* to all students to collect baseline data and to determine priorities.
- Administer staff survey.
- Gather relevant school data on discipline, attendance, etc.
- Analyze data, measure progress and re-identify needs and strengths of the school.
- Hold SACSC staff development workshop and share data and findings.

#### Step 4

##### **SACSC Leadership Training**

- Administrators attend Leadership Conference
- Lead Teachers attend Curriculum Leadership Conference (minimum of two lead teachers).
- Additional participants attend Leadership I and Curriculum Leadership I Institutes.
- Community volunteers attend SACSC *Toward a Safe and Caring Community Facilitator Training Institute*.

## Program Implementation Year 3

### Community Focus

#### Step 1

##### Revise/Update Action Plan (September)

(NOTE: This can be completed at the end of the previous year)

- Schedule Steering Committee meeting for Year 3.

#### Step 2

##### Community Activities (September–June)

- Community facilitators offer community workshops to parents, teachers and others in the community (SACSC certificate and college/university credit may be available).
- Steering Committee plans and holds Community Dinners every two months to introduce each new topic.

##### Continue Curriculum Integration (September–June)

- Hold Teacher in-service and bullying workshops for new staff and a refresher for those who attended in previous school years).
- Hold monthly inservice mini-sessions at staff meetings.
- Schedule SACS curriculum implementation team meetings for **Year 3** (Implementation teams should inservice new members).
- Hold a *Professional Development* workshop on a topic that meets staff needs.
- Distribute monthly implementation bulletins containing information about topics and teaching methods (available from the Society office).

##### Continue Focus on School Culture (September–June)

- Continue principal-led monthly SACSC school assemblies.
- Coordinate whole-school activities related to topics.

#### Step 3

##### Collect Comparison Data (May/June)

- Hold focus groups/interviews to gather feedback from school staff, students and community members.
- Administer *What Students Say*, the SACSC student survey, and *SACSC Knowledge Measurement Questionnaire* to all students to collect baseline data and to determine priorities.
- Administer staff survey.
- Gather relevant school data on discipline, attendance, etc.
- Analyze data, measure progress and re-identify needs and strengths of the school.
- Hold SACSC staff development workshop and share data and findings.

#### Step 4

##### SACSC Training

- Administrators attend Leadership Conference.
- Lead Teachers attend Curriculum Leadership Conference.
- Additional participants attend Leadership Curriculum Leadership Institutes.
- Additional participants attend Curriculum Leadership Conference.
- Additional volunteers attend Community Facilitator Training.

## Program Implementation Year 4

### *Special Project Focus*

#### Step 1

##### **Revise/Update Action Plan (September)**

(NOTE: This can be completed at the end of the previous year)

- Schedule Steering Committee meeting for Year 4.

#### Step 2

##### **Introduce One or More Special Projects/Programs to Supplement School Discipline and/or Address Specific School Issues (September–June)**

- SACSC *Student-Led Restorative Justice* program.
- SACSC *Youth Action* program.
- ATA *Healthy Interactions* program.
- Alberta Education's *Effective Behaviour Support* program.
- UNESCO *Associated Schools Project Network* program.

##### **Continue Community Activities (September–June)**

- Community facilitators offer community workshops to parents, teachers and others in the community (SACSC certificate and college/university credit may be available).
- Steering Committee plans and holds Community Dinners every two months to introduce each new topic.

##### **Continue Curriculum Integration (September–June)**

- Hold Teacher in-service and bullying workshops for new staff and a refresher for those who attended in previous school years).
- Hold monthly inservice mini-sessions at staff meetings.
- Hold a *Professional Development* workshop on a topic that meets staff needs.
- Create implementation teams and schedule SACS curriculum implementation team meetings for **Year 3** (Implementation teams should inservice new members or hold refresher workshop).
- Distribute monthly implementation bulletins containing information about topics and teaching methods (available from the Society office).

