

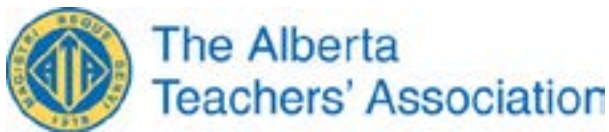
November 24th, 2014

The Canadian  
**Safe School**  
NETWORK

# THE ALBERTA SAFE AND CARING SCHOOLS FORUM

## 'Policy to Practice: Creating Safe Spaces'

Presented in association with:



**The Alberta Teachers' Association**  
**Barnett House**  
**11010 142 Street NW**  
**Edmonton, AB**

Join us for a full day of interactive presentations and workshops that highlight the new and exciting direction of safe and caring education in Alberta. Expert speakers will discuss the most up to date information regarding safe schools policy and legislation, community collaboration and evidence based practises. Work together throughout the day with your partners and colleagues to find out how you can apply this current and relevant information to your own schools and classrooms.

We are also pleased to present a full day, integrated student conference!



**Keynote Speaker:**  
**Dr. Stuart Shanker**

## REGISTER or for more info:

Online at [www.canadiansafeschools.com](http://www.canadiansafeschools.com)

OR complete the form below and send it to Katie McCabe  
[Katie@canadiansafeschools.com](mailto:Katie@canadiansafeschools.com)  
Canadian Safe School Network  
229 Niagara Street. Toronto ON. M6J 2L5

# CONFERENCE SCHEDULE & WORKSHOPS

**Registration & Breakfast** -7:30-8:30 a.m.

**Opening Remarks/Welcome** -8:30-8:45 a.m.

**Youth Welcome** -8:45-9:00 a.m.

Dada Mwemera, Youth Engagement Coordinator, Society for Safe & Caring

**KEYNOTE SPEAKER**-9:00-10:00 a.m.

**Dr. Stuart Shanker, The MEHRIT Centre, Ltd.**

Dr. Stuart Shanker is a Distinguished Research Professor of Philosophy, Psychology, and Education at York University. Among his many books are *Calm, Alert and Learning: Classroom Strategies for Self-Regulation* (2012); *Human Development in the 21st Century* (with Alan Fogel and Barbara King, 2008); *Early Years Study II* (with J. Fraser Mustard and Margaret McCain, 2007); *Psychodynamic Diagnostic Manual* (as a member of the PDM Steering Committee, 2006); and *The First Idea* (with Stanley Greenspan, 2004).

Over the past decade, Shanker has served as an advisor on early child development to government organizations across Canada and the US and in countries around the world. Most recently, he served as the 2012 Thinker in Residence for Western Australia. In Canada, he is currently the CEO of the MEHRIT Centre, Ltd., ([www.mehritcentre.com](http://www.mehritcentre.com)), and is assisting in the rolling out of a self-regulation classroom initiative with several Superintendents under the auspices of the Ministry of Education in British Columbia, Yukon, North West Territories and Ontario.

*Expanding our Understanding of the Meaning of “Safe”*

There are certain unmistakable signs of when a child doesn't feel safe: the child is very withdrawn and subdued; emotionally volatile; overly anxious; highly impulsive; inattentive, or easily distracted. Or bullying other children. It's this last sentence that should make us suddenly sit up and realize that we need to think seriously about what we understand by “safe.” We have so much research now telling us how important it is for children's well-being that they feel safe. We've tended to interpret these findings in terms of the need to stamp out bullying; yet if bullying itself is an unmistakable sign that a child doesn't feel safe, then what exactly does “safe” mean? When we talk about how important it is to create safe and caring environments, we are talking about creating the kind of environment, emotional as well as physical, that turns off a child's alarm. This produces a shift from what neuroscientists call the “survival brain” to the “learning brain.” The learning going on here doesn't just concern what goes on in class. It's learning about what's going on inside your body; understanding your feelings and emotions; knowing what others are thinking and feeling; recognizing the impact of your actions and utterances on others. The problem with seeing “safe” solely in terms of stamping out bullying is that this may lead us to think that this is simply a problem of self-control. But it's not. Children can only exercise self-control when they are calm, and that requires knowing when and why they are agitated and what they can do to return to being calm. In other words, when they self-regulate.

**ADULT PLENARY PRESENTATION**-10:00-11:00 a.m.

**Jim Gibbons, Senior Education Advisor, Education Services, ASBA**

**Rakhi Pancholi, Lawyer, ASBA**

**Caroline Missal, Project Manager, Society for Safe and Caring Schools and Communities**

*What's New in the Education Act: Welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging.*

Are you aware of the upcoming changes to the Act and implications for students, parents and schools/boards when the Act comes into force? This session will look at the sections pertaining to welcoming, caring, respectful

and safe learning environments as well as resources available to support these changes. Opportunities will be provided for sharing and discussion.

