



Program Manager Guide

Creating a Safe School Through Effective Guidance

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Readying Your School for CASS

Systemic change is a big undertaking. You may want to dive right in, but perhaps the rest of your school is not as ready as you are. While it may be easy to skip this portion of the Program Manager's guide and dive right in, at least take the time to read this material and make sure that your school is truly prepared for a large scale systemic change program. Gather like-minded people, your champions, who will help you in making this program a success. Take time to reflect on your current school situation. What is it that you really want to change? How will you try to change it? How will you mark progress to know when your goals are achieved? These are all critical elements of readying your school for CASS.

Reflection: Are we ready for CASS?

CASS is a large undertaking for a school or district. It takes effort, and a lot of people working together – especially from you, the program manager! Before you begin on your journey with CASS, ask yourself the following questions and take the time to come up with clear, honest answers.

- What is the reason that CASS was brought into my school?
- What other initiatives are currently happening in my school?
- How much support can I count on from the:
 - District leaders (superintendent and school board)?
 - Building level administration?
 - Faculty?
 - Parents?
 - Students?
- What are the potential barriers to a successful programming?
 - Scheduling:
 - Can K-8 students have weekly classroom meetings?
 - Can high school students schedule in the CASS Concepts course during their 4 year curriculum?
 - Can teachers have enough time for proper inservice?
 - Funding
 - Can we hire one of the Ophelia Project’s recommended consultants or will we try training on our own?
 - Do we have a budget for printing the CASS materials that we download from The Ophelia Project’s website?
 - What other materials will we need to make CASS successful?
 - Parental ambivalence: Are parent in our district involved enough to help make a change?
 - Student ambivalence: Do students care enough to want a safer school?
 - Faculty Resistance: Is our staff already overburdened with initiative overload?
- How can these barriers be overcome?
- Will we also run a Youth Ambassador Program to help promote CASS and keep high school students more involved?

To continue help determining how CASS can best be used within the school, download the CASS Needs Assessment from www.opheliaproject.org/cass.html

Affirmations for Agents of Change

CASS encourages everyone in the school community to become an agent of change. The program can be “muddled through” and everyone could go through the prescribed actions and there is a change that the school could show a modicum of success. However, when teachers, parents, administrators, and students truly get inspired and energized by the spirit of change to go above and beyond to make their school a safer culture, CASS truly becomes a success.

An agent of change for safe school cultures believes and exhibits the following affirmations:

1. ***There is a need for change.*** My students are hurting each other more often than I can observe. This is unacceptable. I can change it.
2. ***I understand that changing beliefs is bigger than classroom lessons, assemblies, or poster campaigns.*** Change takes time, repetition, reinforcement, and my earnest participation in the daily lives of my students.
3. ***Teachers will be more successful in my school once the entire school community acknowledges that students need more than academic content to succeed.*** I know that students who come to class preoccupied with peer aggression or poor relationships are not emotionally available for learning and cannot focus on my teaching.
4. ***The normative beliefs adopted as part of the change process match my own.*** Students will know if there is a difference between what you practice and what you preach. Bringing about social norms change is only possible if I believe it.
5. ***Just because I have embraced the norms does not mean that my students have.*** Some students have not seen positive interaction in their home lives as a normal behavior. The social code of conduct with my students is often based on intimidation, manipulation, and a strive for popularity and social power – none of these are supported by positive norms. To change these behaviors means I have to work hard to help my students see the value in positive action.

Say the affirmations aloud. Pump yourself up. You can do this – you can be an agent of change! Once you truly believe these affirmations, it is time to start bringing others to believe them as well. You need a strong team of support to help create positive change. The next section is all about helping you build that support.

Stages of Creating Buy-in and Support

If you try to create systemic change without first reaching a broad consensus that the change is, indeed, necessary, you will fight a very hard uphill battle that has little chance of success. Change comes not from a series of lessons for teachers to reluctantly implement; change comes from the day to day interactions that are carefully and consciously chosen to embed new normative beliefs in students.

Every school is used to change. It happens. It is part of the nature of school systems, especially in the age of standardization and school regulation. In every school, there are people who resist change or believe that if there is something new, it must mean there was something inherently wrong with what had been done previously. This notion puts people on the defensive. Unfortunately, these loudest “naysayers” should not be addressed at these early stages of change. There are however, two kinds of people you need to address. Look at the examples below for the reactions to change brought on by CASS in a school system:

Teacher A: Completes CASS lesson plans as prescribed by her Lesson Checklist during once-a-week class meetings. She also fills out the survey forms as requested.

Teacher B: Completes CASS lesson plans as prescribed by her Lesson Checklist during once-a-week class meetings. She also reminds students of CASS norms when she sees problem behaviors during lunch duty. She has an “open door” policy and invites students to come talk with her before or after school if they need any help. She serves on the CASS leadership team and fills out all survey forms as requested.

Administrator A: Provides all staff with CASS materials and attends Community Training as well as Quarterly Leadership Team meetings. He delegates most CASS tasks to teachers on the leadership team who are up for the job.

Administrator B: Provides all staff with CASS materials and attends Community Training as well as Quarterly Leadership Team meetings. He delegates some CASS tasks to teachers on the leadership team who are up for the job but continues to monitor progress throughout the school. He also carries at all times “CASS Champion” ribbons that he gives to students whom he sees modeling CASS norms in the school.

Parent A: Is glad that something is being done to address the bullying problems her child has experienced. Reads the CASS Update Newsletters and attended a Community Night program on cyberbullying.

Parent B: Asks for a copy of the CASS norms to begin implementing them in her home. At a Community Night, she volunteers to share the story her family dealt with and writes short articles for the CASS newsletter.

Many people are adaptable to these changes and “roll the punches.” These people do what is asked without complaint and fulfill the basic requirements of the change. Then, there are the champions. They see the problem and are eager to jump in, get their hands dirty, and help you solve it. These are the people who you address first.

Buy-in Phase One: Build Consensus with Champions

The first step in systemic change is to establish that the problem exists. Initially, very few people in a school district are aware of a pervasive of aggression that may show up overtly as physical or verbal aggression among students but is, in fact, fueled by covert relational or cyber aggression. This covert aggression happens far below the awareness of adults in the school system. It is the job of the first group of Champions to see that this culture (a) exists and (b) absolutely needs to be addressed. For some people, this assertion is enough to bring them on board. For others, they want hard data, proof in numbers. This is why in CASS, there is a Needs Assessment and Leadership Capacity Survey to obtain this “proof.”

The Champions at Phase One recognize these truths:

1. All children are impacted negatively by aggression, either overt or covert. Whether students are aggressors, targets, or bystanders, there are a variety of side effects from exposure to peer aggression including: depression, risk behaviors, addiction, poor academic performance, eating disorders, anxiety, or isolation.
2. As a collective body, we can address peer aggression and do something about it in our school.
3. No one can address aggression alone. It is not for teachers to fix alone in their classrooms. It is not for principals to deal with by suspending or expelling students. It is not for parents to deal with in their homes. All of these adults must work together to carefully create a positive environment.
4. An assembly, coloring book, or mini-unit on bullying will not solve this problem.
5. It is worth taking the time and effort to create systemic change.
6. Aggression in the school impacts our efforts to increase academic performance.
7. As a community of adults, we may have already tried to address aggression and had too small of a success. We have not failed, but we know we can do better.

The initial champions are the ones who begin to build leadership for change. They reach out to staff with similar viewpoints and encourage them to be more observant to see aggression among the students. These champions take advantage of 1-on-1 interactions to bring others on board, especially when talking with leaders in the school and community. During this phase, it is important to bring together the most passionate group of people possible to lead the charge for change.

Buy-in Phase Two: Reach a Broader Consensus

In this second phase, you now have established a strong leadership and are positioned to begin to address those less convinced. These are those “Teacher A” type people. They are willing to go along with change and play by the rules, but are not necessarily ready to be an active force. The basic assumption of these people is that everyone wants a healthy school culture for children to learn more effectively. Everyone wants a school to be a safe place for kids, physically and emotionally. These people espouse the normative beliefs naturally. They do not like to see

students hurting each other. However, the people may be somewhat skeptical of change for a number of reasons. Perhaps they have seen other attempts at programs come and go. They may not be willing to trust a new program where others have failed. They are so overwhelmed with trying to increase test scores and students attendance that they do not have the energy to address anything else. These people may also say it is not a school's job to teach social skills. These people are on the fence, wary of the change but willing to walk the line if it is in the parameters of their position in the school. These are the people you need to address in Phase Two.

Before you approach this group, you need to prepare yourself with critical information. Have results of the CASS Needs Assessment if possible or any other school data on aggression and bullying. Read up on current information on aggression and study information from the other CASS manuals. Next, talk to some students who are comfortable sharing what they see in the school. Ask these students if they can share this viewpoint with the unsure adults in the school who are wary of change. Continue observing, and point out what you see to these people.

Once you have started bringing the problem to the attention of these people in the middle, prepare an information session for them. Tell them what the goals of CASS are, and how it is only successful with their help. Let them know that the program serves everyone's best interests. Encourage people to see the need for the CASS norms, and how they are important for all members of the school community. Find a student who may be willing to share a personal story in this information session. Share results of the Needs Assessment and emphasize that there is a problem, but there is also a solution in CASS. Remember, you are still not ready to address the naysayers, but are instead building more support from people who are unsure of full support.

