Appendix G:

Violence Prevention Academy (VPA)

Individual School Evaluations by School
ARANGUEZ NORTH SECONDARY SCHOOL

Violence Prevention Academy

Final Report

The Way Forward

Team Members: Mr. Adesh Dwarika (Dean)

Ms. Patricia Adams (Principal)

Mr. Crawford Williams (School Safety Officer)

Mr. Ako Walker (Teacher)

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School Background

The Aranguez North Secondary School is a government, co-educational five-year institution that was established on September 9th 1973 as the Aranguez Junior Secondary School. In 2005 after the de-shifting process, it was renamed the Aranguez Government Secondary School and in 2009 the Ministry of Education informed the principal that the school should be called by its present name. It is located at Boundary Road Extension, Aranguez. This is a suburban area and also houses several light manufacturing industries such as, Lexicon Trinidad Limited, Flavourite Foods Limited and Rossi Sportswear. It is accessible from both the Solomon Hochoy Highway on the southern side and the Eastern Main Road and the Priority Bus Route on the northern side. School starts from 8:10 a.m. and ends at 2:30 p.m. with an intermission period from 10:30 a.m. to 10:50 a.m. and a lunch period from 12: 10 p.m. to 1:00 p.m. There are seven forty minute period each day.

There are sixty teachers and seven hundred and fifty students with one principal and vice Principal, four Deans and four Heads of Departments. The remedial programmes in Mathematics and Literacy have suffered tremendously due to non renewal of contracts of these staff members. Presently, there are two teachers in the English and three teachers in the Mathematics Departments. The staff has had to adjust to the whole-day secondary school and is now getting ready for transfer to a new school building. Teachers and students are being prepared to utilize the technology that has been given to the Secondary schools through SEMP. Our students have historically not been achieving above the national norms. There is a need to change the culture of the school from low academic achievement to one in which the key stakeholders-teachers, students and parents, believe that all children can learn and be successful. All stakeholders would like to see a 50% improvement in the student achievement at national and regional examinations.

The auxiliary staff has a complement of fourteen and is managed by the Clerk 111. The staff comprises of two office staff, two laboratory technicians, one librarian, seven janitors and two farm attendants. The school also accommodates on the job trainees (OJT’s) as part of the auxiliary staff. The school is secured by Maintenance, Training and Security personnel

Students are placed at the school on the basis of the results of the Secondary Education Assessment (SEA) Examinations and range from the 45 to 0 percentile of the SEA results and are spread among forms one to five. The ages of the students range from twelve to eighteen years. Most of the current students reside along the East-West corridor with the primary catchment areas being El Socorro, Aranguez, Morvant, Laventille, Sea Lots, San Juan, Santa Cruz, Curepe and extend to the east as far as Sangre Grande. Some families fall in the low socio-economic bracket while others depend on public assistance from the Government. Farming of agricultural produce is also a major form of subsistence for these students. Many students also come from single-parent families.

The school has produced many outstanding citizens who have made valuable contributions to the nation. These include, Ancil Elcock and Conrad Smith (football), Ginna Charles (judo), Alicia Katerson (academics), Varendra Persad, Anil Bheem and
Anil Suchit (East Indian music), Anthony Gray and Dwayne Bravo (cricket) and Renee Bowen (volleyball).

**Present School Situation**

The students are exposed to twenty-six different content areas from, Mathematics, English A, English B, Integrated Science, History, Information Technology, Spanish, Social Studies, General Science, Agricultural Science (cvq), P.O.A, P.O.B, Human and Social Biology, Physics, Chemistry, E.D.P.M, Technical Education, Home Management, Clothing and Textile, Fabric Design, Geography, Physical Education, Music, Metalwork, Woodwork and Art. A vibrant Reading and Mathematics remedial programme was established with the advent of the form one special students. Programmes involving cadets, cricket, netball, football, volleyball and Drama have also strengthened in the last few years. A vibrant abstinence club has been formed within the last year.

A new school is presently under construction and is scheduled to be completed for the start of the 2010/2011 academic year. To facilitate this new school, a number of the old buildings had to be torn down. This has resulted in the school area being reduced and very cramped and no alternative play-field area has been allocated. It is difficult for us to make long term plans because we are still in the dark as to what is in store for us in the new school. The present layout of the plant provides many “hiding “ places for those who want to skip classes, or do misdemeanors .The complement of MTS Security is seldom up to the full quota of five officers on any given day. The officers are removed to work in other places by senior officers from the head quarters of the company.

**Nature of the indiscipline**

An examination of the Deans’ log and the School Safety Officers’ log for the two year period (calendar years 2007/2008) revealed that there were five hundred and sixty-two cases reported. For the purposes of this report fifteen major categories were identified. Major Categories identified:

- Disrespect to Authority (97 cases)
- Fighting (79 cases)
- Assault without a weapon (61 cases)
- Robbery (58 cases)
- Breaking classes (46 cases)
- Possession of a weapon (31 cases)
- Assault with a weapon (29 cases)
- Attacks on teachers (26 cases)
- Indecent behaviour (24 cases)
- Gambling (23 cases)
- Destruction of School Property (21 cases)
- Extortion / taxing (20 cases)
- Sexual Harassment of females (18 cases)
• Use of Obscene Language (14 cases)
• Pornography (6 cases)

The SARA Model

The SARA Model would be employed for the purposes of this particular study. The SARA model has been used for some time in problem-oriented policing (POP) as a methodical process for problem solving. It is an integral part of the philosophy of community policing in the US. It is of use to practitioners in any field as applying the process can ensure that a crime problem is effectively identified and tackled, avoiding any waste of time and resources if only part of the actual problem is identified. This model is also commonly used within the police service, so an understanding of the process may help partner organizations to work together to tackle local problems. Its four stages are:

Scanning
Scanning allows incidents to be grouped into clusters or ‘problems’. These problems comprise similar, related or recurring incidents and are identified from police data and intelligence and calls from members of the community.
Problems identified in the scanning phase of the process should be problems which have been recurring for some time, certainly over a period of months. It makes more sense to spend time and resources on a long-term problem than on one that would have only lasted for a couple of weeks.

Analysis
In this phase, the conditions that give rise to a particular problem by examining the characteristics and impact of the problem in greater detail are identified. For example, scanning might have revealed that there were many thefts from shops in a particular area, but analysis will provide the hour, day or month that the thefts took place and from which particular shops.

Analysis may involve collecting information about offenders and victims, the time of occurrence, location and other details of the physical environment, the history of the current problem, the motivations, gains and losses of involved parties, the apparent (and hidden) causes and competing interests, and the results of current responses.

It helps to be as precise as possible in defining the problem, having identified the incidents to be included in the analysis. An accurate assessment of the problem is one of the main elements of POP. If a response to a problem fails, the practitioner can then return to the analysis to see whether another element might be influenced.

Response
Response refers to any action taken to try to address a problem. The work done in the analysis phase helps to identify or isolate the element that can most easily and effectively be tackled to try to resolve a problem. These responses often combine actions to tackle more than one aspect of the problem identified during the analysis phase. In selecting responses, it is crucial to work out in detail how they are expected to produce their intended effects.
Assessment
In the final stage of the model, you review attempts to deal with a problem and evaluate how successful they have been. It must be a routine feature of any problem-solving structure. Assessment is not an evaluation of the performance of those involved but what happened when a problem was tackled.

There are three major reasons why the assessment stage is very important:
1. To find out whether a particular problem still exists and requires continuing attention. This is important in deciding whether to continue to deploy resources to respond effectively to the problem.
2. To improve problem-solving skills by finding out what seems to work in differing circumstances and to disseminate examples of good practice.
3. To enable effective problem-solving to be recognized within the police service and other organizations, acknowledging individuals’ efforts.

Analysis of Findings
The problem of disrespect to authority was the most frequent deviant behaviour and was categorized under the following sub-headings; insolent behaviour, disrupting classes, refusal to adhere to instructions and obscene remarks to authority personnel. All reports were made by adults on the compound. An interesting feature in this category was the amount of repeat offenders. There were fourteen individuals who repeated the behaviour at least twice after their initial sanction.

Reports from senior teachers, who have been with the school for a prolonged period, indicate that disrespect has always been a serious problem. However, documentation of these behaviours never occurred.

Fifty-three of these reported cases of fighting involved girls only. Forty-one of the cases involved ‘hearsay’ information resulting in the fights. Eleven of the cases were as a result of arguments while gambling. Seven of these cases had to seek medical attention and five of them were subject to police investigation.

The difference between assault without a weapon and that of fighting is that the victim did not fight back, but were primarily taken advantaged off. Also included in this category were use of treats and bullying. There were eleven offenders who repeated the behaviour more than twice after being sanctioned. Eleven of these cases were subject to police investigation.

Fifty of the robbery cases involved either a cell phone on a jansport book-bag. Seventy percent of these items were recovered by the deans or school safety officers. Included was the stealing of the principal’s cell-phone which was never recovered. The deans attribute these cases to a high degree of irresponsibility, and complacency by victims. The grabbing of money from students while they are in the lunch time crowd during break and lunch times is al prevalent. Nine of these cases were subject to police investigation. This type of activity occurred mostly during break and lunch periods and in unsupervised classrooms.
Breaking classes reports were primarily for repeat offenders who were already dealt with by the form teacher. This was usually dealt with by a parent conference and a record of attendance to each class checked by the parent, form teacher and a dean.

Thirty-one students were found in possession of a weapon during the period. They were primarily knives that the students claimed they had in their possession to defend themselves against others. Seven of these cases were subject to police investigation. There were two cases of possession of imitation firearms. Thirty of these students were suspended for a period between three to seven days after investigation. One student never returned to school because of other outstanding matters (sexual harassment of a female, assault of teacher, fighting).

Assault with a weapon occurred twenty-nine times. Weapons included knives, stones, pieces of debris found on the school’s compound, belts and plastic bottles. Fifteen of these cases were subject to police investigation and nine of the cases had to obtain medical attention. Compensation was given to victims on only two occasions. There was one particularly severe case involving four female students after school were two potential offenders were stabbed repeatedly when the knives they possessed were take and used against them. They had to seek immediate medical attention.

There were twenty-six reported cases of attacks on teachers. These range from verbal threats (11 reports), physical touching (10 reports), to destruction of personal property (5 reports). Eleven of these cases were subject to a police report and investigation. Only one of the cases was attempts made to compensate the teacher. There has since been a ‘zero tolerance’ initiative towards these kinds of offences.

There were twenty-three reported cases of gambling. The gamble was either the card game ‘wappie’ or ‘dollar takes’ (the throwing of folded dollars closest to a line). Although, there were twenty-three cases there were a group of thirteen offenders who were continuously involved. Conferences with parents indicated they were exposed to gambling in their homes and in their communities. Parents were aware of their child’s gambling habit and did not see it as a ‘major’ problem. This particular behaviour usually led to other deviant behaviours such as; class breaking, stealing, taxing/extortion and fighting.

There were twenty cases of extortion / taxing. This was described as the blatant asking for a dollar or protection money. There was the taking of some personal property and asking for money for its safe return. There was also the taking of all money and returning part while indicating to the victim that they are just taking a particular amount. Three of these cases were subject to police investigation. This type of incident mostly occurred during break and lunch periods by the cafeteria and in unsupervised classrooms.

There were twenty-one cases of destruction of school property. These incidents were as a result of playing football in the classroom when a teacher was not present. There was also the locking of the classroom doors with students banging on them to either get in or out. Thirteen of the offenders paid or remedied to relevant damage.
There were eighteen cases of sexual harassment of females reported to the deans’ office during the period of study. All of these matters were reported to the police; however, no further action was taken by the parents of ten of the victims. All victims were also referred to the Guidance Officer. Presently, the other cases are awaiting trial. All students are encouraged to report all cases to the deans or any adult on the compound. All offenders were suspended and extensions were approved for two of the offenders. Two offenders never returned to school and the other sixteen were sent to other schools after form three. Indecent behaviour was differentiated from sexual harassment as touching, fondling, kissing, taking off clothing, and lewd dancing (pasa pasa). There were twenty-four cases of such activity occurring during the period covered. Conferences with parents indicated that this was ‘normal’ behaviour at home and in the community.

The use of obscene language is prevalent in school, however, there were fourteen cases reported to the deans. These instances were when the offender used the obscene language for an extensive period or repeated the behaviour occasionally. The isolated one word or phrase was usually dealt with on the spot by the adult present. The dean indicated that the students did not see anything wrong with using obscene language.

There were six reported cases of pornography. Five of these involved the usage of camera cell-phones. The other involved the sticking of pictures in the boys’ bathroom and the entrance fee of one dollar charged. The dean indicated that during a discipline seminar organized by the Ministry of Education it was revealed that it was not illegal to be in possession of pornography but it was illegal to distribute. They were waiting on directives from the Ministry, in the meantime they are continuing with parent and student conferencing reiterating the consequences of such behaviour. There were also isolated cases were a single picture was found on a cell-phone was found and the student verbally warned and picture deleted.

Response

The information on the findings was shared with members of staff and the consensus was that urgent interventions have to be made to reduce these findings. A number of staff consultations were held to identify the major issue to be remedied and find solutions for same. During these deliberations teacher commitment, absenteeism and professional development were questioned. Members of staff believed that if these areas were addressed a number of the disciplinary issues of students would not arise. The theme selected for the way forward was, “Back to Basics.” All personnel on the plant needed to revert and ensure that their basic functions were carried out. The fundamental values that many experienced mentor teachers advocated and practiced needed to be adhered to. The expectation is that effective and sustained implementation will create a more positive and responsive school climate.

The “Back to Basics” programme would be based on five pillars initially.

1. Professional teacher development - Adequate curriculum planning and organization.
2. Manuals for parents and teachers and a code of conduct and disciplinary procedures for students.
3. Additional values training periods for students.
4. Time-tabled supervision for teachers.
5. Increased guardianship to reduce opportunities for deviant behaviour.

These five pillars would begin immediately to commence the transformation to the desired school behaviours.

**Professional Teacher Development.**

Teachers have identified the need for change and understand that emerging standards and views of learning warrants changing their roles and practice accordingly. In working toward the change, teachers need to be continually supported with professional development. Teaching is a complex task, and substantial time will be required for teachers to develop and test out new ideas, assess their effects, adjust their strategies and approaches, and assess again in an effort to reach all students and make learning meaningful.

Creative and inspirational teachers motivate their students to learn by using their personal qualities, their positive experiences and their excellent communication skills. They know that knowledge is one of our main purposes in life. There is no doubt that knowledge is a quality that good teachers must possess. In addition to their professional knowledge, the teachers need to enlarge their general knowledge on culture, society, humanity, psychology, methodology, politics, history, etc. to provide their students with what they need to know, satisfy their curiosity and meet their requirements in any case.

We want our teachers to have devotion to and a great love for those who call him ‘sir’ or her ‘miss’ in class. In today’s society, where students are at varying levels in the academic, physical, social, mental, behavioural and spiritual ladder, the teacher is called upon to possess a multiplicity of varying skills and behaviour to adequately dispense their duty effectively.

It is critical for senior teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Teachers need to understand how important it is to stay current and utilize the most up to date information. Opportunities to attend well developed and thoughtful workshops on how to transform teaching and learning must be taken advantaged off. Sadly, the enthusiasm engendered by workshops usually wane when they return to the classroom and the reality of the thousands of other things that had to be done.

Research has shown that teacher development programmes should emphasize subject-matter mastery and provide many opportunities for teachers to spend time in real classrooms under the supervision of an experienced mentor. Just as professionals in medicine, architecture, and law have opportunities to learn through examining case studies, learning best practices, and participating in internships, exemplary teacher-preparation programmes allow teachers the time...
to apply their learning of theory in the context of teaching in a real classroom. Attempts are
being made through partnering of form teachers by having a senior and a junior assigned to a
particular class. Also, where no head of department has been appointed, a co-coordinator was
assigned to assist with clinical supervision and relevant support.

Our intention is to change the idea that professional development should be viewed as an event
that occurs on a particular day of the school year; rather, it must become part of the daily work
life of the teachers. Teachers, administrators, and other school personnel need time to work in
study groups, conduct action research, participate in seminars, coach one another, plan lessons
together, and meet for other purposes. The change we are hoping to achieve can only occur as a
result of both individual and organizational development.

Research has shown that the greatest successes were seen with professional development that
includes high-quality content that was tailored to the needs of students, taking advantage of the
assets of technology, and is embedded in professional learning communities to enable teachers to
actively participate. Many schools are revamping their curriculum to include an emphasis on
practical knowledge, increased use of educational technologies, creation of professional-
development schools, and innovative training programmes aimed at enhancing the teaching
learning opportunities. We want our teachers and students to have the on-going training and
support they need to prepare students for the 21st century. In this light, weekly departmental
were time-tabled to examine relevant curriculum issues to maximize the teaching learning
opportunity.

Our professional teacher development would be conducted using internal and external personnel
from the Ministry of Education, Non-Governmental Organizations, tertiary level institutions and
lecturers and other government ministries. It is expected that professional development for
teachers would empower them and develop a sense of commitment. This would be an on-going
process.

Manuals for students, parents and teachers.

In order to facilitate the changes to improve the discipline of the school we felt that all
stakeholders needed to understand and assist with the various change initiatives. They would
have to be aware of their duties and responsibilities in order to effectively dispense same. A
decision was taken to produce various manuals to allow stakeholders to be familiar with their
functions on the plant. These manuals were intended to serve as a guide and give a sense of
direction to the policies, procedures, and the daily operation of the institution and to provide any
additional information and procedures necessary relating to the reduction of indiscipline.
Four documents were developed after much deliberation.

3. A code of conduct for students.
4. A disciplinary matrix outlining the disciplinary procedures for students.
The majority staff members indicated that they do not know of or were aware of policies and procedures as it related to discipline in the school. These documents were completed for the first term 2009 / 2010.

**Additional values training periods for students**

Values training is an explicit attempt to teach about values and/or valuing. Values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct.

Values as used in this programme refer to criteria for determining levels of goodness, worth or beauty. Some of the core values that the programme seeks to develop among others are spirituality, honesty / truthfulness, loyalty, ambition, diligence, empowerment, non-violence, discipline, autonomy, benevolence, compassion, courage, courtesy, humility, commitment, independence, responsibility, trustworthiness and integrity.

Included in the new time table was additional values training periods. These periods are infused in the time table and it is the responsibility of the form teachers to organize discussions with the class and obtain the relevant resource personnel for same. The additional practice of placing various classes in charge of morning assembly to examine one of these values was also organized to serve as practice and reinforce.

**Time-tabled supervision for teachers.**

One on the major factors identified as contributing to the indiscipline was lack of adequate supervision in classrooms. To deal with this problem the time table was redone to allow for the inclusion of time-tabled supervision periods for teachers to ensure that all classes were assigned a supervising teacher in the event that the subject teacher was absent.

**Increased guardianship.**

Apart from the additional supervision in place for classes, the deans have also increased their supervision of the student body. A coordinated effort between the deans and the school’s safety officers was set up to supervise the student population in smaller groups. Each dean was assigned a year group with the assistance of the safety officers. Relevant lectures and programmes were organized after discussions with the form teachers and dean for the benefit of the students. Strict adherence to the out-of-bounds areas would be maintained by Safety Officers and Security personnel to keep students in their respective areas and to maintain order and discipline. Also, reallocation of student year groups to alleviate unnecessary interactions among same would be done. There would also be on going increased to floor supervision.
Evaluation of Intervention Programme

The “Back to Basics” programme began in September 2009. During the Thursday and Friday before the commencement of the school term the programme was fully outlined to all personnel on the plant. The origination and rationale was shared together with a plea for the commitment. Teachers expressed interest, excitement and commitment to the attempts to deal with the indiscipline. The various manuals were distributed and explained to all members.

An examination of the Deans’ log and the School Safety Officers’ log for the period September 2009 to March 2010 revealed that there were three hundred and thirty-seven cases reported. For the purposes of comparison the same fifteen categories previously identified would be used.

- Disrespect to Authority (63 cases)
- Fighting (23 cases)
- Assault without a weapon (37 cases)
- Robbery (21 cases)
- Breaking classes (41 cases)
- Possession of a weapon (17 cases)
- Assault with a weapon (13 cases)
- Attacks on teachers (11 cases)
- Indecent behaviour (25 cases)
- Gambling (05 cases)
- Destruction of School Property (11 cases)
- Extortion / taxing (07 cases)
- Sexual Harassment of females (02 cases)
- Use of Obscene Language (21 cases)
- Pornography (03 cases)
Data was also collected from teacher and student survey forms to get an idea of the overall picture of the discipline issues at the school.

The data suggested that the “Back to Basics” programme did not have the intended effect on teachers and ultimately on the students. There was an increase in discipline for the first two terms of the academic year 2009/2010. There were a total of three hundred and thirty-seven cases reported for the period as compared to the five hundred and sixty-two cases reported for the calendar years 2007/2008. The problem of disrespect to authority continues to be the most frequent deviant behaviour. However, there was a significant decrease in certain offences such as pornography, extortion/taxing, gambling, robbery and fighting. The decrease in these areas cannot be attributed to any one factor, however, the identification and constant guardianship by the deans and safety officers to relevant ‘hotspots’ and prominent repeat offenders was a major factor.

Insufficient professional training programmes in terms of classroom management, conflict resolution and curriculum implementation skills were also factors that contributed to the failure of the programme. Curriculum planning and training was left to the various heads of departments; however, some departments were more serious and organized than others. The
Efficacy Institute began a programme in 2007 which aimed at training teachers, students and parents to believe that academic achievement was possible through the application of “effective effort”. This was the focus of our School Development Project in 2006 which proposed to raise the achievement level by 50% in five years. Although the follow-up training was incomplete all stakeholders were left with tools that could be used to carry out the stated objectives. Staff members were urged to revisit the Efficacy programme for information for professional development, this plea was vastly ignored.

Although teachers were provided with supervision rosters and had supervision scheduled in their timetables there was still poor supervision by teachers. As was the norm, it started of on a high with a positive commitment by teachers which soon faded as the first term progressed. Also, there was a high absenteeism rate by teachers and this forced the supervision and correction workload to fall on the deans, safety officers and a few committed teachers. Only about sixty percent were counted on to take up their supervision periods. This percentage decreased when others did not fulfill their responsibility.

All manuals were completed and distributed to relevant personnel prior to the start of the term. Some teachers complained of feeling intimidated by students therefore, upholding the tenets of the various manuals were not maintained with some teachers doing their job and others ignoring. Again, commitment greatly decreased as the term progressed. There is the need to revisit and get all stakeholders on board. The values training period was a failure because of poor attendance by form teachers although material was provided. Only about thirty percent of form teachers remained committed to the end of the term. New attempts at using the PTA and the Local School Board to get all stakeholders on board are forthcoming. A meeting to evaluate the programme was held and a new way forward was developed.

The data used to assess the success of the “Back to Basics” programme were analysis of cases reported and recorded in the Deans’ log and the School Safety Officers’ log and feedback from consultations held with the staff.
The New Way Forward

The results of the “Back to Basics,” programme was discussed at the beginning of the third term of the 2009/2010 academic year with all members of staff for the purpose developing a way forward. It was suggested that for there to be any success of the programme a culture of change in attitude, behaviour and morals and values had to be initiated and this can only be achieved in the long term. There is still the belief that if teachers are properly trained and equipped and are committed to changing the ethos of the school a number of the discipline issues would decrease or be eradicated. Therefore, consultations with the staff suggested that a new programme be developed and there is a recommitment to the previous programme to establish positive change.


1. Recommitment to the tenets of the “Back to Basics,” programme.
2. Formation of a school intervention team and a curriculum committee.
4. Alignment of this new initiative with the school’s strategic plan 2010/2015.

The staff agreed that there were problems preventing a better quality of school life. A policy of ‘zero tolerance’ would be adopted to the major student indiscipline issues and necessary discipline action taken to correct unprofessional behaviour by teachers. There was a conscious agreement to take relevant action on the following issues, teacher absenteeism and teacher recalcitrance, lack of strong leadership by form teachers, lack of class prefects and school monitors, absence of class rules, poor relationship with students, teachers’ inconsistency in enforcement of school rules and lack of team-spirit among staff.

A resolve of teamwork through persistence, commitment and a strengthening of positive values would be demonstrated by all stakeholders in the Aranguez family for the birth of a new culture in a quality school. Aranguez North Secondary has to become the school of choice in the East West Corridor with a learning environment that is safe, and with disciplined successful students under the control of a caring staff. The collective resolve of the staff to renew their commitment to have a quality school is to be embedded in the school’s strategic plan for 2010/2015. Clearly outlined would be goals, swot analysis, strategic objectives, strategic alignments, professional development, school discipline and involvement of stakeholders. A brief outline of this plan is outlined in appendix D.

Together with this plan, is a workshop to be done by Dolly and Associates Limited entitled “Bringing Character into the School.” The Local School Board has invited Dolly and Associates Limited to design a programme that will create a character based environment in the school which will foster teaching and learning and promote holistic student and staff development.

Dolly and Associates Limited proposes to provide support to the teachers, students and parents of Aranguez North Secondary School through the conduct of this character-based programme designed to develop the knowledge and skills necessary to enhance competencies as well as create cohesive and harmonious parent, teacher and student relationships. The competencies gained from participating in this programme would allow parents, students and teachers to
become equipped with, as well as, encourage self reflection of personal goals and achievements. Teachers will also develop the ability to engage in the practice of conflict resolution and stress management approaches using character qualities with their colleagues and students. It will commence with an orientation programme for all parents, teachers, students and support staff of the Aranguez North Secondary School.

It is the intention of this programme to expose students, teachers and the parents of Aranguez North Secondary School to information that will empower and enable them to be effective and efficient individuals within their work team. It is believed any team is as strong as the weakest member, as such the Board of the school is assuming the responsibility to create this opportunity for each parent, student and teacher to invest in themselves as well as the development of the school population to facilitate the strengthening of the whole. The proposal by Dolly and Associates Limited is outlined in appendix E.

There was the formation of a school intervention team with a mandate to offer assistance to deviant students to facilitate meaningful classroom participation. The idea was that if these ‘at risk’ students are successfully cared for, much of the indiscipline students and ‘burnt-out’ teachers would be greatly reduced. This team would comprise of the principal, guidance officer, form teacher, deans and other professionals as necessary. The composition of this team would change depending on each individual case.

The curriculum committee would be responsible for assisting with relevant training in the implementation of the curriculum. Also, classroom management issues and the sharing of best practices would be discussed. This team would work with other committees in the school to strengthen interpersonal communication among teachers, between teachers and students for the development of a character based school to change the complacent behaviour of all personnel on the plant and to produce a quality school.

The Trinidad and Tobago Violence Prevention Academy

The Trinidad and Tobago Violence Prevention Academy (TTVPA) is one of many strategies being employed by the Ministry of Education to address the issue of violence and indiscipline in schools. A number of programmes such as increased security and the introduction of safety officers have been implemented with varying degrees of success. The TTVPA brings together school-based safety officers, deans, teachers and administrators to develop comprehensive integrated and evidence-based violence prevention plans tailored to the specific needs of schools. It recognizes that a one size fit all approach cannot be applied to situations that differ from school to school.

The TTVPA is being facilitated by Professor Charles Katz of the Arizona State University unit for the prevention of violence, discipline and community safety; and is supported by a number of experts in the field of violence prevention from other universities in the United States. The academy hopes to provide school teams with the skills to analyze violence and indiscipline at the school level to create prevention and management plans for their own situation.
As part of the TTVPA training we were introduced to the SARA model and employed all its processes to create, implement and evaluate my own school-based violence prevention plans. We have successfully created a computerized data base of all information pertaining to discipline issues at my school. We can now use the technology to record and analyze related information and develop perceptions about victims, offenders, location and time of incidents, repeat offenders/victims, victimization, and the success of sanctions administered.

We have since developed two school-based violence prevention plans for my school. The first one was implemented in the first two terms of the 2009/2010 academic year with varying success. After limited successes of the initial VPA programme, we were able to use the assessment methods learnt to evaluate the success of initiatives and developed new plans to treat with problems. The VPA school team understands the school situation better than any and is in a position to best develop plans to deal with same. This model would be introduced to all staff members so that they also can come on board and use the model for the benefit of all. Get on board and develop unique plans that are tailored to suit the needs of your individual school.
References


Appendix A

Teachers’ Manual

ARANGUEZ NORTH SECONDARY SCHOOL
TEACHER’S MANUAL

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INTRODUCTION

The Aranguez North Secondary School is pleased to welcome you to its staff. We extend the hand of welcome and friendship to you as a member of staff and hope that your stay here will be comfortable and rewarding. The staff is a group of qualified, caring and friendly professionals who are always willing to render assistance. We look forward to your contributions and your continuous development at the Aranguez North Secondary School.

This manual is designed to facilitate the access of information that is important to the efficient functioning of the school. It aims to provide you with an understanding of the policies and procedures of the school and how the operating systems function. It seeks to provide guidance to enhance performance and growth professionally at the school. You are reminded that this manual is just a guide and it should in no way deprive you of critical thinking, clear and balanced judgment and the opportunity of decision as you perform your duties.

SCHOOL PROFILE

The Aranguez North Secondary School is a government, co-educational five-year institution that was established on September 9th 1973 as the Aranguez Junior Secondary School. In 2005 after the de-shifting process, it was renamed the Aranguez Government Secondary School and in 2009 the Ministry of Education informed the principal that the school should be called by its present name. It is located at Boundary Road Extension, Aranguez. This is a suburban area and also houses several light manufacturing industries such as, Lexicon Trinidad Limited, Flavourette Foods Limited and Rossi Sportswear. It is accessible from both the Solomon Hochoy Highway on the southern side and the Eastern Main Road and the Priority Bus Route on the northern side.

The school is managed by a principal and a vice-principal with assistance from Heads of Departments and Deans. School starts from 8:10 a.m. and ends at 2:30 p.m. with an intermission period from 10:30 a.m. to 10:50 a.m. and a lunch period from 12: 10 p.m. to 1:00 p.m. There are seven forty minute period each day.
The present staff is comprised of sixty-nine teachers and is grouped in the following categories:

- 1 Principal
- 1 Vice-principal
- 3 Heads of Department
- 4 Deans
- 14 Teacher 111
- 3 Teacher 11
- 12 Teacher 1
- 9 Assistant Teacher Secondary
- 4 Technical Vocational Teacher 1
- 3 Technical Vocational Teacher 11
- 3 Technical Vocational Teacher 1
- 1 Special Teacher 1
- 1 Special Teacher 11
- 6 Remedial Teachers – English
- 6 Remedial Teachers - Mathematics

The auxiliary staff has a complement of fourteen and is managed by the Clerk 111. The staff comprises of two office staff, two laboratory technicians, one librarian, seven janitors and two farm attendants. The school also accommodates on the job trainees (OJT’s) as part of the auxiliary staff. The school is secured by Maintenance, Training and Security personnel.

Students are placed at the school on the basis of the results of the Secondary Education Assessment (SEA) Examinations. The ages of the students range from twelve to eighteen years. Most of the current students reside along the East-West corridor with the primary catchment areas being El Socorro, Aranguez, Morvant, Laventille, Sea Lots, San Juan, Santa Cruz, Curepe and extend to the east as far as Sangre Grande. Some families fall in the low socio-economic bracket while others depend on public assistance from the Government. Farming of agricultural produce is also a major form of subsistence for these students. Many students also come from single-parent families.

The school has produced many outstanding citizens who have made valuable contributions to the nation. These include, Ancil Elcock and Conrad Smith (football), Ginna Charles (judo), Alicia Katerson (academics), Varendra Persad, Anil Bheem and Anil Suchit (East Indian music), Anthony Gray and Dwayne Bravo (cricket) and Renee Bowen (volleyball).
MISSION STATEMENT

We at the Aranguez North Secondary School, in collaboration with all stakeholders, shall work harmoniously to deliver quality education in a nurturing environment, which allows for the holistic development of a life-long learner who will become a productive citizen in an ever-changing global environment.