##### **Continue Focus on School Culture (September–June)**

- Establish monthly SACSC school assemblies.
- Coordinate whole-school activities related to topics.

#### Step 3

##### **Collect Comparison Data (May)**

- Hold focus groups/interviews to gather feedback from school staff, students and community members.
- Administer *What Students Say*, the SACSC student survey, and *SACSC Knowledge Measurement Questionnaire* to all students to collect baseline data and to determine priorities.
- Administer staff survey.
- Gather relevant school data on discipline, attendance, etc.
- Analyze data, measure progress and re-identify needs and strengths of the school.
- Hold SACSC staff development workshop and share data and findings.

**Step 4****SACSC Leadership Training (optional)**

- Participants attend Leadership and Curriculum Leadership Conferences.
- Additional volunteers attend Community Facilitator Training.

**Subsequent years**

**Continue all programming focuses**

## RESOURCE LIST

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The following are suggested resources for a school or district and community preparing to implement the SACSC Approach. Resource needs will vary based on school and community size and number of schools collaborating toward SACSC implementation.

### Personnel and Training

- A school administrator who has completed the SACSC two-day school leadership institute. School administrator commitment is crucial. The principal must be prepared to take a leadership role in promoting, modeling and integrating SACSC philosophy into school culture and activities. This is the single most important factor in successful implementation.
- Two or more teachers per school who have completed the SACSC curriculum leadership institute (one of whom, if qualified, to act as action research manager, alternatively contract the Society). These teachers take on a leadership role in providing in-service and support to all school staff for the curriculum integration portion of implementation. Curriculum leaders are also responsible for liaising with the community coordinator, coordinating SACSC activities and ensuring staff and students have input. Release time will vary from one period per week to 0.1 FTE, based on school size, expected duties and funding. In large schools, trained curriculum leaders should be in place in each department.
- Professional Development (PD) and Implementation Team planning Implementation requires two to three PD days in the first year with at least one half-day for all staff per year in subsequent years. In addition, all school staff form SACSC implementation teams that meet twice each month to discuss, support and coordinate SACSC implementation throughout the school year. The teachers and teaching assistants' implementation teams should focus on SACSC curriculum integration.
- A SACSC school action committee The SACSC action committee should include a school administrator, staff, parent and student representation and is responsible for forming strategies, planning activities and ensuring whole-school collaboration. If only one school in a community is implementing SACSC this committee becomes the SACSC Steering Committee.

- ❑ A SACSC steering committee
 

The steering committee includes representatives from staff, administrators, parents and students from each school involved in collaborative SACSC implementation plus representatives from community agencies. This committee advises SACSC implementation on a community level.
- ❑ A SACSC community coordinator
 

This individual is responsible for coordinating and promoting SACSC in the community. This includes facilitating workshops for parents, organizing activities in the community and liaising between school and community. This position should be in place the year that the SACSC community program begins.

### **Material Resources**

- ❑ SACSC overview presentation
 

This provides introductory information with video regarding the SACSC programs, resources and philosophy. To order, please call the SACSC office.
- ❑ Current SACSC resources
 

The Society has developed a collection of SACSC resources necessary for implementation. In addition to the appendices to this model (see page 71 for a list) suggested resources include SACSC K–12 lesson plans, assembly scripts and special program/project resources, most of which are available to download from the website.

There is also a variety of supplementary resources that can be beneficial when addressing specific concerns. These include: easy-to-read information booklets, web-based micro-workshops, interfaith education materials, Dealing with Homophobia materials, Bullying Prevention Series and Overview Presentation, Respecting Diversity Series, and student and community resources.

Please see Appendix C for a complete list of SACSC resources. Please note the underlined resources are available to download free of charge from the website.

## PROJECTED COSTS

The projected costs for a school district to implement SACSC programs in district schools and communities are outlined in the table below. Costs are approximations. Total costs need to be calculated by the school district or school and written in the total costs column. They will vary based on number of students and staff, number of schools participating, frequency of meetings, training, materials, travel and other factors.