Buy-In Phase Three: Getting even more support and gaining momentum.

Phase Three carries on the momentum of Phase Two. Give mini-presentations to more staff members, parents, or adults within the school. Find more students who are willing to share their experiences with these adults. Encourage parents to share stories that have impacted their homes. Have staff members recall experiences where they have seen problems with students but were unknowing in how to address it. It is important to not shame people in a, "How could you ignore this problem?" fashion, but instead continue a rallying cry of, "We see that aggression is a problem and we will do something about it!" By the end of Phase Three, you want to have the consensus of a majority of adults in your school.

Buy-In Phase Four: Sustaining On-Going Consensus

If you are not successful in Phase Three, do not move ahead. Wait. Go back a step. Find more individual supporters who can help influence the group on the fence until they are ready to dive into being change agents. You need to have generated enough consensus within the community to launch the program. However, you may notice that you have trouble sustaining your consensus. Perhaps the change is not coming quickly enough and people start to lose their passion. Perhaps attendance at community nights is dropping or disciplinary referrals start to go back up. Do not lose hope, just return to Phase Two. This process never ends. Keep your champions energized and celebrate small successes and milestones to remind people that CASS is still a change worth supporting. Have yearly orientation programs to introduce new families and staff to CASS. Celebrate the successes of the Youth Ambassadors and Leadership Team with a year end banquet. The ways to are endless; be creative, be excited, and be the change.

What do I need to download?

The following documents are necessary for a successful CASS Implementation. The title of each document is hyperlinked for immediate access from the electronic copy of this guide. To access the materials online, you can also visit: <http://opheliaproject.org/cass.html>.

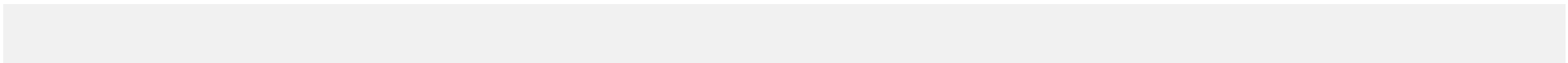
- [Classroom Meetings K-8](#): Lesson plans to help reinforce the CASS Normative Beliefs and develop a safe social culture in Elementary and Middle Schools
- [CASS Concepts for High School - Student Workbook](#): A project-oriented course to teach students about self-identity, relationships, peer aggression, and positive normative beliefs.
- [CASS Concepts - Facilitator's Guide](#): How to implement the CASS Concepts course along with concept maps and standards alignment information.
- [Parent Guide](#): How parents can support CASS within the school and through newsletters and community programming
- [School Climate Survey](#): Pre-post surveys for grades K-4 and 5-8 with instructions; Can be used to assess peer aggression and school connectedness or to evaluate outcomes from CASS
- [CASS Needs Assessment Survey](#): A simple survey for students, parents, and faculty to help determine what specific skills and intervention strategies should be focused on with a CASS intervention

CASS Timeline

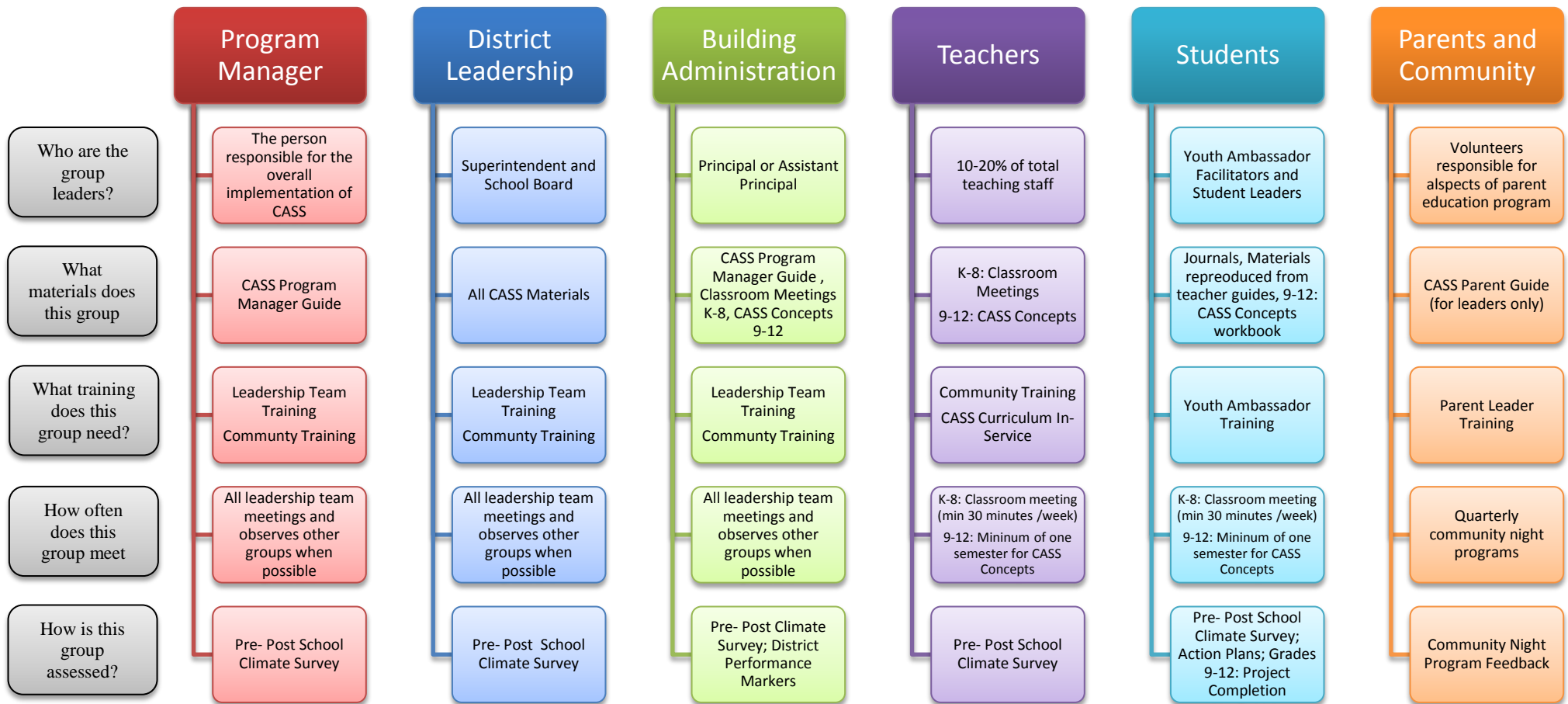
	Program Manager	District Leadership	Building Administration	Teachers	Students / Youth Ambassadors	Parents
Pre-Implementation: <i>Planning and Logistics</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute, collect, and evaluate Needs Assessment and Leadership Capacity Surveys <input type="checkbox"/> Preview all CASS materials <input type="checkbox"/> Gauge internal capacity for program <input type="checkbox"/> Propose plan to Administrator <input type="checkbox"/> Identify leaders for each program team <input type="checkbox"/> Develop logistical capacity for program <input type="checkbox"/> Align disciplinary code, anti-bullying policy, and any other relevant policy issues with CASS program <input type="checkbox"/> Schedule training for all 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Needs Assessment survey and Leadership Capacity Survey <input type="checkbox"/> Preview all CASS Materials <input type="checkbox"/> Align school disciplinary code, anti-bullying policy, and any other relevant policy issues with CASS program <input type="checkbox"/> Align CASS with district-wide policy and procedure and gain consensus at the district level <input type="checkbox"/> Schedule Community Training and CASS Curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Needs Assessment survey and Leadership Capacity Survey <input type="checkbox"/> Identify team leader <input type="checkbox"/> Preview all CASS materials <input type="checkbox"/> Gauge internal capacity for program <input type="checkbox"/> Develop logistical capacity for program <input type="checkbox"/> Align disciplinary code, anti-bullying policy, and any other relevant policy issues with CASS program 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Needs Assessment survey and Leadership Capacity Survey <input type="checkbox"/> Identify team leaders 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Needs Assessment survey <input type="checkbox"/> Identify team leaders (the student leaders form the core group in the Youth Ambassador program) 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Needs Assessment survey <input type="checkbox"/> Identify team leaders