VISION STATEMENT

To produce a holistically developed child in a safe learning environment so that he / she can become a resourceful, socially responsible law abiding citizen.

MOTTO

Excellence Through Effort.

CORE VALUES

1. Spirituality
2. Honesty / Truthfulness
3. Loyalty
4. Ambition
5. Diligence
6. Empowerment
7. Non-violence
8. Discipline
9. Humility
10. Commitment
11. Independence
12. Integrity

EDUCATIONAL PROGRAMMES

The students of the Aranguez North Secondary School are exposed to ten different content areas from, Mathematics, English, Spanish, Social Studies, General Science, Agricultural Science,
P.O.A, P.O.B, Human and Social Biology, Physics, Chemistry, E.D.P.M, Technical Education, Home Economics, Industrial Arts, Physical Education, Music, and Art and Craft. Boys and girls have the option to select either Home Economics or Industrial Arts. A vibrant Reading and Mathematics remedial programme was established with the advent of the form one special students. Programmes involving cricket, netball, football, volley-ball and Drama have also strengthened in the last few years. A vibrant abstinence club has been formed within the last year.

ORGANIZATIONAL STRUCTURE

Principal

Vice-principal

Heads of Department    Deans    Clerk 111    Guidance Officer    School Safety Officers

Teachers

MTS Security Officers    Typist    Laboratory Technicians

Librarian    Farm Attendants    Clerk Trainees

SIGNING THE REGISTER

Teachers are required to sign the attendance register personally on arrival at the school for both the morning and afternoon sessions each day. Signing the register is the only legitimate
indication of your presence in school except in cases where permission was sought and granted by the administration. You are considered late after 8:10 am and 12:30 pm unless arrangements have been made by the administration.

SCHOOL BELLS

1. The bell for the start of school goes at 8:10 a.m. There is an intermission break at 10:30 a.m. to 10:50 a.m. and a lunch break at 12:10 a.m. to 1:00 p.m. the last bell is rung at 2:30 p.m.

2. At 8:10 a.m. the first bell goes indicating that students are to go to their classes for the taking of the morning register by the Form Teacher. At 8:10 a.m. morning assembly is conducted in the classroom where the national anthem is sung, the school prayer is said and announcements are made for the day.

3. At 1:00 p.m. the first bell after the lunch intermission is rung and students go to their classrooms in preparation for the taking of the afternoon register by the Form Teacher.

4. At 2:25 p.m. teaching stops and students get ready for the afternoon prayer and dismissal.

5. When there is a general assembly in the auditorium Form Teachers must supervise their form class. ALL teachers are required to attend general assembly.

GENERAL CODE OF CONDUCT FOR TEACHERS

1. A teacher shall always strive to enhance the intellectual, social and moral growth of students.
2. A teacher shall not divulge, except through professional channels, any information of a personal or domestic nature concerning his students.
3. A teacher shall not exploit or violate the privileged relationship between teacher and students.
4. A teacher shall deal justly and considerately with each student regardless of sex, ethnic origin, social or financial status, political or religious affirmation.
5. A teacher shall extend due respect to his colleagues, and be willing to work with them, regardless of sex, ethnic origin, status or qualifications.
6. A teacher shall cooperate with other teachers in matters accepted as being in the best interest of students and the school.
7. A teacher, in an administrative or supervisory capacity, when dealing with complaints about other teachers, shall retain an unbiased position, investigate the matter fully, and act in accordance with the principles of natural justice and equity.
8. A teacher shall be consistent in the execution of school policies and in the enforcement of rules and regulations.
9. A teacher shall report, through establish channels as laid down by the organizational structure, all matters harmful to the learning and teaching conditions of the school.
10. A teacher shall not behave in any way that will bring the teaching profession into disrepute.
11. A teacher shall dress in a manner consistent with the dignity and honour of the teaching profession. Female members of staff should pay particular attention to their mode of dress as Aranguez Government Secondary School is a co-educational school.
12. A teacher shall strive to keep abreast of educational developments in his/ her field through ongoing study and research.

RESPONSIBILITIES OF FORM TEACHERS

The Form Teacher is under the general supervision of the Dean and is in charge of a particular class. **Form teachers must:**

1. Supervise election of Class Prefects and acquaint them with their duties.
2. Attend all home-room sessions.
3. Go through the school rules and the code of conduct for students with the class.
4. Highlight concerns of the administration and lead discussions on relevant topics with emphasis on moral and ethical values which lead to their general development.
5. Attend general assemblies with their students and take charge of their class when necessary, paying particular attention to:
   a. Punctuality / Regularity to class sessions.
   c. Discipline/ Behaviour especially in the classroom.
   d. Academic performance, counseling wherever necessary.
   e. Keeping a clean classroom.
6. Inform students of the use of the sickroom and the procedure involved. If the student is too ill or emergency arises, contact parent and / or hospital and wait with him/her either in the sickroom or hospital until parent arrives.
7. Meet regularly with parents/ guardians. Develop a good relationship with students.
8. Supervise any fund-raising activity, making sure you have necessary approvals. Help organize and supervise any class party or function.
9. Record attendance, absence and late coming of students in the Official School Register. If a student is absent for a prolonged period (two weeks) the administration must be informed.
10. Prepare students’ report books on time and distribute same at the end of the term. Ensure that the parent or guardian has signed the report book.
11. Supervise end-of-term examinations.
12. Carry out other job-related duties that may be assigned from time to time by the administration.
RESPONSIBILITIES OF SUBJECT TEACHERS

A subject teacher is under the general supervision of a Head of Department and gives instruction to students in one or more disciplines.

Subject Teachers must:

1. Prepare teaching and instructional materials using appropriate teaching methods and techniques. Requisition material through the Head of Department for this exercise when necessary. Deliver the curriculum to students in accordance with his/her time table.
2. Supervise workshop/laboratory activities to ensure good working habits and adherence to safety procedures by students. Ensure that classrooms, workshops and laboratories are orderly and properly maintained.
3. Prepare, administer, mark tests, projects and assignments for evaluating students’ progress and maintain students’ records. Enter marks in report books on time at the end of the term.
4. Liaise with the Dean and Form Teacher if students’ problems cannot be effectively managed by classroom procedures. Refer students who constantly underachieve to the Dean.
5. Liaise with the Head of Department to improve the delivery of the curriculum. Work with the Head of Department and other members of the department for professional development sessions and setting end of term tests and other relevant evaluation procedures.
6. Develop a good relationship with students. Encourage students to participate in school activities/competitions etc. Prepare relevant documents for field trips to be submitted to the Principal for submission to the MOE and ensure permission forms are signed by the parent/guardian.
7. Maintain a class register and maintain student discipline in class. Be punctual to classes and stay with all classes prescribed time allotted to them, especially the last period in the day when afternoon prayer is being said.
8. Meet regularly with parents/guardians. Attend all general assemblies in the auditorium.
9. Perform other duties related to teaching functions that may be assigned from to time.

RESPONSIBILITIES OF HEADS OF DEPARTMENT

The Head of Department is under the general supervision of the Vice-principal and is also responsible for teaching one or more disciplines.

Heads of Department must:

1. Prepare a detailed estimate of expenditure for department.
2. Collaborate with members of the department to develop schemes of work and lesson plans.
3. Monitor the implementation of the syllabus and the setting, distribution and marking of exam papers.
4. Monitor the stock in the department. Supervise and make arrangements for the maintenance of equipment, books, resource material etc. in the department. Recommend and arrange for the purchase of same for the department.
5. Organize departmental meetings and workshops to enhance the efficiency of the department. Record of attendance by members of the department must be kept.
6. Work together with members of the department to identify general problems and weaknesses as they pertain to specific classes. Suggest approaches and organize remedial work where necessary.
7. Encourage the efforts of members of the department by giving positive reinforcement and highlighting their skills. Develop members by assigning specific responsibilities. Reach out to all members making them feel comfortable in the department.
8. Promote the department and its work through open days, displays, competitions etc. promote co-curricular activities pertaining to the department.
9. Supervise, guide, set work, assign teachers to take classes in cases where a teacher/teachers are missing.
10. Assess performance of teaching and non-teaching staff in the department. Report to the Principal or Vive-principal matters that may require their attention with regard to the proper delivery of the curriculum.
11. Perform other duties related to job functions that may be assigned by the administration from time to time.

**RESPONSIBILITIES OF DEANS**

The Dean is under the general supervision of the Vice-principal and is also responsible for teaching one or more disciplines.

**Deans must:**

1. Organize co-ordinate, monitor discipline of students as well as a system for course performance of students.
2. Ensure that report books are prepared for every student each term, making pertinent observations with regards to discipline and academic performance in the report books.
3. Monitor and ensure standards of discipline and academic performance for students on a daily basis.
4. Monitor and maintain discipline during class time and other school activities.
5. Arrange seminars, lectures etc. for the enhancement of education and career guidance of students.
6. Supervise the students’ late line, keep appropriate record and take relevant action for the alleviation of the problem.
7. Deal with areas of indiscipline, which are not normally handled in class. Conduct investigations, compile reports and make recommendations for sanctions, guidance, community service or punishment.
8. Conduct counseling sessions when necessary with students and parents.
9. Assist in organizing supervision for classes when teachers are absent.
10. Assist in ensuring that students are properly attired in full uniform and that they are regular and punctual to classes.
11. Perform other duties related to job functions which may be assigned from time to time by the administration.

**EXAMINATIONS AND SUPERVISION**

The administration sets a deadline for the handing in of papers to be typed or photocopied.

When a paper is set:
1. It must be reviewed by all teachers for that particular subject at that level, for comments and approval before being passed to the Head of Department, who reviews it and passes it on to the Clerk.
2. The paper must be properly proof read and the amount of copies needed clearly stated before it goes to the Clerk.
3. The Head of Department delegates a member of the department to collect the papers, prepares them for distribution to other members of the department.

Each subject teacher must place a cover sheet on the package of test papers requiring the following information:
- Subject to be tested.
- Date of examination.
- Duration of the examination.
- Clear instructions and corrections where necessary.
- The name of the class to be tested and the subject teacher.

The package is to be given to the teacher responsible for the disbursement of the examinations at least two days prior to the examination date.

A supervision roster together with an exam timetable would be compiled and given to each teacher.

The teacher who is supervising:
- Must collect question papers and distribute them to the particular class on the day of the exam.
- Follow the relevant instructions on the cover sheet.
- Write on the whiteboard the starting and ending time of each exam.
- Collect exam scripts at the end of the exam and return them to the teacher responsible for the disbursement of the scripts.

Supervising teachers must note the number of students present on the cover sheet and any unusual occurrences such as copying or other forms of deviant behaviour.
CELEBRATION OF THE STARS

This is a day set aside to celebrate the achievements of students. It is held on a date to be determined by the administration on the third term of each academic year. It is divided into two categories, academic and non-academic. The criteria for the award in these two categories would be determined by a committee establish by the administration.

THE HOUSE SYSTEM

All students and teachers are placed in various houses. The houses at the Aranguez North Secondary School are named after the five staid representing the country’s great sporting personalities. The house system would form the basis of various activities held by the school.

CO – CURRICULAR ACTIVITIES

Several co-curricular activities such as, volley ball, netball, cricket, football, abstinence, karate, boxing, choir and steel-pan are offered to students. Teachers are required to involve themselves with these to establish and maintain that critical link between staff and students. This is an integral aspect of establishing a sense of belonging for everyone.

SUPERVISION

Teachers may be asked to supervise a class during free periods by the Administration or Head of Department. As far as possible, teachers should inform the Vice-principal the day before being absent or call the office as early as possible on the of absence, to facilitate the supervision of classes.

Any teacher who will be away on a field trip, official Ministry of Education seminars or officially representing the school must leave work for their classes with their Head of Department who will liaise with the Vice-principal to arrange the supervision of such classes.

ILL STUDENTS

Students who are ill shall be allowed to go to the sick room after getting permission from the teacher for that particular period. The form teacher and the parent/guardian should be informed as soon as possible. Any student who has a contagious disease will be sent home after the parent/guardian is contacted.

STUDENTS LEAVING THE SCHOOL’S COMPOUND

No student is allowed to leave the school’s compound without the written permission of the principal or vice-principal. The relevant form must be obtained and be signed by the principal or vice-principal and must have the school’s stamp. This form must then be shown to the security officials who record the student’s name and time of departure.
FIELD TRIPS

The relevant forms must be completed in duplicate and submitted to the principal or vice-principal three weeks in advance to be forwarded to the Ministry of Education for approval. The teacher responsible for the trip must ensure that permission is granted from the Ministry of Education, parents/guardians and any other agency or organization as is necessary. The names of all students and teachers attending the trip together with the name of the driver and vehicle registration number must be given to the principal or vice-principal before departure. The teacher responsible for the trip must also ensure that the driver has a valid driver’s permit and insurance and there is no overloading.

FUND RAISING

All fund raising activities must be approved by the administration. The goals and objectives must be clearly stated. Proper accounting must be kept and offered for scrutiny by administration and members of staff. All monies collected are to be deposited with the school and be disbursed for the particular purpose.

LIBRARY

The library is an integral part of the education process. The opening hours are 8:30 a.m. to 3:30 a.m. Library rules and regulations are enforced by the library staff. Forms 1-3 have a weekly library period integrated in their English period for the week. Classes are not allowed to enter the library without the assigned teacher. Teachers are urged to utilize the library as much as possible through displays, research projects etc.

REQUISITIONS

Requisitions for equipment, materials, resources and petty cash must be made to the Head of Department, the Principal or Vice-principal and not directly to the Clerk 111. Emergency requests will be handled at the discretion of the administration.

LEAVE

Fill out the relevant leave forms as soon as possible and keep track of your leave by signing the official leave/punctuality form on a regular basis. Teachers are entitled to fourteen days sick leave and fourteen days occasional leave for each calendar year and three days bereavement leave for immediate family. Bereavement leave must be accompanied by a death certificate and be handed to the Clerk 111. Any sick leave in excess of two consecutive days must be accompanied by a medical and any sick leave in excess of fourteen consecutive days must be accompanied by a medical from a Government Medical Officer. Relevant information regarding maternity and paternity leaves must be handed to the Clerk 111 as quickly as possible.

All applications to leave the country must be made in duplicate six weeks in advance. On resumption of duty, teachers must report their resumption of duty by filling out the necessary
form. In the case of an emergency, special permission must be requested from the Ministry of Education, which is forward through the principal.

**BANK TIME**

Teachers are entitled to two hours each month to pursue salary matters with their relevant banking institutions. Requests for bank time must be made in advance and will be rostered to facilitate continuity of teaching.

**TELEPHONE**

Except in cases of emergency, teachers should not be called from the classroom for telephone calls. Office staff will take the relevant information and pass on same to the particular staff member as soon as possible.

**CELL PHONES**

Teachers should refrain from making and receiving phone calls while in the classroom. It is understood that cell phones are personal property; however, it ought not to impact on the teaching/learning process. Cell phones should be on silent mode during meetings.

**CAFETERIA**

The cafeteria would be open on mornings, however, all selling should cease when the 8:10 a.m. bell goes for assembly. Selling will continue during the break and lunch periods and after school. There should be absolutely NO selling during class time.
Appendix B

CODE OF CONDUCT FOR STUDENTS

INCORRECT UNIFORM

Students must attend school in full and current uniform.

**Shirt or blouse:** Plain white with school’s monogram of breast pocket.
**Shoes:** Plain black with black socks.
**Jewellery:** No jewellery is allowed apart from a wristwatch for boys and girls and a pair of stopper earrings for girls.
**Hairstyles:** Students must not have elaborate hairstyles or inappropriate haircuts.

Penalty.

1\textsuperscript{st} offence: Verbal warning.
2\textsuperscript{nd} offence: Relevant action taken after parent conference.

REGULARITY AND PUNCTUALITY

Students must regular and punctual at all times. School begins at 8:15 a.m. and ends at 2:30 p.m. each day.

Penalty.

1\textsuperscript{st} offence: Verbal warning.
2\textsuperscript{nd} offence: Relevant action taken after parent conference.

SKIPPING CLASSES

Students must attend all classes and must have the necessary texts and stationary for the timetabled subjects. Students are required to stay in their classes even if a teacher is absent.

Penalty.

1\textsuperscript{st} offence: Verbal warning.
2\textsuperscript{nd} offence: Relevant action taken after parent conference.

FAILURE TO DO HOMEWORK / CLASS ASSIGNMENTS

All students must show genuine attempts at all homework and class assignments.
Penalty.

1st offence: Verbal warning.
2nd offence: Relevant action taken after parent conference.

**REPEATED DISRUPTIVE BEHAVIOUR IN THE CLASSROOM**

Students must understand that the classroom is a place of learning and that they must not disrupt classroom teaching / learning activities under any circumstances.

Penalty.

1st offence: Verbal warning.
2nd offence: Relevant action taken after parent conference.

**USE OF INSULTS, TAUNTS, THREATS OR CHALLENGES TOWARD ANY STAFF OR STUDENT**

Students must behave respectfully to his / her peers, all members of staff and to all other persons on the compound. Insults, threats or challenges toward any staff or student will not be tolerated.

Penalty.

1st offence: Verbal warning.
2nd offence: Relevant action taken after parent conference.
3rd offence: Suspension / notification of police.

**FIGHTING, VIOLENCE OR THREATS OF PHYSICAL HARM TOWARD ANY STAFF OR STUDENT**

Any form of fighting, violence or threats of physical harm toward any staff or student will not be tolerated.

Penalty.

1st offence: Parent conference / suspension / notification of police.
INTENTIONAL HARASSMENT, INCLUDING SEXUAL HARASSMENT TOWARD ANY STAFF OR STUDENT

Intentional harassment, including sexual harassment toward any staff or student is considered a criminal activity and will not be tolerated.

Penalty.

1st offence: Parent conference / suspension / notification of police.

DISPLAY OR POSSESSION OF PORNOGRAPHIC MATERIAL

Display, possession or circulation of pornographic material are considered criminal activities and will not be tolerated.

Penalty.

1st offence: Parent conference / suspension / notification of police.

GAMBLING AND GAINING MONEY THROUGH TAXING OR EXTORTION

Gambling and gaining money through taxing or extortion are considered criminal activities and will not be tolerated.

Penalty.

1st offence: Parent conference / suspension / notification of police.

STEALING OR BORROWING WITHOUT AUTORIZATION, ANY ITEM OF PROPERTY FROM ANOTHER STUDENT, STAFF MEMBER OR SCHOOL COMPOUND

Stealing or borrowing without authorization, any item of property from another student, staff member or school compound is considered a criminal activity and will not be tolerated.

Penalty.

1st offence: Parent conference / suspension / notification of police.

POSESSION OR USAGE OF DANGEROUS WEAPONS

Possession or usage of dangerous weapons is considered a criminal activity and will not be tolerated.
Penalty.

1st offence: Parent conference / suspension / notification of police.

VANDALISM, GRAFFITI, LITTERING, DESTRUCTION OF SCHOOL PROPERTY AND TAMPERING WITH SCHOOL EQUIPMENT

Vandalism, graffiti, littering, destruction of school property and tampering with school equipment will not be tolerated on the school compound.

Penalty.

1st offence: Verbal warning and relevant action taken after parent conference.
2nd offence: Parent conference / suspension / notification of police.

USE OF DRUGS, ALCOHOL, CIGARETES AND OTHER ILLIGAL OR CONTROLLED SUBSTENCES

Use / possession of drugs, alcohol, cigarettes and other illegal or controlled substances will not be tolerated on the school compound.

Penalty.

1st offence: Parent conference / suspension / notification of police.

OUT OF BOUND AREAS FOR STUDENTS

1. The office area. (Principal’s Office, Vice-principal’s Office, Dean’s Office, Inner Office and the Computer Room.)
2. Farm and Agriculture plot areas.
4. Staffroom.
5. Areas behind school.
7. Staff steps.

NO LIMING AREAS

1. Fifty meters from the perimeter fence.
2. Guard-booth area.
3. Hall area during classes.
4. Toilet areas.
5. Corridors and steps during classes.
Appendix C

DISCIPLINARY PROCEDURES

DISCIPLINARY HIERARCHY

SCHOOL SUPERVISOR 111

↑

PRINCIPAL

↑

VICE-PRINCIPAL

↑

DEAN                               SCHOOL SAFETY OFFICER

↑

FORM TEACHER

↑

SUBJECT TEACHER

The following is the suggested sequence for disciplinary procedures at the Aranguez North Secondary School.
INCORRECT UNIFORM

STEPS
1. Subject Teacher
   • Investigate and solve the problem.
   • Refer matter to the form teacher.

2. Form Teacher
   • Investigate and solve the problem.
   • Parent conference to solve the problem.
   • Refer the matter to the Dean.

3. Dean
   • Conference with the Form Teacher and parent to solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

4. Principal / Vice-Principal
   • Conference with the Form Teacher and parent to solve the problem.
   • Take relevant action.

REGULARITY AND PUNCTUALITY

STEPS
1. Form Teacher
   • Five times late or absent for the month, investigate and correct the situation.
   • Refer the matter to the Dean after repeated failure to correct the situation.

2. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

3. Principal / Vice Principal
   • Conference with the parent and the student to solve the problem.
   • Take relevant action.

SKIPPING CLASSES

STEPS
1. Subject Teacher
   • Investigate and solve the problem.
   • Refer matter to the form teacher.
2. Form Teacher
   - Investigate and solve the problem.
   - Parent conference to solve the problem.
   - Refer the matter to the Dean.

3. Dean
   - Investigate and solve the problem.
   - Conference with the parent and student to solve the problem.
   - Refer the matter to the Vice-Principal / Principal.

4. Principal / Vice Principal
   - Conference with the student and parent to solve the problem.
   - Take relevant action.

**FAILURE TO DO HOMEWORK / CLASS ASSIGNMENTS**

**STEPS**

1. Subject Teacher
   - Investigate and solve the problem.
   - Refer matter to the form teacher.

2. Form Teacher
   - Investigate and solve the problem.
   - Parent conference to solve the problem.
   - Refer the matter to the Dean.

3. Dean
   - Investigate and solve the problem.
   - Conference with the parent and student to solve the problem.
   - Refer the matter to the Vice-Principal / Principal.

4. Principal / Vice Principal
   - Conference with the student and parent to solve the problem.
   - Take relevant action.

**REPEATED DISRUPTIVE BEHAVIOUR IN THE CLASSROOM**

**STEPS**

1. Subject Teacher
   - Investigate and solve the problem.
   - Refer matter to the form teacher.
2. Form Teacher
   - Investigate and solve the problem.
   - Parent conference to solve the problem.
   - Refer the matter to the Dean.

3. Dean
   - Investigate and solve the problem.
   - Conference with the parent and student to solve the problem.
   - Refer the matter to the Vice-Principal / Principal.

4. Principal / Vice Principal
   - Conference with the student and parent to solve the problem.
   - Take relevant action.

**USE OF INSULTS, TAUNTS, THREATS OR CHALLENGES TOWARD ANY STAFF OR STUDENT**

**STEPS**

1. Subject Teacher
   - Investigate and solve the problem.
   - Refer matter to the form teacher.

2. Form Teacher
   - Investigate and solve the problem.
   - Parent conference.
   - Refer the matter to the Dean.

3. Dean
   - Investigate and solve the problem.
   - Conference with the parent and student to solve the problem.
   - Refer the matter to the School Safety Officer.

4. School Safety Officer
   - Investigate and solve the problem.
   - Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   - Conference with the student and parent to solve the problem.
   - Take relevant action including community service, police investigation, suspension and extension of suspension.
FIGHTING, VIOLENCE OR THREATS OF PHYSICAL HARM TOWARD ANY STAFF OR STUDENT

STEPS

1. Subject Teacher
   • Inform the form teacher for reference to the Dean or School Safety Officer.

2. Form Teacher
   • Refer the matter to the Dean or School Safety Officer.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   • Conference with the student and parent to solve the problem.
   • Take relevant action including community service, police investigation, suspension and extension of suspension.

VERBAL ABUSE TOWARD ANY STAFF OR STUDENT

STEPS

1. Subject Teacher
   • Investigate and solve the problem.
   • Refer matter to the form teacher.

2. Form Teacher
   • Investigate and solve the problem.
   • Parent conference.
   • Refer the matter to the Dean.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
• Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   • Conference with the student and parent to solve the problem.
   • Take relevant action including community service, police investigation, suspension and extension of suspension.

INTENTIONAL HARASSMENT, INCLUDING SEXUAL HARASSMENT TOWARD ANY STAFF OR STUDENT

STEPS
1. Subject Teacher
   • Inform the form teacher for reference to the Dean or School Safety Officer.

2. Form Teacher
   • Refer the matter to the Dean or School Safety Officer.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   • Conference with the student and parent to solve the problem.
   • Take relevant action including community service, police investigation, suspension and extension of suspension.
DISPLAY OR POSSESSION OF PORNOCRAPHIC MATERIAL

STEPS
1. Subject Teacher
   • Inform the form teacher for reference to the Dean or School Safety Officer.

2. Form Teacher
   • Refer the matter to the Dean or School Safety Officer.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   • Conference with the student and parent to solve the problem.
   • Take relevant action including community service, police investigation, suspension and extension of suspension.

GAMBLING, GAINING MONEY THROUGH TAXING OR EXTORTION

STEPS
1. Subject Teacher
   • Investigate and solve the problem.
   • Refer matter to the form teacher.

2. Form Teacher
   • Investigate and solve the problem.
   • Parent conference.
   • Refer the matter to the Dean.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
• Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
• Conference with the student and parent to solve the problem.
• Take relevant action including community service, police investigation, suspension and extension of suspension.

STEALING OR BORROWING WITHOUT AUTORIZATION, ANY ITEM OF PROPERTY FROM ANOTHER STUDENT, STAFF MEMBER OF SCHOOL COMPOUND

STEPS
1. Subject Teacher
   • Investigate and solve the problem.
   • Refer matter to the form teacher.

2. Form Teacher
   • Investigate and solve the problem.
   • Parent conference.
   • Refer the matter to the Dean.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   • Conference with the student and parent to solve the problem.
   • Take relevant action including community service, police investigation, suspension and extension of suspension.

POSSESSION OR USING OF DANGEROUS WEAPONS

STEPS
1. Subject Teacher
   • Inform the form teacher for reference to the Dean or School Safety Officer.
2. Form Teacher
   • Refer the matter to the Dean or School Safety Officer.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
   • Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   • Conference with the student and parent to solve the problem.
   • Take relevant action including community service, police investigation, suspension and extension of suspension.

VANDALISM, GRAFFITI, LITTERING, DESTRUCTION OF SCHOOL PROPERTY AND TAMPERING WITH SCHOOL EQUIPMENT

STEPS

1. Subject Teacher
   • Investigate and solve the problem.
   • Refer matter to the form teacher.

2. Form Teacher
   • Investigate and solve the problem.
   • Parent conference.
   • Refer the matter to the Dean.

3. Dean
   • Investigate and solve the problem.
   • Conference with the parent and student to solve the problem.
   • Refer the matter to the School Safety Officer.

4. School Safety Officer
   • Investigate and solve the problem.
   • Refer the matter to the Vice-Principal / Principal.
5. Principal / Vice Principal
   - Conference with the student and parent to solve the problem.
   - Take relevant action including community service, police investigation, suspension and extension of suspension.

USE OF DRUGS, ALCOHOL, CIGARETTES AND OTHER ILLIGAL OR CONTROLLED SUBSTENCES

STEPS
1. Subject Teacher
   - Inform the form teacher for reference to the Dean or School Safety Officer.

2. Form Teacher
   - Refer the matter to the Dean or School Safety Officer.

3. Dean
   - Investigate and solve the problem.
   - Conference with the parent and student to solve the problem.
   - Refer the matter to the School Safety Officer.

4. School Safety Officer
   - Investigate and solve the problem.
   - Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   - Conference with the student and parent to solve the problem.
   - Take relevant action including community service, police investigation, suspension and extension of suspension.

VIOLATION OF GENERAL SCHOOL RULES

STEPS
1. Subject Teacher
   - Investigate and solve the problem.
   - Refer matter to the form teacher.
2. Form Teacher
   - Investigate and solve the problem.
   - Parent conference.
   - Refer the matter to the Dean.

3. Dean
   - Investigate and solve the problem.
   - Conference with the parent and student to solve the problem.
   - Refer the matter to the School Safety Officer.

4. School Safety Officer
   - Investigate and solve the problem.
   - Refer the matter to the Vice-Principal / Principal.

5. Principal / Vice Principal
   - Conference with the student and parent to solve the problem.
   - Take relevant action including community service, police investigation, suspension and extension of suspension.
Appendix D

Brief Outline of the School’s Strategic Plan

VI. Goals

To improve the proficiency level of the students at Aranguez North Secondary School by 50% in the next five years utilizing all the available technology so that they will become productive members of the society with an interest in life-long learning.

VII. SWOT Analysis

1. **Strengths**
   1. The majority of the staff supports the mission and vision for the school.
   2. The management facilitates inclusion for all.
   3. The staff is well trained and there are those who continuously upgrade their skills.
   4. We have 95% complement of staff assigned to the school including a vibrant VAPA department.
   5. Administrative structures facilitate smooth flow of information and ease of decision making
   6. Our curriculum delivery is based on a student-centered approach.
   7. The staff exercises autonomy in their classrooms.
   8. The staff feels empowered to make decisions about their work.
   9. Continuous professional development sessions are timetabled weekly.

2. **Weaknesses**
   1. Our curriculum is relevant to some of the needs of the students and some are “dropping out”.
   2. There could be increased synergy and collaboration among the staff.
   3. Stakeholders could be more involved and supportive of school initiatives.
   4. Continuous maintenance is required to keep plant and equipment serviceable.
   5. We can better utilize the resourcefulness of the staff.
   6. Some staff is committed to the goals of the school.
   7. There is need for a comprehensive developmental plan for the staff.
   8. There is need for a Physics teacher and an enlarged IT Department.

3. **Opportunities for the School**
   1. Variety of co-curricular activities e.g. Young Leaders, Volley Ball, Cricket, Football, Cadets.
   2. Access to various NGO’S and Institutions such as Arts in Action, UWI, COSTATT, UTT.
   3. A rejuvenated PTA and Local School Board.
   4. Guidance into Apprenticeship programmes for students who prefer alternative education e.g. HYPE, MYPAT, MILAT, SERVOL.
4. Threats to the School
   1. Non-cooperation of stakeholders.
   2. Flash flooding.
   3. Transportation from the San Juan area to the school.
   4. After-school traffic outside the compound.
   5. Inconsistent supply of utilities from T&TEC, WASA and TSTT.
   6. Continuing Crime in the society filtering into the school.

VIII. Improvement Requirements (Objectives)
   • To develop an understanding of the need for immediate change initiatives to improve school ethos for effective teaching and meaningful learning.
   • To understand the importance of professional development and practice same to facilitate effective teaching and meaningful learning.
   • To determine the interventions that must be planned and applied to get the staff to recognize that school effectiveness cannot be realized without a sound curriculum design.
   • To identify programs, policies and structures that are needed to make the school improvement initiative a success.
   • To strengthen the middle management level of the administration through access to training opportunities.
   • To continue to provide ICT training for all members of staff for the fuller utilization of the available technology.
   • To propose internal and external reform networks for successful collaboration to share experiences, strategies and expertise.
   • To utilize the data and information from the Violence Prevention Academy to improve the overall discipline of the school.

IX. STRATEGIC OBJECTIVES (listed in order of Priority)

1. To understand the importance of professional development and practice same to facilitate effective teaching and meaningful learning.