Activity	Description	Costs	Total Cost
<b>Collect Baseline Data Before SACSC Implementation</b>			
Data collection <ul style="list-style-type: none"> <li>• <i>What Students Say</i> survey</li> <li>• Student <i>SACSC Knowledge Measurement Questionnaire</i></li> <li>• Teacher survey</li> <li>• Focus groups</li> <li>• School data</li> </ul> Data analysis	Baseline data is collected before beginning SACSC programming. These data will provide a benchmark for comparisons from year to year. Data should be collected at the same time each year. May is a good month in which to administer student surveys, as data reflect students' exposure to a full year of SACSC programming. Data collected in the Fall tends to be less reliable because students may have forgotten some of what they learned in the previous year during summer vacation.  Research management and analysis duties can be assigned to a teacher or the Society can be contracted to do the analysis.	Copy costs for <ul style="list-style-type: none"> <li>• 5–7 page surveys administered to students at even-numbered grade levels.</li> <li>• 3–5 page questionnaires administered to students at odd-numbered grade levels.</li> <li>• 3 page teacher survey.</li> </ul> Focus group data collection by the Society or school division. Costs for Society staff are: one to three days at \$585 per day plus travel costs from Edmonton.  Data analysis at \$45 per hour (approximately three hours per hour of focus group data).	
SACSC School Leadership Institutes	Provides principals with strategies to lead SACSC implementation.	Costs are stated beside each of the institutes where they are listed separately on this table.	
SACSC Curriculum Leadership Institutes	Lead teachers will be able to assist others with implementation. Schools may prefer to have the curriculum leaders evolve during the first year of implementation and attend institute later.	See costs for Curriculum Leadership Institute in first year below.	
Administrator's SACSC Leadership Institute I (two days)	School leadership is key to successful implementation. Institute builds knowledge and strategies.	\$335 per person plus travel expenses to central location in school district or to Edmonton.	

Activity	Description	Costs	Total Cost
<b>Year 1</b>			
Curriculum integration <ul style="list-style-type: none"> <li>Teacher in-service workshop</li> </ul>	For all teachers and TA's— Three approaches to SACSC curriculum integration and how to use resources.	\$585 per day plus \$293 per day preparation time plus Society staff travel costs for one staff development day.  Elementary curriculum resource, <i>Toward a Safe and Caring Curriculum—Resources for Integration K to 6</i> , \$49 each.  Classroom literature resources at approximately \$280 per classroom.  Jr/Sr high teachers download lessons from Society website	
SACSC Curriculum Implementation Support <ul style="list-style-type: none"> <li>SACSC Implementation Teams workshop</li> <li>Arrange or timetable SACS implementation team meeting time</li> </ul>	For all staff—form SACSC implementation teams that meet for one hour weekly or bi-weekly throughout the school year. <ul style="list-style-type: none"> <li>Ideally the team meetings would be built into the timetable.</li> <li>Teams promote and support implementation.</li> </ul>	\$585 per day plus \$293 per day preparation time plus Society staff travel costs for one staff development day. . Workshop materials \$2 to \$4 per staff member per workshop.  Recommend \$50 per staff member per year for implementation team meetings and activities (optional).	
Preventing and Dealing with Bullying <ul style="list-style-type: none"> <li>staff workshop</li> </ul>	For all staff—Bullying-related information and strategies.	\$585 per day plus \$293 per day preparation time plus Society staff travel costs for one staff development day. . Workshop materials \$2 to \$4 per staff member per workshop.	
Curriculum Implementation Bulletins	Bulletins contain information about SACSC topics, and teaching methods and are distributed monthly by e-mail.	\$100 per year per school for subscription plus local copy costs for 40 pages per staff member per year.	