	Program Manager	District Leadership	Building Administration	Teachers	Students / Youth Ambassadors	Parents
	groups	Trainings				
Pre-implementation: <i>Build Consensus and Excitement for Culture Change</i>	<input type="checkbox"/> Assist with development of Youth Ambassadors and Parent Teams <input type="checkbox"/> Work with administration and school board to align CASS with district-wide policy and procedure and gain consensus at the district level	<input type="checkbox"/> Align district strategic plan with goals for CASS	<input type="checkbox"/> Create school-wide incentive programs, bulletin boards, or campaigns to promote CASS.	<input type="checkbox"/> Preview lesson plans, action plan how to infuse CASS Norms into your classes.	<input type="checkbox"/> Recruit and bring training Youth Ambassadors to present at Community Nights and Community Training	<input type="checkbox"/> Begin developing first parent program <input type="checkbox"/> Plan to include Youth Ambassadors in the program <input type="checkbox"/> Incorporate results of needs assessment
Pre-implementation: <i>Training and Preparation</i>	<input type="checkbox"/> Facilitates all trainings or hire independent consultant (see Ophelia Project website for recommendations)	<input type="checkbox"/> Attends First Leadership Team Meeting <input type="checkbox"/> Attends Community Training	<input type="checkbox"/> Attends First Leadership Team Meeting <input type="checkbox"/> Attends Community Training	<input type="checkbox"/> Attends First Leadership Team Meeting <input type="checkbox"/> Attends Community Training <input type="checkbox"/> Read Class Meetings K-8 Guide or CASS Concepts Facilitator’s Guide (High School teachers)	<input type="checkbox"/> Attends First Leadership Team Meeting <input type="checkbox"/> Attends Community Training <input type="checkbox"/> Read “Preparing for the Program” section of Youth Ambassador Manual	<input type="checkbox"/> Attends First Leadership Team Meeting <input type="checkbox"/> Attends Community Training <input type="checkbox"/> Read Parent Manual

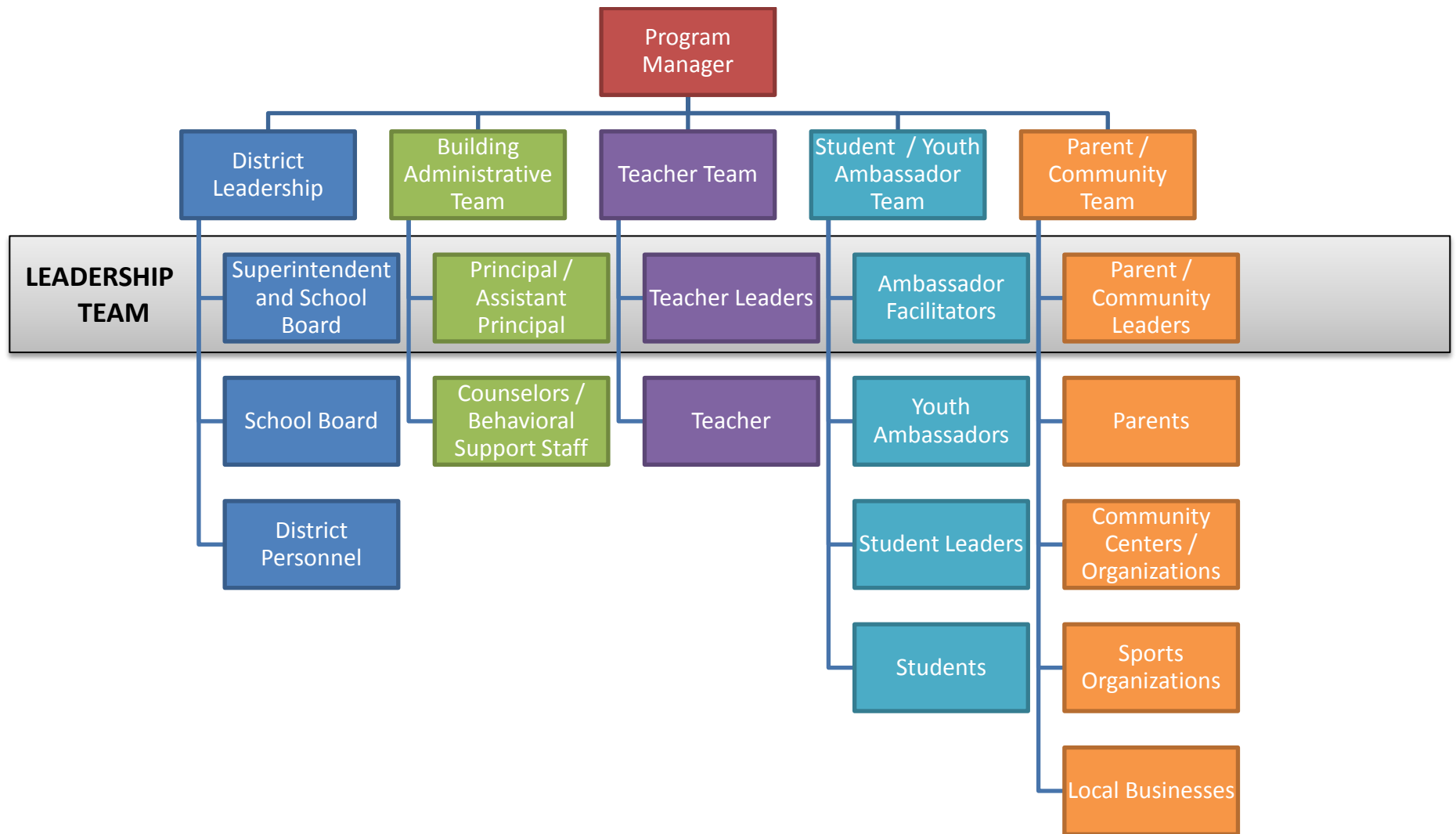
	Program Manager	District Leadership	Building Administration	Teachers	Students / Youth Ambassadors	Parents
Implementation:	<ul style="list-style-type: none"> <input type="checkbox"/> Oversee all teams' progress <input type="checkbox"/> Schedule quarterly leadership team meetings to be sure that all teams are on task 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend quarterly Leadership Team Meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide ongoing support and reinforcement for CASS <input type="checkbox"/> Attend quarterly Leadership Team Meetings Hold students, teachers, and parents accountable to Normative Beliefs 	<ul style="list-style-type: none"> <input type="checkbox"/> K-8: Implement Classroom Meetings. Use the "K-8 Lesson Checklist: Year One" to track learning. <input type="checkbox"/> Review student action plans to monitor learning goals. <input type="checkbox"/> Hold students accountable to Normative Beliefs using Discipline Policy and Anti-bullying Procedures <input type="checkbox"/> Team leaders attend quarterly Leadership Team Meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in Classroom Meetings (K-8) or CASS Concepts (9-12) <input type="checkbox"/> Attend Youth Ambassador Meetings and begin to develop programs <input type="checkbox"/> Team leaders attend quarterly Leadership Team Meetings leadership team meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule, plan, and present quarterly Community Night Programs <input type="checkbox"/> Team leaders attend quarterly Leadership Team Meetings
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> School Climate Survey 	<ul style="list-style-type: none"> <input type="checkbox"/> School Climate Survey 	<ul style="list-style-type: none"> <input type="checkbox"/> School Climate Survey 	<ul style="list-style-type: none"> <input type="checkbox"/> School Climate Survey 	<ul style="list-style-type: none"> <input type="checkbox"/> School Climate Survey <input type="checkbox"/> Student Report Cards <input type="checkbox"/> Project completion 	<ul style="list-style-type: none"> <input type="checkbox"/> Community Night Program Feedback



Who's Who in CASS?



Organization of CASS Teams



Leadership Team Overview

Building internal capacity for sustaining CASS in your school relies on one crucial group within the school: The Leadership Team. It is essential that the Program Manager surrounds himself (or herself) with passionate, trustworthy people who are all dedicated to working together to help create a safe school. Personally select your key members to form a leadership team:

- **The CASS Program Manager**
That's you! Before embarking on this mission, know that any change takes time and perseverance. You may not see results immediately, but systemic change like the CASS program promotes does happen if continually reinforced. You have a great task in front of you so be prepared to work hard, but know that the results will be well worth it!
- **Superintendent and School Board**
This person's primary responsibility is to ensure that CASS is supported by policy and procedure at the district level.
- **An Administrative Representative**
A school principal or assistant principal is necessary to ensure that the CASS program is well funded and that scheduling allowances have been made for the Train the Trainer workshop, faculty in-services, mentor trainings, community programs and weekly class meetings. The administrative representative is also responsible for making sure that school policies and procedures remain aligned with the CASS Handbook.
- **Teacher Leaders**
Get strong representation from your school faculty. Encourage teachers who are hardworking, open to change, and willing to make positive connections within the school community. It is essential to have at least 3-4 teachers to serve as leaders. These teachers will be responsible for presenting the teacher in-service, promoting CASS at faculty meetings, and serving as inspiration for the faculty who may be leery of "just another program" within the school.
- **Youth Ambassador Facilitators and Student Leaders**
The Youth Ambassador Facilitators can be teachers or volunteers who will lead the students and oversee the Youth Ambassador Program. These leaders in turn gather a group of students who are natural leaders within the school and get their support and interest in CASS. Encourage them to speak to other students. These student leaders form the core of the Youth Ambassador team.
- **Parent and Community Leaders**
Every school has parents who are willing to volunteer their time and services to help make the school a great place for their child. Contact the energetic, generous, and dedicated parents who you know will see this project through. Rely on at least 3-4 "heavy hitters" who have strong organization skills and also have the time to devote to the responsibilities outlined in the Parent Manual. You can also encourage members of the community to be a part of this team and help bring CASS into a community-wide initiative.