2. To determine the interventions that must be planned and applied to get the staff to recognize that school effectiveness cannot be realized without a sound curriculum design

3. To develop an understanding of the need for immediate change initiatives to improve school ethos for effective teaching and meaningful learning.

4. To identify programs, policies and structures that are needed to make the school improvement initiative a success.

5. To strengthen the middle management level of the administration through access to training opportunities
6. To propose internal and external reform networks for successful collaboration to share experiences, strategies and expertise.

7. To utilize the data and information from the Violence Prevention Academy to improve the overall discipline of the school.

8. To continue to provide ICT training for all members of staff for the fuller utilization of the available technology

X. STRATEGIC ALIGNMENTS (Show how your Programme Objectives as aligned to the Strategic Objectives for your school and how these strategic objectives are aligned to those of the MOE Corporate Plan)

<table>
<thead>
<tr>
<th>MOE Strategic Objectives (as in corporate plan)</th>
<th>School’s Strategic Objectives</th>
<th>Programme/ Project Objective (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For effective delivery of the curriculum to improve the teaching and student performance.</td>
<td>1. To understand the importance of professional development and practice same to facilitate effective teaching and meaningful learning.</td>
<td>• Establishing Professional Development Committee</td>
</tr>
<tr>
<td>• To provide a safe and secure learning environment.</td>
<td>2. To determine the interventions that must be planned and applied to get the staff to recognize that school effectiveness cannot be realized without a sound curriculum design</td>
<td>• Head of Department / Dean Training</td>
</tr>
<tr>
<td></td>
<td>3. To develop an understanding of the need for immediate change initiatives to improve school ethos for effective teaching and meaningful learning.</td>
<td>• Establishing curriculum committee</td>
</tr>
<tr>
<td></td>
<td>4. To identify programs, policies and structures that are needed to make the school improvement initiative a success.</td>
<td>• Building character in the schools.</td>
</tr>
<tr>
<td></td>
<td>5. To strengthen the middle</td>
<td>• U.W.I. / U.T.T. / Guidance Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student council / Prefects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creating clubs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Head of Department / Dean Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• COSTAATT/ P.T.A.</td>
</tr>
</tbody>
</table>
6. To propose internal and external reform networks for successful collaboration to share experiences, strategies and expertise.

7. To utilize the data and information from the Violence Prevention Academy to improve the overall discipline of the school.

8. To continue to provide ICT training for all members of staff for the fuller utilization of the available technology

XI. WORK PLAN

Curriculum
- To determine the interventions that must be planned and applied to get the staff to recognize that school effectiveness cannot be realized without a sound curriculum design.

<table>
<thead>
<tr>
<th>Required Improvement (Target)</th>
<th>Related Intervention Programme Activities</th>
<th>Objective/s</th>
<th>Time Frame</th>
<th>Responsible person</th>
<th>Cost</th>
<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Setting up of a Curriculum committee</td>
<td>To review the NCSE CSEC &amp; CVQ curriculum documents.</td>
<td>04/1 0</td>
<td>Principal, VP, HOD &amp; coordinator</td>
<td></td>
<td>*Monthly meetings of committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To assist the departments with curriculum implementation</td>
<td>04/1 0</td>
<td>Principal, VP, HOD &amp; coordinator</td>
<td></td>
<td>*All departments have curriculum maps that are functioning effectively</td>
</tr>
</tbody>
</table>
Professional Development

- To understand the importance of professional development and practice same to facilitate effective teaching and meaningful learning.
- To strengthen the middle management level of the administration through access to training opportunities.
- To develop an understanding of the need for immediate change initiatives to improve school ethos for effective teaching and meaningful learning.

<table>
<thead>
<tr>
<th>Required improvement Target</th>
<th>Activity</th>
<th>Objective</th>
<th>Time frame</th>
<th>Responsible persons</th>
<th>Cost</th>
<th>Success indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>To plan on- going activities for the professional development of the staff To encourage the HODs and Deans to take advantage of</td>
<td>To create a professional development committee To strengthen the middle management level of the school administration</td>
<td>04/10</td>
<td>Principal, VP</td>
<td>Staff improves the level of their practice striving for excellence</td>
<td></td>
</tr>
</tbody>
</table>

*Greater synergy in the implementation of instruction across subject areas
*Teachers utilize SDIS feedback to improve their curriculum delivery
* Student performance will improve
all the opportunities that are available for training

departments with mutual respect and collaboration as the hallmarks

Teaching and Learning Resources
To continue to provide ICT training for all members of staff for the fuller utilization of the available technology

<table>
<thead>
<tr>
<th>Required improvement Target</th>
<th>Activity</th>
<th>Objective</th>
<th>Time frame</th>
<th>Responsible persons</th>
<th>Cost</th>
<th>Success indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Non-teaching staff</td>
<td>Provision of adequate training for staff in the use of the multi-media equipment.</td>
<td>To engage the entire staff in the use of technology for teaching and communication</td>
<td>04/10</td>
<td>ICT personnel</td>
<td>Greater use of technology in the classroom and more efficient communication network among stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

Operational Systems & Processes
- To identify programs, policies and structures that are needed to make the school improvement initiative a success.
- To develop an understanding of the need for immediate change initiatives to improve school ethos for effective teaching and meaningful learning.

<table>
<thead>
<tr>
<th>Related improvement Target</th>
<th>Activity</th>
<th>Objective</th>
<th>Time frame</th>
<th>Responsible persons</th>
<th>Cost</th>
<th>Success indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Create a prefect body that the students would respect</td>
<td>Establishment of a prefect system and a student council.</td>
<td>04/10</td>
<td>Student Support Services, Service Clubs e.g. Kiwani’s</td>
<td>*A reduction of disciplinary matters among the students and will have greater respect for their peers. *</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*School tone would</td>
<td></td>
</tr>
</tbody>
</table>
School & Community

- To propose internal and external reform networks for successful collaboration to share experiences, strategies and expertise.

<table>
<thead>
<tr>
<th>Required improvement</th>
<th>Activity</th>
<th>Objective</th>
<th>Time frame</th>
<th>Responsible persons</th>
<th>Cost</th>
<th>Success indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>To broaden the PTA/COSTAATT initiative into a formally established activity</td>
<td>To liaise with institutions in the community for the improvement of the students</td>
<td>04/10</td>
<td>SMT</td>
<td>Improvement in students’ proficiency levels and a greater willingness to attend school. Form teachers</td>
<td></td>
</tr>
</tbody>
</table>
Teachers

To create a Career Guidance Committee working closely with the Guidance Officer and UWI/UTT and other Tertiary institutions.

To encourage teachers to take up some more pastoral responsibilities for the children’s improvement.

Parents, teachers, students

Local School Board project “Building Character into the School” (See Appendix II)

To secure funding for the LSB’s project for the upliftment of the entire school community using the motivational programme of Frank Dolly and Associates (Appendix III)

Students seeking support

Local School Board project “Students Seeking Support”(See Appendix IV)

Utilizing the retired teachers from the community to assist the remedial students after they leave form One. (See Appendix V)

To encourage teachers to take up some more pastoral responsibilities for the children’s improvement.

04/10

GO II

will be more informed to guide their students as they transition from Form 3 to Form 4 and into the world of work.

09/10

12/10

LSB/SMT/RDAU

The entire school community would benefit and be motivated.

191,10

Privately funded

School Discipline

- To implement strategies that would target the areas which have been identified through the VPA programme and address the indiscipline.

<table>
<thead>
<tr>
<th>Related improvement Target</th>
<th>Activity</th>
<th>Objective</th>
<th>Time frame</th>
<th>Responsible persons</th>
<th>Cost</th>
<th>Success indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Preparation and monitoring of daily roster for supervision Encouraging</td>
<td>To improve the attendance at classes and the supervision</td>
<td>04/10</td>
<td>Vice Principal/HODs</td>
<td>*All classes are attended at all times *Less</td>
<td></td>
</tr>
</tbody>
</table>
### Students
- To participate in a Club by registration Drive
- To engage students in positive character-building activities
- To increase the attendance of parents and staff at meetings
- *More students engaged in clubs during and after school*

### Parents
- To establish a parent network to improve communication and provide support
- To increase the attendance of parents at meetings
- *To increase attendance of parents at meetings from 4% to 50%*

### XII. BUDGET

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Activities</th>
<th>Required Resources</th>
<th>Cost</th>
<th>Source of Funding (If other than the MoE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dolly and Associates “Building Character in Schools”</td>
<td>Workshops and Classroom Activities</td>
<td>Service Providers and Stationery</td>
<td>$191,100+ VAT @15% = $219,765.00</td>
<td>MoE/R.D.A.U.</td>
</tr>
<tr>
<td>Student Seeking Support</td>
<td>Classroom Activities</td>
<td>Service Providers and Stationery</td>
<td></td>
<td>Local School Board</td>
</tr>
<tr>
<td>Training Heads of Department/ Deans/ Teachers</td>
<td>Training sessions</td>
<td>Service Providers and Stationery</td>
<td>$100,000.00</td>
<td>MoE/R.D.A.U.</td>
</tr>
<tr>
<td>Clubs</td>
<td>Sporting, cultural, field trips, training,</td>
<td>Coaches, equipment, First Aid Supplies, uniforms and transport</td>
<td>$200,000.00</td>
<td>MoE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XIII. IMPLEMENTATION STRATEGIES (Identify broad/general strategies to be employed to implement the programmes)

Programmes will be implemented through the involvement of all the stakeholders

- School Population- Staff and Students
- Local School Board
- Parent Teachers Association
- Community

XIV. EVALUATION

Reports to be submitted on a monthly basis to the School Based Management Team using the following mechanisms inclusive of:

- Observation checklist
- Inventory
- Interviews
- Feedback
(as appropriate.)
Appendix E

Dolly and Associates Limited

Proposal

“Bringing Character into the School”

For

Aranguez North Secondary School
Aranguez North Secondary School Board has invited Dolly and Associates Limited to design a programme that will create a character based environment in the school which will foster teaching and learning and promote holistic student and staff development.

It is the intention of this programme to expose students, teachers and the parents of Aranguez North Secondary School to information that will empower and enable them to be effective and efficient individuals within their work team. It is believed any team is as strong as the weakest member, as such the Board of the school is assuming the responsibility to create this opportunity for each parent, student and teacher to invest in themselves as well as the development of the school population to facilitate the strengthening of the whole.

Dolly and Associates Limited proposes to provide support to the teachers, students and parents of Aranguez North Secondary School through the conduct of this Character based programme designed to develop the knowledge and skills necessary to enhance competencies as well as create cohesive and harmonious parent, teacher and student relationships.

The competencies gained from participating in this programme would allow parents, students and teachers to become equipped with, as well as, encourage:
➢ Self reflection of personal goals and achievements

➢ The strengthening of interpersonal communication among teachers.

➢ The strengthening of interpersonal communication between teachers and students

➢ The development of a character based school population

➢ Teachers will have the ability to engage in the practice of Conflict resolution and Stress Management approaches using Character Qualities with their colleagues and students

➢ A greater understanding of Adolescent development in a changing society

### PROGRAMME CONTENT

**Bringing Character Qualities into the School**

**Orientation programme for all Parents, Teachers, Students and Support Staff of Aranguez North Secondary School (2 Contact Hours)**

1. **Introduction**
   - About Dolly and Associates Limited
   - Introduction of Facilitators
   - Introduction to the Programme

2. **Understanding Character**
   - What is Character?
   - Character qualities
   - Why character

3. **Character-led Leadership**
4. **Building Commitment**

- Buy In - getting everyone’s commitment
- Contract Details – what is required of each group

**Day 2 of Character Quality Building for Teachers**

**Modeling Character Qualities - (5 hours)**

1. **Understanding Human Behaviour**
   - The Dolly Model: Stimuli, Feelings, Behaviour
   - Emotional Intelligence
   - Personality Profiles

2. **Personal Role Model**
   - Defining Personal Role Models
   - Examining Desirable Character Qualities in Role Modeling
   - Reflection
   - Choosing to be an Effective Role Model

3. **Being a Role Model**
• Self Awareness
  ▪ Identify Strengths and Weaknesses
  ▪ Identify your bad habits and problems that you have.
  ▪ Once you figure out your bad habits and problems, decide on an approach and work on addressing them.
  ▪ Own and show off your good qualities.
  ▪ Being an inspiration.

4. Managing Relationships

• Understanding Peer Relationships and Friendships
• Developing Healthy Relationships
• Identifying Behaviour Change in Students
• Conflict Resolution and Management
• Group Activity - Heart to Heart

5. Character and the curriculum

• School-wide approaches to Character building
• Subjects and Ethics
• Infusing character qualities in the curriculum

6. Character – Based correction

• Corporative Rule Setting
• Establishing and enforcing consequences
• Self Control through Self Awareness

7. Praising Character

• Praise Character, not just achievement
• Look for Actions and Attitudes to Praise
• Praise using to develop desirable Character qualities
  ▪ Praise Character Consistently
  ▪ Distinguish Praise from Flattery
  ▪ Pass on the Praise of Others
  ▪ Be Creative in Communicating Praise

8. Wrap – Up

• Putting it All Together
• The Way Forward
• Developing a Personal Action Plan
• Ending and Celebration

Programme on Character Quality Building for Students
Character Building – Students

Week 1
1. Pre Test
2. Warm up Activity
3. Understanding Human Behavior
4. Human Behavior Theory
5. Understanding Your Developmental stage
   a. Adolescence
   b. Differences in Girls and Boys Adolescent development.
6. Objectives of the programme
7. Overview of the programme
8. Feedback and Discussion

**Week 2**

**Recall Week 1**
1. Warm-up Activity
2. Weekly renew
3. What is Character?
4. Define Character
5. Character Qualities and Self Creation
6. Challenges of the creative process:
   a. people, time and circumstances
7. 3 Ways to create self
   a. What we do
   b. What we say
   c. How we think
8. Home Work: Sources of stimuli

**Week 3**
1. Recall Week 2; Homework and sharing
2. Examining, Stimuli
   a. Mind
b. Body
   i. The various systems in the body
   ii. Strategies to manage these systems

3. Feelings
   a. The Emotional Bank Concept
      i. Deposits
      ii. Withdrawals
      iii. Investments
   b. Attracting deposits while minimizing withdrawals or turning withdrawals into
      investments

Activity: Emotional Banks

4. Homework: Exploring how stimuli can impact the state of the emotional bank

---

**Week 4**

1. Recall week 3: Homework and sharing of experiences

2. Understanding Peer Pressure and its effects on behaviour and decision making:
   a. The difference between Positive and Negative Peer Pressure
      i. Friendships – Gender Mix
      ii. Real Life Situations
      iii. Feedback and Advice
      iv. Socializing and the Environment
   b. Developing strategies for dealing with peer pressure
      i. Role Play – How to say ‘no’
      ii. Character qualities and Moral Decision Making

3. The Three steps of Praise
   a. Handout and Activity

4. Homework: The three steps of praise exercise.

---

**Week 5**
1. Recall week 4; Homework and sharing of experiences
2. Understanding the home and family life and its effects on behaviour and decision making
3. Family expectations and dynamics
   a. The Parent Child relationship
   b. Sibling dynamics
   c. Outside influences on the family
4. Activity - Discussing issues on family
5. Homework: Character within the home.

---

**Week 6**

1. Recall week 5; Homework and sharing of experiences
2. Understanding conflict - Conflict Model
   a. Option A – Fuse Spark Heat Explosion
   b. Option B – Fuse Spark Heat Cooling
3. Dealing with Anger
   a. Facilitate Discussion
   b. Recommendations
4. Anger and Conflict Management and the Emotional Bank
6. Homework: Identifying and dealing with anger triggers.

---

**Week 7**

1. Recall of Week 6; Homework and sharing of experiences
2. Creating Self through Behaviour
   a. Thinking or thoughts
   b. Speaking or words/ tone of voice
   c. Acting or deeds
3. Activity: Creating goal directed behaviours
4. Putting the entire model together
5. Character Qualities and behavior
   a. Recall what is character?
   b. The nature of character
   c. Visible challenges/root causes
   d. Visible fruits/ root causes
6. Homework: Identify root causes that need to be eliminated and those that need to be planted

**Week 8**
1. Recall week 7; Homework and sharing of experiences
2. Co-creating a cohesive and safe learning environment
3. Putting it All Together
4. Formulation of Action Plan
   Action Plan: Individual
   a. Building Character Qualities
   b. Balancing the emotional bank
   c. Goal Setting
4. Action Plan for Class
5. Feedback.
6. Post Test
7. Ending and Celebration.

**Week 9**
**Ninth Week:** Graduation with certificates

**PROGRAMME DESIGN & STRUCTURE**

This programme is designed to be conducted in three (3) parts.
For the first part of the programme, it is expected that all the teachers, parents, students and support staff of the Aranguez North Secondary School would be participating. This would be carried out over two hours (2 hrs).

For the second part of the programme, the teachers will attend a workshop geared at “character building in the school.” It is expected that the day will be no more than five hours (5 hrs).

The final part of the programme primarily for students of forms 1 and 3 consists of nine (9) sessions with each class session lasting approximately one (1) hour. Ideally these sessions would be within a school period, in which the inclusion of teachers may be facilitated in the process. This programme entitled “character quality building for students” would be done over nine weeks, where at the end of the nine weeks a graduation ceremony would be conducted.

Dates for all programmes are to be confirmed.

PROGRAMME METHODOLOGY

A participative – interactive approach will be the mode of delivery used to facilitate this workshop. As previously mentioned, this would include the use of simulated scenarios, role-plays and small group discussions. These methods afford participants greater opportunities to become involved in the training process. In keeping with an empowerment approach, facilitators communicate to participants that they are the authority on their lives and they are the ones in the best position to make those critical life choices required to facilitate personal development.

The facilitators create a non-judgmental, confidential environment during the process of programme delivery as a means of fostering trust, and deepening the group process thereby allowing participants to comfortably share their personal experiences as a means of introducing ‘realistic’ examples.

TARGET POPULATION
The Students, Parents, Teachers and Support Staff of Aranguez North Secondary School.

**ACCOMODATION AND EQUIPMENT REQUIRED**

On the basis of the proposal document, the location of the workshop will be confirmed at a later date; the consultant will be responsible for providing all equipment and supplies inclusive of audio visual, multimedia equipment, flipchart boards, paper and markers.

**PROGRAMME COSTING**

<table>
<thead>
<tr>
<th>ITEM:</th>
<th>COSTING $TT:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation Programme: Teachers, Parents and Students</strong></td>
<td></td>
</tr>
<tr>
<td>Two (2) hours @ $1,500 per hour</td>
<td></td>
</tr>
<tr>
<td>Facilitator and 2 Support persons</td>
<td>$ 3,000.00</td>
</tr>
<tr>
<td><strong>1 day Teachers’ workshop: Five (5) hours</strong></td>
<td></td>
</tr>
<tr>
<td>Facilitator &amp; 2 Support</td>
<td>$ 7,500.00</td>
</tr>
<tr>
<td>Programme Material for 60 participants</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>Cost per group</td>
<td>$ 8,100.00</td>
</tr>
</tbody>
</table>
Children’s character building program

9 sessions at 1 hour @ $ 2,000 per hour  $ 18000.00
9 classes
250 students
9 x 9 x $2,000  $ 162,000.00

Sub-Total  $173,100.00

Vat @ 15 %  $25,965.00

TOTAL FEE:  $199,065.00

METHOD OF PAYMENT

Payment will be accepted upon completion of the workshop.
CARAPICHAIMA WEST SECONDARY SCHOOL

Team Members -  Ms SHIRILA RAMKHALAWAN (673-0003)
Ms GREER RAJKUMAR WHITE (774-2450)
Ms RENUKA MAHARAJ (678-4595)
Mr BHARATH BABWAH (673-0003)

Team Leader- Ms. SHIRILA RAMKHALAWAN

Date: 14 May 2010
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</tr>
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<td>4</td>
</tr>
<tr>
<td>3. SCANNING and ANALYSIS</td>
<td>5-8</td>
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<td>5</td>
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<td>6,7,8</td>
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<td>6. ASSESSMENT</td>
<td>14-16</td>
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<td>7. SUSTAINIBILITY PLAN</td>
<td>17</td>
</tr>
</tbody>
</table>
INTRODUCTION

Carapichaima Junior Secondary school was established in September 1978. It is situated the in small town of Freeport which is between Couva to the south and Chaguanas to the north of County Caroni. The school is located on Mc Cleod Trace.

The school catered to Forms 1, 2 and 3 and was operated on a two shift system from September 1978 to July 2005. It was referred to as a B type school as there were 6 classes per form.

In September 2005 the school was deshifted and in September 2006 converted to a 5 year school. The school now accommodates forms 1 to 5. Recently the name was changed to Carapichaima West Secondary.

Students who attend the school reside in Central Trinidad and hail from such areas as Longdenville, Felicity, Caroni, Chaguanas, Couva, California, Preysal and Gran Couva.

The advent of universal secondary education in 2000 brought with it changes to the composition of the student population and an accompanying rise of indiscipline. This was mainly due to the low literacy and numeracy levels of these students that manifested itself in low self-esteem lack of motivation, and truancy. At this point, disciplinary problems came to the front burner in a school that previously had a relatively well-disciplined student population.

Student Data:
Carapichaima West Secondary has a student population of 643 students. There are 356 boys and 287 girls on the attendance register. There is a total of 597 regular students and 46 remedial (special) students.

The breakdown according to Forms is:

<table>
<thead>
<tr>
<th>FORMS</th>
<th>REGULAR</th>
<th>REMEDIAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>125</td>
<td>30</td>
<td>155</td>
</tr>
<tr>
<td>Form 2</td>
<td>132</td>
<td>0</td>
<td>132</td>
</tr>
<tr>
<td>Form 3</td>
<td>149</td>
<td>11</td>
<td>160</td>
</tr>
<tr>
<td>Form 4</td>
<td>90</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Form 5</td>
<td>101</td>
<td>5</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>597</td>
<td>46</td>
<td>643</td>
</tr>
</tbody>
</table>

Teacher Data:
Carapichaima West secondary has a teacher population of 53 teachers. There are 32 females and 21 males. At present there are 50 regular teachers and 3 remedial.

Subjects offered at the school are:
PURPOSE OF VPA
The role of the VPA is to assist school personnel in developing a structured and comprehensive programme to address indiscipline in schools. This includes acquiring skills in implementing the SARA process with a view to reducing “impulsive, high risk and aggressive behaviour in students.”

SARA PROCESS
This is a four step model which offers a framework for approaching problems of indiscipline and consist of scanning, analysis, response and assessment.
The scanning phase involves identifying the problem.
The objective of the analysis is to develop an understanding of the cause and effect of the problem.
The response phase involves the development and implementation of strategies to address the problem.
Assessment is the phase that attempts to determine if the response strategies were successful.

METHOD OF DATA COLLECTION
1. VPA Student and Teacher Surveys.
2. Focus groups - Deans, P.T.A. and Local School Board.
The school was included in the VPA cluster of schools to assist with the rising indiscipline in schools. To examine the nature of our disciplinary problems at Carapichaima West Secondary we looked at our official school data, students survey data and teachers’ survey data and CPTED report. The stakeholders involved in the problem solving process were identified as local school board, parents’ teachers association, administration, staff, students and members of the community.

The scanning period was from November 2008 to November 2009.

The following results were obtained from the VPA surveys done with 5th form students and teachers.

### STUDENT SURVEY DATA

#### Diagram 1

Students found that the major problems at Carapichaima Secondary were:

1. Obscene language  53%
2. Disrespect         48%
3. Latecoming        45%
1. The survey found that the three most unsafe areas were:
   1. Empty classrooms 3
   2. Students’ toilets 2.72
   3. Outside on school grounds 3.02
2. The three most unsafe places relative to the national average are the same as above.
3. According to the survey (diagram 3), the majority of the teachers 49% thought that teacher victimization occurred in the form of obscene language and gestures which would not occur in empty classrooms and students’ toilets. Therefore we can conclude that teacher perception of safety is not related to teacher victimization.
4. These areas are isolated and unprotected thus teachers may feel more vulnerable.
1. Three most common types of teacher victimization are:
   1. Obscene remarks and gestures 49%
   2. Threatened by students 21%
   3. Damage to personal property 9%

2. Three types that are the highest relative to the national average:
   1. Obscene remarks and gestures. (nat. avg. 45.6%)
   2. Damage to personal property. (nat. avg 5.8%)

3. With regards to relative harm to teachers
   - Obscene remarks and gestures- emotional and mental harm.
   - Threatened by students- can lead to physical harm if threats are carried out.
   - Damage to personal property- lead to financial cost.

4. According to students survey disrespect and disruptive behaviour are seen as major problems.
According to teachers survey obscene remarks and gestures and feelings of being threatened are seen as major problems. Both surveys are telling us the same thing in that obscene remarks and gestures are disrespectful and can lead to disruptive behaviour.
STATEMENT OF THE PROBLEM

At Carapichaima Secondary School we would like to address the problem of disrespect, assaults and disruptive behavior. We selected these problems because in our student survey about 49% of the form 5 students felt that disrespect was a major problem. Also 71% of the teachers felt that disrespect was a major problem at the school. The incident data revealed that disrespect occurred on a daily basis and manifested itself in the following ways: obscene gestures, obscene language, threats, and disruptive behaviour.

In addition school data that was obtained from Safety officers’ log, Dean’s reports, Administration records and teachers’ interviews. By examining our official school data, from September 2008 we found that there was an unacceptable quantity of fights/assault – related incidents which make intervention necessary. From observation and teachers’ interviews it was noted that truancy (late coming, breaking class and unexcused absences from school) is becoming a major problem.

These problems have contributed to loss of teaching time and create an environment that is not conducive to teaching and learning. This has resulted in teacher demotivation and consequent absenteeism. It has also led to poor social and interpersonal skills among the student population. It also leads to a low level of performance by the students.

Disrespect, assaults and disruptive behavior are discipline problems that have to be dealt with. This will result in every student in the school developing to his or her maximum potential to deal positively with the challenges of living in our community, in our country and our changing world.
RESPONSE

The following potential responses were formulated using all the data collected in the scanning stage:

1. INCREASED AND ENHANCED SUPERVISION- This will help to curb indiscipline that is prevalent at break and lunch periods. An adult presence will assist in promoting desirable behaviour. This will also minimize the frequency of challenging situations developing into assaults/ fights and other disruptive behavior.

2. SURVEILLANCE- Installation of cameras will help to secure entrances and exits and thereby reducing the threat of unlawful entry. The use of this technology to monitor entrances and hotspots will facilitate prompt and reliable investigation.

3. USE OF S.I.R.F. FORMS- the collection and use of data is a fundamental element in the violence prevention planning process. Keeping a meticulous record of all incidents will help us to keep track of all offenders, victims, hotspots. This will help us to prioritize problems to be addressed in our planning efforts as well as design effective responses and interventions.

4. LAW RELATED EDUCATION-This will include instruction and training to increase student awareness of the laws and consequences related to delinquent behavior (obscene language, sexual harassment drug trafficking, robbery, assaults and alcohol use, etc.)

5. DISCIPLINARY MATRIX/CODE OF CONDUCT- A code of conduct includes the specific rules and consequences that govern behavior in a school. A well-written code will set standards with respect to desirable behaviour. It allows for all stakeholders to develop and engage in effective disciplinary practices. Students, teachers and administrators will be better able to predict what will happen when rules are violated. In order to influence student behavior the code of conduct will have to be clearly communicated, consistently enforced and revisited when necessary.

6. N.G.O. PROGRAMMES-These interventions will focus on the provision of advice or guidance from professionals to prevent behavioural problems and promote the holistic development of our “at risk” students. In addition, they will afford both teachers and parents an opportunity to develop the necessary skills to assist their charges in responding in a proactive manner to problems that affect them.
<table>
<thead>
<tr>
<th>Problems</th>
<th>Response</th>
<th>Implementation Step</th>
<th>Implementation Date</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fights, assaults, Disruptive behavior, Disrespect</td>
<td>1. Enhanced break time and lunchtime supervision by teachers, deans, safety officers and MTS security</td>
<td>Policy to be presented to school, administration and school staff</td>
<td>September 2009</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>2. Install cameras on school compound.</td>
<td>Source and purchase during July-August vacation</td>
<td>September 2009</td>
<td>$120.00.00</td>
</tr>
<tr>
<td></td>
<td>3. Use of SIRF forms to track incidents.</td>
<td>Forms are being used to track incidents from September 2008.</td>
<td>May 2009</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>4. Institute law related education (videos, police, safety officer)</td>
<td>Police officers, safety officers have already started a programme</td>
<td>April 2009</td>
<td>$3000.00</td>
</tr>
<tr>
<td></td>
<td>5. Revise disciplinary matrix</td>
<td>Revise during July-August vacation</td>
<td>September 2009</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>6. Use of NGO programmes for holistic development of ‘At Risk” students.</td>
<td>Suitable NGO programme being sought and finalised</td>
<td>November 2009</td>
<td>$20,000.00</td>
</tr>
<tr>
<td></td>
<td>7. Use of NGO programmes for teachers/parents to strengthen their capacity to engage their students/children on issues that affect them</td>
<td>Suitable NGO programme being sought and finalized.</td>
<td>November 2009</td>
<td></td>
</tr>
</tbody>
</table>
1. **DISCIPLINARY MATRIX/CODE OF CONDUCT/CELL PHONE POLICY** - A cell phone policy and revised code of conduct was introduced in January 2010. These measures were highly successful in reducing incidents of undesirable behaviour - students listening to music in corridors and classrooms, students using cellphones and larceny of cellphones and related investigations. In addition, the use of scanners and daily checks at the entrance has resulted in total reduction of prohibited substances being brought into the school’s compound.

2. **INCREASED AND ENHANCED SUPERVISION** - Increased supervision and patrols by deans, safety officers and security has resulted in a decrease of truancy and disruptive behaviour exhibited by students. The prefects have also become involved with patrol duties as presence is seen as a valuable tool in alleviating potential indiscipline. The officers were required to patrol especially during the lunch hour. It was observed that the increased patrols have made a positive impact on reducing the number of lunchtime related incidents and disturbances.

3. **SURVEILLANCE** - Five cameras were installed at the school. However, these cameras were placed in rooms where expensive equipment is located – stock room, computer room, technology education lab etc. There is an urgent need for more cameras to be sited in areas where vandalism, conflict and truancy is a problem. Therefore more cameras are needed in isolated areas eg. Back steps, washroom corridors, and behind school to be effective in curbing student indiscipline.

5. Conflict is a natural part of school life especially with adolescents but setting and maintaining standards, knowing each individual child in our care and giving them room to develop positively would help to minimize the anxieties and fears and rage that develop into violence and indiscipline. Consequently, a house system was developed together with co-curricular activities. Games like netball, scrabble and cricket, dance and song competitions have been introduced to enhance all round student participation. House system points are awarded based on these activities. These measures have been adopted in January 2010 and are currently being implemented to channel student energies in more positive ways.

Most of our observations suggest that from the beginning of September 2009 there has been a reduction in the number of disrespectful and disruptive behaviours. The lessons learnt are:

1. There has been a significant change in students’ perceptions concerning indiscipline that is, the school is becoming more serious in dealing with undesirable behaviours.
2. Teachers are also becoming more consistent in enforcing school rules and regulations. We think that these changes have come about because of the several responses developed as part of the V.P.A. programme.
3. We need to ensure that the interventions utilized are effective, realistic and ongoing.
4. With regard to the use of our N.G.O. (DADI consulting), more time was needed to get the desirable effects. In addition more personnel were required to effectively manage the students during these sessions.
5. It was noted that data collection and analysis are essential tools in the management of indiscipline. It has helped us to identify repeat offenders, repeat victims and hot spots.
6. We are able to better understand ‘at risk’ students and also to understand the emotional and psychological challenges that contribute to their indiscipline.