Activity	Description	Costs	Total Cost
<b>Year 2</b>			
Administrator's SACSC Leadership Institute II	School leadership is key to successful implementation. Institute builds knowledge and strategies.	\$335 per person plus travel expenses to central location in school district or to Edmonton.	
Curriculum Leadership Institute I (training for minimum of two lead teachers per school)  Curriculum leaders inservice new teachers and provide refresher to others  Monthly mini-sessions at staff meetings	Institute builds knowledge and strategies.  Curriculum leaders provide inservice for new teachers, assist principal in facilitating 15 minute mini-sessions at staff meetings and provide on-going curriculum integration support for all teachers and teams.  Teachers should have input into selection of curriculum leaders.	\$335 per person plus travel expenses to central location in school district or to Edmonton.  Release Time for minimum of 2 curriculum leaders— ideally 0.1 FTE in larger schools, one to two periods per week in smaller schools.	
Continue focus on SACS curriculum integration and implementation team meetings	Curriculum resource materials for new teachers.  Curriculum leaders provide curriculum integration and SACSC implementation team inservice for new teachers and refresher for rest of staff.	Elementary resource, new teachers only, \$49.  Recommend \$50 per staff member per year for implementation team meetings and activities (optional).	
Curriculum Implementation Bulletins	Bulletins contain information about SACSC topics and teaching methods, and are distributed monthly.	\$100 per year per school for subscription plus copy costs for 40 pages per staff member per year.	
SACSC staff development workshop and sharing data and findings	Topic to be determined based on staff needs. Part of workshop includes examining findings from comparisons between baseline data and data from end of first year. Staff use findings for SACSC implementation team planning.	\$585 per day plus \$293 preparation plus Society staff travel costs for a minimum of one staff development day.  Workshop materials \$2 to \$4 per staff member.	
Focus on school culture • Establish monthly SACSC school assemblies • Whole school activities	Assembly scripts are available for school principals.  SACSC Steering Committee, administration, staff and students promote whole school activities and reminders about SAC behaviour.	Resources can be downloaded free of charge from Society website.	

Activity	Description	Costs	Total Cost
<p>SACSC Steering Committee</p> <ul style="list-style-type: none"> <li>• Arrange to create and fund SACSC community coordinator position beginning Year 3</li> <li>• Identify potential community workshop facilitators</li> </ul>	<p>SACSC Steering Committee meetings.</p> <p>The SACSC community coordinator liaises between school and community and runs community workshops. This paid position is key to successful implementation. The community coordinator may be a school staff member who has release time or a member of the community.</p> <p>Community workshop facilitator training: facilitators need to be trained before Sept of following year.</p>	<p>Costs for refreshments for minimum of five meetings per school year. \$293 plus travel costs for Society staff member for each of five meetings. Travel costs may include staff time for travel in excess of 150 kilometres.</p> <p>0.1 FTE to full time depending on size and number of schools.</p> <p>\$390 plus travel costs for four-day training in Edmonton. \$135 for materials.</p>	
SACSC Consultation and Support	Consultation and individualized program support	4 h of email and phone consultation per year. Additional consultation billed at \$100/h.	
<p>Collect data in May</p> <ul style="list-style-type: none"> <li>• <i>What Students Say</i> survey</li> <li>• Student SACSC <i>Knowledge Measurement Questionnaire</i></li> <li>• Teacher survey</li> <li>• Focus groups</li> <li>• School data</li> </ul>		<p>Copy costs for</p> <ul style="list-style-type: none"> <li>• 5–7 page surveys administered to students at even-numbered grade levels.</li> <li>• 3–5 page questionnaires administered to students at odd-numbered grade levels.</li> <li>• 3 page teacher survey.</li> </ul>	
Data analysis		<p>Focus group data collection by the Society or school division. Costs for Society staff are: one to three days at \$585 per day plus travel costs from Edmonton.</p> <p>Data analysis at \$45 per hour (approximately three hours per hour of focus group data)</p>	
SACSC Leadership Institutes and Meetings	Schools should be sending some staff members each year. The number of staff who attend will depend on the size of the school.	Costs are stated beside each of the institutes where they are listed separately on this table.	