The First Leadership Team Meeting

The first time the Leadership Team meets is for the Leadership Team to become acquainted with CASS and learn their roles in the program, particularly the pre-implementation phase. Encourage anyone everyone who says, “Sure I’ll help with this program” to attend this meeting. It is an opportunity to introduce people to the program and begin to delegate key tasks that occur before program implementation can even start in the school. This “Pre-Implementation” work is crucial. Without carefully framing the program and preparing, the chance of success diminishes greatly. Many schools take 6-12 months in this pre-implementation phase.

Running an Effective Leadership Team Meeting

Once you have assembled your team, schedule to meet at the same day and time each month. It may be necessary to meet more often in the beginning. Schedule extra meetings at your discretion.

Here are some helpful tips for what should go on at each meeting:

- All members should give an update on their respective team – what has been going well, what are some roadblocks, and what the group will be doing in the coming month
- Share “Good News, Compliments, or Thank Yous”
- Share any assessment data that is available
- Discuss any issues that may have come up
- Plan upcoming CASS Events
- Check program progress and compare to Implementation Timeline
- Complete the Monthly Program Progress Checklist

Leadership Team Initial Meeting

The PowerPoint presentations to accompany this meeting can be found at: www.opheliaproject.com/cass.html. You may choose to use the PowerPoint with a projector, print the slides as handouts, or simply use them with the training agenda to present the information or make your own presentation.

Be sure that you recruit enough people for your Leadership Team before scheduling this meeting. You will need enough representation from each of the CASS Teams (district / school board leadership, building level administrators, teachers, parents, and students/ Youth Ambassadors) to complete all of the tasks on the pre-implementation lists.

Objectives

- To introduce all members of the Leadership Team
- To present the goals and framework of CASS to the leadership team members
- To discuss and gain consensus for the CASS Normative Beliefs
- To provide Leadership Team Members with their pre-implementation task lists

Agenda

Topic <i>Time</i>	Agenda Items	PPT Slides / Materials
Welcome and Introductions <i>20 minutes</i>	<ul style="list-style-type: none"> • Thank everyone for coming to the program. Introduce yourself and share your vision for what CASS will be in your schools. • Introduce all members of leadership team. Share name, position within the school, and position on the leadership team. (<i>Ex: My name is Leigh Anne, I am a sixth grade teacher, and I am a teacher leader for CASS.</i>) • Watch the short clip from a CASS Program Mentor, Bethany. Explain that this is the type of impact that can happen in our school. • As slide 3 is playing, tell the team that there will be a number of people working together to make CASS a successful program. The most important aspect of CASS is everyone comes together as a community to say, “We will address peer aggression. We can create a safe social culture here in our school.” 	<ul style="list-style-type: none"> • Slide 1 • Nametags • Slide 2 • Slide 3
Working Together – Team Structure <i>20 minutes</i>	<ul style="list-style-type: none"> • Look at the CASS Organization and Roles Chart and briefly overview the hierarchy structure. Essentially, all personnel report to the their team leaders who in turn report to the Program Manager. • Next look at the “Who’s Who in CASS” 	<ul style="list-style-type: none"> • Slide 4 • Copies of Organizational Chart • Slide 5 • Copies of “Who’s Who in CASS”
Best Practices <i>10 minutes</i>	<ul style="list-style-type: none"> • Explain the four best practices for systemic change that serve as the basis of CASS. These four elements of creating a safe social culture have been proven in education and social science research to be effective in addressing peer aggression from a whole school perspective. • For a complete list of all of the best practices for systemic change see: http://opheliaproject.org/practices.html 	<ul style="list-style-type: none"> • Slide 6 • Print “Best Practices for Systemic Change” from Ophelia Project Website (Optional)

<p>Normative Beliefs <i>30 minutes</i></p>	<ul style="list-style-type: none"> • Break the team into five groups, one for each of the five Normative Beliefs for CASS. • Ask each group to write down as examples as possible for what the norm looks like (respect looks like holding a door open for someone), sounds like (please and thank you), or feels like (a handshake, a pat on the back). Allow ample time for discussion. • Next ask the groups to write on the back of the paper examples of what the norm does not look like, sound like, or feel like. • Have a volunteer from each small group report back their responses. Ask for questions, clarification, or additional details from other groups. • Next, lead a discussion with everyone: “Which of your norms is the most necessary for a safe school? Which norm could you do without? Are all of these norms really essential? Would you add anything else?” • Your group may choose to adopt these norms as written, or they can add or subtract similar statements. Some schools The Ophelia Project worked with create a mission statement or paragraph instead of a list of norms. Decide on what works best for your schools. • The more you people in the school work with these norms, the deeper their understanding will become. They may realize that commonly held beliefs readjust after careful exploration. Some students may realize they never had accountability. 	<ul style="list-style-type: none"> • Slide 7 • Paper / Pens
<p>Task Lists <i>25 minutes</i></p>	<ul style="list-style-type: none"> • Distribute task lists to distribute to each team. Allow teams leaders to discuss their task lists, delegate as necessary. • Circulate through the groups at this time to go through the list with the team leaders, answer any questions, and set completion dates. 	<ul style="list-style-type: none"> • Slide 8 • Pre-Implementation Task Lists
<p>Inspiration and What’s Next <i>15 minutes</i></p>	<ul style="list-style-type: none"> • Restate your goals and vision for CASS. Encourage all members to come to you for support and remind everyone that working together is key with CASS. • Schedule follow up meetings for all teams as well as the next large group Leadership Team meeting. 	<ul style="list-style-type: none"> • Slide 9

Program Manager Pre-Implementation Task List

- Preview all CASS materials
- Gauge internal capacity for program
- Distribute, collect, and evaluate Needs Assessment and Leadership Capacity Surveys
- Identify leaders for each program team
- Develop logistical capacity for program
 - Is there time that can be built into K-8 schedules for Classroom Meetings?
 - Can the CASS Concepts for High School course be added to the curriculum?
 - Are parents involved enough to plan and/or attend Community Night programs?
 - Is there time for teachers to be trained adequately (at least a full day)?
- Align disciplinary code, anti-bullying policy, and any other relevant policy issues with CASS program
 - Can our school policies be flexible enough to align with CASS?
 - What is the accountability model that we will adopt?
 - Does our school code have protection for bystanders and upstanders who report aggression?
 - Who is the go-to person in our school for bullying?
 - When do parents get involved?
 - How do we communicate clearly with parents when there is an issue?
- Organizes and/or facilitates all trainings or designates trainers. (See Ophelia Project website to contact former staff who still serve as trainers if you prefer to bring someone in to facilitate trainings.)
- Assist with development of Youth Ambassadors and Parent Teams
- Work with administration and school board to align CASS with district-wide policy and procedure and gain consensus at the district level.
- Distribute program materials to all members of the Task Force
- Create an email list or communication plan for Task Force

Superintendent and School Board Pre-Implementation Task List

- Take Needs Assessment survey and Leadership Capacity Survey
- Preview all CASS materials
- Present CASS curriculum, training, and processes to Teachers' Union representatives to gain support.
- Align school disciplinary code, anti-bullying policy, and any other relevant policy issues with CASS program:
 - Can our school policies be flexible enough to align with CASS?
 - What is the accountability model that we will adopt?
 - How can the Intervention Matrix model align with our current discipline policies?
 - Does our school code have protection for bystanders and upstanders who report aggression?
 - Who is the go-to person in our school for bullying?
 - When do parents get involved?
 - How do we communicate clearly with parents when there is an issue?
 - What are the current core values and how do they align with the CASS Normative Beliefs?
- Schedule Community Training and CASS Curriculum Trainings
- Identify metrics for District Performance Measures to gauge the overall progress of the district with CASS and to be used as accountability measures for the superintendent and school board.

Administrators Pre-Implementation Tasks List

- Take Needs Assessment survey and Leadership Capacity survey
- Identify team leaders and recruit key members of school community for teacher, student, or parent teams.
- Preview all CASS materials
- Gauge internal capacity for program
- Develop logistical capacity for program: Schedule class meetings for all students K-8 and CASS Concepts for students 9-12.
- Work with the School Board to align school disciplinary code, anti-bullying policy, and any other relevant policy issues with CASS program
 - Can our school policies be flexible enough to align with CASS?
 - What is the accountability model that we will adopt?
 - How can the Intervention Matrix model align with our current discipline policies?
 - Does our school code have protection for bystanders and upstanders who report aggression?
 - Who is the go-to person in our school for bullying?
 - When do parents get involved?
 - How do we communicate clearly with parents when there is an issue?
 - What are the current core values and how do they align with the CASS Normative Beliefs?
- Attend Community Training

Teacher Leaders Pre-Implementation Tasks List

- Take Needs Assessment survey and Leadership Capacity Survey
- Attend Leadership Team Training
- Preview lesson plans
- Action plan how to infuse CASS Norms into classes
- Study Training Guide and plan CASS Curriculum In-service
- Plan intervention strategies for common areas in the school where teachers are observers

Youth Ambassador Facilitators Pre-Implementation Tasks List

- Take Needs Assessment survey
- Identify team leaders as Youth Ambassador Facilitators (adults) and Student Leaders (the student leaders form the core group in the Youth Ambassador program)
- Study the “Preparing for the Program” section of the Youth Ambassador Manual
- Recruit Youth Ambassadors
- Outline a program to be presented for teachers, a student assembly, and a Community Night

Parent Leaders Pre-Implementation Tasks List

- Take Needs Assessment survey and Leadership Capacity survey
- Assist Program Manager with planning for trainings (food service, registration, copying, assembling materials, etc)
- Attend Community Training
- Read Parent Manual
- Form a Parent Study Group using the Five Critical Steps for Addressing Peer Aggression program (available for download at <http://opheliaproject.org/parents.html>)
- Begin developing first Community Night program
 - Plan to include Youth Ambassadors in the Community Night Program
- Prepare CASS promotional materials and an introductory newsletter
- Plan a brief presentation for Open House / Parent Night or have a table at the event with CASS materials

Community Training

Length: 3 hours

Objectives

- To build community among adults in the school
- To introduce adults in the school community to the CASS Normative Beliefs
- To introduce key skills and concepts related to CASS
- To introduce the school accountability model

For this training, the bigger, the better. The point is to kick-off excitement for CASS in addition to building consensus for the culture change that is about to take place in the school.