Other possible responses
1. Based on the level of indiscipline and criminal activities that often occurs after school at transport hubs, we recommend the reinstating of the community police and other security agencies that could assist in reducing violent behaviour.
2. Psychologists should be attached to all schools to assist the large percentage of students throughout the country who are faced with psychological problems. Violence and indiscipline in schools are deterrents to effective learning and a manifestation of the socio-economic ills that need to be adequately addressed.
3. Social workers should be attached to school to assist students with the relevant social issues which may be affecting their proper adjustment to the school environment and life.
5. Of course continuous and appropriate support systems from the Ministry of Education are essential in implementing these strategies.
### ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th>DISRESPECT %</th>
<th>DISRUPTION %</th>
<th>ASSAULT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME 1 (October 2008)</td>
<td>48</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>TIME 2 (February 2009)</td>
<td>40</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>TIME 3 (March 2010)</td>
<td>53</td>
<td>46</td>
<td>16</td>
</tr>
</tbody>
</table>

It has been noted that the majority of Form 1 students entering the school belong to the lower percentile group. These are the students who scored less than 40% in the S. E. A. Examination. They also bring with them a range of social problems that is being manifested in negative behavioural activities for example loudness, verbal aggression, inattentiveness and temperamental displays. These students exhibit the following characteristics such as lack of motivation, low self esteem, social immaturity and poor interpersonal skills. This may account for the rise in student perception of disrespect and disruptive behavior. (Time 1 to Time 3 as shown in diagram 4). It can be ascertained from the student trends that there was an increase in disrespect and disruption. This could be due to the fact that the responses implemented are not working in the short term but need to be implemented for a longer period before any significant positive results are achieved. In addition the class surveyed in Time 1 and 2 was different to the class surveyed in Time 3.

Students’ perception on assault continued to be low as shown in diagram 4. Time 1 to Time 3 shows that under 20% of our students think that assault is a major problem.
Diagram 5

<table>
<thead>
<tr>
<th>TIMEBAD9</th>
<th>NOTEACH10</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME 1</td>
<td>9%</td>
</tr>
<tr>
<td>TIME 2</td>
<td>7%</td>
</tr>
<tr>
<td>TIME 3</td>
<td>17%</td>
</tr>
</tbody>
</table>

TIMEBAD9: How much of your time in class is directed to coping with disruptive student behaviour? Represented the response “Most of my time”

NOTEACH10: How much does the behaviour of some students in your classroom keep you from teaching? Represented the response “A great deal of time”
The percentage increase in disruptive behavior and disrespect in the teacher survey was probably due to the indiscipline of the new intake of the form one students in September 2009 as mentioned previously.

It must be said that the VPA project had some measure of success. From the graphs it will be deduced that some of our problem areas increased but the percentages are generally low. The application of the SARA method has taught us how to undertake violence prevention at our school with a more structured approach. The responses implemented have been successful to a certain extent, but we need to be consistent and diligent in all our efforts. We also expect that all stakeholders will come on board soon. Additional success will be forthcoming with the continued use of the SARA process as a vital component in our violence prevention programme.
SUSTAINABILITY PLAN

The following steps will be taken in our efforts to continue using the SARA model:

1. Continue to collect data- Record keeping
   a) On a daily basis keep records of all incident of indiscipline, misconduct and undesirable behavior at the school. This will help us to identify our repeat offenders, repeat victims and hot spots.
   b) Conduct our own surveys of the different stakeholders such as students, teachers and parents.
   c) Bring our focus groups together to help identify and analyse problems.
   d) Talk to key informants such as safety and security officers and repeat offenders who may have a deeper understanding of certain aspects of a problem

2. Review of our Disciplinary Management Procedure by looking at our school’s Code of Conduct. This refers to our school’s efforts to communicate rules to students and the consequences when school rules are violated. A well written code of conduct will allow students, teachers and administrators to predict what will occur when rules are violated.

3. Introduce Discretionary Prevention Activities- this will include a wide range of prevention strategies such as bullying prevention programmes, mentoring programmes and other recreational activities which can help to prevent anti-social behaviours and to teach problem solving and conflict management skills

4. Liaising with other schools- talk to members of other schools who were involved in the programme to find out what is working for them.

5. Getting professional help for repeat offenders and victims- work with the Guidance Officer and Student Support Services to access professional help for these students.

A stakeholder is any person who has a legitimate interest in the response. Our internal stakeholders will include the administration, staff, student council, senior prefects, safety and security officers and guidance officer. Our external stakeholders would include our P.T.A., the L.S.B., and our School Supervisor. A copy of our final report will be given to each group so that they will become aware of the problems. The V.P.A. team can meet with a representative of each group to assist in finding other suitable responses.

The needs of our school that can help sustain our efforts in reducing undesirable behaviours and indiscipline are;

1. Additional cameras and parabolic mirrors have to be installed in hot spots such as the back steps, the tunnels near the washrooms and at the back of the prefab classrooms.
2. Financial resources are needed to bring in other N.G.O.s to assist us with our ‘at risk’ students.
3. More remedial teachers are needed to assist our students who are at a low literacy and numeracy level.
4. Workshops financed by The Ministry of Education to assist our teachers in dealing with classroom management issues and other related issues of the students.
5. Additional classrooms are needed so that class size can be reduced thus making classes more manageable.
MOCK MEDIA REPORT

Carapichaima West Secondary, formerly Carapichaima Junior Secondary was one of the 25 schools chosen to participate in a Violence Prevention Academy Workshop organized by the Student Leadership Unit of the Ministry of Education. The V.P.A. Programme began in November 2008 and ended in April 2010.

As part of the V.P.A. programme, a school team consisting of the principal, two deans and the safety officer attended workshops, conducted surveys, collected and analysed data and provided responses to problems that were identified. The main problems identified were disrespect, disruptive behavior and assault.

Some of the things learnt as part of the V.P.A. are:

1. The S.A.R.A. Process
   Scanning- what is the problem
   Analysis- how big is the problem? Where and why?
   Response- what should be done? Who should do it? How?
   Assessment- Did the problem decline? What should be done next?

2. C.P.T.E.D. (Crime Prevention Through Environmental Design)-this attempts to remove or reduce opportunities for indiscipline by changing aspects of the environment that may facilitate undesirable behaviours.

3. The 80-20 Rule – that indiscipline can be highly concentrated on particular people, places and things and that if we focus our responses where indiscipline is concentrated it will yield the greatest preventative benefits. These concentrations have labels such as repeat offenders, repeat victims and repeat places or hot spots.

4. Understanding and responding to Crime Places/Hot Spots -by increasing protection and restoring guardianship to such areas.

5. Understanding and responding to repeat offenders and repeat victims- by keeping record of daily offences a pattern can emerge showing who are our repeat offenders/victims.

The school has been successful in reducing the numbers of assaults/fights from 2008 to present through the increased use of patrols by school safety officers during the lunch periods. With the introduction of our cell phone policy, we have been able to reduce greatly the number of illegal cell phones and other M.H.E.C. D. devices such as MP3 players from entering the school compound and its associated disruptions and investigations.

The S.A.R.A. model has been a tried and tested programme effective in reducing undesirable behavior. However, its success depends on all stakeholders’ consistent participation and involvement in all aspects of the process.
CUNUPIA SECONDARY SCHOOL

Mr. Vishnoo Gopaul-Maharajh (Principal- Resource person/ Coordinator-665-5583)

Mrs. Alison Sobers (School Safety Officer- Analysis/ Report- 747-8820)

Mrs. Sharlyne Fox-Damani (Head of Department- Analysis/ Report-738-1449)

Mrs. Karen Hassranah-Joseph (Project Leader, Dean- Analysis/ Report-683-9419)
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Mock Media Release

Mr. Vishnoo Gopaul-Maharajh, the principal at Cunupia High School was involved in sourcing personnel to help in the scanning process and coordinating meetings with the relevant stakeholders to keep them informed of the likely responses to be implemented.

Mrs. Alison Sobers, one of the School’s Safety Officer, was involved in the scanning and analysis of our data, as well as proposing the likely responses and their costing.

Mrs. Sharlene Fox-Damani and Mrs. Karen Hassranah-Joseph were also involved in the scanning, analysis and reporting process and coordinated meetings with the school administration and the VPA team that visited our school in April 2009.

What you learned as part of the vpa

As part of the VPA team at the Cunupia Secondary School it was found was that in order to approach the problem of school violence, one needs to be rigorous in the approach to data collection and all of the parameters that impinge on this phenomenon. Only when this is done can the data provide the school with the information with regards to streamlining responses. The responses, both environmental design and behavior, can then stand up to scrutiny by all stakeholders and lower the possibility of biases and resource wastage. One must also recognize that responses need to be evaluated in a scientific way in order to provide feedback to stakeholders. As such efforts can be shifted or intensified to produce the desired result.

Of equal benefit was the recognition that Cunupia Secondary School was not alone in this situation and that collaboration with one’s peers, locally and internationally can provide invaluable information with regards to reducing school violence. It is also important to note that responses need not be expensive or complicated in execution.

Detail your successes

While one may argue that after the responses the problem of violence seemed to have escalated after the implementation of the responses, one can still derive benefit from the efforts. One can now feel more comfortable in approaching the administration of the school and Ministry of Education with the data and show how efforts and evaluation need to be improved if we undertake the task in the future.

Include truthful info of what you might say to others on board with your VPA efforts.

One cannot argue that this is a time-consuming endeavor and efforts will change depending on one’s priorities in the school at any given time. One must to be able to
manage one’s time well and as it is a long term project be prepared for fading enthusiasm as time goes by.

If there is a break in communication, one becomes less motivated to keep up with assignments. There was a lull in communication between the Ministry’s representatives and the school’s VPA team during the project. As such, commitment from the school’s end waned. All of a sudden there were rapid demands for data from the Ministry during critical mock examination time, which put a lot of pressure on members of the school’s team.

One must also be prepared to become quickly proficient in Excel in a short period of time. While the VPA team tried its best in helping those who are not totally comfortable with the program, it was rushed and as such it did little to help ease the anxiety of completing the task.

In addition, responses will change with fluctuations in the economy as well. As one of the responses, Cunupia Secondary School requested security cameras, and for a brief moment, it seemed possible that the Ministry of Education would cater to this request. However, with the downturn in the economy, other things became priority and as such we were unable to implement this as a likely response.
BACKGROUND

The Cunupia Secondary school (formerly Cunupia High School) was opened in October 2000 as part of a drive by the Ministry of Education to provide ‘education for all’. Unlike most of the new schools built at that time, our loan came from the World Bank, and as such only covered the actual infrastructure and not the equipment. As a result, it took years before laboratories and other specialist areas were able to fully function. It is also a Magnet School, specializing in the Visual and Performing Arts, as of 2005. The school at present caters for students from Form 1 to Form 5.

The school is located about five miles north of the borough of Chaguanas. It is built on what was originally agricultural land, and while some students come from that rural background, many also come from more urbanized areas outside of the Cunupia area.

In 2008/2009, there were 660 students with 52% of the students of East Indian descent, 29% of African descent, 0.2% of Chinese and 0.18% representing mixed ethnicities. With regards to gender, females comprise 54% of the total school’s population as opposed to 46% being representative of the male student population. The majority of children were Christian (53%) followed by Hindus (36%) then Muslim (.05%).

In 2009/2010, there were 652 students attending Cunupia Secondary with 54% of the students of East Indian descent, 34% of African descent and 12% representing mixed ethnicities. In addition females comprise 51% of the student population and males 49%. Christians make up 52% of the student population followed by Hindus (35%) then Muslim (.05%).

In terms of academic achievement, 59.4% of students obtained a Grade 1, 2 or 3 in 2008 at the Caribbean Examinations Council. In 2009, 71% of students were able to secure a Grade 1, 2 or 3. These grades are usually accepted as ‘passes’.
The majority of students come from lower socio-economic backgrounds and in many cases single parent homes. While a few students who get into trouble come from stable backgrounds, on closer examination of the internal database, it is evident that many of the students who have been suspended come from homes where parents are struggling financially and are unable to provide adequate monitoring systems as they work two, sometimes three jobs.

In 2008/2009, the teaching staff was made up of 55 teachers, of which 39 were female and 16 were male. In 2009/2010 there are 56 teachers, 40 female and 16 male. A further breakdown shows that 75% of the staff was of East Indian descent, 21% of African descent and 4% representing mixed ethnicities. Of this total, 62% of the staff are Christian, 26% Hindu and 12% come from Muslim backgrounds.

In recent times, our Cunupia Secondary School community has been exposed to violence in various forms. There have been two stabbings involving students of the school, which occurred on the school compound. In December 2008, Devika Lalman, was murdered by an unknown assailant outside of the school compound and one of our past students Marlay Mc Kenzie was also murdered at a night club in Chaguanas. In addition an OJT (on the job trainee) went missing (assumed kidnapped) and her parents continue to plea with the public for any assistance about her whereabouts. The staff and students feel less safe at school as reflected by the surveys conducted on two occasions in the last five months. However, one hopes that as the VPA team approaches the problems in a methodical, scientific way, the school will be empowered to put the necessary measures in place so the staff and students once again feel secure in the compound. In the greater
scheme of things however, students should be taught to be concerned citizens and as such assume their roles in the wider community in the hope that they will reduce this scourge of violence in this land.

HISTORY OF DEVIANCE AT CUNUPIA SECONDARY

The history of deviance at Cunupia Secondary School is not well documented. Limited data exist between the years 2000-2004, whilst between the periods 2005-2007 there are gaps in the data such as the time and place of incidents. A greater volume of data exists for this period however. At the beginning of 2008, a more rigid system of documentation was introduced. That system required staff and students to give a more detailed description of incident/s that have occurred, circumstances surrounding it/them, person/s involved, time and place of the incident/s. As a result, from the year 2008 to present, trends with regards to deviant behavior at the school can be more easily recognized.

In spite of the lack of recorded data for the period 2000-2004, interviews with teachers who were employed at the school prior to 2004 to a questionnaire (appendix 1) revealed that over 87% of teachers believed that deviance at the school was minimal during the 2000-2004 period. They said that minor infractions were committed. Less than 13% of teachers believed that the students were very deviant. The reason given by most teachers for less deviance than what exist today at the school was the vigilance and greater cooperation of the staff and principal. They also attributed the increase of deviance today not only to the lack of vigilance by administration, but to teacher absenteeism, inconsistencies in discipline and change in student attitudes. The data from 2008 to present revealed that while general acts of deviance continued at the school, particular acts which occurred at the beginning of 2008 stood out. The slapping of a teacher by a student, the beating of a security guard by another student and two stabbings raised such an alarm that staff and students became more concerned about their safety.

Measures to deal with Deviance

The Community Police

From as early as 2000 the community police has been an integral part of the school community. In particular Corporal Sealy has adopted the school as his own and up to the time of his retirement in 2009, had made visits to the school upon request from the principal and staff. He engaged in speaking to groups of students or to the entire student body on topics such as the importance of: discipline, good conduct in and out of school, character, an education, safety on the roads and crime. With the assistance of members of his staff, he also ensured on many occasions that students avoided loitering on the way to school and from school to their homes.
In 2002 the Police youth club was formed in an effort to teach young people discipline and engage them in positive activity. An invitation was given to students of our school to join. The first and subsequent meetings of the club were held at the school’s auditorium. Several students formed part of the club, however that number soon dwindled. Today meetings are no longer held at the school and the number of our students who attend meetings are very few.

The police service also contributed to the school, and continues to contribute by responding to our calls for assistance when laws are broken by students and police involvement becomes necessary. However, in the last two or three years, the police has been more reluctant to respond to the school’s calls as they believe that many of the issues that they are asked to attend to are matters of discipline that should be addressed by the school rather than at the police station or by the police. Corporal Sealy has therefore in time past encouraged the principal and staff to take control of their school and to be more proactive in dealing with the discipline of students.

School Safety Officers

School Safety Officers were introduced into the school system in 2005 and into Cunupia Secondary School in May 2005. Initially two male officers were assigned to the school, one a retired police sergeant, the other a retired prisons officer. Upon the death of the latter officer, and the incident involving the beating of a security officer by a student of the school, a retired male officer (who remained for a short period at the school), and a female officer were introduced. One of their duties as officers is to prevent the loitering of students on the school compound, and after school, within five hundred metres of the school, until 4pm. The effectiveness of their vigilance is yet to be realized as several students are often seen wandering the corridors during class periods.

Substitute Teacher System

The substitute teacher system has been utilized at the Cunupia Secondary School from April 2009. Substitute teachers do the duties of the regular teacher if he/she is out on sick leave, or attending a short course. The presence of the substitute teacher helps to ensure that students are engaged in meaningful activity and reduces the possibility of deviant acts being committed.

Relationship with Parents

Parents have a vital role to play in the education of their children. They are instrumental in enforcing the standards set down by the school for good discipline. They are also important in helping to reinforce what is taught in school by ensuring that revision takes place at home, and homework is done. When a student appears to not be progressing in
line with expected outcomes set down by the school, individual parents are called in for a parent teacher conference, or they may be spoken to on a day set aside by the school (parent’s day) for such an activity. On many occasions, individual parents who are called in comply and discussions take place. Sometimes, there is a positive change in the behavior of the student. With more chronic offenders however, there is very often little or no positive change of behavior. These offenders are also often seen by the guidance officer. On other occasions, parents do not appear at the school. Where parents are absent, calls are made to the home or repeated requests are made to the parent to visit the school via written correspondence.

Religious Education Instructors

In 2002 the Ministry of Education wanted schools to implement religious instruction once a week as a proactive measure to deal with some of the issues affecting schools across the country, including school violence. Volunteers from different denominations come to the school on Wednesdays and deliver instruction particular to that faith.

Respect Program.

The Respect program was an on-going project at the Cunupia Secondary School. It came into existence in 2002 after two teachers attended a workshop put on by the Ministry of Education for the implementation of the program in schools. Its focus was on assisting in making the school a safe and caring learning community by building a culture of respect. It seeks to involve staff, parents, students, businesses and community partners. It uses the ‘together we light the way’ model. The Respect program was managed by a committee of teachers who met from time to time to discuss the direction of the program. To date, administration, teaching and some of the non-teaching staff have been introduced to the program. Lessons have been taught to students, projects have been done by students and they have also been engaged in Respect Programs class competitions. The program seemed to be having some positive influence on student’s behavior, however, a more rigid system of evaluation has to be implemented to gauge its true effectiveness.
THE SARA MODEL

In an effort to curb violence in American high schools, law enforcement agencies partnered with schools in 1998 to address some of the problems. The agencies were required to train using the problem solving and problem analysis methods, specifically the SARA model, which was an acronym termed by John Eck and Bill Spelman referring to the four problem solving stages of Scanning, Analysis, Response and Assessment.

**Scanning**

The scanning phase allows us to identify the problem, and the objective is to define a basic problem and determine the nature of the problem, determine the seriousness of the problem and establish basic measures. There should be stakeholder participation as far as possible and scanning involves:

- Identifying recurring problems of concern
- Identifying the consequences of the problem
- Prioritizing the problem
- Developing broad goals
- Confirming the problems exist
- Determining how frequently the problem occurs and how long it has been taking place
- Selecting problems for closer examination

For our study at the Cunupia Secondary School, in the scanning process we used data derived from the following: 2 student surveys, 3 teacher surveys, monthly suspension returns, student incident report forms and student records.

**Analysis**

Here, one develops an understanding of the problem and the limits of the current responses, establish a correlation and an understanding of cause and effect. It involves:

- Identifying and understanding the events and conditions that precede and accompany the problem
- Identifying the relevant data to be collected
- Researching what is known about the problem type
- Taking inventory about how the problem is currently addressed and the strengths and limitations of the current response
- Narrowing the scope of the problem
- Identifying the range of resources that can be used to understand the problem
Developing a hypothesis about why the problem is occurring

Response

This involves the development and implementation of strategies to address a problem. It includes:

- Brainstorming for new interventions
- Searching for what other communities have done
- Choosing alternative interventions
- Outlining a response plan and stakeholders
- Stating the specific objectives for the response plan
- Carrying out the planned activity

Assessment

This is the phase that determines if the response strategies were successful and includes:

- Determining whether the plan was implemented
- Collecting pre- and post-response qualitative and quantitative data
- Determining whether broad goals and specific objectives were attained
- Identifying new strategies to augment the original plan
- Conducting ongoing assessment to ensure continued effectiveness.

The Sara Model (Cunupia Secondary School)

It was stated previously that the schools in Trinidad and Tobago needed to create a central database of deviant behavior in order to correctly analyze and choose appropriate responses. As one set up to do this in Cunupia Secondary data was entered into a SIRF form (see appendix 2) using student indiscipline report form (see appendix 3).

Scanning and analysis

Methodology

In collecting data for scanning and analysis, the following quantitative methods were used.

1) Suspension records from September 2008 to February 2010 were reviewed and the data transcribed unto SIRF forms. This data transcription was performed by
an OJT in the 2008/2009 academic year and a different one in the 2009/2010 academic year in the administrative office where student and teacher records are kept and easily accessed. Mrs. Hassranah-Joseph monitored and reviewed data transcription at the end of every month to ensure accurate data entry. These forms were collected in April 2009 and 25th April 2010 and sent to the VPA team to be collated.

2) Student and teacher surveys were administered on three separate occasions (appendix 4 and 5): The table below summarizes the parameters that may have influenced the responses of both the students and the teachers. On the first two occasions the students completed the surveys as outlined by the instructions given in the package. The teachers completed their surveys as part of a half hour staff meeting arranged by the principal. The forms were collected by Mrs. Hassranah – Joseph at the end of the time and packaged. However, on the third occasion, as this was the Friday before Mock Examinations, there was a high absenteeism of the form 5 students. Many of them choose to stay home to study. There was no home room period on this day, and as a result, subject teachers had to administer the surveys in their respective classrooms, which were hot and noisy in some instances. In addition, the students were a mix of the different form five classes. The forms were also collected in April 2009 and 2010 and sent to the VPA team to be collated and analysed. The table below outlines the location, times and personnel involved in the administration of the student and teacher surveys.

<table>
<thead>
<tr>
<th>Student Survey Information</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>No. Of Students in form 5</td>
<td>Location where survey administered</td>
<td>Person who administered survey</td>
<td>Time</td>
</tr>
<tr>
<td>16th October 2008</td>
<td>71 out of 78</td>
<td>Home room</td>
<td>Form teacher</td>
<td>8:30am</td>
</tr>
<tr>
<td>27th January 2009</td>
<td>87 out of 106</td>
<td>Home room</td>
<td>Form teacher</td>
<td>8:30am</td>
</tr>
<tr>
<td>12th March 2010</td>
<td>56 out of 103</td>
<td>Classroom</td>
<td>Subject teacher</td>
<td>9:00am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Survey Information</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>No. of teachers</td>
<td>Location</td>
<td>Person who administered survey</td>
<td>Time</td>
</tr>
<tr>
<td>16th October 2008</td>
<td>31 out of 47</td>
<td>Library</td>
<td>Mrs. H.Joseph</td>
<td>11:10 am</td>
</tr>
<tr>
<td>27th January 2009</td>
<td>42 out of 47</td>
<td>Library</td>
<td>Mrs. H.Joseph</td>
<td>11:10 am</td>
</tr>
<tr>
<td>12\textsuperscript{th} March 2010</td>
<td>24 out of 57</td>
<td>Staff room</td>
<td>Mrs. H. Joseph</td>
<td>9 am - 2pm</td>
</tr>
</tbody>
</table>
THE TRINIDAD AND TOBAGO VIOLENCE PREVENTION ACADEMY

Over the last twenty years, The Ministry of Education has understood that violence is on the increase in our nation’s schools. This culminated with the murder of a student at the Success Laventille School in 2008.

Media has become a powerful force in the lives of young people everywhere, including in Trinidad and Tobago. It has become increasingly accessible and while one acknowledges the beneficial role the media plays in the world, children are being exposed to violent images from print, television and the internet.

In our society where some children may not be monitored and where violent images are often glamourised desensitization sets in and the respect for life is reduced. This message is a dangerous one to transmit to young people and this violence might play out in the home and eventually in the school compound.

A violent society will always be at a disadvantage socially and economically and the Ministry of Education must be commended on its initiative of exploring the systems other countries have put into place and adapting them to meet our country’s specific needs. This is where the Trinidad and Tobago Violence Prevention Academy comes into play.

The team acknowledged that Trinidad and Tobago needed to start from the basics. A database needed to be set up in each school that may eventually lead to a central database at the Ministry of Education. When this is done, the data can be looked at in a methodical scientific way which will lead credence to any responses employed as a result of its analysis.

Mr. Vishnoo Gopaul-Maharajh, the principal at Cunupia High School was involved in sourcing personnel to help in the scanning process and coordinating meetings with the relevant stakeholders to keep them informed of the likely responses to be implemented.

Mrs. Alison Sobers was involved in the scanning and analysis of our data, as well as proposing the likely responses and their costing.

Mrs. Sharlene Fox-Damani and Mrs. Karen Hassranah-Joseph were also involved in the scanning, analysis and reporting process and coordinated meetings with the school administration and the VPA team that visited our school in April 2009.

One of the guiding philosophies of educators should be to mould students into having a healthy respect for themselves and others. There may be support systems lacking in the home environment and it is up to the schools to provide a safety net for those charges that fall through the cracks. If this responsibility is abdicated, the consequences will affect the entire nation.
FINDINGS FROM SCANNING AND ANALYSIS

Using the information gathered from the Student Incident Reporting Form, one found that in the period May 2008 to May 2009, the rate of fights per 100 students was the same as that for assault. However for Time 2, assault rate was slightly to that of fight rate but in time 3 the situation reversed with fight rate per 100 students increasing to 2. This data is further illustrated in Figure 2.
Incident Type vs Incident type

Incident Rate per 100 Students

Incident Type

Incident Rate vs Incident type

Fig. 2
Looking at Figure 3 more closely at the times the fights took place, the rate of fights peaked at lunch time beginning at .45 at Time 1, then approximately tripling to 1.54 for Time 2, then decreasing to 1.2 at Time 3.

![Incident rate vs Session](image)

Fig. 3

In terms of locations Figure 4 shows that for Time 1 the highest rate of fights (0.76) took place in the hallways. Time 2 showed a rate of 0.92 fights per 100 students while at Time 3 it stood at 1.22. Therefore, not only did the location of the hotspot change after the intervention, there was also a higher fight rate at the new locations.
Fig. 4
Figure 5 shows that teachers felt least safe in empty classrooms in Time 1, but this shifted to Hallways and outside of the school in Time 3. In terms of feeling most safe, teachers felt this was achieved in either the classrooms in which they were teaching or in the cafeteria or School Hall.

Figure 6 one notes there was a substantial drop, approximately to one-fifth, from Time 1 to time 2 in the percentage of teachers who had to see a doctor after being attacked. There was a slight increase to 4% at Time 3.

1= very unsafe, 2= fairly unsafe, 3= average, 4= fairly safe, 5= very safe.
The results from the student survey (Figure 7) showed that fighting was a major problem and this perception scored the highest percentage of all other incidents for all three times, that is, 54.6% for Time 1, 44.5 for Time 2 and 81.1% for Time 3.

Further analysis of the data shows a couple of links between the results obtained from the teacher and student surveys and the student incident data. The perception of students that fighting is still a major problem at after the intervention is mirrored by the fact that fights retain the highest rate of incidents types at 2 per 100 students. In term of perception of safety, teachers feel relatively safe in the classroom while teaching and the rate of fights are fairly low for this area. However, the perception of feeling unsafe outside of the school is not substantiated by the incident data as most fights shifted to other areas in the school from originally the empty classrooms and hallways. There was also a steady increase in the number of threats teachers received from Time 1 to Time 3, suggesting an overall atmosphere of indiscipline in the school.

Fig.6
THE CEPTED VISIT

On the 26th March 2009, Dr. Tood Armstrong from the VPA team visited the Cunupia Secondary School and met with Mr. Vishnoo Gopaul-Maharajh (Principal), Mrs. Noreen Ramkhelawan (Vice-Principal), Mrs. Alison Sobers (School Safety Officer), Mr. Guelmo (School Safety Officer), Mrs. Sharlyne Fox-Damani and Mrs. Karen Hassranah-Joseph (Dean).

Dr. Armstrong was presented with the school’s plan by Mrs. Sobers and Mrs. Hassranah-Joseph outlined the findings from the internal database, that is, that most fights occur in the hallways and classrooms at lunch-time. Mr. Gopaul-Maharaj and Mrs. Ramkhelawan agreed that the stakeholders needed to be informed of the interventions of locking the classrooms at lunch-time and the trimming of the trees that obscured the view of top floor classrooms.

In the CEPTED review, the VPA team noted that while keys are kept in a box in the administrative office, there is no system to keep track of keys. It should also be that the VPA team members at Cunupia Secondary School appreciated the Ministry of Education’s zero tolerance policy regarding drugs, weapons and violence.
Some of the major issues highlighted were the following:

- Campus layout is not conducive to the supervision of students by teachers, administration and MTS officers.
- MTS shifts rarely have a full complement of officers.
- Due to high rates of teacher absenteeism there are classrooms without consistent supervision.
- Classrooms are left unlocked.
- There is a substantial amount of graffiti and vandalism.
- There are a number of areas on campus suitable for violence and other anti-social behaviors. To a certain extent, it may be possible to address these through the installation of security cameras. These areas may also be addressed by preventing access.
- The fence around the campus needs to be improved.
- Old, broken and unused equipment is stored on site rather than discarded. This material should be removed.
- Trees can be pruned to improve sight lines.
- Buildings have short concrete walls along the first floor walkways. These concrete walls provide concealment to students engaging in misbehavior.
- Lighting in hallways needs to be improved.
CUNUPIA HIGH SCHOOL

PROBLEM STATEMENT

Over the academic year September 2006 to December 2007, Cunupia High School observed had a high incidence of both assault and fighting. This was reflected in the school’s internal incident database which showed that 47 students (27% of all incidents) were suspended for assault and 43 students (25% of all incidents) were suspended for fighting.

In October 2008, two surveys were separately administered to the students and to the teaching staff (see appendix 4). The results of the student survey showed that the incident that was most liable to cause harm and which concerned the students most was that of fighting. Over 94% of the students who answered the questionnaire indicated that fighting was either a major or a minor problem at the school, compared to the 75.3% of those who thought that assault was.

When the surveys were administered on the 27th January 2009, the results showed no significant change in these responses for students (54.6% to 44.5%) for fighting. (see appendix 1).

The data from student incident forms and SIRF forms and that the majority of suspensions occurred as a result of fighting without weapons (see appendix 2 and 3).

Teachers were subsequently given a similar survey to that of the students. The results revealed that 100% of the teachers surveyed felt that loitering, littering, ‘taxing’, the use of obscene language and fighting were the major and minor problems of the school. However, 43% of the teachers believed that fighting was the most liable to cause harm. However due to time constraints, we were unable to administer this survey to teachers in our second trial.

Based on this data, Cunupia High School has therefore chosen fighting as the problem on which to focus its attention. It is important to address this problem so that our school can
move closer towards the goal of becoming the safe and caring learning environment that we the staff and many of our students envision it to be. In such an environment we believe it will become easier to fulfill the vision of the school, which in part, is to unleash the vast potential of the students enabling them to occupy meaningful roles in society and contribute to the development of a more spiritual, educated and enlightened citizenry.

EXISTING STRATEGIES AND POTENTIAL RESPONSES

As one develops responses to the problems of violence, one needs to assess existing prevention strategies. These strategies fall into two broad categories: disciplinary management practices and discretionary prevention activities. In the former instance, a working code of conduct at the Cunupia Secondary School was developed (appendix 6), however the main concern here is the consistent implementation when the rules have been violated and the documentation of behaviors and responses. There are also limited approaches to rewarding desired behavior.