Activity	Description	Costs	Total Cost
<b>Year 3</b>			
Curriculum Leadership Institute II  Continue focus on curriculum leadership activities	Institute builds knowledge and strategies.  Curriculum leaders provide inservice for new teachers and assist principal in facilitating 15 minute mini-sessions at staff meetings and offer on-going curriculum integration support for all teachers and teams.	\$335 per person plus travel expenses to central location in school district or to Edmonton.  Release Time for 2 curriculum leaders—ideally 0.1 FTE in larger schools, one to two periods per week in smaller schools.	
Continue focus on curriculum integration and SACS implementation team meetings	Curriculum resource materials for new teachers.	Elementary resource, new teachers only although there should be copies left in the school from previous teachers, \$49.  Recommend \$50 per staff member per year for implementation team meetings and activities (optional).	
Curriculum Implementation Bulletins	Bulletins contain information about SACSC topics, and teaching methods and are distributed monthly.	\$100 per year per school for subscription plus copy costs for 40 pages per staff member per year.	
Continue focus on school culture	Assembly scripts are available for school principals.  SACSC Steering Committee, administration, staff and students promote whole school activities and reminders about SAC behaviour.	Resources can be downloaded free of charge from Society website.	
SACSC staff development workshop and sharing data and findings	Topic to be determined based on staff needs. Part of workshop includes examining findings from comparisons between baseline data and data from end of first year. Staff use findings for SACSC implementation team planning.	\$585 per day plus \$293 preparation plus Society staff travel costs for a minimum of one staff development day. Workshop materials \$2 to \$4 per staff member.	

Activity	Description	Costs	Total Cost
SACSC Steering Committee meetings	The SACSC Steering Committee builds morale, provides direction, oversees community program and keeps communication channels open.	Costs for refreshments for minimum of five meetings per school year.  \$293 plus travel costs for Society staff member for each of five meetings. Travel costs may include staff time for travel in excess of 150 kilometres.	
<p>Introduce community program</p> <ul style="list-style-type: none"> <li>• Hire/appoint SACSC community coordinator</li> <li>• Community coordinator training</li> <li>• Community workshop facilitators trained</li> </ul>	<p>Community coordinator salary.</p> <p>SACSC provides staff development training to the Community Coordinator who liaises between school and community and runs community workshops. The community coordinator must complete the four-day SACSC Community Facilitator Training Institute.</p> <p>Four-day SACSC Community Facilitator Training Institute.</p>	<p>0.1 FTE to full time depending on size and number of schools.</p> <p>Ideally 2–4 days annually in Edmonton or central location in school division, \$190 per day (or trainer cost if school division location) plus travel expenses.</p> <p>\$390 plus travel to a central location within the district or Edmonton. \$135 for materials.</p>	
<ul style="list-style-type: none"> <li>• Community facilitators offer community workshops to parents, teachers, youth and others in the community—also recommended for those involved in SACSC steering committee</li> <li>• College credit and certificate</li> </ul>	<p>SACSC Community workshops offered monthly or bi-weekly.</p> <p>For those who complete all community workshops, credit can be obtained for college, university undergraduate and graduate programs. Continuing education credits may also be obtained for professional designations such as social workers.</p>	<p>New participant kit—\$3.55 (one time cost). \$2.25 per person for all other workshops materials plus refreshments. (Plus gst, shipping and handling). Facilitators are usually volunteers but could be paid a small honorarium.</p>	