You must invite:

- CASS Leadership Team
- School Board
- Superintendent
- Administrators
- Teachers
- Behavioral support staff (including counselors)
- Academic Aides / Support Staff
- Youth Ambassador Facilitators
- Parent leaders (PTA board, volunteers, etc)

You may choose to also invite:

- All parents
- All other school staff members (engineers, maintenance, auxiliary staff, secretarial staff)
- Sports coaches
- Afterschool / extracurricular program staff
- Community leaders
- School resources officers

While many large in-services or training events take place in an auditorium setting, given the interactive nature of this session, a cafeteria setting with “stage” area for the presenter works best.

For the “Language of Peer Aggression,” “Interventions,” and “Making it Right” portion of the training, use trained Youth Ambassadors or, if a Youth Ambassador Program has not been started yet, have students from a drama club within the school present the scripted role play.

Planning Checklist

- Establish an event planning team, utilizing parent volunteers if possible
- Determine a budget for the training and raise the funds
 - Food
 - Print materials (flyers)
 - Handouts / materials for all participants
 - Flip charts and markers
 - Registration materials
- Select the location
 - Comfortable room large enough for all the participants (not an auditorium, if possible.)
 - Good acoustics and AV system
 - Adequate lighting
 - Comfortable chairs
 - Food preparation or serving capacity for snacks and lunches
 - Adequate rest room facilities
 - Good acoustics
- Create a data base of the participants and registration material.
- Build awareness, interest, and consensus among your target audience
- Write articles for local publications
- Network with any community organizations that work with youth and invite them to attend
- Arrange for all the AV equipment
 - Screen
 - Laptop / computer
 - Speakers
 - Projector
 - Extension cords / power strips
- Get publicity for the event (consider having a PR person on your team)
- Set up the registration materials
 - Adequate staffing to ensure short wait time
 - Sign in sheets to collect name, address, e-mail, phone number, classification (e.g. teacher, administrator, parent, mentor).
 - Name Tags
- Print all handouts and if you prefer, print the PowerPoint slides as handouts, too

Agenda

Topic Time	Agenda Items	Handouts / Materials
<p>Welcome and Introductions <i>15 minutes</i></p>	<ul style="list-style-type: none"> • Thank everyone for coming to the program. Introduce yourself and share your vision for what CASS will be in your schools. • Briefly have all members of the Leadership Team introduce themselves. • Watch the short clip from a CASS Program Mentor, Bethany. Explain that this is the type of impact that can happen in our school. • As slide 3 is playing, tell the team that there will be a number of people working together to make CASS a successful program. The most important aspect of CASS is everyone comes together as a community to say, “We will address peer aggression. We can create a safe social culture here in our school.” 	<ul style="list-style-type: none"> • Nametags • Leadership Team Initial Meeting Powerpoint (for video slide – download from opheliaproject.com)
<p>Building Community <i>30 minutes</i></p>	<ul style="list-style-type: none"> • Tell every participant that they will be participating in a “round robin” type activity. They have 5 minutes to get a breakfast item and then find a new table. Their role at this table is to introduce themselves to everyone at the table. They will be at this table for 5 minutes before a timer goes off and they go to another table. They will do this 4 separate times. At each table, after introducing themselves, they will answer a different question: <ul style="list-style-type: none"> ○ Question 1: Why are you here today? ○ Question 2: What is the first thing you think of when you hear, “Safe school.” ○ Question 3: What is one thing you think you could do to make this school safer? ○ Question 4: Who’s responsibility is it to make sure this school is safe? 	<ul style="list-style-type: none"> • Papers on each table with one of the four questions and writing instruments

<p>CASS Normative Beliefs <i>30 minutes</i></p>	<ul style="list-style-type: none"> • On each table, place a sheet of paper with a CASS Normative belief written on it. Position a leadership team member at each table, or have a Leadership Team member try to cover two tables if necessary. The following activity was completed at the Leadership Team training so the Leadership Team members will be able to assist other participants with the activity. • Ask each group to write down as examples as possible for what the norm looks like (respect looks like holding a door open for someone), sounds like (please and thank you), or feels like (a handshake, a pat on the back). Allow ample time for discussion. • Next ask the groups to write on the back of the paper examples of what the norm does not look like, sound like, or feel like. • Next, lead a discussion with everyone: “Which of your norms is the most necessary for a safe school? Which norm could you do without? Are all of these norms really essential? Would you add anything else?” <i>Have Leadership Team Members willing to answer questions to lead the discussion so that the entire group comes to a general consensus.</i> 	<ul style="list-style-type: none"> •
<p>Break <i>5 minutes</i></p>		
<p>The Language of Peer Aggression <i>20 minutes</i></p>	<ul style="list-style-type: none"> • Tell the group that the Number 1 response that the Ophelia Project always received when asked, “What was the most effective strategy in dealing with aggression and bullying?” the top answer in every school, parent group, afterschool program, or workshop was always THE LANGUAGE. Knowing the Roles, Types, and Levels of Aggression empowers a school community to openly and clearly discuss aggression when it occurs. • Walk through the “Sample Script for Teaching the Language of Peer Aggression” with Youth Ambassadors or Drama Club students in the roles. 	<ul style="list-style-type: none"> • Sample Script for Teaching the Language of Peer Aggression
<p>Interventions <i>10 minutes</i></p>	<ul style="list-style-type: none"> • Explain that intervention can come from bystanders (who then become upstanders), targets, or aggressors. • Have bystanders and the target from the Sample Script demonstrate several different positive interventions. 	<ul style="list-style-type: none"> • Interventions for Targets, Interventions for Upstanders

<p>Making it Right <i>5 minutes</i></p>	<ul style="list-style-type: none"> • When an aggressor intervenes and stops aggression, this is called Making it Right. Explain the 3 steps in Making it Right and have the students demonstrate this in their role play. • Dismiss the students and thank them for their help. 	<ul style="list-style-type: none"> • Making it Right
<p>Break <i>5 minutes</i></p>		
<p>Crossing the Line <i>20 minutes</i></p>	<ul style="list-style-type: none"> • Use the continuum walk through with the large group to help show the distinction between appropriate and inappropriate behaviors. In a group at the table, have everyone create a continuum on their blank sheet. Use “Teasing” (a fun, harmless way of joking around with a friend) and “Taunting” (verbal aggression using hurtful words, put-downs, or insults). After all groups have completed their continuum, create a “master continuum” combining ideas for all groups. Encourage discussion for behaviors that groups may not agree as harmless or harmful. 	<ul style="list-style-type: none"> • Blank Continuum • Continuum Walkthrough
<p>Holding Everyone Accountable <i>30 minutes</i></p>	<ul style="list-style-type: none"> • Have an administrator, superintendent, or school board member explain the discipline policy and anti-bullying procedures as they relate to CASS. 	<ul style="list-style-type: none"> • Discipline Policy • Anti-bullying Procedures
<p>Inspiration and Closing <i>10 minutes</i></p>	<ul style="list-style-type: none"> • Restate your goals and vision for CASS. Encourage all members to come to you for support and remind everyone that working together is key with CASS. • Encourage participants to take advantage of additional training opportunities such as online trainings or “CASS Refreshers” if available. 	<ul style="list-style-type: none"> •

Sample Script: Teaching the Language of Peer Aggression

Role Play Setting: A high school hallway.

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by, apparently having a conversation with each other.

TARGET turns to start to say something, but the others have already passed on. TARGET looks sad.



Explain bummer: The target felt upset, but no one was intentionally making her feel left out or hurt – the others were in a conversation and did not notice the target. This is a *bummer*: a situation that is particularly desirable but is not aggressive in its nature. A person may feel like a target, but the perceived aggressor did not intentionally hurt anyone.

Start role play again.

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by, apparently having a conversation with each other.

TARGET turns to start to say something but AGGRESSOR gives a nasty look and keeps walking.

AGGRESSOR says loudly, “LOSER!” BYSTANDER just walks along, saying and doing nothing. UPSTANDER turns and gives a sympathetic smile to TARGET.



Explain types of aggression: This is *aggression*: a behavior intended to hurt or harm others. In this situation, we have *verbal aggression* – using communication (words and/or images, spoken and/or written) to harm. Is there any other way that hurt or harm occurred? Because TARGET was embarrassed in front of others, this is *relational aggression*: hurting or harming others through manipulation or damage to their peer relationships. Others who are in the hallway are likely to see TARGET branded a loser and are less likely to have a friendship with her.