A possible response to these concerns will be to have regular small group meetings with form teachers to discuss any ambiguities with regards to the disciplinary matrix. Students need to be reminded of the rules more regularly at assemblies each morning.

With regards to discretionary prevention activities, the peer mediation program can be reinstituted using resource personnel from the district, that is, the Cunupia Mediation Centre.

IMPLEMENTED RESPONSES

After a meeting with on the 17th July2009 which Mrs. Sobers attended, Families in Action was contacted they began the intervention on the 23rd February 2010 with students who were suspended during the intervention period (September-December 2009). The following table outlines the program that was used.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
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<tbody>
<tr>
<td>23rd February</td>
<td>Developing effective communication for interpersonal</td>
</tr>
<tr>
<td>2nd March 2010</td>
<td>success</td>
</tr>
<tr>
<td>4th March 2010</td>
<td>Developing confidence and peer resistance skills</td>
</tr>
<tr>
<td>8th March 2010</td>
<td>Coping with feelings-anger and stress</td>
</tr>
<tr>
<td>10th March 2010</td>
<td>Managing conflict and anger at home</td>
</tr>
<tr>
<td></td>
<td>Developing problem solving skills and evaluation</td>
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</table>
IMPLEMENTED RESPONSES THROUGH ENVIRONMENTAL DESIGN

ACTION PLAN

The scanning and analysis show that the majority of the fights occurred in the hallways /empty classrooms during the lunch hour. As such, one of the responses was to implement a supervision roster during the day to increase capable guardianship as far as possible. The table below outlines the detailed response and timeline for September to December 2009 and the parties responsible for the activity.

<table>
<thead>
<tr>
<th>Response</th>
<th>Implementation by step</th>
<th>Date</th>
<th>Responsible parties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implementation of a formalized supervision roster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers are rostered for corridor supervision during class time.</td>
<td>First week Sept 2009</td>
<td>Principal and Vice-Principal, Heads of Department</td>
</tr>
<tr>
<td></td>
<td>Discuss plan with middle management to allow feedback</td>
<td>Second week Sept 2009</td>
<td>VPA team</td>
</tr>
<tr>
<td></td>
<td>Present policy to school staff</td>
<td>Third week Sept 2009</td>
<td>School administrator</td>
</tr>
<tr>
<td></td>
<td>Implement policy</td>
<td>1st Oct 2009</td>
<td>All teachers</td>
</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>Monthly</td>
<td>School administrator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Implementation by step</th>
<th>Date</th>
<th>Responsible parties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trimming of trees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present policy to school administrators(SSIII)</td>
<td>First week Sept 2009</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Discuss plan with middle management to allow feedback</td>
<td>Second week Sept 2009</td>
<td>VPA team</td>
</tr>
<tr>
<td></td>
<td>Present policy to school staff</td>
<td>Third week Sept 2009</td>
<td>School administrator</td>
</tr>
<tr>
<td></td>
<td>Implement policy</td>
<td>1st Oct 2009</td>
<td>School Safety Officer</td>
</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>Termly</td>
<td>MTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Implementation by</th>
<th>Date</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>step</td>
<td>parties</td>
<td>parties</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Surveillance cameras</td>
<td>Present policy to school administrators(SSIII)</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First week Sept 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second week Sept 2009</td>
<td>VPA team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third week Sept 2009</td>
<td>School administrator</td>
<td></td>
</tr>
<tr>
<td>Implement policy</td>
<td>1st Oct 2009</td>
<td>School Safety Officer</td>
<td></td>
</tr>
<tr>
<td>Check implementation</td>
<td>Weekly</td>
<td>School Safety officer</td>
<td></td>
</tr>
</tbody>
</table>

**barriers to responses**

The major barrier with regards to the One major barrier to the locking of the classrooms at lunch time is the unavailability of an alternative eating area for the students. As a result, the Principal contacted EFCL in order to get an estimate for the construction of a lunch area between the existing cafeteria and hall.

The staff was presented with the aforementioned interventions on the 20th April 2008. However feedback from the parents via the PTA proved to be difficult as the former PTA executive has been dissolved and new elections are yet to be called.
EVALUATION PLAN

In evaluating the responses, the suspension data, student incident report forms and SIRF forms were used to provide a point of comparison to the implementation of the responses. If the numbers of suspensions for fighting during the lunch hour in the hallways and classrooms have significantly reduced, we may attribute this to the specific responses. If there has been no significant change, or an increase in the number of fights we may need to revisit out initial response or increase our efforts.

In addition post-test surveys were implemented, identical to the pre-test surveys already administered in October 2008 and January 2009 to gauge the perceptions of safety from students and teachers alike.

From the results, the school clearly needs to revisit the strategies for implementation of responses. This may include collecting more data from focus groups or survey, or a more systematic method of monitoring supervision sessions. It is also difficult to implement a supervision roster for teachers during the lunch hour. One must also recognize that the roster is limited especially on those days there is high teacher absenteeism, which is sometimes the case in the first term of the academic year. However, there were also some fundamental changes in the school that may have influenced our results. The academic year began with the changing of the school’s time-table a number of times and this proved to be problematic for the efficient monitoring of students.

One must also bear in mind that the wide expanse of the campus makes it difficult for the few MTS officers and Safety Officers to be truly effective at monitoring students at lunch time. The lack of facilities for students to have their lunch is also a challenge. A case can therefore be made for a centralised location where students can assemble to have lunch and classrooms and hallways made inaccessible. Monitoring of this central location might prove to easier to monitor for the MTS and Safety Officers during the lunch hour. Security cameras can be useful by increasing the capable guardianship of the students on the compound.

The intervention of the Families in Action group, because of time constraints and beauracracy were unable to come during the assigned intervention period. As such we were unable to assess the impact these sessions had on the participating students. However, they did note the following points that will increase chance of success in the future:

- Presence of a school’s administrator at the sessions, especially the final session
- Physically searching for students to ensure attendance by all participants (only nine of the twenty students attended sessions regularly).
- Making surroundings more comfortable for the facilitators and participants (eg air-conditioned, cleaner and more private rooms).
More concerted efforts made by the school to contact parents for parental sessions.

The administration of the teacher and student surveys done on the day before Mock examinations began. At this time, student and to some extent teacher population was low. As such, the number of completed surveys collected was much less than for the previous two sessions and this will impact on the accuracy of responses.

What steps are you going to take to sustain your efforts to use the sara model.

In order to sustain efforts at the school, an in-house training session of another team of teacher is critical. This will ensure even if there is a turnover of the current members, the SARA model can still be implemented over the years. This can be a reality with consistent and vigorous support of the administration.

How are you going to bring on key stakeholders

In the past it has been difficult in motivating key stakeholders to be part of initiatives undertaken by the school. Some of the reasons for this are the lack of communication and motivation. One cannot argue that the reduction of school violence is something that will generate interest among the members of our community, but it is the approach to the stakeholders that may make the difference as to whether or not they will want to part of this process.

The first step should be asking members of staff to volunteer to form a committee whose primary purpose would be to liaise with parents, businesses, religious institutions, non-govermental organizations, past pupils, student council the school board and other schools in the district. The most frequent reason given for stakeholders not attending meetings in the past have been the lack of time. Thus the fastest, easiest and most practical way to get communicate ideas would be through e-mails or facebook. Every month we can present the data found after scanning and analysis the suspension records and data from safety officers to these stakeholders and obtain feedback on behavioral responses or responses by environmental design.

At the end of the term, a brief report should be given to staff by teachers/safety officers to discuss whether or not the responses have been effective. Depending on the feedback, one can re-visit the responses and e-mail the details to the other stakeholders. Weekly and termly reports should be monitored and rewarded by the administration. Rewards
should be arrived on by consensus between administration and staff and may include time-off and certificates.

What does your school need to help sustain your school’s efforts.

The presence of a member of the clerical staff entering the data unto SIRF forms can help sustain the efforts as this is a fairly time consuming process. In addition, the scanning and analysis of the SIRF forms by the VPA team will prove to be very helpful as well.

APPENDICES

Appendix 1

Questionnaire

1. Sex Male ☐ Female ☐
2. In what year did you begin teaching at Cunupia Secondary School? _____________

3. From your recollection, prior to 2005, how would you describe deviance at the school?
________________________________________________________________________
________________________________________________________________________

4. What attempts were made to prevent it?
________________________________________________________________________
________________________________________________________________________

5. How were reported matters dealt with?
________________________________________________________________________
________________________________________________________________________

6. What similarities and differences do you see in a response to questions 4, 5, and 6 prior to 2005, and after that period?

   Thank you for your assistance
### School Incident Record Form (SIRF)

**Directions:** Please complete every question to the best of your ability. When filling out the names please start on the left side, fit as many letters as possible. If the name is unknown, leave it blank. If there is more than one offender or victim please attach as many additional offender/victim forms as needed. Staple all the forms together in the top right-hand corner, the timing marks on the left-hand side need to remain undamaged for scanning purposes.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Aranguez Govt Secondary</td>
</tr>
<tr>
<td>○ Arima Senior Comp</td>
</tr>
<tr>
<td>○ Carapichaima Secondary</td>
</tr>
<tr>
<td>○ Curupuata High School</td>
</tr>
<tr>
<td>○ El Dorado Secondary Comp</td>
</tr>
<tr>
<td>○ Five Rivers Secondary</td>
</tr>
<tr>
<td>○ Marabella Secondary</td>
</tr>
<tr>
<td>○ Marabella Senior Comp</td>
</tr>
<tr>
<td>○ Malik Secondary Comp</td>
</tr>
<tr>
<td>○ Moruga Composite</td>
</tr>
<tr>
<td>○ Morvant Lavenille Secondary</td>
</tr>
<tr>
<td>○ Mt. Hope Secondary</td>
</tr>
<tr>
<td>○ Mucurapo Senior Comp</td>
</tr>
<tr>
<td>○ Pleasantville Secondary Com</td>
</tr>
<tr>
<td>○ Princess Town Senior Comp</td>
</tr>
<tr>
<td>○ San Fernando East Secondary</td>
</tr>
<tr>
<td>○ San Fernando Secondary Comp</td>
</tr>
<tr>
<td>○ San Juan Secondary Comp</td>
</tr>
<tr>
<td>○ Siparia Secondary</td>
</tr>
<tr>
<td>○ Siparia Senior Comp</td>
</tr>
<tr>
<td>○ Ste. Madeline Secondary</td>
</tr>
<tr>
<td>○ Success Lavenille Composite</td>
</tr>
<tr>
<td>○ Tranquility Govt Secondary</td>
</tr>
<tr>
<td>○ Valencia High School</td>
</tr>
<tr>
<td>○ Williamsville Secondary</td>
</tr>
<tr>
<td>○ Other</td>
</tr>
</tbody>
</table>

**About the Incident...**

<table>
<thead>
<tr>
<th>INCIDENT DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTH</td>
</tr>
<tr>
<td>○ Jan</td>
</tr>
<tr>
<td>○ Feb</td>
</tr>
<tr>
<td>○ Mar</td>
</tr>
<tr>
<td>○ Apr</td>
</tr>
<tr>
<td>○ May</td>
</tr>
<tr>
<td>○ Jun</td>
</tr>
<tr>
<td>○ Jul</td>
</tr>
<tr>
<td>○ Aug</td>
</tr>
<tr>
<td>○ Sep</td>
</tr>
<tr>
<td>○ Oct</td>
</tr>
<tr>
<td>○ Nov</td>
</tr>
<tr>
<td>○ Dec</td>
</tr>
</tbody>
</table>

**Time of Incidence**

| AM | PM |
| ○ | ○ |

**# OF VICTIMS**

| ○ | ○ |

**# OF OFFENDERS**

| ○ | ○ |

- Incident was ON schoolgrounds
- All offenders wearing school uniform?
- Weapon used?
- Was an individual injured?
- Ministry informed?
- Police called?

**Incident type (Choose ALL that apply)**

- Alcohol use/possession
- Arson
- Assault (victim does not fight back)
- Assault with weapon
- Bomb threats
- Bullying
- Cheating on class assignments
- Disrespect
- Disruptive behavior
- Drug sales
- Drug use/possession
- Extortion/ taxing
- Fighting
- Forgery
- Gambling
- Guns
- Improper uniform
- Inappropriate sexual contact between students
- Littering
- Lootering
- Obscene language
- Robbery
- Sexual assault
- Stealing
- Threats and intimidation
- Trespassing on school grounds
- Unauthorized absence
- Vandalism
- Weapon possession
- Other

**Disciplinary Action (Choose ALL that apply)**

- Counseling
- Warning given
- Detention
- Confiscated items
- Parents called to pick up student
- Set up meeting with parents
- Suspended 1 Day
- Suspended 2 Days
- Suspended 3 Days
- Suspended 4 Days
- Suspended 5 to 10 days
- Extended Suspension
- Expelled
- SSO called
- Police called
- Other

**Incident Location...**

- Cafeteria
- Toilets used by students
- School field
- Parking lot
- School Hall/Auditorium
- Hallways and locker areas
- Elsewhere outside on school grounds
- Other
### Appendix 2

#### Offender #1

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **In what form is Offender #1?**
  - 1st
  - 4th
  - Upper 6
  - 2nd
  - 5th
  - Non-Student
  - 3rd
  - Lower 6
  - Unknown

- **Offender #1 gender**
  - Male
  - Female

- **Offender #1 age**
  - 10
  - 20
  - 30
  - 40
  - 50
  - 60

- **4. Please choose the ONE answer that BEST describes Offender #1**
  - African
  - East Indian
  - Afro/Indian
  - Other

---

#### Victim #1

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **In what form is Victim #1?**
  - 1st
  - 4th
  - Upper 6
  - 2nd
  - 5th
  - Non-Student
  - 3rd
  - Lower 6
  - Unknown

- **Victim #1 gender**
  - Male
  - Female

- **Victim #1 age**
  - 10
  - 20
  - 30
  - 40
  - 50
  - 60

- **4. Please choose the ONE answer that BEST describes Victim #1**
  - African
  - East Indian
  - Afro/Indian
  - Other

---

**ATTENTION:** Attach ADDITIONAL OFFENDER/VICTIM FORM as needed.
## Appendix 3

### Indiscipline

**Student Report Sheet**

**Class:** 

**Name of Teacher:** 

**Date of Incident:** 

**Time of Incident:** 

<table>
<thead>
<tr>
<th>Before Start Of School</th>
<th>Period</th>
<th>Intermission</th>
<th>Lunch</th>
<th>After School</th>
</tr>
</thead>
</table>

**Type of Incident:** 

**Details of Incident:** 

Signature of Student: 

Date: 

---

33
## VPA Teacher Survey

### Job Satisfaction

6. How do you like your job?
   - [ ] I hate it
   - [ ] I don't like it
   - [ ] I like it
   - [ ] I love it

7. How much of the time do you feel satisfied with your job?
   - [ ] All the time
   - [ ] Some of the time
   - [ ] Most of the time
   - [ ] Almost never

8. How much do you think you like your job compared with other people?
   - [ ] None one likes his or her job better than I like mine.
   - [ ] I like my job better than most people like theirs.
   - [ ] I like my job about as much as most people like theirs.
   - [ ] I dislike my job much more than most people dislike theirs.

### Classroom Orderliness

9. How much of your time in the classroom is directed to coping with disruptive student behavior?
   - [ ] None of my time
   - [ ] About half of my time
   - [ ] Some time each day
   - [ ] Most of my time

10. How much does the behavior of some students in your classroom (talking, fighting, etc.) keep you from teaching?
    - [ ] A great deal
    - [ ] Not very much at all
    - [ ] A fair amount
    - [ ] Not at all

### Resources

11. The school supplies me with the material and equipment I need for teaching
    - [ ] Strongly Disagree
    - [ ] Disagree
    - [ ] Somewhat
    - [ ] Agree
    - [ ] Strongly Agree

12. This school building has the space and physical arrangements needed to conduct the kinds of programs we need
    - [ ] Strongly Disagree
    - [ ] Disagree
    - [ ] Somewhat
    - [ ] Agree
    - [ ] Strongly Agree

13. The school's learning program extends to settings beyond the school building for most students
    - [ ] Strongly Disagree
    - [ ] Disagree
    - [ ] Somewhat
    - [ ] Agree
    - [ ] Strongly Agree

14. Teachers and students are able to get the instructional materials they need at the time they are needed
    - [ ] Strongly Disagree
    - [ ] Disagree
    - [ ] Somewhat
    - [ ] Agree
    - [ ] Strongly Agree
Appendix 4

Personal Security

In the past month have any of the following happened to you personally in this school?

- [ ] YES
- [ ] NO

15. Damage to personal property worth less than $50.00
16. Damage to personal property worth more than $50.00
17. Theft of personal property worth less than $50.00
18. Theft of personal property worth more than $50.00
19. Was physically attacked and had to see a doctor
20. Was physically attacked but did not have to see a doctor
21. Received offensive remarks or gestures from a student
22. Was threatened in remarks by a student
23. Had a weapon pulled on me

Safety

24. In your opinion, how much of a problem are vandalism, personal attacks, and theft in your school?
- [ ] None or almost none
- [ ] A little
- [ ] Fairly much
- [ ] Some
- [ ] Very much

25. Since school started this year, how many times did you hesitate to confront misbehaving students for fear of your own safety?
- [ ] Never
- [ ] Once or twice
- [ ] Many times
- [ ] Nearly all the time
- [ ] A few times

Planning and Action

42. How often do you work on a planning committee with other teachers or administrators from your school?
- [ ] Several times a month
- [ ] About once a month
- [ ] Less than once a month

43. The principal encourages experimentation

44. Teacher evaluation is used in improving teacher performance

Are the following statements mostly true or mostly false about the principal of your school?

45. Engages in planning

46. Progressive

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false about the faculty.

47. Conservative

48. Innovative

49. Open to change

50. Traditional

Thank you for your participation!

Please contact the Student Leadership Unit at 622.0536 if you have any questions about this survey.
Appendix 5

VPA STUDENT SURVEY

MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that seeps through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

1. What school do you currently attend?
- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Cumpla High School
- El Dorado Secondary Comp
- Fave Rivers Secondary
- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantville Secondary Comp
- Princeps Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeleine Secondary
- Success Laventille Composite
- Tranquility Govt Secondary
- Valencia High School
- Williamsville Secondary
- Other

2. What form are you in?
- Form 4
- Form 5
- Other

3. Are you?
- Male
- Female

4. Please choose the ONE answer that BEST describes what you consider yourself to be?
- African
- East Indian
- Afro/Indian
- Other

5. How old are you?
- 11 or younger
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older

Please turn survey over and complete the questions on the back!
6. Since the beginning of the term, how much of a problem has the following issue been for your school?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Not a problem at all</th>
<th>Minor problem</th>
<th>Major problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault (victim does not fight back)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bomb threats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating on class assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cocaine use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arriving to school late</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrespect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug sales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extortion, taking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forgery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gangs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obscene language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robbery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unauthorized absence from school or class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improper uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual assault</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats and intimidation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trespassing on school grounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapon possession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate sexual contact between students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-students wearing school uniforms to attend school functions/activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for participating in this study!
### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX – SUSPENDABLE OFFENCES

<table>
<thead>
<tr>
<th>No.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT/JAILED</th>
<th>DEAN</th>
<th>SCHOOL SAFETY CHAIR</th>
<th>AP</th>
<th>VIC PRINCIPAL</th>
<th>PRINCIPAL</th>
<th>OURRENCY STUDENT SUPPORT SERVICES</th>
<th>SOURCES DOCUMENT</th>
</tr>
</thead>
</table>

---

### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX – SUSPENDABLE OFFENCES

<table>
<thead>
<tr>
<th>No.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT/JAILED</th>
<th>DEAN</th>
<th>SCHOOL SAFETY CHAIR</th>
<th>AP</th>
<th>VIC PRINCIPAL</th>
<th>PRINCIPAL</th>
<th>OURRENCY STUDENT SUPPORT SERVICES</th>
<th>SOURCES DOCUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>All forms of sexual assault</td>
<td>Senior officials - Discipline Council - Teacher Conference</td>
<td>Conference – Parent-Teacher Conference</td>
<td>Conference – Investigation Report</td>
<td>Inquiries</td>
<td>Immediate Suspension, (2 yrs)</td>
<td>Cunopia Memorandum No. 21 of 19 March 2008</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX - SUSPENDABLE OFFENCES

<table>
<thead>
<tr>
<th>NO.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT TEACHER</th>
<th>FORM TEACHER</th>
<th>DEAN</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>VP</th>
<th>PRINCIPAL</th>
<th>GUIDANCE OFFICER/STUDENT SUPPORT SERVICES</th>
<th>SOURCE DOCUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
<td>Co-ordinate Parent-Teacher Conference</td>
<td></td>
<td></td>
<td>Conduct Investigation: Write report, bring counsel if necessary</td>
<td>Circular Memorandum No. 23 of 17 March 2020 Leaving Art</td>
</tr>
<tr>
<td>8.</td>
<td>Vehicular Involvement of Student Driver or Driver with license</td>
<td></td>
<td></td>
<td></td>
<td>Co-ordinate Parent-Teacher Conference</td>
<td></td>
<td></td>
<td>Make arrangement of damage</td>
<td>Circular Memorandum No. 22 of 17 March 2020 Summary Offences Act Ch 105 Section 75</td>
</tr>
</tbody>
</table>

---

### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX - SEXUAL RELATED MISCONDUCT

<table>
<thead>
<tr>
<th>NO.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT TEACHER</th>
<th>FORM TEACHER</th>
<th>DEAN</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>VP</th>
<th>PRINCIPAL</th>
<th>GUIDANCE OFFICER/STUDENT SUPPORT SERVICES</th>
<th>SOURCE DOCUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sexual Intercourse</td>
<td></td>
<td></td>
<td></td>
<td>Co-ordinate Parent-Teacher Conference</td>
<td></td>
<td></td>
<td>Meets with the Student to arrange Redress in Guidance unit</td>
<td>Circular Student</td>
</tr>
<tr>
<td>a)</td>
<td>With a female under 16 yrs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meets with Parent</td>
<td>Sexual Intercourse is the actual penetration of the virgin by the penis</td>
</tr>
<tr>
<td>b)</td>
<td>With a female 16 yrs and over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Counsel student to Guidance unit</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>a) Rape</td>
<td></td>
<td></td>
<td></td>
<td>Co-ordinate Parent-Teacher Conference</td>
<td></td>
<td></td>
<td>Immediate Suspension (1 Term)</td>
<td>られない</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Apply for an Extension of Suspension</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>at School Offences Act 27 of 1944 Summarized Definitions of Rape - A male having sexual intercourse with a female female without her consent</td>
<td></td>
</tr>
</tbody>
</table>
### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX - OTHER CRIMINAL OFFICES

<table>
<thead>
<tr>
<th>NO.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT TEACHER</th>
<th>FORM TEACHER</th>
<th>DEAN</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>MTS</th>
<th>VICE PRINCIPAL</th>
<th>PRINCIPAL</th>
<th>GUIDANCE OFFICER/STUDENT SUPPORT SERVICES</th>
<th>SOURCE DOCUMENT/EXPLANATORY NOTES/DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Fugacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mails with Parents and others appropriate: Action taken: Inform Principal</td>
<td>Life Act (14 of 1981)</td>
</tr>
<tr>
<td>4.</td>
<td>Fighting</td>
<td>1. Acts intended to put another in fear. 2. Physical contact from student. 3. Student within an area not required: Action taken: Inform Principal</td>
<td>Teacher Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>

### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX - OTHER CRIMINAL OFFICES

<table>
<thead>
<tr>
<th>NO.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT TEACHER</th>
<th>FORM TEACHER</th>
<th>DEAN</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>MTS</th>
<th>VICE PRINCIPAL</th>
<th>PRINCIPAL</th>
<th>GUIDANCE OFFICER/STUDENT SUPPORT SERVICES</th>
<th>SOURCE DOCUMENT/EXPLANATORY NOTES/DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use of Obscene Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mails with Parents: Completion of behavior contract</td>
<td>Chapter 13:32 SCA 69.62</td>
</tr>
</tbody>
</table>
CUNUPA HIGH SCHOOL

DISCIPLINARY MATRIX – SUSPENDABLE OFFENCES

<table>
<thead>
<tr>
<th>NO.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT TEACHER</th>
<th>FORM TEACHER</th>
<th>DINAS</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>MPI</th>
<th>VIFE PRINCIPAL</th>
<th>DEPARTMENT OF STUDENT SUPPORT SERVICES</th>
<th>SOURCE DOCUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Possession of illicit drugs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obtain reports from student, Parents/Parent – Teacher Conference, Prepare all documents for issuance of Suspension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co-ordinate Board Conference, Conduct Investigation, Write Report, Include Evidence of Suspension</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inform Police, Immediately, Immediate Suspension, (5 Days), Apply for an Extension of Suspension</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Circular Memorandum No. 23 of 12th March 2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Possession of arms and/or ammunition</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obtain reports from student, Parents/Parent – Teacher Conference, Prepare all documents for issuance of Suspension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co-ordinate Board Conference, Conduct Investigation, Write Report, Include Evidence of Suspension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inform Police, Immediately, Immediate Suspension, (5 Days), Apply for an Extension of Suspension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circular Memorandum No. 23 of 12th March 2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation of definitions:
- **Illicit drugs** are substances that are illegal to possess, use, sell, or manufacture.
- **Arms and/or ammunition** are any weapon or device designed to shoot or throw projectiles or any tool or instrument designed for the purpose of killing or disabling a human being.

Note: The matrix outlines the procedures for handling suspendable offences at Cunupa High School, including the roles of various officials and the steps to be taken in response to each type of misconduct.
### Cunupia High School
#### Disciplinary Matrix – Other Offences (Major)

<table>
<thead>
<tr>
<th>NO.</th>
<th>Type of Misconduct</th>
<th>Subject Teacher</th>
<th>Form Teacher</th>
<th>Dean</th>
<th>School Safety Officer</th>
<th>MTS</th>
<th>V.P. Principal</th>
<th>Principal</th>
<th>Guidance Officer/Student Support Services</th>
<th>Source Document/Explanatory Notes/Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Possession of cigarettes/smoking of illegal substances</td>
<td>Chair reports same to principal.</td>
<td>Parent-Teacher Conference</td>
<td>Conducts investigation. Takes report, submits school procedures where necessary.</td>
<td>Coordines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Card Playing</td>
<td>Coordinates</td>
<td>Parent-Teacher Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3.** Stealing of classes from any student/teacher

<table>
<thead>
<tr>
<th>NO.</th>
<th>Type of Misconduct</th>
<th>Subject Teacher</th>
<th>Form Teacher</th>
<th>Dean</th>
<th>School Safety Officer</th>
<th>MTS</th>
<th>V.P. Principal</th>
<th>Principal</th>
<th>Guidance Officer/Student Support Services</th>
<th>Source Document/Explanatory Notes/Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Stealing of classes from any student/teacher</td>
<td>Investigates student(s) complained and report sheet to form teacher.</td>
<td>Parent-Teacher Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.** Chewing of gum

<table>
<thead>
<tr>
<th>NO.</th>
<th>Type of Misconduct</th>
<th>Subject Teacher</th>
<th>Form Teacher</th>
<th>Dean</th>
<th>School Safety Officer</th>
<th>MTS</th>
<th>V.P. Principal</th>
<th>Principal</th>
<th>Guidance Officer/Student Support Services</th>
<th>Source Document/Explanatory Notes/Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Chewing of gum</td>
<td>Per chewing gum to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CUNUPIA HIGH SCHOOL
### DISCIPLINARY MATRIX – OTHER OFFENCES (MAJOR)

<table>
<thead>
<tr>
<th>No</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT / TEACHER</th>
<th>FORM PAGE</th>
<th>DEAN</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>MTB</th>
<th>VICE PRINCIPAL</th>
<th>PRINCIPAL</th>
<th>GUIDANCE OFFICER</th>
<th>STUDENT SUPPORT SERVICES</th>
<th>SOURCE DOCUMENT/DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Use of Cell Phone During Classes</td>
<td>Co-ordinate with phone and phone is confiscated</td>
<td>Keep cell phone, Monitor with parents. Return items to parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Use/possession of cell electronic devices</td>
<td>Co-ordinate with Tag, Parent to VP</td>
<td>Keep Device, Meet with parents. Return to parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX - SEXUAL RELATED MISCONDUCT

<table>
<thead>
<tr>
<th>NO.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT TEACHER</th>
<th>HOUSE TEACHER</th>
<th>DEAN</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>MIS</th>
<th>VICE PRINCIPAL</th>
<th>PRINCIPAL</th>
<th>GUIDANCE OFFICER/STUDENT SUPPORT SERVICES</th>
<th>SCHOOL DOCUMENT/ EXPLANATORY NOTICE/ DIGESTION</th>
</tr>
</thead>
</table>
| 3.  | Promotion of Pornographic Material | 1. Obtains report from student  
2. Inform Safety Officer  
3. Arranges Parent-Teacher Conference | Co-ordinate Parent-Teacher Conference | Solo pornography check  
Conducts investigation  
Reports incident to Principal  
Initiate judicial proceedings where necessary | | | | Inform Police  
Involve families with the Parent  
Completion of Behavioral Contract | Counsel Student  
Establishes evidence points  
Any person who offers for sale or distributes or who exhibits in public view any obscene, immoral or obscene book, paper, print, drawing or painting |

### CUNUPIA HIGH SCHOOL

#### DISCIPLINARY MATRIX - CLASS RELATED OFFENCES

<table>
<thead>
<tr>
<th>NO.</th>
<th>TYPE OF MISCONDUCT</th>
<th>SUBJECT TEACHER</th>
<th>FORM TEACHER</th>
<th>DEAN</th>
<th>SCHOOL SAFETY OFFICER</th>
<th>MIS</th>
<th>VICE PRINCIPAL</th>
<th>PRINCIPAL</th>
</tr>
</thead>
</table>
| 4.  | Improper Uniform  
- Check uniforms  
- Record all non-compliance  
- Personal letter to Parent  
Principal | 1. Arranges meeting for non-compliance  
- Uniform Book  
- Ask for compliance  
- Report non-compliance immediately to Principal | 1. Check uniforms at front gate  
- Record all non-compliance  
Uniform Book  
- Ask for compliance  
- Report non-compliance immediately to Principal | | | | - Arrange meeting with parents  
- Attend to all non-compliance |
VIOLENCE PREVENTION ACADEMY REPORT

V.P.A TEAM

Ms. Kathleen Kalloo - Romany (Principal).

Mr. Permanand Ramchune (Dean).

Mr. Stephen Joefield (Safety officer).

Mr. Rajesh Bajnath (Ag. Dean).
REPORT STATEMENT

This report seeks to Scan, Analyse, Respond and Assess continuous data for the period **September 2008 to March 2010** in relation to student infraction during regulatory school hours of the said institution. This report also contains report two (2) as well as the institution security review data.

This document was prepared by the V.P.A team that consists of:

- Ms. Kathleen Kalloo - Romany (Principal).
- Mr. Permanand Ramchune (Dean).
- Mr. Stephen Joefield (Safety officer).
- Mr. Rajesh Bajnath (Ag. Dean).
Submitted to:

Ms. Marlene S. Charles

Specialist Researcher

Student Leadership Unit

Student Support Services Division

Ministry of Education - Trinidad & Tobago

15a Wainwright Street, St. Clair

peacepromotion@gmail.com

Telefax: (868) 622 0536

Mobile: (868) 712 2535
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2) Brief history  
3) School layout  
4) Analysis of Incident Database for the period (September 2008 to July 2009).  
5) Report Two(2)  
6) Report for 4<sup>th</sup> session (September 2009 to March 2010)  
7) School Safety Review Data  
8) Appendix I
INTRODUCTION

The Government, in its Vision 2020 National Strategic Plan aims to create a seamless, high quality, world class education system and knowledgeable workforce and to the development of a people characterized by excellence in innovation. It is within this context that the ministry of Education introduced a pilot programme called “Violence Prevention Academy of Trinidad and Tobago”.