Action	Description	Costs	Total Cost
<ul style="list-style-type: none"> <li>Community dinners every two months</li> </ul>	To create awareness and understanding about the role of all adults in building a SAC school and community and to promote the community workshops.	Community dinners can be pot luck, funded by businesses operating in the community or the community can apply for grants. Businesses can be asked to donate door prizes.	
SACSC Consultation and Support	Consultation and individualized program support	4 h of email and phone consultation per year. Additional consultation billed at \$100/h.	
Collect data in May <ul style="list-style-type: none"> <li>What Students Say survey</li> <li>Student SACSC Knowledge Measurement Questionnaire</li> <li>Teacher survey</li> <li>Focus groups</li> <li>School data</li> </ul> Data analysis		Copy costs for <ul style="list-style-type: none"> <li>5–7 page surveys administered to students at even-numbered grade</li> <li>3–5 page questionnaires administered to students at</li> <li>3 page teacher survey.</li> </ul> Focus group data collection by the Society or school division. Costs for Society staff are: one to three days at \$585 per day plus travel costs from Edmonton.  Data analysis at \$45 per hour (approximately three hours per hour of focus group data).	
SACSC Leadership Institutes and Meetings	Schools should be sending some staff members each year. The number of staff who attend will depend on the size of the school.	Costs are stated beside each of the institutes where they are listed separately on this table.	
<b>Year 4</b>			
Continue focus on curriculum leadership activities	Curriculum Institute builds knowledge and strategies. Curriculum leaders provide inservice for new teachers and assist principals in facilitating 15 minute mini-sessions at staff meetings and provide on-going curriculum integration support for all teachers and teams.	\$335 per person plus travel expenses to central location in school district or to Edmonton.  Release Time for minimum 2 curriculum leaders—ideally 0.1 FTE in larger schools, one to two periods per week in smaller schools.	

Action	Description	Costs	Total Cost
Continue focus on curriculum integration and SACS implementation team meetings	Curriculum resource materials for new teachers.	Elementary resource, new teachers only (although resources should be left in school by teachers who leave the school) \$49.  Recommend \$50 per staff member per year for implementation team meetings and activities.	
Curriculum Implementation Bulletins	Bulletins contain information about topics, and teaching methods and are distributed monthly.	\$100 per year per school for subscription plus copy costs for 40 pages per staff member per year.	
Continue focus on school culture	Assembly scripts are available for school principals.  SACSC Steering Committee, administration, staff and students promote whole school activities and reminders about SAC behaviour.	Resources can be downloaded free of charge from Society website.	
SACSC staff development workshop and sharing data and findings	Topic to be determined based on staff needs. Part of workshop includes examining findings from comparisons between baseline data and data from end of first year. Staff use findings for SACSC implementation team planning.	\$585 per day plus \$293 preparation plus Society staff travel costs for a minimum of one staff development day. Workshop materials up to \$4 per staff member.	
Continue focus on community program  • SACSC community coordinator  • Community coordinator training  • Community workshop facilitators trained	Community coordinator salary.  SACSC provides staff development training to the Community Coordinator who liaises between school and community and runs community workshops.  Train more community facilitators. Four-day community workshop facilitator training institute.	0.1 FTE for community coordinator to fulltime depending on size and number of schools.  Ideally 2–4 days annually in Edmonton or central location in school division, \$190 per day (or trainer cost if school division location) plus travel expenses.  \$390 plus travel to a central location within the district or Edmonton. \$135 for materials.	

Action	Description	Costs	Total Cost
<ul style="list-style-type: none"> <li>• Community facilitators offer community workshops to parents, teachers, youth and others in the community</li>   <li>• College credit and certificate</li>   <li>• Community dinners every two months</li> </ul>	<p>SACSC Community workshops offered monthly or bi-weekly.</p> <p>For those who complete all community workshops, credit can be obtained for college, university undergraduate and graduate programs. Continuing education credits may also be obtained for professional designations such as social workers.</p> <p>To create awareness and understanding about the role of all adults in building a SAC school and community and to promote the community workshops.</p>	<p>New participant kit—\$3.55 (one time cost). \$2.25 per person for all other workshops materials plus refreshments. (Plus GST shipping and handling). Facilitators are usually volunteers but could be paid a small honorarium.</p> <p>Community dinners can be pot luck, funded by businesses operating in the community or the community can apply for grants. Businesses can be asked to donate door prizes.</p>	
<p>Introduce one or more programs to supplement school discipline and/or address specific school issues</p> <ul style="list-style-type: none"> <li>• SACSC <i>Students Taking Action</i> program</li> <li>• SACSC <i>Student-Led Restorative Justice</i> program</li> <li>• ATA <i>Healthy Interactions</i> program</li> <li>• Alberta Education's <i>Effective Behaviour Support</i> program</li> <li>• UNESCO <i>Associated Schools Project Network</i> program</li> </ul>		<p>Contact program sponsor for costs. Contact the Society's office for further information.</p>	
<p>SACSC Consultation and Support</p>	<p>Consultation and individualized program support</p>	<p>4 h of email and phone consultation per year. Additional consultation billed at \$100/h.</p>	