Explain roles in aggression: In this situation, who is perpetrating harm? (Point/name AGGRESSOR and possibly also BYSTANDER) This person is called an *aggressor*: the person who chooses to hurt or a damage a relationship. In this situation, who was harmed? (Point/name TARGET) The person who is aggressed upon, hurt, or harmed is a *target*. What about the others in the role play? (Point to BYSTANDER and UPSTANDER) They are *bystanders*: the person or persons who are not aggressors or targets but are caught somewhere in between. (Do not introduce term UPSTANDER yet).

Start role play again. Explain that this is the day after the previous role play.

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by and AGGRESSOR knocks into TARGET while walking by and yells, “Watch it, loser!” As AGGRESSOR walks away, she mutters loudly, “Stupid slut.”

BYSTANDER just walks along, saying and doing nothing. UPSTANDER turns and gives a sympathetic smile to TARGET.

Now it is the next day.

A girl (TARGET) is standing alone at her locker. She grabs her books and starts to walk away as she sees AGGRESSOR, BYSTANDER, and UPSTANDER approach. AGGRESSOR runs up behind her and knocks her books out of her hands saying, “Ooops. Guess I didn’t notice you there loser.” As TARGET leans down to grab her books, AGGRESSOR tries to make it look like she is going to help, but instead completely knocks down TARGET, whips out her cell phone and snaps a photo. BYSTANDER follows along without doing or saying anything.

UPSTANDER stops and helps TARGET pick up her things before walking away. TARGET’s cell phone goes off with a message alert. She shows it to UPSTANDER saying, “Oh great. The picture of me on the ground has been uploaded to Facebook with the caption – Check out this loser making a mess of hallways. She should just stay home.”



Review types of aggression and roles: Identify TARGET, AGGRESSOR, and BYSTANDERS. Introduce new term: *upstander*: a person who comes to the aid of a target. Next, identify the types of aggression. The hurtful words as well as the Facebook caption are verbal aggression. There’s relational aggression in embarrassing and humiliating the target. Introduce to final types of aggression: *cyber aggression*: hurt or harm using modern technologies such as the Internet or cell phone and *physical aggression*: hurt or harm through injury to a person’s body or property.

Explain the difference between aggression and bullying: We now have seen 3 different situations in which the AGGRESSOR is hurting the TARGET. This moves from just aggression into *bullying*. Bullying has three specific criteria:

1. Unsolicited, unwanted, unprovoked aggression.
2. Repeated acts of aggression, often with increased frequency and intensity.
3. Imbalance of power which can be physical (aggressor is stronger), social (aggressor has more friends or higher social status), or situational (aggressor is a superior of target, there are more aggressors than targets)

This situation has moved from aggression to bullying. It is more serious, and the degree to which the target is being hurt has increased.

An incident can be a bummer (non-aggressive), aggressive (one-time deal), bullying (unsolicited, repeated, power), or at the highest level, there is bullying, violence, or extreme bullying where a person's immediate safety and well-being is at danger, legal consequences can be applied, or someone is contemplating harm to themselves or others.

Handout: Interventions for Targets: Standing Up for Myself

During the Aggressive Act		
Deflect the situation.	Stand up to the aggressor.	Get help.
<ul style="list-style-type: none"> • Change the topic of conversation. • Walk away from the aggressor. • Use humor to diffuse the aggression. Try to “laugh it off.” 	<ul style="list-style-type: none"> • Say you do not like the actions of the aggressor and ask him to stop. • Say, “That’s not funny.” • Remind the aggressor of possible consequences. • Remain cool. 	<ul style="list-style-type: none"> • Yell for help. • Seek the help of an adult nearby. • Ask a friend to support you.

After the Aggressive Act:		
Reflect on the situation and plan positive solutions.	Talk to the aggressor after the incident.	Get help.
<ul style="list-style-type: none"> • Journal about what happened. Make an action plan on how you would like to handle the situation should it happen again. • Brainstorm with a friend how you can stand up for yourself. Role-play some actions to gain confidence. 	<ul style="list-style-type: none"> • Say: “I really don’t like what you did there.” • Ask the aggressor why they behaved as they did. 	<ul style="list-style-type: none"> • Talk to an adult. • Anonymously report the incident to your school, community group, or even local law enforcement. • Ask a friend for support. • Call a helpline. • Research positive interventions online or at the library. • See if your school offers peer mediation.

Handout: Interventions for Upstanders: Protecting Others

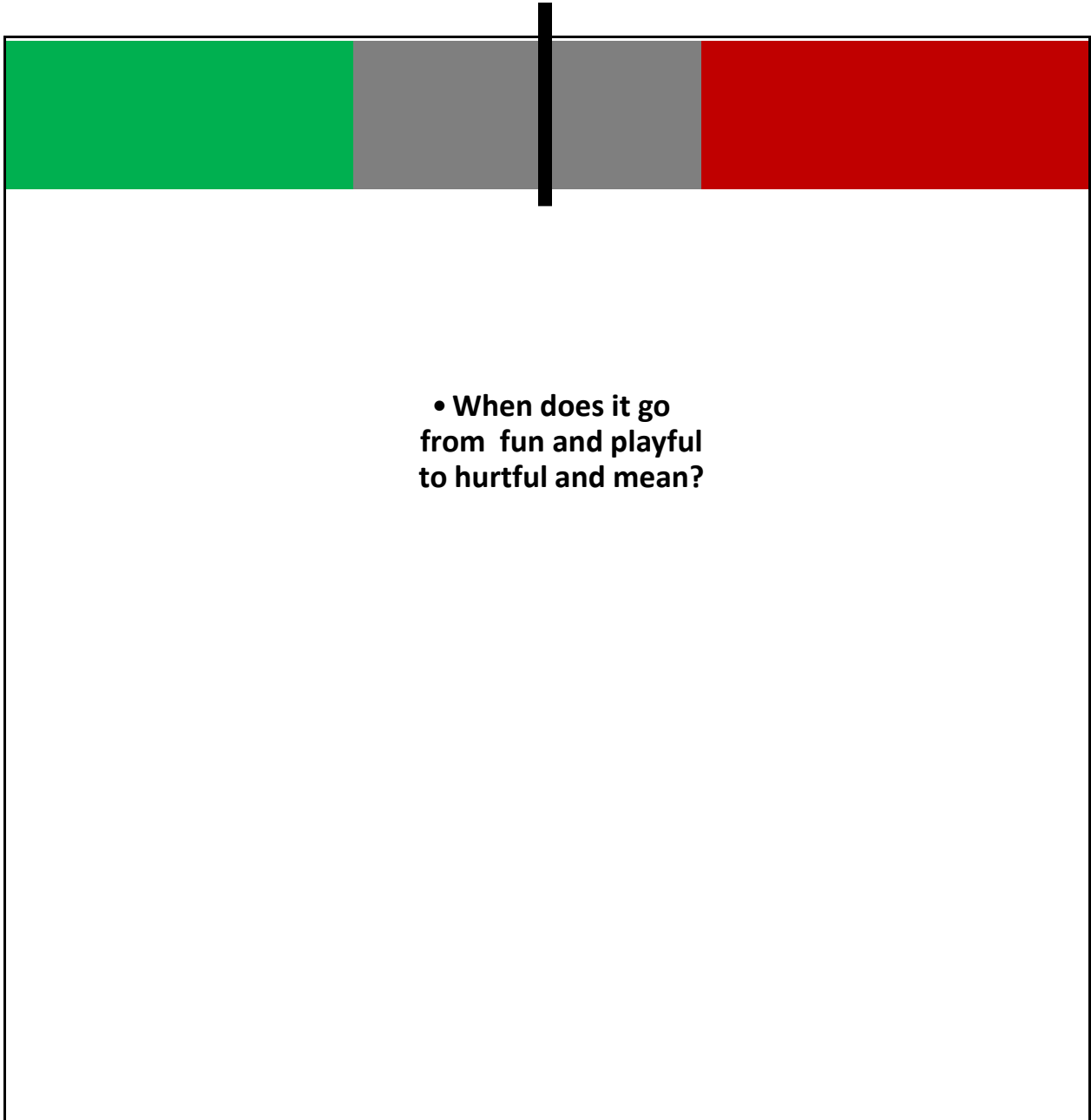
During the Aggressive Act		
Support the target.	Stand up to the aggressor.	Get help.
<ul style="list-style-type: none"> • Change the topic of conversation. • Say something nice about the target. • Don't laugh; leave! • Walk away from the aggressor with the target. • Use humor to diffuse the situation. 	<ul style="list-style-type: none"> • Say you do not like the actions of the aggressor and ask the aggressor to stop. • Say, "That's not funny." • Remind the aggressor of possible consequences. • Distract the aggressor from the target. 	<ul style="list-style-type: none"> • Yell for help. • Quickly get an adult. • Bring attention of other bystanders to what is going on.