**YOUTH PLENARY PRESENTATION** - 10:00-11:00 a.m.

**Dada Mwemera, Youth Engagement Coordinator, Society for Safe and Caring Schools and Communities**  
**David Rust, Director of Community Partnerships, Society for Safe and Caring Schools and Communities**

*Youth Engagement and Action: How to Connect, Create and Contribute within Your Community!*

This Youth-driven presentation will provide knowledge, skills and opportunities to plan for a future for your community with you in a leadership role.

This session will incorporate information, table discussions, time for planning in small groups, and modeling of techniques to create a welcoming, caring, respectful and safe environment.

Prior to the session we would like to have participants think about key issues at their schools or in their communities related to welcoming, caring, respectful and safe environments that they feel passionate about.

Participants will:

- Gain an understanding of youth engagement strategies;
- Learn about relevant legislation related to youth engagement and welcoming, caring, respectful and safe learning environments;
- Have an opportunity to discuss and begin planning youth engagement activities for their schools/communities;
- Provide feedback on what they need in order to be engaged and engage others; and
- Have an opportunity to continue conversations through developing communities of practice.

The Society for Safe and Caring Schools and Communities will use the information and feedback derived from this presentation in their existing and future Youth Action projects. The feedback will also be shared with organizers of the The Alberta Safe and Caring Schools Forum.

**BREAK**-11:00-11:15 a.m.

**WORKSHOP SESSION 1** - 11:15-12:15 p.m.

**Workshop 1-A**

*Cyberbullying: An Effective Approach to Intervention*

**Sue Hopgood, Director, Engage**

**Mary Butlin, Principal, Dickinsfield School, Edmonton**

Cyberbullying is pervasive and has the potential to affect hundreds of young people in a school. It just takes a click of a mouse for messages to go global. This session will discuss a case study example of a junior high and how they used the Restorative Practice of Community Conferencing to address cyberbullying.

**Workshop 1-B**

*Expanding our Understanding of the Meaning of “Caring”*

**Dr. Stuart Shanker, The MEHRIT Centre Ltd.**

**Susan Hopkins, Executive Director, The Society for Safe & Caring Schools & Communities**

All children and youth are naturally predisposed to be caring: this is, in fact, a basic property of the human social brain. So instead of asking how we can teach a child to be caring (let alone force!), we need to be asking:

what are the factors that are blocking this natural trait, what can we do to mitigate those factors, and how can we teach children and youth skills so that they can manage this for themselves.

### **Workshop 1-C**

#### ***Championing a Mentoring Program***

**TBD, Alberta Mentoring Partnership**

The Alberta Mentoring Partnership (AMP) invites you to learn about the growing trend of mentoring programs in school communities. Mentoring - the presence of caring individuals providing support and friendship – has proven to have a positive impact on school attendance, social skills, attitude, and behaviour. This presentation will focus on how mentoring programs benefit individuals, school communities, and families. Learn about the tools and resources available to support school-based mentoring programs and explore strength-based practices, positive youth development, resilience, and how these connect to mentoring initiatives. Join us and consider how you can be a champion for mentoring in your community!

**LUNCH** - 12:15-1:00 p.m.

#### **All Levels Yoga Class!**

A vinyasa flow mini-class will be offered as an option for anyone looking to experience the calming effects of yoga practice on the central nervous system, to have some fun and “fill up your tank” for the afternoon sessions. Susan Hopkins, Executive Director of The Society of Safe and Caring Schools and Communities, is also a certified Yoga instructor and will lead this all levels practice. If you'd like to join in bring along some comfortable clothes and a yoga mat. All levels are welcomed!

**WORKSHOP SESSION 2** - 1:00pm-2:00 p.m.

### **Workshop 2-A**

#### ***Calm in the class: Adding to the Trauma Sensitive School Bag of tricks***

**Mardi Hardt (Bernard), School Mental Health Nurse, Edmonton Public Schools**

**Dr. Stuart Shanker, The MEHRIT Centre, Ltd.**

Self-regulation, now known to be a cornerstone for lifelong success, can be especially difficult for children who have experienced complex traumas including abuse, neglect and witnessing family violence. What can classrooms do to help to build the skills and self-awareness related to self-regulation for these children? This session will discuss the Trauma Sensitive School practices being used in several schools in the 118th Avenue area of Edmonton. Particular strategies for building student capacity to regulate emotions, state of physiological arousal and thinking will be discussed.