Action	Description	Costs	Total Cost
Collect data in May <ul style="list-style-type: none"> <li>• <i>What Students Say</i> survey</li> <li>• Student SACSC Knowledge Measurement Questionnaire</li> <li>• Teacher survey</li> <li>• Focus groups</li> <li>• School data</li> </ul> Data analysis	Community coordinator may be able to do focus group data collection without support of Society staff.	Copy costs for <ul style="list-style-type: none"> <li>• 5–7 page surveys administered to students at even-numbered grade levels.</li> <li>• 3–5 page questionnaires administered to students at odd-numbered grade levels.</li> <li>• 3 page teacher survey.</li> </ul> No additional costs if community coordinator collects data. Costs for Society staff are: one to three days at \$585 per day plus travel costs from Edmonton.  Data analysis at \$45 per hour (approximately three hours per hour of focus group data).	
SACSC Leadership Institutes and Meetings	Schools should be sending some staff members each year. The number of staff who attend will depend on the size of the school.	Costs are stated beside each of the institutes where they are listed separately on this table.	

Adjustments may be required for planning and implementation in school districts with small and/or remote schools. Training can be offered in local communities instead of Edmonton. Staff development can be provided at institutes, conventions or pre-convention workshops.

## **ELEMENTS OF PROGRAM SUSTAINABILITY**

A recent study conducted by the Centre for Applied Population Studies at Carleton University (Caputo, Kelly, Jamieson, and Hart, 2004) examined six communities across Canada that have been implementing various social development programs. Eight common factors were identified as attributing to their sustainability.

The following table compares these eight common elements to the SACSC Approach.

<b>Common Elements of Sustainability</b>	<b>SACSC Programming</b>
<p><b>Commitment to issues of local concern</b>  <i>“...the first step involved identifying the issues of specific concern to the local community. Community members came together... to share their concerns and ideas.”</i></p>	<p>Opportunities are continuously created for school staff, students, parents and other community members to share ideas, express concerns and provide regular feedback on SACSC programs and events.</p> <p>SACSC programs are not rigid or prescriptive but instead adapt to a community’s unique and changing needs.</p>
<p><b>An iterative (repetitive) process</b>  <i>“Each community engaged in some form of ongoing community consultation, communication, information sharing and feedback. As activities unfolded, the focus typically changed from concern with one specific issue to interest in a wider set of community concerns.”</i></p>	<p>SACSC programs include an evaluation component through which feedback is collected via surveys, focus groups, meetings and evaluation forms to ensure the community’s unique needs are being addressed while highlighting successful practices and areas that require further attention.</p> <p>SACSC promotes an action research approach to program implementation. This cyclical assessment process encourages reflection, dialogue and adaptation based on changing needs.</p>
<p><b>Investment in capacity</b>  <i>“Every community took steps to further develop their capacity... by acquiring additional knowledge about the issues, by obtaining human resources to play key</i></p>	<p>SACSC implementation begins with workshops and information sessions which have been highly regarded by participants. Through the SACSC community workshop series for parents</p>