The Violence Prevention Academy was launched on September 15th, 2008 and twenty-five (25) schools participated. The aim of this programme is to train a team of teachers in each of the twenty-five schools in use of the S.A.R.A model (Scanning, Analysis, Response, and Assessment) to reduce the incidents of indiscipline and violence in school.

The S.A.R.A model is a statistics based model that uses factual data collected from various stakeholders i.e. (police, community, teachers, student body, security, deans etc.). By using this model only official recorded data is used thereby significantly reducing subjectivity in identifying a problem.

It is with great hope and anticipation that we at Five Rivers Secondary School look forward to the continued use of this model with high efficiency and accuracy, as our team forges ahead in achieving a safe and secure learning environment in which our students and teachers can achieve their fullest potential.
BRIEF HISTORY OF FIVE RIVERS SECONDARY SCHOOL

Five Rivers Junior Secondary is located in the foothills of the northern range on Range Road in Arouca and was opened on the 18th September 1972. The first principal was Mrs. S. Dial-Maharaj (1972-1985).

Other past principals were Mr. Clyde Jacob (1985-1986), Mr. Thomas Isaac (1986-1989), Mr. Deonarine Anmolsingh, Mr. Prakash Williams and Ms. Joan Bridgewater. There were also two vice-principals, staffs and sets of pupils - morning (A.M.) shift and evening (P.M.) shift.

In September 2005, a new chapter was written in our school's history. After thirty-three years, the 'shift system' came to an end and our school was de-shifted to become a whole day institution.

In September 2006, we converted from a three year two shift systems to become a whole day five-year school now called Five
Rivers Secondary School. At present we have in administration Principal Ms. Kathleen Kalloo - Romany and Vice-principal Mrs. Linda Francis.

Our school is committed to the task of developing self-disciplined, motivated citizens with strong moral and spiritual values, having respect and tolerance for every creed and race.

It is a co-educational institution that has a current population of 776 students and 69 staff members. The curriculum supports the holistic development of the child by promoting sporting activities, academic excellence while fostering a love and appreciation for visual and performing arts.

During the past thirty three years, "Rivers" has made its land mark on Trinidad and Tobago in the field of sports, academics and business. We produced world-class athletes like Darryl Brown and Stern John.
VISION AND MISSION

THE VISION:

TO BE A SCHOOL THAT DEVELOPS STUDENTS TO THEIR FULLEST POTENTIAL.

THE MISSION:

TO ENABLE ALL STAKEHOLDERS TO WORK TOGETHER TO FOSTER ACADEMIC AND TECHNICAL EXCELLENCE, SELF-DISCIPLINE, MORAL AND SPIRITUAL VALUES IN STUDENTS THAT WILL HELP THEM FIND A PRODUCTIVE PLACE IN SOCIETY.
ANALYSIS FOR SEPTEMBER - DECEMBER 2008

(1) NUMBER OF INFRACTIONS DURING THIS TERM - 47
DEAN'S LOG - 17  SCHOOL SAFETY OFFICER'S LOG - 30

(2) MOST FREQUENT DAY  WEDNESDAY

(3) MOST FREQUENT TIME  8:30am-9:00am & 12:15am-1:14am
MOST FREQUENT TIME  PERIOD  INFRACTION
8:30am to 9:00am  FIRST PERIOD  13 INFRACTIONS
12:15pm to 1:14pm  LUNCHTIME  15 INFRACTIONS
(4) **MOST FREQUENT LOCATION**  
ROOMS 21 & 32

(5) **MOST FREQUENT INFRACTION**  
ASSAULT & LARCENY
STATEMENT OF PROBLEM:

PROBLEM : ASSAULT & LARCENY

ARE OUR MAJOR PROBLEMS, BOTH INFRACTIONS PEAK TO A TOTAL OF 9

WHEN : WEDNESDAY

8:30am to 9:00am           FIRST PERIOD        13 INFRACTIONS
12:15pm to 1:14pm           LUNCHTIME          15 INFRACTIONS

WHY : (1) INCREASED MOVEMENT OF STUDENTS DURING FIRST PERIOD.
      (2) INSUFFICIENT RELIGIOUS INSTRUCTORS.
      (3) STUDENTS DO NOT SEE RELIGIOUS INSTRUCTION AS IMPORTANT.
WHERE: INFRINGEMENTS OCCUR- BLOCK “B” ROOMS 21 & 32

DEGREE: 25 OUT OF 47

RESPONSE FOR PERIOD (SEPTEMBER - DECEMBER 2008).

RESPONSE: WITH RESPECT TO DAY, TIME, LOCATION & INFRACTION

WHAT WAS DONE: INCREASED GUARDIANSHIP DURING JANUARY TO MARCH 2009

METHODS USED TO ADDRESS THE PROBLEM

(1) WHO: DEANS

WHEN: DURING FIRST PERIOD 8.20am TO 8.55am ON WEDNESDAY (Religious Instruction).

HOW: ROSTER DEANS TO SUPERVISE MOVEMENT DURING FIRST PERIOD (Religious Instruction).

(2) WHO: SCHOOL SECURITY GUARD

WHEN: DURING LUNCH TIME - 12:15pm to 1:14pm.
HOW: REQUEST A SECURITY GUARD TO BE STATIONED AROUND BLOCK “B”. (Thanks to security for assistance).

EVALUATION OF RESPONSE:

WHAT HAPPENED

(1) INFRACTIONS REDUCE

(2) SEPT TO DECEMBER ’08  47 INFRACTIONS
JAN TO MARCH ‘09       41 INFRACTIONS

(3) DAY CHANGE               WEDNESDAY TO THURSDAY.

NOTE:- WED 21 INFRACTIONS (SEP-DEC’08)
NOTE: WED 08 INFRACTIONS (JAN-MARCH ’09)

RESPONSE: THE RESPONSE WORKED WITH RESPECT TO DAY.

TIME: THE TIME PERIOD CHANGED

FOR THE PERIOD SEPTEMBER TO DECEMBER ‘08

MOST FREQUENT TIME PERIOD WAS 8:30am-9:00am AND 12:15am-1:14am
FOR THE PERIOD JAN TO MAR ’09 THE MOST FREQUENT TIME IS 1.30pm.

NOTE : RESPONSE WORKED WITH RESPECT TO TIME

LOCATION: THE LOCATION CHANGED

FOR THE PERIOD SEPTEMBER TO DECEMBER’08

MOST FREQUENT LOCATION ROOMS 21 & 32

FOR THE PERIOD JAN TO MAR’09 THE MOST FREQUENT LOCATION ARE ROOMS 19 & 20
NOTE: RESPONSE WORKED WITH RESPECT TO LOCATION

BLOCK “B”. 
SEP-DEC ’08 =25 INFRACTIONS
JAN-MARCH’09 = 16 INFRACTIONS

INFRACTION SEPTEMBER TO DECEMBER’08

MOST FREQUENT INFRACTION: ASSAULT = 9 INCIDENTS ; LARCENY = 9 INCIDENTS
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>INFRACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 25 - 3B</td>
<td>Assault</td>
</tr>
<tr>
<td>Room 25 - 3B</td>
<td>Assault</td>
</tr>
<tr>
<td>Room 32</td>
<td>Assault</td>
</tr>
<tr>
<td>Behind the Library</td>
<td>ASSAULT</td>
</tr>
<tr>
<td>Behind the Library</td>
<td>ASSAULT</td>
</tr>
<tr>
<td>Behind the Library</td>
<td>ASSAULT</td>
</tr>
<tr>
<td>Behind the Library</td>
<td>ASSAULT</td>
</tr>
<tr>
<td>Classroom 31</td>
<td>ASSAULT</td>
</tr>
<tr>
<td>Stairway outside room 29</td>
<td>Assault &amp; Battery</td>
</tr>
</tbody>
</table>

**NOTE:** ALL 9 INCIDENCES TOOK PLACE IN THE AREA OF BLOCK “B”

**JANUARY TO MARCH ‘09**
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>INFRACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>South staircase</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>Block B Class 25</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>Block B Class 25</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>Room 19 and 20</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>Room 19 and 20</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>Room 19 and 20</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>Room 19 and 20</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>The Walkover</td>
<td>Assault by beating</td>
</tr>
<tr>
<td>Room 29</td>
<td>Assault of female students / female form teacher</td>
</tr>
<tr>
<td>1E</td>
<td>Assault</td>
</tr>
</tbody>
</table>

**NOTE:**  
ONLY 5 OUT OF 10 INCIDENTS TOOK PLACE IN BLOCK B

**RESPONSE:**  
RESPONSE WORKED, ASSAULT WAS REDUCED IN BLOCK “B”
ANALYSIS FOR JANUARY - MARCH 2009

(6) NUMBER OF INFRACTIONS DURING THIS PERIOD - 41

DEAN’S LOG - 32 SCHOOL SAFETY OFFICER’S LOG - 9

PROBLEM UNIFORM INFRACTION = 9 INCIDENCES

ASSAULT = 9 INCIDENCES

LOCATION = FRONT BUILDING RM 19 & 20

REPEAT INFRACTION
MOST FREQUENT DAY: **THURSDAY**

MOST FREQUENT DAY
JAN - MARCH'09

- Thursday: 9
- Friday: 13
- Monday: 8
- Wednesday: 6
- Tuesday: 5

MOST FREQUENT TIME: **1.30pm**
MOST FREQUENT LOCATION          ROOMS 19 & 20

FREQUENCY

PROBLEM : ASSAULT & UNIFORM INFRACTION
ARE OUR MAJOR PROBLEMS, BOTH INFRACTIONS PEAK TO A TOTAL OF 8

WHEN : THURSDAY  1.30pm

WHERE : INFRACTIONS OCCUR- BLOCK “E”  ROOMS 19 & 20

RESPONSE : FOR APRIL TO JULY 2009

RESPONSE : WITH RESPECT TO DAY, TIME, LOCATION & INFRACTION

WHAT WAS DONE : INCREASED GUARDIANSHIP DURING
FOR THE PERIOD APRIL TO JULY 2009

WE USED TWO (2) METHODS TO ADDRESS THE PROBLEM

(1) WHO: DEANS

WHEN: (1) DURING FIRST PERIOD 8.20am TO 8.55am EVERY WEDNESDAY

(Religious Instruction).

(2) GATE SUPERVISION BETWEEN 7.30am TO 8.55am DURING THE WEEK

HOW: (1) ROSTER DEANS TO SUPERVISE MOVEMENT DURING FIRST PERIOD

(Religious Instruction) ON WEDNESDAY.

(2) GATE ROSTER IMPLEMENTED

(2) WHO: SCHOOL SECURITY GUARD

WHEN: (1) DURING LUNCH TIME - 12:15pm TO 1:14pm.

(2) GATE SUPERVISION BETWEEN 7.30am TO 8.55am DURING THE WEEK

HOW: REQUEST A SECURITY GUARD TO BE STATIONED AROUND BLOCK “B”. (Thanks to security for assistance).

RESULTS: WERE NOT ANALYZED FOR APRIL-JULY 2009
ASSIGNMENT #2 REPORT

Question: Each School writes a report

(A) Introduction:
   (i) Background
   (ii) Number of students
   (iii) Geographic Location.
   (iv) Number of incidences

(B) Scanning and Analysis Process:
   (i) Meaning
   (ii) What Data collected
   (iii) Student Survey Top Problem
   (iv) Teachers Survey Top Five Problem
(C) Survey Incidence data:

(i) Problem Type
(ii) Day of week
(iii) Time of day
(iv) Location of problem
(v) Repeated offender
(vi) Repeated Victim

(A) Introduction:

(i) Background:

Name of school : Five Rivers Government Secondary School

Number of Boys : 384
Number of Girls : 423
Total Students : 807

(ii) Geographic Location:

Our School is located at Range Road, Five Rivers, and Arouca.

(iii) Number of Incidences:

September 2006 to July 2007 = 88 Incidences
September 2007 to July 2008 = 57 Incidences
Total Number = 145 Incidences
(B) Scanning and Analysis Process---(iii) -Student Survey Top Problem

(1) Top problems:

Question: What did you look at?

Answer: We looked at the major incidents (problems) at FRGS

Using student survey, we looked at how many students identified a particular incident as a major problem.

Question: How did you decide your top problems?

Answer: We ranked the data i.e.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arriving to school late</td>
<td>60.6%</td>
</tr>
<tr>
<td>Littering</td>
<td>51.6%</td>
</tr>
<tr>
<td>Disrespect &amp; Obscene Language</td>
<td>48.3%</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>45.2%</td>
</tr>
<tr>
<td>Vandalism</td>
<td>44.8%</td>
</tr>
</tbody>
</table>

Question: What do you consider the degree of harm of the problem?

Answer: Vandalism 44.8%

Note: Although lowest rank- Highest Degree of occurrence.

Result: Loss of teaching hours
Reduced class room resources
Question: How are the problems inter-related?

Answer: They are all discipline problems.

Question: What other data do you need to further examine the problem(s)?

Answer: Teacher’s survey

Guidance Officer Records

(C) Survey Incidence data:

(i) Problem Type
(ii) Day of week
(iii) Time of day
(iv) Location of problem
(v) Repeated offender
(vi) Repeated Victim
At Five Rivers secondary school, we are focusing on the problem of disrespect to the teaching and non-teaching staff. This problem of disrespect has certainly taken root in our school and is now bearing fruit as every child seems to be catching it in one way or another. This is evident in the accumulated data which reflects disrespect as accounting for 17.36% of the recorded infractions for our school.

The problem of disrespect eats away at the very core of the purpose of the institution which is to deliver a curriculum, prepare students for examinations and eventual placement into our society as disciplined and productive individuals. In a school which is plagued with disrespect, the damage filters both ways, in that a teacher cannot deliver his or her curriculum effectively and adequately to a disrespectful class and the class will not benefit from inadequate tuition. Many man hours are wasted by those in authority having to attempt to discipline disrespectful students in order to create an environment conducive for learning to take place.

Additionally it is a fact that disrespect is but the infant stage to more serious crimes in our society and will certainly lead to the use of foul language, assault, theft, vandalism and eventually to capital offences. The reason is therefore clear why we at Five Rivers Secondary view with seriousness the slightest instance of disrespect. It is our hope that with the eradication of instances of disrespect at this institution, there will be a reduction in the number of infractions that occur.
(ii) **Day of week**

<table>
<thead>
<tr>
<th>DAY OF WEEK</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WED</td>
<td>18</td>
</tr>
<tr>
<td>THUR</td>
<td>30</td>
</tr>
<tr>
<td>MON</td>
<td>39</td>
</tr>
<tr>
<td>TUE</td>
<td>14</td>
</tr>
<tr>
<td>FRI</td>
<td>20</td>
</tr>
</tbody>
</table>

(iii) **Time of day:** This field contain no data.

(iv) **Location of problem**

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>FREQUENCY</th>
<th>Note: the data did not specify the location in school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRSS</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>21</td>
<td>Na- not applicable</td>
</tr>
<tr>
<td>FIVE RIVERS JUNCTION</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1E</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SCH. GATE</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
v) Repeated offender

<table>
<thead>
<tr>
<th>OFFENDER</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. C</td>
<td>3</td>
</tr>
<tr>
<td>A. J</td>
<td>3</td>
</tr>
<tr>
<td>C. C</td>
<td>3</td>
</tr>
<tr>
<td>U. J</td>
<td>3</td>
</tr>
</tbody>
</table>

(vi) Repeated Victims

<table>
<thead>
<tr>
<th>VICTIM</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. J</td>
<td>4</td>
</tr>
<tr>
<td>TEACHER(MS.L.B)</td>
<td>3</td>
</tr>
<tr>
<td>C. C</td>
<td>2</td>
</tr>
<tr>
<td>D. K</td>
<td>2</td>
</tr>
</tbody>
</table>

END OF REPORT TWO (2)
ANALYSIS OF INCIDENT DATABASE

FOR PERIOD

SEPTEMBER 2009 TO MARCH 2010

ANALYSIS FOR SEPTEMBER - DECEMBER 2009

(7) NUMBER OF INFRACTIONS DURING THIS TERM 73

DEAN’S LOG 56

SCHOOL SAFETY OFFICER’S LOG 27

NOTE: THE NUMBER OF INFRACTIONS INCREASED IN SEPTEMBER - DECEMBER 2009 AS COMPARED TO SEPTEMBER - DECEMBER 2008 BECAUSE INFRACTIONS WERE BETTER RECORDED.

(8) MOST FREQUENT DAY (SEPTEMBER - DECEMBER 2009) WEDNESDAY
MOST FREQUENT TIME (SEPTEMBER - DECEMBER 2009)

8:30am-9:00am & 12:15am-1:14am

<table>
<thead>
<tr>
<th>MOST FREQUENT TIME</th>
<th>PERIOD</th>
<th>INFRACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00am to 10:20am</td>
<td>BREAK-TIME</td>
<td>7</td>
</tr>
<tr>
<td>12:15pm to 1:15pm</td>
<td>LUNCHTIME</td>
<td>18</td>
</tr>
</tbody>
</table>

**MOST FREQUENT TIME**
(4) MOST FREQUENT LOCATION (SEPTEMBER - DECEMBER 2009). SOUTH BLOCK

MOST FREQUENT LOCATION

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE block (pipes)</td>
<td>1</td>
</tr>
<tr>
<td>Block B Rm 21, Rm 22</td>
<td>1</td>
</tr>
<tr>
<td>Boys Toilet</td>
<td>1</td>
</tr>
<tr>
<td>South Block</td>
<td>1</td>
</tr>
<tr>
<td>Outside (South)</td>
<td>16</td>
</tr>
<tr>
<td>Room 4 (South)</td>
<td>6</td>
</tr>
<tr>
<td>Room S</td>
<td>2</td>
</tr>
<tr>
<td>Gate</td>
<td>2</td>
</tr>
<tr>
<td>Staff Room</td>
<td>3</td>
</tr>
<tr>
<td>Rm 21 (staircase)</td>
<td>3</td>
</tr>
<tr>
<td>Auditorium</td>
<td>4</td>
</tr>
<tr>
<td>Range Road / Outside</td>
<td>1</td>
</tr>
<tr>
<td>Block B Rm 27</td>
<td>2</td>
</tr>
<tr>
<td>Infront of Library</td>
<td>1</td>
</tr>
<tr>
<td>Rm 29 A</td>
<td>1</td>
</tr>
<tr>
<td>Hall</td>
<td>1</td>
</tr>
</tbody>
</table>
(10) MOST FREQUENT INFRACTION (SEPTEMBER - DECEMBER 2009)

UNIFORM-----17  FIGHTING  19

MOST FREQUENT INFRACTION

- victim's bag stolen
- Uniform Infraction
- Threatened Shakir Guy
- the female student had a very angry loud outburst
- Slapped Shakir in face
- Slapped in face
- Possession of Firearm
- Possessing of Scratch Bomb
- Obscene Language
- Gambling, Breaking class,...
- Fighting
- Ducking class/ breaking class
- Disrespectful to dean,...
- ASSUALT
- Assault by beating
- Abusive Language: Violent Threats
- Breaking class / loitering
STATEMENT OF PROBLEM: SEPTEMBER-DECEMBER ’09 PROBLEM

UNIFORM & FIGHTING- MAJOR PROBLEMS, INFRACTIONS PEAK TO A TOTAL OF 17 FOR THIS PERIOD.

WHEN : WEDNESDAY
   BREAK-TIME         7 INFRACTIONS
   LUNCHTIME         18 INFRACTIONS

WHY : (1) SOUTH BLOCK CONSTRUCTED IN A REMOTE AREA AS A RESULT OF CONSTRUCTION OF NEW SCHOOL
      (2) CONSTRUCTION FENCE, BASKET BALL COURT AND FARM AREA OBSTRUCTED VISION.
      (3) LACK OF SUPERVISION DURING BREAK-TIME & LUNCHTIME.

WHERE : INFRACTIONS OCCUR- SOUTH BLOCK

DEGREE : 15 OUT OF 73 INFRACTIONS
RESPONSE FOR PERIOD (SEPTEMBER - DECEMBER 2008).

RESPONSE : WITH RESPECT TO DAY, TIME, LOCATION & INFRACTION

WHAT WAS DONE :  (1) INCREASED GUARDIANSHIP DURING JANUARY TO MARCH 2010
                   (2) SOUTH BLOCK RELOCATED AS A RESULT OF CONSTRUCTION

METHODS USED TO ADDRESS THE PROBLEM

(2) WHO: DEANS

WHEN: UNIFORM - GATE SUPERVISION BETWEEN 7.30am TO 8.55am
      FIGHTING- SINCE THE SOUTH BLOCK WAS SUPPOSE TO BE RELOCATED WE THOUGHT FIGHTING WOULD NO LONGER BE A PROBLEM.

HOW: DEANS SUPERVISION BETWEEN 7.30am TO 8.55am AT THE GATE.

(2) WHO: SCHOOL SECURITY GUARD

WHEN: DURING LUNCH TIME - 12:15pm to 1:14pm.

HOW: REQUEST A SECURITY GUARD TO ASSIST. (Thanks to security for assistance).
ANALYSIS FOR JANUARY - MARCH 2010

(1) NUMBER OF INFRACTIONS DURING THIS TERM - 58
   DEAN’S LOG - 55                  SCHOOL SAFETY OFFICER’S LOG - 03

(2) MOST FREQUENT DAY JANUARY - MARCH 2010      WEDNESDAY

(3) MOST FREQUENT TIME JANUARY - MARCH 2010       8:30am-9:00am

(4) MOST FREQUENT LOCATION JANUARY - MARCH 2010   FORM 4-2 & 4-4
(5) MOST FREQUENT INFRACTION JANUARY - MARCH 2010

UNIFORM-11, LATE 10

Most Frequent Infraction

Assault (Sexual)  Assault  Breaking class...
Camera phone on... Camera phone on...
Cellphone in... Cellphone in...
Disrespect to Dean  Fighting  Late to school
Obscene Language  Out of class  Physical Alteration
Possession of a... Smoking on...
Threat of... Uniform Infraction
Vandalism...

Most Frequent Location

Detention Area 4.2 Form room 4.1 Form room 4.4 Form room 3C Form room 2A Form room 5.3 Art Room Library 5.1 Form Room 3A Form room 3A Form room Pre-Fab... Room 4.4 Classroom AT the main gate 1A Room 29 2B Form room computer Lab ART & Craft Room 32 Car park Corridor Male Students... Room 23 Deans room
STATEMENT OF PROBLEM: JANUARY – MARCH ’10 PROBLEM

UNIFORM & LATE TO SCHOOL ARE OUR MAJOR PROBLEMS UNIFORM-11 & LATE 10 INFRACTIONS RESPECTIVELY.

WHEN : WEDNESDAY

FIRST PERIOD  34 INFRACTIONS

WHY : (1) GATE SUPERVISION AS A RESULT OF PLANED RESPONSE FROM SEPTEMBER TO DECEMBER ‘09

(2) FORM TEACHER ENFORCEMENT OF SCHOOL RULES

WHERE : INFRACTIONS OCCUR- BLOCK “F” (GATE, FORM 4 CLASS ROOMS & OFFICE AREA).

DEGREE : 24 OUT OF 58 INFRACTIONS
RESPONSE FOR PERIOD (APRIL - JULY 2010).

RESPONSE : WITH RESPECT TO DAY, TIME, LOCATION & INFRACTION

WHAT WAS DONE : (1) INCREASED GUARDIANSHIP DURING JANUARY TO MARCH 2010

METHODS USED TO ADDRESS THE PROBLEM

(1) WHO: DEANS

WHEN: UNIFORM - GATE SUPERVISION BETWEEN 7.30am TO 8.55am
LATE GATE SUPERVISION BETWEEN 7.30am TO 8.55am

HOW: DEANS SUPERVISION BETWEEN 7.30am TO 8.55am AT THE GATE.

(2) WHO: SCHOOL SECURITY GUARD

WHEN: DURING LUNCH TIME - 12:15pm to 1:14pm.

HOW: REQUEST A SECURITY GUARD TO ASSIST. (Thanks to security for assistance).
EVALUATION OF RESPONSE FOR SEPTEMBER-DECEMBER ‘09 WHEN COMPARED TO JANUARY TO MARCH 2010

WHAT HAPPENED

(4) INFRACTIONS REDUCE

SEPT TO DECEMBER ’09  73 INFRACTIONS

JAN TO MARCH ‘10  61 INFRACTIONS

(5) DAY  WEDNESDAY

NOTE:- WED --25 INFRACTIONS (SEP-DEC’09)
NOTE: - WED-- 16 INFRACTIONS (JAN-MARCH ’10)

NOTE:   REDUCTION IN INFRACTIONS ON WEDNESDAY.

RESPONSE: THE RESPONSE WORKED INFRACTIONS WERE REDUCED.

HOWEVER THE, “DAY” REMAINED THE SAME.

TIME: THE TIME PERIOD CHANGED FOR THE PERIOD SEPTEMBER TO DECEMBER ‘09

MOST FREQUENT TIME PERIOD WAS  12:15am-1:14am
FOR THE PERIOD JAN TO MAR ’10 THE MOST FREQUENT TIME IS 8.30am.

NOTE: RESPONSE WORKED WITH RESPECT TO TIME

LOCATION: THE LOCATION CHANGED THE PERIOD SEPTEMBER TO DECEMBER ‘09

MOST FREQUENT LOCATION: SOUTH BLOCK
FOR THE PERIOD JAN TO MAR’09 THE MOST FREQUENT LOCATION IS FORM 4-2 & 4-4

NOTE: RESPONSE WORKED WITH RESPECT TO LOCATION
INFRACTION: SEPTEMBER TO DECEMBER ‘09

MOST FREQUENT INFRACTIONS:  
FIGHTING = 19,  
UNIFORM = 17
JANUARY TO MARCH 2010

MOST FREQUENT INFRACTION: LATE = 10 INCIDENTS, UNIFORM = 11 INCIDENTS

NOTE: RESPONSE WORKED WITH RESPECT TO INFRACTIONS
## SEPTEMBER - DECEMBER 2009 REPEAT OFFENDERS

<table>
<thead>
<tr>
<th>OFFENDERS</th>
<th>REPEAT OFFENDER</th>
<th>OFFENDER AGE</th>
<th>OFFENDER FORM</th>
<th>OFFENDER GENDER</th>
<th>OFFENDER ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.A.</td>
<td>3 times</td>
<td>15 yrs</td>
<td>4-2</td>
<td>Male</td>
<td>Mixed</td>
</tr>
<tr>
<td>J.T.</td>
<td>3 times</td>
<td>16 yrs</td>
<td>4-2</td>
<td>Male</td>
<td>Afro</td>
</tr>
</tbody>
</table>

## JANUARY - MARCH 2010 REPEAT OFFENDERS

<table>
<thead>
<tr>
<th>OFFENDERS</th>
<th>REPEAT OFFENDER</th>
<th>OFFENDER AGE</th>
<th>OFFENDER FORM</th>
<th>OFFENDER GENDER</th>
<th>OFFENDER ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.F.</td>
<td>3 times</td>
<td>15 yrs</td>
<td>4-4</td>
<td>Male</td>
<td>Mixed</td>
</tr>
<tr>
<td>T. I.</td>
<td>2 times</td>
<td></td>
<td>2-A</td>
<td>Male</td>
<td>Afro</td>
</tr>
</tbody>
</table>

END OF ANALYSIS FPR PERIOD ENDING 2010
DATA COLLECTION FORMS

FIVE RIVERS
SECONDARY SCHOOL

Motto: “The Best is Our Goal”

Telephone / Fax: 692-5123
www.fiverivergovsec.com
E-mail: Srivergovsec@gmail.com

Date: __________________

Dear Parent/Guardian,

We would like you to come in to see us to discuss a disciplinary matter concerning your
son/daughter/ward ____________________________ of Form _________.

Please accompany him/her on his/her next attendance at school on

______________________________ at _______________________.

Yours faithfully,

______________________________

PRINCIPAL
### DEANS FORM CLASS

#### DATA COLLECTION FORM

<table>
<thead>
<tr>
<th>Form</th>
<th>Date</th>
<th>Day</th>
<th>Teacher / Prefect</th>
<th>Roll Call</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Time A.M</td>
<td>Time P.M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Untidy</td>
<td>Tidy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Orderly</td>
<td></td>
</tr>
</tbody>
</table>

*Note: blank table for data collection.*
Dear Parent/Guardian,

We would like you to come in to see us to discuss a disciplinary matter concerning your
son/daughter/ward _______________________________ of Form __________.

Please accompany him/her on his/her next attendance at school on

_____________________________ at __________.

Yours faithfully,

______________________________
PRINCIPAL
TO WHOM IT MAY CONCERN

Permission has been granted to ________________________________
of Form: ____________________ to leave the compound at _____________ today.
Reason: ________________________________
FIVE RIVERS
JUNIOR SECONDARY SCHOOL
Motto: “The Best is Our Goal”

Telephone: 662-5228

Ref No. .................

DATE: ......................

NOTICE OF SUSPENSIONS FROM ATTENDANCE AT SCHOOL
(Pursuant to Sections 6 and 44 of the Education Act)

To: ................................
......................................
......................................
......................................

I regret to inform you that I have received a report of gross misconduct on the part of
................................................................. Form: .................... (“the pupil”). In broad terms, the nature
of this complaint is as follows:
.................................................................
.................................................................
.................................................................

I consider it expedient and in the best interest of the school that the pupil be suspended from
attendance at school immediately, pending an investigation into the matter by the Ministry of
Education and a final determination by the Minister of Education.

TAKE NOTICE therefore that the pupil is hereby suspended from school for ............ days,
that is from ............................................. to ..................................................

.................................................................

PRINCIPAL

NOTE: The period of this suspension will not exceed one week, unless otherwise
directed by the Ministry of Education.

You are hereby warned that after receipt of the duplicate to this notice the
Minister of Education may:
- Order an extension of the term of this suspension in order to enable
  proper inquiries to be made
- Order the reinstatement of the Pupil and a date to be fixed
- Order the removal of the pupil to another school
- Order the expulsion of the pupil

The Ministry of Education also has the power to and may debar the Pupil from sitting CXC
and GCE examinations.

In all the circumstances and with the Pupil’s interest in mind, you are strongly advised to
contact me (the School Principal) on this matter as soon as possible.

The Minister of Education
Ministry of Education
Alexandra Street
St. Clair.
FIVE RIVERS SECONDARY SCHOOL

FORM TEACHERS REFERRAL FORM (to DEAN)

FORM ______ Date _______ Name of student ________________________________

First Offence ____________________________________________________________

________________________________________________________

________________________________________________________

Second Offence _________________________________________________________

________________________________________________________

________________________________________________________

Third Offence __________________________________________________________

________________________________________________________

________________________________________________________

Referred to class Dean __________________________ Date of referral ________

By Form Teacher ___________________________ Name _______________________

By Form Teacher ___________________________ Name _______________________

N. B. generally a child must be referred to the dean only after the third offence.

C.C. Form teacher.
| **DATE** |  |
| **DAY OF WEEK** |  |
| **TIME** |  |
| **LOCATION** |  |
| **OFFENDER NAME** | **AGE:** |
| **OFFENDER FORM** |  |
| **OFFENDER GENDER** |  |
| **OFFENDER ETHNICITY** |  |
| **VICTIM NAME** | **AGE:** |
| **VICTIM FORM** |  |
| **VICTIM GENDER** |  |
| **VICTIM ETHNICITY** |  |
| **INFRACTION** |  |
| **INJURY** |  |
| **BRIEF DESCRIPTION** |  |
| **ACTION TAKEN** |  |
| DEANS INFO FORM | [FRSS] | SEPTEMI: |
Dear Parent/Guardian,

We would like you to come in to see us to discuss a disciplinary matter concerning your son/daughter/ward ____________________ of Form ________.