### **Workshop 2-B**

#### ***Celebrating and Supporting Diversity in the Classroom and Community – What can you do to create a Safe and Caring environment for LGBTQ Youth?***

**David Rust, Director of Community Partnerships, The Society for Safe and Caring Schools & Communities**

This session will provide awareness, knowledge, skills and strategies to reduce the risk factors and increase the protective factors for LGBTQ youth and other minorities in school and community settings.

Participants will:

- Gain awareness and understanding of issues related to sexual minority youth
- Understand the risk factors associated with this population
- Discuss and develop strategies to increase protective factors, resiliency and affirming connections to school and community for these youth

- Learn about relevant legislation related to creating welcoming, caring, respectful and safe learning environments for all youth
- Access resources and communities of practice that will support further development in this area

The Society for Safe and Caring Schools and Communities will use the information and feedback derived from this presentation in their existing and future Youth Action projects. The feedback will also be shared with organizers of the The Alberta Safe and Caring Schools Forum.

## **Workshop 2-C**

### *Building a Restorative Culture in Your Classroom/School*

**Caroline Missal, Project Manager, The Society for Safe and Caring Schools and Communities**

**MJ Nam, Principal, Fultonvale Elementary/Junior High School, Sherwood Park, AB**

How do we build and nurture healthy relationships with and among our students? How do we encourage our students to do the right thing because it is the right thing to do? How do we teach children and youth to take responsibility and be accountable for their actions and their words? What is it we want students to learn through our discipline practices?

Restorative practices in schools move away from more traditional punishment models to focus on relationships and repairing harm. Participants in this session will hear about:

- principles of restorative practices;
- how restorative practices support changes to the Education Act; and
- one school's experience implementing restorative principles and practices

**PANEL PRESENTATION** - 2:15-3:45 p.m.

### *From Assets to Action: How to Achieve Collective Impact in Your Community*

**Moderator: David Rust, Director of Community Partnerships, Safe and Caring**

Diverse panel members will take participants through their experiences of building community by progressing through stages of connection, coordination, collaboration to true integration. The panel will speak about successful initiatives, what it takes to create and maintain them, and the impact it has on the school, students, and community at large. Participants will then be provided opportunity to discuss, plan and begin to build strategies to respond to their unique community needs and desires for progress.

#### **Panelists:**

1. Sgt Susan Westenberger, "Start Smart, Stay Safe" Lead, Community & Youth Services Section for the Calgary Police Service
2. Shelley Kofluk, President, and Gillian Carlberg, Vice President, of the Alberta Association of Student's Councils and Advisors (AASCA)
3. Michele Moulder, Executive Director of the Alberta School Councils' Association (ASCA)
4. Vicky Mamczasz, Stronger Together Project Coordinator and former Alberta Education Provincial Lead of the Mental Health Capacity Building in Schools Initiative

**Closing Remarks** - 3:45 p.m.



# THE ALBERTA SAFE AND CARING SCHOOLS FORUM

Location:  
Alberta Teacher's Association,  
Barnett House  
11010 142 Street NW,  
Edmonton AB  
T5N 2R1

November 24th, 2014

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

SCHOOL BOARD/ORGANIZATION \_\_\_\_\_

POSITION \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ PROVINCE \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

## PAYMENT METHOD

VISA  MASTERCARD  AMERICAN EXPRESS  CHEQUE

AMOUNT \$ \_\_\_\_\_ CARD # \_\_\_\_\_

EXPIRY DATE \_\_\_\_ / \_\_\_\_

CW CODE (3-4 digit security code on back of card) \_\_\_\_\_

Cost: \$329/person

Cancellations must be received in writing by November 7th, 2014. You will be eligible for a refund less a \$25.00 administration fee. If you register for the program and do not attend, no refund will be provided.

**Workshop Selection:** Please indicate your first and second choice for both time slots

11:15 a.m. - 12:15 a.m.	1:00 p.m. - 2:00 p.m.
____ Workshop 1 - A	____ Workshop 2 - A
____ Workshop 1 - B	____ Workshop 2 - B
____ Workshop 1 - C	____ Workshop 2 - C

## REGISTER or for more info:

Complete the registration form and send to: Katie McCabe

Email: [Katie@canadiansafeschools.com](mailto:Katie@canadiansafeschools.com) Mail: The Canadian Safe School Network  
229 Niagara Street  
Toronto, ON  
M6J 2L5

OR REGISTER ONLINE: [www.canadiansafeschools.com](http://www.canadiansafeschools.com)