After the Aggressive Act:		
Support the target after the incident.	Talk to the aggressor after the incident.	Get help.
<ul style="list-style-type: none"> • Say: "I'm sorry that happened to you." • Walk beside the target. • Ask the target to discuss their feelings and empathize with the target. • Role play with the target to practice how you or he could handle the situation next time. • Do not glorify or pass along details of the incident. 	<ul style="list-style-type: none"> • Say: "I really don't like what you did there." • Ask the aggressor why they behaved as they did. • Ask the aggressor to "Make it Right." 	<ul style="list-style-type: none"> • Talk to an adult. • Anonymously report the incident. • Talk to other bystanders who chose not to intervene.

Handout: Interventions for Aggressors: Making it Right

Step for Making it Right	Why Do It	How to Do It
<p>1. Apologize with sincere words or actions.</p>	<p>It is important to let the person know that you feel badly for hurting them.</p> <p>This also allows the aggressor to own her behavior and be accountable for it.</p>	<ul style="list-style-type: none"> • Sincerely say, “I’m sorry,” “I feel bad about what I did,” or another phrase that acknowledges regret for the hurtful action. • Say what you are sorry for. This shows you realize what you did. • Look the person in the eye. • Use compassionate posture and tone of voice. • Fix or replace something you broke. • Return something you stole or used without permission.
<p>2. Accept any consequences without complaining.</p>	<p>Simply put: Do the crime, serve the time. For some behaviors, a time out or loss of privileges may be necessary. For others, the consequence may be taking the time to explain what was done improperly. Other consequences can include a role play activity to act out a better solution to the situation that does not involve the mistake. Note that a consequence is not a punishment – it is the result of a mistake and lets the aggressor know the severity of his actions.</p>	<ul style="list-style-type: none"> • Do not beg or bargain for a lesser consequence. • Do not cry or whine about the consequences. • Do not insist others serve consequences or share in blame. • Own your behavior, and own the consequences that go along with it.
<p>3. Let the target and bystanders know you will try to avoid this mistake again.</p>	<p>Some children figure out that all they have to do is say “sorry” and can just keep doing the same thing repeatedly. This is not acceptable.</p>	<ul style="list-style-type: none"> • Say, “I am going to try my best to not do this again.” • Ask for help in coming up with alternate ways for handling a situation. • Avoid people and places that encourage you to misbehave. • Charge someone to help you recognize the mistake as you are making it again.

Handout: Blank Continuum



Handout: Continuum Walk-Through

The diagram consists of a horizontal bar divided into three colored sections: green on the left, grey in the middle, and red on the right. The green section is labeled 'Acceptable Behavior', the grey section is labeled 'Depends on context', and the red section is labeled 'Unacceptable Behavior'. A vertical black line is drawn through the grey section, and an arrow points to it from the text 'THE LINE' below the bar.

Acceptable Behavior	Depends on context	Unacceptable Behavior
<ul style="list-style-type: none"> • What does this behavior look like, sound like, feel like? • What positive norms are supported by this behavior? • What are the positive qualities of this behavior? • What are examples of this acceptable behavior? 	<ul style="list-style-type: none"> • When does it go from a benign action to hurtful and mean? • Who would this be acceptable with? • Who would this be unacceptable with? • Define "crossing the line." This is the moment when something that was harmless has now become hurtful. • How can you know when you've crossed the line? • Is the line in the same place for everyone? • What causes the line to shift? • How can you let others know when they have crossed the line with you? 	<ul style="list-style-type: none"> • What does this behavior look like, sound like, feel like? • What norms/rules does this behavior violate? • Why is this hurtful or wrong? • What are examples of this unacceptable behavior?

CASS Curriculum In-Service K-8

This in-service program is for teachers who will be implementing Classroom Meetings at the K-8 levels. Other teachers or Leadership Team members are invited, but not required to attend this training.

Length: 2 hours

Objectives:

- To introduce teachers to Classroom Meetings Manual
- To overview the format and proper execution for Classroom Meetings
- To discuss opportunities for differentiation, enrichment, and extension

Topic Time	Agenda Items	Classroom Meeting Manual Pages
Welcome <i>5 minutes</i>	<ul style="list-style-type: none"> • Thank all of the teachers for attending. Have everyone introduce themselves and state the grade level of Classroom meetings that they will be facilitating. 	
Manual Overview <i>10 minutes</i>	<ul style="list-style-type: none"> • Provide everyone with a manual and allow them a few minutes to look flip through it. • Overview the main sections of the manual <ul style="list-style-type: none"> ○ <i>Class Meetings</i>: General information on holding Class Meetings ○ <i>Learning the CASS Norms</i>: Four key lessons that are required at the start of CASS to introduce students to the Normative Beliefs ○ <i>We Treat Everyone with Respect and Civility</i>: Lessons to help build community and learn to build relationships and value for others in the school. ○ <i>We can talk about aggression with adults</i>: These lessons focus on three key aspects: Learning the language of peer aggression, sharing stories about aggression, and going to adults for help with aggression. 	<p>9-20</p> <p>21-31</p> <p>32-45</p> <p>46-79</p>

	<ul style="list-style-type: none"> ○ <i>We know when actions have crossed the line into aggression:</i> Lessons on building continuums and distinguishing appropriate behavior from aggression. ○ <i>We are accountable for our actions and make it right if we make a mistake:</i> Lessons about assuming responsibility for your own actions and learning how to appropriately apologize and move on after aggression. ○ <i>We protect each other:</i> These lessons teach students how to stand up for themselves and others and peacefully resolve aggression. ○ <i>Appendices:</i> Additional lessons and information to further help teachers reinforce CASS in their own classrooms. 	<p>80-115</p> <p>116-139</p> <p>140-160</p> <p>161-194</p>
<p>Lesson Checklist <i>10 minutes</i></p>	<ul style="list-style-type: none"> ● Turn to Appendix H: K-8 Lesson Checklist for Year One. Explain that teachers must first complete all of the lessons that are written on the checklist. Then, they must fill in additional lessons in each of the blank boxes provided for each Normative Belief. Once they have filled in all of the blank boxes for each norm, they may choose any additional lessons. Or, if the need arises where a specific lesson can address a skill that the students in the classroom have a demonstrated need, the teacher may choose to use this lesson at any time. When a lesson is completed, the date it was taught must be recorded along with a brief statement about how the lesson was received by the students. 	<p>193-197</p>
<p>Classroom Meeting Structure <i>25 minutes</i></p>	<ul style="list-style-type: none"> ● Walk through the section on Class Meetings. ● Stress the format of the class meeting (Recollection, Introduction, Interaction, Reflection, Action). Each of these key elements are necessary in exploring the Normative Beliefs and extending learning from the classroom into the school. ● Pay specific attention to the “Choosing a Topic” pages. Explain that teachers may choose to address issues that have come up in class instead of teaching a regularly scheduled lesson. This is ok. There is a flow chart on page 15 that can help teachers with this in addition to a Problem Solving Class Meeting Template on pages 19-20. 	<p>9-20</p>

<p>Extension Ideas <i>25 minutes</i></p>	<ul style="list-style-type: none"> • Ask teachers to turn to any of the pages at the end of each section on a normative beliefs. These pages have ideas to further explore each norm. Break teachers into five groups and assign each group a norm. Ask each group to come up with at least 5 ideas to extend the normative belief beyond a classroom meeting. This could be a cross-curricular connection or an activity that takes place school wide. Have each group share what they have come up with. 	<p>31, 44, 69, 113, 138, 157</p>
<p>Role Playing <i>25 minutes</i></p>	<ul style="list-style-type: none"> • Break teachers into a few small groups with at least 4 people in a group. Provide each group with a situation from a Peer Aggression Situation Card. Then, ask the groups to use the Steps for Creating a Role Play to come up with and demonstrate a role play to the rest of the groups. Be sure that the groups follow up with processing questions as well. 	<p>17-18; 184</p>
<p>Action Plans <i>15 minutes</i></p>	<ul style="list-style-type: none"> • Walk through the procedure for creating an Action Plan in Appendix D. • Have teachers create an Action Plan for what they hope to accomplish in CASS Classroom Meetings in the first quarter of the school year. 	<p>181-183</p>
<p>Wrap Up <i>5 minutes</i></p>	<ul style="list-style-type: none"> • Remind teachers that in addition to the Classroom Meeting Manual, they also have the support of teacher leaders, the Leadership Team, and the Program Manager. They are the voice of CASS and the main way that students will be learning how to create a safe school. Be inspirational and encourage them to go above and beyond the material and truly make their classroom a safe place in a safer school. 	

Assessment

Assessment is a necessary component to any school initiative. It guides how your program is structured and allows leaders to determine how the program should run and what it should address. The following assessment tools are available:

CASS Needs Assessment

Download at: <http://www.opheliaproject.org/cass/NeedsAssessment.pdf>

Distribute the survey on the following page to all members of your school community. Include students, parents, teachers, administrators, volunteers, and other school staff members (coaches, lunch staff, building staff). This survey can be used online to help in scoring as well as distribution. To create free online forms with result summaries visit: <http://docs.google.com>.

After you have received the survey results, use this information to determine which of the Normative Beliefs your program should concentrate on. Ideally, schools should address all of the Normative Beliefs, but given scheduling and class time constraints, even addressing specific skills can impact your school culture.