Please accompany him/her on his/her next attendance at school on

__________________________ at __________.

Yours faithfully,

________________________________
PRINCIPAL
FIVE RIVERS SECONDARY SCHOOL

DISCIPLINE MATRIX 2010

DEAN’S COPY
Deans Committee 2010

- Mrs. Lawrence Browne
- Mr. P. Ramchune
- Mr. R. Bajnath
- Mr. Mc Echine
- Mrs. L.King

This draft document was created with the use of the Ministry of Education guidelines, Five Rivers Secondary School Rules, Ministry of education CODE OF CONDUCT DOCUMENT and what the Deans and School Safety Officers saw as infractions student committed while on the school’s compound.
<table>
<thead>
<tr>
<th>Student infraction</th>
<th>Subject teacher discipline</th>
<th>Form teacher discipline</th>
<th>Dean discipline</th>
<th>Safety officer discipline</th>
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<th>Refer to legal authority</th>
<th>Restitution of property</th>
<th>Request for expulsion</th>
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<tbody>
<tr>
<td>Excessive Absences from school</td>
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<td>Late arrival to school</td>
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<td>Not attending assembly/R.I class</td>
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<td>Carrying, bringing, using, or possessing a deadly weapon, firearms, dangerous instruments, substances or objects etc...</td>
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<td>Sale, transfer or distribution of any drug or controlled substance</td>
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<td>Fighting, assault, battery, taxing, extortion, (and/or) threat of any physical harm to any employee</td>
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<td>Assault, battery, extortion of any student / staff / employee etc.</td>
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<td>Encouraging fighting (and/or) assault of student / staff / employee, including the use of insults, taunts or challenges</td>
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<td>Vandalism, graffiti, destruction of school property, destructive pranks, or tampering with computers/lighting fixtures/air conditions/water coolers/taps/pipelines/electrical conduits/blackboard/white board/teachers' charts/windows/doors/cupboards/desk/chair/electrical equipment (electrical outlets, lights, breaker panels, PA system, speaker etc.)</td>
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<td>Verbal abuse, including subtle or racial slurs, speaking in a raised voice, obscene comments (and / or) swearing at a staff or any employee of said institution.</td>
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<td>Intuitional harassment, including sexual harassment, display/ distribution(in the form of texting, images, avi files, mpegs, sms, drawings, objects, verbal and sign language, screen savers etc.) of pornographic material(pics / mpeg), threats, hazing or initiations etc.</td>
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<td>Stealing or Borrowing without authorization any item of property from another student, school employee or the school itself.</td>
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<td>Displaying gang colours/gang related behaviour (and/or) violations of safe school policy.</td>
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<td>Non-attendance of class i.e. (breaking class)</td>
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<td>Non-conformity by student to school dress-code (uniform), or any part thereof.</td>
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<td>Coming to school late.</td>
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<td>No Homework /assignments/projects/class work /orals /quiz/field-trip/SBA/practical/etc.</td>
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<td>Students refusing to attend and/or not attending assembly, roll call, R.I, reading period, and any subject periods and or school function without written permission.</td>
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<td>Littering/ Sticking of chewing gum/inappropriate disposal of breakfast, lunch box in classroom etc.</td>
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<td>Urinating / Defecating on School Compound.</td>
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<td>Liming in shed by basketball court, Hall, Farm, Toilets, Parking lot, Cafeteria, Pipes, Office, shed by farm, corridors, doorways, steps, staff room, new block (for students in main building only)</td>
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<td>Pants in socks (no pants must be tucked in socks).</td>
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<p>| Rags/ bandana/socks/belt/makeup/earrings/rings/hand bands/chains/cell phones (all types)/mp3 players/cd-players/radios/tv/ mpeg/wma player/mpeg4 player/psp player/handheld video games/yu-gi-oh cards/playing cards/dice/headphones/remote controlled toys/dolls/action figures/toy cars/view finder/ipod nano etc./digital camera (may be used for projects and field trips but must be supervised by teacher. Also teachers must supervise their use. |
| X | X | X | X | X | X | X | X | X | X | X |</p>
<table>
<thead>
<tr>
<th>Student infraction</th>
<th>Subject teacher discipline</th>
<th>Form teacher discipline</th>
<th>Dean discipline</th>
<th>Safety officer discipline</th>
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<th>Request for expulsion</th>
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<tbody>
<tr>
<td>No Tie(no short ties for boys and no other colour other than navy-blue)</td>
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<td>Wrong shoes (black only. Shoes with small amount of colour will be assess by deans /safety officers /vice principal /principal, all others must either polish or die shoes black)</td>
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<td>Wrong belt (Absolutely no studs (safety issue) / no buckle over 2” and black belt only.)</td>
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<td>Make-up (no make up allowed). Only chapstick or plain lip-gloss for girls.</td>
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<tr>
<td>Wrong shirt (No print, wrong colour, roll-up sleeve). White under-shirts only</td>
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<td>Wrong skirt (skirts must be 2” below the knee and pleats must not be stitched down)</td>
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<td>Bands (no bands, o-rings, friendship bracelets etc.)</td>
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<td>Caps (caps are not to be worn during school. However students who walk to school may carry a cap which is to be kept in his/her bag. Absolutely no displaying of caps during school hours.)</td>
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<td>Girls / Boys- hair styles/hair colour</td>
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<td>Girls / boys fingernails</td>
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<td>No curling irons / hair dryers etc.(for hair), safety issue</td>
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<td>Tattoos (absolutely no visual tattoos). No ink or equipment that can be used for the purpose of doing tattoos is to be brought to school.</td>
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<td>Girls found in (and / or) liming by boys toilets and vice versa</td>
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<td>Damage to any vehicle on school compound. (guidance to teachers. Any teacher whom send students and /or enlists student help in carrying items from any vehicle must supervise students during this activity. Also all Agri. science teachers must accompany their students to the farm whenever teachers have practical. with students)</td>
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<td>Breakfast / lunch-</td>
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<td>(note for teachers) : Breakfast will be served before 8.30 am and at breaktime 10.40 am only. Lunch will be served between 12.10 am and 1.20 pm only. Any other time will be at the discretion of the office personnel, deans, safety officers and administration only.)</td>
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<td>non-compliance National Anthem/ Pledge</td>
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<tr>
<td><strong>No school books / copy books / textbooks (as listed in book list)</strong></td>
<td><strong>Form teacher discipline</strong></td>
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APPENDIX I

NEW SCHOOL LAYOUT 2010

END OF REPORT
TRINIDAD & TOBAGO

VIOLENCE PREVENTION ACADEMY

MINISTRY OF EDUCATION

REPORT

MALICK SECONDARY SCHOOL

DATE: MAY 14, 2010

LEADERS: ANN-MARIE CROPPER
VASHTI RAMDEEN

TEAM MEMBERS: PATRICIA PEREIRA
MAXINE SENHOUSE
EARL DALRYMple

E-mail Address: malick.secondary@yahoo.com    Tel.: 626-5356
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INTRODUCTION (MEDIA RELEASE)

In response to the increased violence in the country and particularly in schools, the Government of Trinidad and Tobago, through the Ministry of Education forged forward with its Peace Promotion Campaign. One of the “Promotion for Peace” initiatives was the launching of the Trinidad and Tobago Violence Prevention Academy in September 2008. This involved a number of schools across the country. The Violence Prevention Academy (V.P.A.) has adopted the S.A.R.A model (Scanning, Analysis, Response, and Assessment) to address the violence in schools. A team was selected from each participating school to be part of the V.P.A. program where team members were trained in the application of the S.A.R.A. process. A series for four training workshops were conducted.

After the first set of training, the teams set out putting certain systems in place for collecting standardized data. The second set of training sessions on scanning and analysis allowed the teams to send out surveys and collect data which were analysed. In this phase the school’s problem was identified. The third set of training sessions centred on the Response phase. After this set of training, the schools came up with a Response proposal and Action Plan which was then implemented. Surveys and other data collection were done before and after the response implementation. The fourth set of sessions was on the Assessment phase which helped to guide the teams in evaluating their various responses that were implemented. This was the final phase which gave indication of whether the responses were successful or not.

Malick Secondary School underwent the steps taken in the scanning and analysis phase and was able to identify a problem that contributed to the violence and delinquency in the school. The school was able to outline a Response Proposal and Evaluation Plan which the team designed to address the problem identified. Upon evaluation, using the relevant data, it was found to have been relatively successful.

The team is quite satisfied with the success of its response. Though this training lasted almost two years, the team feels that it is indeed instrumental in creating a new turnaround for the school. We hope to continue to put what we have learnt to use as we will undoubtedly be faced with changing issues and problems. We feel better equipped to be able to scientifically scan, analyse, respond and assess any new challenge that we encounter.
BACKGROUND AND HISTORY OF SCHOOL

Malick Senior Comprehensive opened its doors to students on October 04, 1976. Twelve years later, the name of the school was changed from Malick Senior Comprehensive School to Malick Secondary Comprehensive School, with its first intake of Form One students in September 1988. Since then the school has had an intake of both Form 1 and Form 4 students but with the majority of students still coming from the Junior Secondary Schools at the fourth form level. The school has thus retained its Senior Comprehensive character with at least 13 Fourth & 13 Fifth form classes and only 3 each of the first, second and third forms.

Unfortunately, the majority of form one and form four students assigned to the school enter with very low scores in the S.E.A. Examination and the 14+ Examinations respectively (See Appendix 5). Also, as has been openly admitted by Principals of some Junior Secondary Schools, many students are sent to Malick when they have chronic problems of delinquency. Despite the fact that the school is considered to be a high risk school with a reputation of high student violence and delinquency, Malick took a big jump forward in 1998 by enrolling its first Sixth Form students becoming a seven year school. The A’ Level programme has proven to be quite successful with students receiving Awards in Art and one student, a National Scholarship in Principles of Accounts. The school has had a number of other successes in the areas of Football, Cricket, Badminton, Scrabble, Judo and a few others.

In September 2008 the school received for the first time an increased intake of form one students, which required six form one classes, and a lesser intake of form four students (approximately 200 students). This was as a result of most Junior Secondary schools becoming five-year schools. A change in the culture of the school is therefore anticipated. However, it is still to be noted that the majority of students still enter with extremely low S.E.A. scores. In addition, the ages of the students entering the school at the form one level now range between 11 and 16 years and as a result of this wide age range, disciplinary issues usually pertaining to the older students now arise at the form one level. The form 1 intake therefore presents a peculiarly complicated and challenging disciplinary situation to manage.

The School is situated at Coconut Drive, Morvant. It lies on approximately 12 acres of land and has an unusual perimeter layout compared to most other schools. In addition to the
unusual perimeter, a river runs through the school separating it into two distinct areas which are connected by a bridge (See Appendix 4).

The majority of students come from the Morvant – Laventille areas with the school’s catchment areas being 7th Avenue, Chinapoo, Gonzales, Morvant Valley Rd., Red Hill, Africa, Coconut Drive, Harpe Place, Never Dirty, Beetham Gardens, Belmont, Beverly Hills, Caledonia 1 & 2, Dan Kelly, Dorata, Duncan Street, Eastern Quarry, Egypt, George Street, John John, Laventille, Malick, McKai, Mon Repos, Morvant, Paradise Heights, Pashley Street, Pelican Extension, Picton, Prizgar Lands, Snake Valley, St. Barbs, St. Francois Valley Road, St Paul Street Trou Macaque, Vegas and Saw Mill Ave. Most of these areas are considered to be high crime areas which experience a lot of gang warfare and killings. Certain communities institute self-impose curfews for safety. Some of the students are themselves involved in these community/gang disputes. Based on the Final School Report – Malick Secondary Comprehensive (“Benchmarking Violence and Delinquency in the Secondary School: Towards Peace and Civility”, by Ramesh Deosaran, September 2006), the majority of students come from low income homes. A lot of the students also come from homes where there is only one parent or no parents. (Some students live with guardians, grandparents or older siblings, some of whom are not much older than themselves. There have been cases of 18 year old students who live on their own.

The school is Co-Ed with an average student population of 1,200 students. The population of males and females is almost equally distributed. The majority of students are Afro-Trinidadians (72%) with a small percentage of Mixed (23%), Indo-Trinidadian (3%) and Other (3%). There is a teaching staff of 98 teachers (of which there are seven Deans and eight Heads of Departments) and a Civil Service staff of 32 members as well as 2 Safety Officers and one Guidance Officer during the day. The compound is used for Adult Education from 3:30 p.m. to 8:30 p.m. for the Evening School and Y.T.E.P.P. programs, which together have a teaching and administrative staff of 65 persons.

The compound is supposed to be protected by 6 M.T.S Security personnel (1 Corporal and 5 Officers) during the day shift from 6:00 a.m. to 6:00 p.m. and 3 officers from 6:00 p.m. to 6:00 a.m. during the night shift. In reality however, the compound is actually manned by 5 M.T.S Security personnel (1 Corporal and 4 Officers) during the day shift from 6:00 a.m. to 6:00 p.m. and two officers from 6:00 p.m. to 6:00 a.m. during the night shift.
**THE S.A.R.A. PROCESS**

S – Scanning  A – Analysis  R – Response  A – Assessment

The S.A.R.A process, developed by Dr. John Eck (professor of criminal justice at the University of Cincinnati, U.S.A) is a technique in problem oriented policing. It involves four stages:

1. **Scanning:** In this stage recurring problems are identified and prioritized based on frequency and degree of harm using data collected from incident reports and surveys of students, staff and other stakeholders. Incident reports are scanned for patterns and trends such as repeat offenders, victims and locations. Trends with specific offences are looked for with respect to time of day as well as location. Stakeholders as well as focus groups are identified.

2. **Analysis:** In this stage analysis of the problem is conducted by identifying and attempting to understand events and conditions that precede and accompany the problem. One way of doing this is by profiling some of the Repeat offenders. In this stage other relevant data that may be needed are identified. Research about the problem type is done. The present and existing measures taken by the school is looked at and the strengths/weaknesses of these measures are identified. Resources to gain a better understanding of the problem are identified and a hypothesis as to why the problem is occurring is developed.

3. **Response:** In this stage solutions to the problem are developed and implemented. There is a brainstorming for new interventions and solutions. Ideas are sourced from the different stakeholders as well as comparing with schools of similar problems. The alternative interventions are chosen from the brainstorm ideas. A Response plan is outlined bearing in mind that the responses must be manageable given the resources available and must be directly linked to the results of the analyses. Parties responsible for carrying out the interventions are identified. The objectives of the response plan must be clear as the planned activities are carried out during the response implementation.

4. **Assessment:** In this stage data is looked at before, and after the response is implemented in order to assess the plan. The plan is evaluated based on whether the goals and objectives were met and whether the plan was carried out in its entirety. Shortcomings are identified and improvement involving new strategies and improved responses can be looked at to augment the plan. There must then be ongoing assessment to ensure continued effectiveness.
SCANNING & ANALYSIS

DATA COLLECTED
Data for this report was collected from the following sources: student surveys, teacher surveys, and official school data. Below we present our findings related to each data source

- Student surveys (October 2008 & January 2009):

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>Malick % (Survey 1)</th>
<th>Malick % (Survey 2)</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambling</td>
<td>70.8</td>
<td>71</td>
<td>51</td>
</tr>
<tr>
<td>Stealing</td>
<td>68.3</td>
<td>58.3</td>
<td>49</td>
</tr>
<tr>
<td>Disrespect</td>
<td>64.3</td>
<td>67</td>
<td>61</td>
</tr>
<tr>
<td>Fighting</td>
<td>62.8</td>
<td>62.1</td>
<td>55</td>
</tr>
<tr>
<td>Loitering</td>
<td>58.8</td>
<td>64.1</td>
<td>48</td>
</tr>
<tr>
<td>Marijuana use</td>
<td>56.6</td>
<td>53.4</td>
<td>28</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>55.2</td>
<td>57.3</td>
<td>52</td>
</tr>
<tr>
<td>Gangs</td>
<td>52.7</td>
<td>42.7</td>
<td>38</td>
</tr>
<tr>
<td>Weapon Possession</td>
<td>50.4</td>
<td>41.7</td>
<td>32</td>
</tr>
<tr>
<td>Vandalism</td>
<td>48.6</td>
<td>37</td>
<td>42</td>
</tr>
<tr>
<td>Threats/Intimidation</td>
<td>47.7</td>
<td>42.7</td>
<td>36</td>
</tr>
<tr>
<td>Bullying</td>
<td>45.9</td>
<td>48.5</td>
<td>43</td>
</tr>
<tr>
<td>Sexual contact between students</td>
<td>45.5</td>
<td>52.4</td>
<td>35</td>
</tr>
<tr>
<td>Littering</td>
<td>42.2</td>
<td>57.3</td>
<td>53</td>
</tr>
<tr>
<td>Drug Sales</td>
<td>36.9</td>
<td>28.2</td>
<td>18</td>
</tr>
<tr>
<td>Robbery</td>
<td>36.4</td>
<td>44.7</td>
<td>30</td>
</tr>
<tr>
<td>Trespassing</td>
<td>28.8</td>
<td>21.4</td>
<td>12</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>28.4</td>
<td>26.2</td>
<td>21</td>
</tr>
<tr>
<td>Taxing</td>
<td>27.6</td>
<td>29.1</td>
<td>36</td>
</tr>
<tr>
<td>Assault</td>
<td>26.6</td>
<td>23.3</td>
<td>25</td>
</tr>
<tr>
<td>Guns</td>
<td>23</td>
<td>16.5</td>
<td>10</td>
</tr>
<tr>
<td>Cocaine Use</td>
<td>20.8</td>
<td>14.5</td>
<td>11</td>
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</tbody>
</table>
• Teacher Surveys (October 2008 & January 2009):

TEACHER VICITIMIZATION

<table>
<thead>
<tr>
<th>Incident</th>
<th>Malick % (Survey 1)</th>
<th>Malick % (Survey 2)</th>
<th>National % Survey 1</th>
<th>National % Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obscene Remarks/Gestures</td>
<td>65</td>
<td>63.6</td>
<td>45.6</td>
<td>41.1</td>
</tr>
<tr>
<td>Threats</td>
<td>43</td>
<td>41.8</td>
<td>26.9</td>
<td>23.4</td>
</tr>
<tr>
<td>Theft</td>
<td>18</td>
<td>13.8</td>
<td>10</td>
<td>8.5</td>
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<tr>
<td>Physically Attacked</td>
<td>9</td>
<td>7.9</td>
<td>7.3</td>
<td>2.9</td>
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<td>Weapons Pulled</td>
<td>3</td>
<td>3.2</td>
<td>1.8</td>
<td>1.1</td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Malick % (Survey 1)</th>
<th>Malick % (Survey 2)</th>
<th>National % Survey 1</th>
<th>National % Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much of a problem is vandalism, personal attacks and theft in your school?</td>
<td>2.68</td>
<td>4.10</td>
<td>2.36</td>
<td>3.56</td>
</tr>
<tr>
<td>2. Since school started this year, how many times did you hesitate to confront misbehaving students for fear of your own safety?</td>
<td>4.06</td>
<td>2.65</td>
<td>3.76</td>
<td>2.18</td>
</tr>
</tbody>
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Q1. 1=none 2=a little 3=some 4=fairly much 5=very much
Q2. 1=never 2=once/ twice 3=some 4=fairly much 5=very much

TEACHER PERCEPTION OF SAFETY

<table>
<thead>
<tr>
<th>Location</th>
<th>Malick Average (Survey 1)</th>
<th>Malick Average (Survey 2)</th>
<th>National % Survey 1</th>
<th>National % Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empty Classrooms</td>
<td>1.62</td>
<td>2.15</td>
<td>2.37</td>
<td>2.55</td>
</tr>
<tr>
<td>Toilets</td>
<td>2.13</td>
<td>2.12</td>
<td>2.42</td>
<td>2.52</td>
</tr>
<tr>
<td>School grounds</td>
<td>2.24</td>
<td>2.41</td>
<td>2.69</td>
<td>2.83</td>
</tr>
<tr>
<td>Hallways/Corridors</td>
<td>2.47</td>
<td>2.41</td>
<td>2.76</td>
<td>2.87</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>2.79</td>
<td>2.86</td>
<td>3.29</td>
<td>3.28</td>
</tr>
<tr>
<td>School Hall</td>
<td>3.27</td>
<td>3.25</td>
<td>3.23</td>
<td>3.32</td>
</tr>
<tr>
<td>Classroom (while teaching)</td>
<td>3.29</td>
<td>3.23</td>
<td>3.43</td>
<td>3.46</td>
</tr>
<tr>
<td>Parking Lot</td>
<td>3.42</td>
<td>3.59</td>
<td>3.39</td>
<td>3.39</td>
</tr>
</tbody>
</table>

1=very unsafe 2=fairly unsafe 3=average 4=fairly safe 5=very safe
• School Incident Data (September, 2007 to October 2008):

OFFICIAL SCHOOL DATA BY OFFENCE TYPE
(Offences selected based on Frequency and Degree of Harm)

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>Number of incidents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Breaking</td>
<td>67</td>
<td>28</td>
</tr>
<tr>
<td>Gross Disrespect</td>
<td>45</td>
<td>19</td>
</tr>
<tr>
<td>Smoking</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Gambling</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Bullying</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Obscene Language</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Truancy</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Fighting</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Theft/Robbery</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Assault</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Vandalism/Malicious Damage</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other Weapons</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Breaking Suspension</td>
<td>1</td>
<td>0.5</td>
</tr>
</tbody>
</table>

OFFICIAL SCHOOL DATA BY REPEAT OFFENDERS (5 OF MORE INCIDENTS)

<table>
<thead>
<tr>
<th>REPEAT OFFENDER</th>
<th>NUMBER OF INCIDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.J</td>
<td>30</td>
</tr>
<tr>
<td>I.H</td>
<td>11</td>
</tr>
<tr>
<td>C.S</td>
<td>7</td>
</tr>
<tr>
<td>J.M</td>
<td>7</td>
</tr>
<tr>
<td>T.M.</td>
<td>6</td>
</tr>
<tr>
<td>C.B.</td>
<td>6</td>
</tr>
<tr>
<td>C.M.</td>
<td>5</td>
</tr>
<tr>
<td>C.R.</td>
<td>5</td>
</tr>
<tr>
<td>R.J.</td>
<td>5</td>
</tr>
<tr>
<td>S.B.</td>
<td>5</td>
</tr>
<tr>
<td>SH.B.</td>
<td>5</td>
</tr>
<tr>
<td>T.P.</td>
<td>5</td>
</tr>
<tr>
<td>A.P.</td>
<td>5</td>
</tr>
</tbody>
</table>
FINDINGS

STUDENT SURVEY FINDINGS

Five major problems were identified based on percentage and degree of harm:
Gambling (71%), Stealing (68%), Fighting (63%), Marijuana (57%) and Weapons (Guns: 23%, Other Weapons: 50%). When compared with the National Average; Gambling ranked 21%, Stealing 15%, Fighting 8%, Marijuana Use 29%, Weapon Possession 18%, and Guns 13% ABOVE the National Average.
MALICK SECONDARY COMPREHENSIVE SCHOOL
STUDENT SURVEY COMPARED WITH NATIONAL
PERCEIVED ISSUE AS A MAJOR PROBLEM

Student Survey (2008)
1. TEACHER INCIDENTS WITH STUDENTS

According to the Teacher Survey 65% of the teachers who were surveyed received obscene remarks/gestures from students, 43% were threatened by students, 9% were physically attacked by students and 3% had weapons pulled on them. In the Teacher Survey this school ranked ABOVE the National Average in Obscene Remarks/Gestures by 19%, Threats to Teachers by 16%, Theft by 8%, Physically harmed by 2% and Weapons Pulled by 1.2%.
TEACHER INCIDENTS WITH STUDENTS
MALICK VS. NATIONAL

Teacher Survey (October 2008)
2. TEACHER PERCEPTION OF SAFETY

The survey suggested that teachers felt unsafe in most areas of the school except for the School Hall, in an occupied classroom while teaching and the parking lot. (The parking lot and the School Hall are both in close proximity to the Guard booth.). It was found that teachers of this school felt more unsafe than teachers of other schools when compared to the National Average except for areas such as the school Hall and the parking lot.

DEGREE OF SAFETY
(TEACHERS’ PERCEPTION)

![Bar chart showing degree of safety across different areas of the school, compared to the National Average.]

Teacher Survey (October 2008)
INCIDENT DATA FINDINGS

1. OFFENCE TYPE
The school’s Incident Data indicated that the most common offences, taking into consideration frequency and the Degree of Harm, were Class Breaking (28%) and Gross Disrespect (19%), followed by Smoking (8%), Gambling (7%), Bullying (7%), Obscene Language (5%), Disruptive Behaviour (5%), fighting (3%) and Robbery (3%). Most of the Smoking and Gambling incidents took place during class time and so these offences are connected to the Class Breaking offence.

OFFENCE TYPE
RESULTS FROM INCIDENT DATA
(Offences selected based on Frequency and Degree of Harm)
September 2007 – October 2008
INCIDENT DATA FINDINGS (CONT’D)

2. REPEAT OFFENDERS
The incident data revealed a number of Repeat Offenders as seen in the chart below. Three students were selected based on the types and number of incidents and profiles were done on the selected three.

REPEAT OFFENDERS
HIGHEST REPEAT OFFENDERS PROFILE
(SEPTEMBER 2007 – NOVEMBER 2008)

PROFILE ON J.J. Thirty (30) INCIDENTS

15 YEARS AFRICAN DESCENT FORM FOUR

- Bullying (4)
- Cigarette possession (2)
- Gambling (7)
- Possession of a lighter
- Verbal assault on Safety Officer and Dean
- Tampering with fire extinguisher
- Writing obscenity on her statement
- Use of obscene language and disorderly, disrespectful behaviour (2)
- Smoking on compound (2)
- Fighting (3)
- Sexual misconduct
- Disorderly conduct
- Uniform infraction
- Disobeying instructions
- Assault
- Threats to another student
SANCTIONS:
Counselling, suspensions, Out-of-school suspension programme, In-school suspension programmes, Anger management programmes, Guidance Officer referrals, referral to Psychiatric Unit (Mt. Hope), Behavioural contract signed (Min. of Education), Case Conference Min. of Education

ADDITIONAL INFORMATION:
Student performing well academically.

PROFILE ON I.H. ELEVEN (11) INCIDENTS
FEMALE  18 YEARS  FORM 4  MIXED

- Gross disrespect to teacher during an examination: disrupting entire exam, refusal to obey instructions
- Cheating e.g. opening textbook in front of teacher and reading answers aloud, passing answers to students
- Intimidating classmates
- Bullying
- Skipping classes
- Uniform infringement (numerous)
- Disrespectful behaviour (2)
- Refusing to obey instructions of: 2 Teachers, a Department Head, and 2 Security Officers and Principal (2)
- Storming out of class in presence of Teacher returned with bottle of water; attempting to throw contents at another student
SANCTIONS
Suspensions, Parent Conferences, Guidance Officer Referrals, In-school suspension programmes, School Community Service, Counselling, Sent before School Supervisor

ADDITIONAL INFORMATION:
Chronic latecomer
Goals of becoming a nurse
Admitted to having problems controlling her anger

PROFILE ON C. S.  SEVEN (7) INCIDENTS (1 month period)

MALE  16 YEARS  FORM 4  AFRICAN/MIXED

INCIDENTS
- Rude and disrespectful behaviour, obscene language, walking out of teacher's class
- Robbery, $20 snatched from student at cafeteria
- Robbery, $35 stolen from student at cafeteria
- Threatening to kick a student in face
- Rude and disrespectful behaviour to Dean
- Threat of shooting 'up' the Police
- Stole cell phone from student

SANCTIONS:
Suspensions, Guidance Officer Referral, Counselling, Police Intervention

ADDITIONAL INFORMATION:
- School Administration was informed that he was presently on three (3) separate three-year bonds (amounting to nine years) for criminal charges.
- He was in Police custody for questioning on his alleged involvement in a murder.
STATEMENT OF THE PROBLEM

The Students’ Survey indicated five major problems which were gambling (71%, which is 21% above the National Average), stealing (64%, which is 15% above the National Average), fighting (63%, which is 8% above the National Average), marijuana (57%, which is 29% above the National Average) and weapons (guns: 23% which is 13% above the National Average, other weapons: 50%, which is 18% above the National Average).

In the Teachers’ Survey 65% of the teachers surveyed received obscene remarks/gestures from students (which is 19% above the National Average), 43% were threatened by students (which is 16% above the National Average), 9% were physically harmed by students (which is 2% above the National Average) and 3% had weapons pulled on them (which is 1.2% above the National Average).

The school’s Incident Data indicated that the most common offences, taking into consideration the Degree of Harm, were Class Breaking (28%) and Gross Disrespect (19%), followed by Smoking (8%), Gambling (7%), Bullying (7%), Obscene Language (5%) and Disruptive Behaviour (5%). Most of the Smoking and Gambling incidents took place during class time and so these offences are connected to the Class Breaking offence.

Based on the above analysis, the conclusion was drawn that a key problem at Malick Secondary Comprehensive School is Aggressive Behaviour in students. The Aggressive Behaviour in students is connected with most of the problems identified by the students as well as the teachers in the respective surveys. It is also connected with common offences identified in the Incident Data such as Gross Disrespect, Bullying and Disruptive Behaviour displayed by the students. Aggressive behaviour can also be seen in a few of the Gambling incidents as well as in some of the students found smoking.
RESPONSE PROPOSAL

SUMMARY OF FINDINGS

- **5 major** problems identified by students were gambling, stealing, fighting, marijuana use, weapon possession and guns.
- **ALL** problems identified by students ranked above the National Average which indicates a crisis.
- The percentage of teachers having personal incidents with students was quite alarming for incidents such as obscene gestures/remarks, threats, being physically attacked and weapons pulled.
- **ALL** the teacher incidents with students ranked above the National Average indicating a crisis.
- Teachers felt unsafe in most areas of the school.
- The Teachers’ feeling of being unsafe is more pronounced than that of other schools when compared to the National Average.
- Major problems identified from the incident data were class breaking, gross disrespect, smoking, gambling, bullying, obscene language, disruptive behaviour, fighting and robbery/theft.
- Repeat offenders were identified.

PROBLEM STATEMENT
The key problem which was identified at Malick Secondary School is **Aggressive Behaviour in students**.

POTENTIAL RESPONSES

RESPONSE 1
Post Security Guards at the Gate which is in close proximity to the Agriculture Department and along the fence wall parallel to the Home Economics Building between the hours of 7:00 a.m. to 9:30 a.m.

RATIONALE
Most of the weapons and drugs, which contribute to aggressive behaviour, come onto the school compound when students either throw the items over walls or they themselves enter the school at illegal points of entry. According to the Incident Data, most of the illegal entries by students took place between 8:00 a.m. and 9:15 a.m. with common locations being the fence wall next to the Home Economic building and the gate in the agriculture section which is normally closed but unmanned.
POSSIBLE IMPACT ON THE PROBLEM
It is hoped that this response will cause students to refrain from entering the school illegally or throwing illegal items over at those locations mentioned above by reducing the opportunity for them to do so because of the increased risk of being caught.

ANTICIPATED BARRIERS
- The increased allocation of Security Personnel must be approved by the Ministry of Education which in turn may be a lengthy process. Availability of Security Officers may be a problem.
- Response may cause problem to be displaced and students may find other access points.

RESPONSE 2
Installation of Security Cameras at critical points.