<b>Common Elements of Sustainability</b>	<b>SACSC Programming</b>
<p><i>roles and/or by applying for funding to implement specific projects.”</i></p>	<p>and community members, and through meetings, newsletters and Professional Development activities for all school staff, adults are continuously learning new strategies for promoting respectful, non-violent behaviour in children and youth.</p>
<p><b>Leaders</b>  <i>“...leaders were crucial... the effectiveness of these leaders was based on their commitment, their trust in others, and their ability to build alliances/ partnerships”.</i></p>	<p>SACSC programs rely on leaders in both the community and the schools to maintain program implementation.</p> <p>Leaders within SACSC programs include Community Coordinators, Implementation Team Leaders, Workshop Facilitators, Advisory Council members and school and community SACSC group leaders.</p>
<p><b>Working together</b>  <i>“...the process of working together required an ongoing-and often challenging-effort to bring people together to raise their awareness of issues, reinforce their sense of community ownership of the problem and take action.”</i></p>	<p>Opportunities for working together to address the needs of the community and the school are inherent in all aspects of SACSC programming. Within schools, all staff members participate in implementation team meetings as well as whole-school SACSC-related events. In the community, workshops, information sessions, meetings, conferences, celebrations and community dinners are regularly held to bring children, youth, parents and other adults together to help create and maintain a safe, caring and respectful environment.</p>
<p><b>Linkages</b>  <i>“...horizontal linkages increased trust, generated creative ideas and solutions, encouraged the pooling of knowledge, skills and expertise, and offered a support system. Vertical linkages, particularly to government officials and agencies, also provided important resources and support. Leadership and the level of community commitment to the issue were key components in maintaining these</i></p>	<p>SACSC Community Coordinators build linkages between community members, school staff, students, agencies and businesses.</p> <p>Connections with government and other non-governmental agencies are made by the executive director and other SACSC staff.</p> <p>By continuously promoting SACSC programming through school mailings,</p>

<p><i>connections. Liaison and coordination mechanisms were also crucial.”</i></p>	<p>newsletters, media events, conferences, workshops and meetings with relevant agencies, SACSC maintains current relationships while building new ones.</p>
<p><b>Realized outcomes</b>  <i>“Each community achieved an early success or tangible achievement... These successes helped to further stimulate community interest and involvement...”</i></p>	<p>SACSC encourages communities and schools to begin implementation by organizing fun and informative events, sharing information related to SACSC implementation and connecting with others to discuss concerns and ideas for action.</p> <p>Through the regular assessment of all activities, communities see that change in practice translates into a change in atmosphere, allowing the sense of achievement to grow with each small step.</p>
<p><b>Resources</b>  <i>“People were the core strength of these efforts. In particular, having a coordinator was invaluable. However, <b>obtaining funding for a coordinator was one of the most challenging issues communities faced.</b> Material resources... were important. <b>Having a physical space gave groups visibility, a sense of place and belonging, and provided community members with a point of contact and easy access to what was being offered.</b>”</i></p>	<p>SACSC Community Coordinators build and maintain essential relationships between the community, the schools and SACSC. By engaging people and agencies, Community Coordinators build human resources and promote the sharing of relevant resources.</p> <p>SACSC resources—workshops, curriculum binders, booklets, guide books, videos, newsletters and website help all adults prevent bullying, increase self-esteem and foster respect in children and youth.</p> <p>The SACSC office in Edmonton provides a point of contact for all of Alberta. SACSC also achieves visibility and a sense of place in implementation communities through the Community Coordinator office, which is typically housed in a school.</p>

Caputo, T., Kelly, K., Jamieson, W., and Hart, L. (2004). A Portrait of Sustainable Crime Prevention in Selected Canadian Communities. Carleton University, Centre for Applied Population Studies.

For detailed information on implementing the Society’s comprehensive Approach, please see the complete **Model for Implementation** available from the website:  
[www.sacsc.ca/ImplementationModel.htm](http://www.sacsc.ca/ImplementationModel.htm).