Leadership Capacity Survey

The Ophelia Project recommends assessing the openness of your school for change and innovation within the leadership. For an exceptional tool for assessing Leadership Capacity, see *Leadership Capacity for Lasting School Improvement* by Linda Lambert (published by ASCD, 2003).

CASS School Climate Surveys

Download at: <http://www.opheliaproject.org/cass/CASSAssessment.pdf>

The CASS School Climate Survey is a pre/post assessment. It is helpful to distribute the pre-assessment approximately one month after school begins (usually early October) and the post-assessment just before the end of the school year.

Other Assessment Measures

- **District Performance Markers:** Choose specific, measurable elements on the school climate survey to meet benchmark goals.
- **Action Plans:** Determine criteria for measuring the success of student action plans.
- **Student Report Cards:** Keep records for the percentages of students demonstrating CASS Norms in class, outside of class, or not at all.
- **Community Night Evaluations:** Ask all parents to report not only the quality of a parent night, but also to qualitatively report on the progress they see in their own child with CASS Norms.

Quarterly Program Progress Checklist

Leadership Team:

- Leadership Team meets quarterly to report the school's progress through CASS.
- Leadership Team is on track with the CASS Timeline.

Class Meetings:

- Class Meetings are held for a minimum of 40 minutes each week.
- Class Meetings focus on the norms determined by the CASS Timeline
- Students are writing CASS Journals to reflect on what was discussed in the Class Meeting.
- Students are writing Action Plans and assessing their progress at each Class Meeting.

Parent Involvement:

- Parent Leaders develop and implement Community Programs
- Attendance and participation at Community Programs are satisfactory.
- Community Program Evaluations are collected and returned to the School Coordinator.
- Parent Leaders develop and distribute the CASS Update Newsletter

Ambassadors:

- Ambassadors are participating in Class Meetings or preparing School and Community Programs
- Ambassadors are attending appropriate trainings and meetings.

General Program Notes:

- What is going really well?
- What problems/setbacks are occurring?
- What goal do you have during the next month of implementation?

CASS in the Classroom: K-8

CASS at the K-8 level is introduced and sustained with Classroom Meetings¹. The Classroom Meetings K-8 Guide has information for teachers on how to run effective classroom meetings as well as a number of lesson plans for helping students learn the concepts that support CASS Normative Beliefs.

The lessons in the Learning CASS Norms section are essential for all students to build an understanding of the normative beliefs that serve as the framework for Creating a Safe School. Complete these lessons first. The rest of the manual does not need to be completed in sequential order as long as you complete enough lessons in each Normative Belief Area as indicated by the checklist on the following pages. This checklist is specifically for Year One.

For subsequent years of CASS, the teacher leaders can determine which key lessons need to be taught at each grade level and create another calendar / checklist.

¹ *The classroom meeting model used in CASS is based upon the Responsive Classroom model. You can find more information on Responsive Classroom here: <http://www.responsiveclassroom.org/>.*

K-8 Lesson Checklist: Year One

All teachers who are facilitating class meetings must be provided with this checklist which they are required to complete and submit for review at the Quarterly Leadership Team Meetings. For every lesson, the teacher should write the date it was completed as well as any comments regarding the lesson and suggestions for if that lesson were to be taught again. Lesson titles that are filled in on the checklist are required to be taught first. After these key lessons have been taught, then teachers should complete at least two additional lessons for each normative belief. These titles should be filled in the blank lines under each belief. If time allows at the end of the school year, additional lines have been provided at the end of the checklist.

Learning Normative Beliefs		
Lesson Title	Date Completed	Comments / Suggestions
Introduction to CASS Norms		
Seeing CASS Norms		
School Slogan		
What do you need?		

We treat everyone with respect and civility.		
Lesson Title	Date Completed	Comments / Suggestions

We talk about aggression with other people.		
Lesson Title	Date Completed	Comments / Suggestions
Roles in Aggression		
Levels of Aggression and Bullying		
Story Writing Class Meeting Template		
My “Go To” Adults		

We know when behaviors have crossed the line into aggression.		
Lesson Title	Date Completed	Comments / Suggestions
Creating Continuums Class Meeting Template		

We make it right after we make a mistake.		
Lesson Title	Date Completed	Comments / Suggestions
Oops! A Story about Accountability		
Is it Right to Make it Right?		

We protect each other.		
Lesson Title	Date Completed	Comments / Suggestions
Standing Tall		
Being a Bystander		
Becoming an Upstander		

CASS in the Classroom: 9-12

For High School students, CASS is introduced in a course called CASS Concepts. This course can be used for academic credit in health, family and consumer sciences, social skills, character education, or integrated into a language arts or study hall class. The CASS Concepts Course Facilitator’s Guide contains all of the standards alignment information and scheduling recommendations for this course. While the course can be taught in a single quarter, it is recommended for a semester or yearlong option in order for students to have ample time to complete the projects recommended.

An additional suggestion to integrate CASS Concepts outside of a formal class setting: Each grade level (9-12) should focus on a single concept (referred to in the course as “Projects” throughout the school year (9th grade: Project 1, 10th grade: Project 2, 11th grade: Project 3, and 12th grade: Project 4). Students can be assigned an advisor to sign off on the work to be completed throughout the year. Advisors can schedule milestone completion dates while the student moves through the workbook in a more independent study model.

The other option for engaging high school students in CASS is the Youth Ambassador Program. Youth Ambassadors is a leadership development program that trains high school students to become role models for the CASS norms and to present programs to younger students about peer aggression and bullying. For more information, or to download the Youth Ambassadors Facilitator’s Guide, go to <http://www.opheliaproject.org/leadership.html>.

Sustaining CASS

Like any new and exciting initiative, we hope that CASS starts off in your school with full momentum and dedication behind it. However, we acknowledge that change takes time and quite a bit of hard work. It is important that the CASS Community sustains their drive and passion for the program during the entire implementation of the program. Here are some ways to ensure that CASS is sustained within your school:

- Encourage all CASS Volunteers to read their materials and be aware of their responsibilities at the start of the program. Let everyone know the expectations of their position and how much work will be entailed.
- Welcome any and all who volunteer. This will ease the burden of too much work for a few people and help delegate tasks to those who are willing to offer their assistance. Also, allowing for new volunteers to join the program can help keep current members from burning out.
- Keep a CASS timeline with specific goals. Of course, some adjustments to scheduling are always necessary but the timeline is built with flexibility in it. Use Leadership Team meetings to assess your progress and keep up with the timeline.
- Keep lines of communication open. Parents, teachers, administration, students, and mentors should all be able to communicate with each other and the Leadership Team regarding the implementation of CASS.
- Don't sweat the small stuff. Setbacks happen – and it is perfectly fine to acknowledge this. In any change program, there will be bumps in the road and problem areas. Use your passion for CASS to fuel a solution and move on. Mistakes are nothing more than learning opportunities and part of CASS is accepting mistakes, making it right, and moving on.

Appendices

Sample Welcome Letter

Dear Families,

I am very excited to tell you about a new initiative that has been launched in our school. With the assistance of The Ophelia Project[®], a national non-profit organization dedicated to creating safe social climates, we are implementing the Creating a Safe School (CASS) program. CASS is aimed at reducing aggression and encouraging self empowerment by creating positive normative beliefs among all members of the school community – administration, teachers, parents, and students. Today, we celebrated the beginning of this program with a whole community assembly where your child was introduced to the CASS Norms which make up our Code of Conduct.

I invite you to read through the CASS Handbook, which accompanies this letter, to learn about the CASS program and how we, as a school community, will be dealing with aggression within the school and working together to create a safer social climate. Please, feel free to assume an active role in CASS and join our Parent Team. Return the interest form as soon as possible to volunteer.

The Ophelia Project[®] will come to our school throughout the school year to assist our progress with CASS. Additionally, for their own research and development they may photograph, video, or interview members of our school community. Please sign the attached Photo Release Form if you are comfortable with having your child's image documented by The Ophelia Project.

I hope you are excited as I am as we work together as a school community to create a safe school. All children deserve to feel safe and comfortable wherever they may be. We are dedicated to creating such an environment for your child! Please feel free to contact me with any questions you may have regarding CASS. I look forward to embarking on this journey with your family.

Thank you,

Program Manager
(phone)
(email)

Sample Parent Interest Form

Dear Parents,

We would like to offer you an exciting opportunity to take a leadership role in your child's school as a member of the parent leadership team for the Creating a Safe School (CASS) program. If you are interested, your responsibilities would include:

- Attending a two day training event over the summer.
- Planning community education programs.
- Preparing monthly newsletters.
- Promoting a positive change in the social climate of your child's school.

If you are interested in Creating a Safe School for your child and wish to serve as a parent leader, please return the bottom of this letter to school with your child as soon as possible. We thank you for your continued support of your child's growth and development.

Sincerely,

CASS Program Manager

Parent(s) Name(s): _____

Student(s) Name(s) and Grade(s): _____

Phone: _____ Email: _____

I am willing to help with:

- Planning community education programs.
- Preparing monthly newsletters.
- Promoting the CASS program in the school and community.
- Attending training sessions for parents and faculty members.
- Serving as a liaison between parents and school staff.
- Help introduce new school families to the CASS program