RATIONALE
Certain areas have been identified as “Hot Spots” where infringements such as class breaking, gambling and smoking take place as well as points along the school perimeter where trespassing and illegal items can enter. These infringements have many times led to other infringements involving aggressive behaviour such as fights, verbal assaults, use of obscene language and gross disrespect. It is not always possible to have personnel man these areas continuously. The cameras will assist in monitoring these areas and will involve fewer personnel to do so.

POSSIBLE IMPACT ON THE PROBLEM
It is hoped that students will refrain from the above mentioned infringements because of the increased risk involved when response is implemented.

ANTICIPATED BARRIERS
- Response may simply cause problem to be displaced and students may go to other locations creating new Hot Spots.
- The Administration has recently been informed that the school will be receiving security cameras. The question of who will monitor the cameras and for what purpose needs to be addressed. Will it be monitored by the Security Officers, the Safety Officers or external agencies? Will the school be able to use it for the purpose mentioned above?
RESPONSE 3
GROUP Patrol done by teachers at Hot Spots during class time especially in the afternoon.

RATIONALE
According to the teachers survey, 50% of the teachers hesitated to confront students for fear of their safety all of the time; 20.6% teachers hesitated many times, 14.7% of the teachers hesitated a few times and 14.7% of the teachers hesitated once or twice. No teacher admitted to never hesitating.

The school has a supervision/patrol system where some teachers are scheduled to either; supervise a class where a teacher is absent, or patrol the corridors along specific buildings and areas. Many teachers are apprehensive and reluctant to perform these duties since they felt intimidated by the aggression and disrespect displayed by some students. Some teachers would not approach students whom they do not know personally to ask them to go to class because the students would simply ignore them or even respond in a disrespectful manner. In anticipation of the students’ aggression some teachers go to their designated areas but may not approach the students, and others would simply not appear for these duties because they felt unsafe.

Group patrols should be carried out throughout the day during class time but priority should be given to the afternoon sessions. The school’s incident data shows a greater percentage of infringements such as class breaking, gambling and fights occurring in the afternoon.

POSSIBLE IMPACT ON PROBLEM
By attempting to conduct patrol/supervision as a group, the teachers may feel less intimidated and make a genuine effort to patrol the designated areas in order to detect and prevent the occurrence of infringements.

According to the incident data many students who display aggressive behaviour through their gross disrespect, verbal assaults and fights, are also guilty of class breaking and gambling at the time. The group patrols should minimize the class breaking and gambling as long as the group of teachers is able to break up the gatherings at the Hot Spot areas. The students may feel more inclined to stop any wrong doing and go to their classes if approached by more than one teacher.

ANTICIPATED BARRIERS
Timetable constraints may not allow group patrols to take place every day at the critical times.
RESPONSE 4
Request Safety Officers to patrol and monitor compound at break time and lunch time in particular.

RATIONALE
Some of the incidents involving aggressive behaviour also take place during break time and lunch time. Since the teachers have their break and lunch at the same time as the students they cannot patrol during those times. The Safety Officers will be requested to take their break and lunch at alternative times so that they could assist with our mission of minimizing incidents that lead to aggressive behaviour.

POSSIBLE IMPACT ON PROBLEM
The break time and lunchtime patrols will let students know that supervision is in place at those times which will deter them from committing infringements.

ANTICIPATED BARRIERS
There are only two Safety Officers and the Officers may not be available everyday at break time or lunchtime to patrol the compound. It must be remembered that Hot Spots during break time and lunchtime will now extend to all classrooms that will be unsupervised and not monitored. Without assistance, an effective patrol and monitoring may not be possible.

RESPONSE 5
Principal, Vice Principal, Heads of Department and Deans patrol randomly, particularly when Group Patrols are not being done.

RATIONALE
The Group patrols done by teachers will be at fixed times based on the timetable. Students may eventually be able to diagnose the system and determine specific times when group patrols are not being done. They may then recognize these periods, as times which may be less risky to engage in wrong doing.

POSSIBLE IMPACT ON PROBLEM
With random patrols by the members of the Management Team, the students will not be able to predict exactly when any form of patrols is being done thereby increasing the students’ perception of the risk to be taken to engage in any form of wrongdoing and so it will hopefully deter some of them.
**RESPONSE 6**  
Anger Management Program and/or Life Skills Program for repeat offenders of incidents linked to aggressive behaviour

**RATIONALE**  
Some incidents which are linked to aggressive behaviour are fighting, bullying assault, obscene language, gross disrespect, threats and intimidation. In many of these cases the offenders resort to these infractions because they are not in control of their anger. The anger is either directly associated with the victim or sometimes is connected to external factors and the offender is simply displacing his/her anger on someone else. In some cases the aggressive behaviour is connected to external stresses that the offenders may be facing and it is their way of coping with the issues.

**POSSIBLE IMPACT ON PROBLEM**  
It is hoped that an Anger Management program will assist the repeat offenders in dealing with their anger in a more constructive way and to be in more control. Students will handle similar situations differently and any conflict be quickly diffused and not escalate into serious incidents involving aggressive behaviour.

Similarly, a Life Skills or Coping Skills program will assist those students whose anger can be traced to external stresses/factors by teaching them how to positively cope with the particular situations they may be experiencing at home or elsewhere. Being equipped with the coping skills, will allow them to no longer have the need to lash out at others and so avoid provocations which would otherwise lead to serious incidents of aggressive behaviour.

**ANTICIPATED BARRIERS**  
These programs will not work unless the participants are willing and genuinely interested in self-improvement. If they participate in the program merely because they were told to do so as a consequence of their infractions, the desired result will not be achieved. The program must be “sold” to them by getting them to acknowledge to themselves that they need the help and that these programs would assist.

**RESPONSE 7**  
Parenting Program for parents of repeat offenders

**RATIONALE**  
It is evident that some parents of the repeat offenders have difficulties controlling their children and have admitted to that fact. They too, feel helpless and do not know what else to do to get their children to conform. Some of the parents are in situations where they themselves are in need of coping skills to deal with their own situation as well as to deal with their adolescent child.
POSSIBLE IMPACT ON PROBLEM
The Parenting program for this target group will be specifically designed taking into consideration the parents’ situations mentioned. It will aim at teaching the parents mechanisms of coping with stressful situations and give them ideas of how to deal with the “difficult adolescent”. It is hoped that the parents will apply the skills and concepts learnt and regain some measure of control and influence on their children resulting in less aggressive behaviour from the students.

ANTICIPATED BARRIERS
It is not certain that the parents of these repeat offenders will make the time to participate in such a program. They would have to see and appreciate its importance and be convinced that it would be in the best interest of their children.

RESPONSE 8
Parenting Program for parents of Form One.

RATIONALE
This is considered a more preventative response. The program will develop general parenting skills in the parents of our incoming students. It will help them understand the nature of the adolescents with respect to teenage development, their characteristic behaviour and their special needs. It will teach what good parenting is in terms of control (ability to manage the child’s behaviour) and support (ability to make the child to feel loved).

POSSIBLE IMPACT ON PROBLEM
It is hoped that after doing this program parents will be better equipped and have a deeper understanding of their children’s adolescent development. The program will aim at creating a parent who maintains firm discipline while demonstrating genuine love. Such a parent usually has well adjusted children who will less likely engage in aggressive behaviour.

ANTICIPATED BARRIERS
It is not certain that the parents of these Form One students will make the time to participate in such a program. They would have to see and appreciate its importance and be convinced that it would be in their best interest.
RESPONSE 9
Gambling Program for Repeat Offenders

RATIONALE
It was noticed that the incident data for Term 2 of academic year 2008 – 2009 revealed that 19% of the gambling incidents were also connected with aggressive behaviour in terms of fights and gross disrespect.

POSSIBLE IMPACT ON PROBLEM
It is hoped that the gambling program would change their motivation of the repeat offenders and make them less incline to gamble. By decreasing the amount of gambling taking place on the school compound, further provocations that may lead to aggressive behaviour would be avoided.

ANTICIPATED BARRIERS
Such a program will not succeed unless the repeat offender admits to having a problem with gambling and the person genuinely wants to stop and wants the help in doing so. If the repeat offenders participate in the program merely because they were told to do so as a consequence of their infractions, the desired result will not be achieved.
### V.P.A. ACTION PLAN

<table>
<thead>
<tr>
<th>RESPONSE 1</th>
<th>IMPLEMENTATION STEP</th>
<th>DATE</th>
<th>RESPONSIBLE PARTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Security Guards at the Gate which is in close proximity to the Agriculture Department, in addition, along the fence wall parallel to the Home Economics Building between the hours of 7:00 a.m. to 9:30 a.m.</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Discuss plan with MTS Staff</td>
<td></td>
<td>School Administrator</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with School Staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Present policy to School Staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Implement Policy</td>
<td>Sept. 2009 (Second week of school)</td>
<td>MTS Staff</td>
</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>Daily</td>
<td>Deans/Safety Officer</td>
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<thead>
<tr>
<th>RESPONSE 2</th>
<th>IMPLEMENTATION STEP</th>
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<th>RESPONSIBLE PARTIES</th>
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</thead>
<tbody>
<tr>
<td>Installation of Security Cameras at critical points</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Discuss plan with relevant Ministry Officials</td>
<td>June/July 2009</td>
<td>School Administrator</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with School Staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Present policy to School Staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Implement Policy</td>
<td>Sept. 2009 (Second week of school)</td>
<td>Relevant Ministry Personnel</td>
</tr>
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<td>Check implementation</td>
<td>August 2009</td>
<td>School Administrator</td>
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## V.P.A. ACTION PLAN

<table>
<thead>
<tr>
<th>RESPONSE 3</th>
<th>IMPLEMENTATION STEP</th>
<th>DATE</th>
<th>RESPONSIBLE PARTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP</strong></td>
<td>Patrol/Supervision done by teachers at Hot Spots during class time especially in the afternoon.</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss policy with School Staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
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<td></td>
<td>Present policy to School Staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
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<td></td>
<td>Implement Policy</td>
<td>Sept. 2009 (Second week of school)</td>
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<th>IMPLEMENTATION STEP</th>
<th>DATE</th>
<th>RESPONSIBLE PARTIES</th>
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<tbody>
<tr>
<td><strong>Request Safety Officers to patrol and monitor compound at break time and lunch time in particular.</strong></td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Discuss Policy with Safety Officers</td>
<td>May /June 2009</td>
<td>School Administrator</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with School Staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Present policy to school staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
<td>VPA Team</td>
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<tr>
<td></td>
<td>Implement Policy</td>
<td>Sept. 2009 (Second week of school)</td>
<td>Relevant Ministry Personnel</td>
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<td>Check implementation</td>
<td>Daily</td>
<td>School Administrator</td>
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### V.P.A. ACTION PLAN

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<th>IMPLEMENTATION STEP</th>
<th>DATE</th>
<th>RESPONSIBLE PARTIES</th>
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<tbody>
<tr>
<td>Principal, Vice Principal, Heads of Department and Deans patrol randomly, particularly when Group Patrols are not being done.</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Discuss Policy with Management Team</td>
<td>May /June 2009</td>
<td>School Administrator</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with School Staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
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<td></td>
<td>Present policy to school staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
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<tr>
<td></td>
<td>Implement Policy</td>
<td>Sept. 2009 (Second week of school)</td>
<td>Relevant Ministry Personnel</td>
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<td>Check implementation</td>
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<td>VPA Team</td>
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<th>DATE</th>
<th>RESPONSIBLE PARTIES</th>
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</thead>
<tbody>
<tr>
<td>Life Skills: Anger Management Program and Coping Skills for repeat offenders of incidents linked to aggressive behavior. (Repeat offenders for this program will be identified from incident data collected in academic year 2008 – 2009). New students coming in Sept. 2009 will not be able to be part of this program as no data will be available for them.</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Make necessary contacts with proposed Program facilitators</td>
<td>May /June 2009</td>
<td>V. Ramdeen</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with school staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Present policy to school staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
<td>VPA Team</td>
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<tr>
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<td>Implement Policy</td>
<td>Term 1, September 2009</td>
<td>V. Ramdeen</td>
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## V.P.A. ACTION PLAN

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<th>DATE</th>
<th>RESPONSIBLE PARTIES</th>
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<tbody>
<tr>
<td>Conflict and Anger Management Program for repeat offenders of incidents linked to aggressive behavior. (Repeat offenders for this program will be identified from the incident data collected up to the end of term 1 in the new Academic year of 2009 – 2010). New students that came in Sept. 2009 will be included.</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Make necessary contacts with proposed Program facilitators</td>
<td>May /June2009</td>
<td>V. Ramdeen</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with school staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
</tr>
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<td></td>
<td>Present policy to school staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
<td>VPA Team</td>
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<tr>
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<td>Implement Policy</td>
<td>Term 2, March 2010</td>
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<tbody>
<tr>
<td>Parenting Program for parents of repeat offenders</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Make necessary contacts with proposed Program facilitators</td>
<td>May /June2009</td>
<td>V.Ramdeen</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with school staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
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</tr>
<tr>
<td></td>
<td>Implement Program</td>
<td>Term 1, November 2009</td>
<td>V. Ramdeen</td>
</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>weekly</td>
<td>V. Ramdeen</td>
</tr>
<tr>
<td>RESPONSE 8</td>
<td>IMPLEMENTATION STEP</td>
<td>DATE</td>
<td>RESPONSIBLE PARTIES</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Parenting Program for parents of form 1.</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Make necessary contacts with proposed Program facilitators</td>
<td>May /June 2009</td>
<td>V. Ramdeen</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with school staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Present policy to school staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Implement Program</td>
<td>Term 1, September</td>
<td>V. Ramdeen</td>
</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>weekly</td>
<td>V. Ramdeen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONSE 9</th>
<th>IMPLEMENTATION STEP</th>
<th>DATE</th>
<th>RESPONSIBLE PARTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambling Program for repeat offenders</td>
<td>Present policy to School Administrator</td>
<td>May 14, 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Make necessary contacts with proposed Program facilitators</td>
<td>May /June 2009</td>
<td>V. Ramdeen</td>
</tr>
<tr>
<td></td>
<td>Discuss policy with School Staff, Student Council, P.T.A. and School Board</td>
<td>May – June 2009</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Present policy to School Staff, Student Council, P.T.A. and School Board</td>
<td>Sept. 2009 (First week of school)</td>
<td>VPA Team</td>
</tr>
<tr>
<td></td>
<td>Implement program</td>
<td>Term 3, 2010</td>
<td>A. Cropper/A. Dalrymple</td>
</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>weekly</td>
<td>A. Cropper</td>
</tr>
</tbody>
</table>
**ESTIMATED COSTS**

The table below shows the agencies/persons who were contacted for the costing of the various programmes. The entries in red represent the VPA Team’s choice based especially on the contents of the proposed programmes offered by the respective agencies. The entry in blue represents the VPA Team’s preference over the program offered by Families in Action, but was not chosen due to the high cost.

<table>
<thead>
<tr>
<th>RESOURCE/AGENCY</th>
<th>PROGRAMME</th>
<th>TARGET GROUP</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patreece Cuffie &amp; Associates</td>
<td>Parenting (6 sessions)</td>
<td>Form 1 parents</td>
<td>$15,000</td>
</tr>
<tr>
<td>Patreece Cuffie &amp; Associates</td>
<td>Parenting (8 sessions)</td>
<td>Parents of repeat offenders</td>
<td>$20,000</td>
</tr>
<tr>
<td>Patreece Cuffie &amp; Associates</td>
<td>Life Skills: Anger Management &amp; Coping Skills</td>
<td>Repeat offenders</td>
<td>$15,000</td>
</tr>
<tr>
<td>Patreece Cuffie &amp; Associates</td>
<td>Life Skills (8 sessions)</td>
<td>Repeat offenders</td>
<td>$22,500</td>
</tr>
<tr>
<td>Dr. Reyes</td>
<td>Anti-Gambling</td>
<td>Repeat offenders</td>
<td>Free of Charge</td>
</tr>
<tr>
<td>Love Until Foundation</td>
<td>Life Skills: Self Esteem, Conflict Resolution &amp; Anger Management</td>
<td>Repeat offenders</td>
<td>$24,000</td>
</tr>
<tr>
<td>Love Until Foundation</td>
<td>Anti-Gambling</td>
<td>Repeat offenders</td>
<td>$12,000</td>
</tr>
<tr>
<td>Love Until Foundation</td>
<td>Parenting</td>
<td>Parents of repeat offenders</td>
<td>$12,000</td>
</tr>
<tr>
<td>Love Until Foundation</td>
<td>General Parenting</td>
<td>Form 1 parents</td>
<td>$12,000</td>
</tr>
<tr>
<td>Community Police &amp; G.O. of the school</td>
<td>Anti-Gambling</td>
<td>Repeat offenders</td>
<td>Free of Charge</td>
</tr>
<tr>
<td>Families in Action</td>
<td>Parenting</td>
<td>Form 1 Parents</td>
<td>$9,000</td>
</tr>
<tr>
<td>Families in Action</td>
<td>Conflict &amp; Anger Management (4 student sessions, 4 parent sessions &amp; 1 combined session)</td>
<td>Repeat offenders &amp; parents of repeat offenders</td>
<td>$12,300</td>
</tr>
<tr>
<td>DADI Consulting</td>
<td>Parenting (One ½ day workshop)</td>
<td>Form 1 parents</td>
<td>$6,000</td>
</tr>
<tr>
<td>DADI Consulting</td>
<td>Parenting (4 sessions)</td>
<td>Parents of repeat offenders</td>
<td>$20,000</td>
</tr>
<tr>
<td>DADI Consulting</td>
<td>Life Skills (8 sessions)</td>
<td>Repeat offenders</td>
<td>$40,000</td>
</tr>
<tr>
<td>Creative Parenting for the New Era</td>
<td>Anger Management &amp; Coping Skills (includes case evaluation and profile on each student to respond to his/her unique needs, 12 student sessions, a series of group parenting sessions, 5 hrs. per parent for individual and family counseling, final report at end of program)</td>
<td>Repeat offenders &amp; parents of repeat offenders</td>
<td>$107,900</td>
</tr>
</tbody>
</table>
ASSESSMENT OF RESPONSES

PROCESS EVALUATION

RESPONSE

Anger Management and Coping Skills Program for repeat offenders of incidents linked to aggressive behavior

A group of students who were repeat offenders of one or more incidents such as fighting, bullying, robbery, verbal assault, using obscene language, disruptive behaviour, gross disrespect, weapons threats, assault, smoking and drugs were identified from last year’s Incident Data. These students and their patents were invited to take part in the program. Certain students bluntly refused to take part in the program and the parents of these students, with the exception of one parent, did not seem to have any influence in getting them to change their minds. One parent did not even attempt to change the mind of the student and simply said that her child will make the decision for himself. The V.P.A. Team did not think it wise to mandate any student to enroll into the program. It was felt that the student should be a willing participant once an explanation of what the program was about was given. If they were forced to take part they may not have benefitted. The team therefore did not get some of the major repeat offenders of very serious offences but still got thirty-six other repeat offenders who were willing.

Surveys designed by Ms. Ramdeen were administered to participants before the start of the program. The surveys administered to the students questioned their involvement in certain activities connected to the aggressive behavior. The involvement was not limited to school life but their life generally. The result of this survey is given in the table and chart shown.

RESULT OF REPEAT OFFENDER SURVEY

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Never</th>
<th>Once</th>
<th>Few</th>
<th>Many</th>
<th>No Resp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespectful</td>
<td>1</td>
<td>4</td>
<td>19</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Fighting</td>
<td>4</td>
<td>5</td>
<td>16</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assault</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Bullying</td>
<td>16</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Taxing</td>
<td>20</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theft/Robbery</td>
<td>22</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Threats/Intimid.</td>
<td>7</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Disruptive Beh.</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Gambling</td>
<td>14</td>
<td>2</td>
<td>13</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Drug Use/Posses.</td>
<td>27</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Drug Sales</td>
<td>27</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gun Posses.</td>
<td>24</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other Weapon</td>
<td>16</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
The program was administered in Term one from October 15, 2009 to November 26, 2009 in eight sessions by Patreece Cuffie & Associates. These students attended the first session as a single group and then attended the next seven sessions as two separate groups. The students were separated into two groups based on the two developmental stages of early adolescents (age 13-14 years) and the middle adolescence (ages 15 - 17 years). The separation into two groups was done when it was recognized after the first session that students were at different developmental stages and did not work very well together. The older adolescents could not tolerate the joking and disruptions of the younger adolescents and were not willing to share personal issues in their presence during that first session of the workshop.

Group 1 comprised of 18 students with ages ranging from 15 years to 18 years. Group 2 consisted of 18 students of age 14 years. The attendance of the students for the program is shown in the tables following:

**LIFE SKILLS: AN ANGER MANAGEMENT & COPING SKILLS PROGRAM**

<table>
<thead>
<tr>
<th>GROUP 1: 18 Participants</th>
<th>NUMBER OF FEMALES: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST NAME</strong></td>
<td><strong>SEX</strong></td>
</tr>
<tr>
<td>A.C.</td>
<td>F</td>
</tr>
<tr>
<td>T.C.</td>
<td>F</td>
</tr>
<tr>
<td>D.D.</td>
<td>F</td>
</tr>
<tr>
<td>T.J.</td>
<td>F</td>
</tr>
<tr>
<td>A.T.</td>
<td>F</td>
</tr>
<tr>
<td>R.W.</td>
<td>F</td>
</tr>
</tbody>
</table>
GROUP 1: 18 Participants

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>SEX</th>
<th>AGE</th>
<th>CLASS</th>
<th>SESSIONS ATTENDED</th>
<th>% ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.B.</td>
<td>M</td>
<td>16</td>
<td>5</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>K.B.</td>
<td>M</td>
<td>15</td>
<td>3</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>A.A.</td>
<td>M</td>
<td>15</td>
<td>3</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>L.B.</td>
<td>M</td>
<td>17</td>
<td>5</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>K.C.</td>
<td>M</td>
<td>17</td>
<td>5</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>J.G.</td>
<td>M</td>
<td>18</td>
<td>5</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>A.F.</td>
<td>M</td>
<td>16</td>
<td>5</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>J.B.</td>
<td>M</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>A.M.</td>
<td>M</td>
<td>15</td>
<td>2</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>K.P.</td>
<td>M</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>A.W.</td>
<td>M</td>
<td>17</td>
<td>5</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>M.W.</td>
<td>M</td>
<td>17</td>
<td>5</td>
<td>3</td>
<td>37.5</td>
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</tbody>
</table>

LIFE SKILLS: AN ANGER MANAGEMENT & COPING SKILLS PROGRAM

GROUP 2: 18 Participants

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>AGE</th>
<th>CLASS</th>
<th>SESSIONS ATTENDED</th>
<th>% ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.C.</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>H.D.</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>C.W.</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>62.5</td>
</tr>
</tbody>
</table>

NUMBER OF MALES: 15

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>AGE</th>
<th>CLASS</th>
<th>SESSIONS ATTENDED</th>
<th>% ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.A.</td>
<td>14</td>
<td>2</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>S.C.</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>F.B.</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>J.F.</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>A.F.</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>L.G.</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>N.J.</td>
<td>14</td>
<td>3</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>S.L.</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>D.L.</td>
<td>14</td>
<td>2</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>D.M.</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>E.P.</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>R.P.</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>B.W.</td>
<td>14</td>
<td>3</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>K.A.W.</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>K.E.W.</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>
The thirty six students were given a pre-test before the start of the program and a post test at the end of the program which were designed by the facilitators of the program. The facilitators submitted the results of these tests in their report which is attached in appendix 1. A profile of these students based on records of the previous academic year with respect to their attendance, punctuality, academic performance, discipline, rewards and extra-curricular activities was done and compared to a follow up profile done for this present academic year to determine any significant changes. The results of this are discussed later in this report under “Impact Evaluation”. Certificates were given to participants in a special ceremony organized.

The program went fairly well but there are a few suggestions to improve such a program though such suggestions would require a greater financial cost. The following comments have been made by the V.P.A. team leader who attended the sessions:

1. More sessions are needed for such a program which will allow for more time for students to express themselves and topic areas to still be covered.
2. The facilitators had extended their services by allowing individual counseling immediately after sessions for a few of the students who asked for it. This is something which should actually be officially incorporated into such a program.
3. Follow up workshops for the participants after some time has elapsed to build and reinforce on what they have learnt and practiced.
4. The facilitators also accommodated the half day workshop with the parents of the repeat offenders which is discussed below. A suggestion that another session could also have been held with the parents and students together.
5. This workshop done by Patreece Cuffie and Associates should be done annually or each term for different repeat offenders as they are identified.

RESPONSE

Parenting Program for parents of repeat offenders

This was done on November 23, 2009 (term one) at the school as a half-day workshop by Patreece Cuffie & Associates. The parents of the 38 students doing the Anger Management & Coping Skills program were invited to attend the workshop as part of the program that their students were undergoing. Only 14 parents out of the 38 parents attended. It was well received by the 14 parents however and based on their response to the survey given to them. All 14 parents agreed that the workshop would help them in their dealing with their children in the future. One recommendation is that such a program be expanded and done over time in about eight sessions. This was in fact the original proposal by Patreece Cuffie and Associates but because of lack of funding for such a program, they consented to do the half day workshop gratis.

A survey, designed by Ms. Ramdeen was issued to the parents. It questioned the parents’ awareness of the children’s involvement in specific incidents and this was compared to what the children themselves admitted to, in their surveys. A proper comparison could not be made
because of the large percentage of parents who were absent and therefore was not administered the survey. The results, however, are still shown in the table below:

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Never parent</th>
<th>Never student</th>
<th>Once parent</th>
<th>Once student</th>
<th>Few parent</th>
<th>Few student</th>
<th>Many parent</th>
<th>Many student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>16</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Assault</td>
<td>6</td>
<td>11</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Bullying</td>
<td>8</td>
<td>16</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Taxing</td>
<td>8</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Theft/Robbery</td>
<td>8</td>
<td>22</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Threats/Intimid.</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Disruptive Beh.</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>20</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Gambling</td>
<td>8</td>
<td>14</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Drug Use/Posses.</td>
<td>0</td>
<td>27</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Sales</td>
<td>14</td>
<td>27</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gun Posses.</td>
<td>14</td>
<td>24</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>1</td>
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<td>Disrespectful</td>
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<td>1</td>
<td>4</td>
<td>11</td>
<td>19</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Other Weapon</td>
<td>16</td>
<td></td>
<td>3</td>
<td></td>
<td>11</td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**RESPONSE**

**Parenting Program for parents of Form One students**

This was done as a Half-day workshop on September 1, 2009 (term one) as part of the orientation program for the new incoming form one students. It was done by DADI Consulting agency. A response questionnaire was not issued but based on the verbal sentiments of the parents afterwards, it was well appreciated. The success of such a workshop cannot be assessed immediately but it is hoped that the long term goal of equipping parents with a deeper understanding of their children’s adolescent development.

**RESPONSE**

**Patrols**

The Group patrol roster was put up by Administration in term one at the beginning of October. Timetabling constraints allowed for a group of at least 4 persons only at certain times in the week. Initially the patrols went well when Ms. Ramdeen volunteered to call the groups together and go out with the groups. However Ms. Ramdeen could not be with all the groups all of the time and it was left up to the teachers to go out together when they were scheduled. When there was no one from Management calling the teachers on the Public Address System and going out with them, not all of the teachers went out when they were supposed to. It was therefore suggested by Ms. Ramdeen to the Principal, that members of the Management Committee be assigned at different periods to coordinate the Group Patrol by calling the teachers together and
going out with them. It is suggested that the presence of a member of Management in the group will give the group a little more confidence to approach the delinquent students who are out of class. This was not done when the group patrol was first implemented in term one, but it was hoped that this rostering of members of Management would have been implemented in term two.

In term two, however, the school operated with four Deans instead of seven due to the secondment of one Dean and the promotion to Vice Principal of two other Deans (one appointed and one acting). The four Deans operated with a very heavy workload as a result with extra Deans Duty periods and Gate Duty Periods. In light of this, a request was made that the other members of Management (the Heads of Departments) be rostered to coordinate the Group patrols. Meetings were held at the Management level and different stakeholders had multiple interpretations for the one of the functions attached to the HODs, namely, the article 17 in the Job Specifications which dealt with supervising the students in the classroom and on the school compound.” Some of the stakeholders could not be motivated to participate in a common approach to the method of Group patrol and the utilization of the HOD in this patrol strategy. Thus, the group patrol as initially conceptualized failed to be implemented in term 2. Its structure is to be adjusted and concretised with future meetings. There were a few teachers who were rostered to go out in groups and still went out despite the fact that a coordinated group was not formed. Note however that there were random patrols were done by some HODs, the Deans and the Administration.

Another problem arose to cause the Group Patrol to not have as an effective implementation as possible in term one. On certain times teachers who were scheduled to do patrol were legitimately absent and there was not enough persons to form a proper group. Some teachers still volunteered to go out by themselves and other teachers did not go out if there were not sufficient teachers to form a group. The leads to the question of teacher absenteeism which was mentioned in the CEPTED Report and can be addressed both at an Administrative level as well as at a Ministerial level (See Section on Other Ideas for Addressing the Problem in the T.T.V.P.A. Report).

The patrols by the Safety Officers during the lunchtime and break-time periods were not as effective as it should have been in term one. This was due to one of the Safety Officers being away on sick leave for a large part of the first term and there was only one Safety Officer to do these patrols. Even with the two Safety Officers present, patrol of the entire school cannot be done effectively. There is a clear need for more Safety Officers to be assigned to the school.

Patrols were done by administration and some members of Management and staff on a random basis and also when the need arose.

**RESPONSE**

**Posting of a Security officer at the Agriculture Gate between the hours of 7:00 – 9:00 a.m.**

This response could not be implemented as it was hoped. There are certain issues pertaining to this response. Firstly the school is already considered to have insufficient security personnel to effectively secure the compound. Several experts have come to the school and made recommendations of at least 12 guards for a school such as this with its uniqueness with respect to its unusual perimeter layout as well as the river that runs through the school; the lack of visibility of large parts of the perimeter fence because of its layout; and the lack of visibility of
the compound itself due to different levels which it lies on. (Dr. Katz, from the VPA Team, was one such person making this comment during the CEPTED visit). There is said to be a contract agreement between Ministry of Education (M.O.E.) and M.T.S. where M.O.E. is paying for six persons (1 Corporal and 5 officers) to be sent to the school. However there have always been only five security officers assigned to the school (1 Corporal and 4 Officers).

Apart from this, the hours between 7:00 a.m. and 9:00 a.m. are the peak hours when students are entering the compound. The circumstances of the school have dictated that every student be searched and scanned before entry on to the compound. In order to facilitate this at the pedestrian gate and to also control the front gate for entry of vehicles, at least two security officers are needed at the pedestrian gate and one needed for the main front gate. At least two officers are needed at the back gate but only one is assigned. This leaves only one officer to roam. It was therefore not possible to actually fix an officer at the agriculture gate during those hours. The best that was done was that checks were made as regularly as possible. This however was not good enough as there were several reports of students still being seen entering the compound illegally by jumping that particular gate.

**RESPONSE**

**Conflict and Anger Management Program (C.A.M.P.)**

The program that was done in term one targeted repeat offenders who were identified from the school data of the previous year 2008-2009. New students came in September 2009 and this second program was put in place to cater for these new students who entered the school in September 2009 and could be identified as repeat offenders of incidents linked to aggressive behaviour based on the school data from term one. Sixteen students, seven females and eight males, were identified for this program. The table below shows the attendance of these students for this program:

<table>
<thead>
<tr>
<th>NUMBER OF FEMALES: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST NAME</strong></td>
</tr>
<tr>
<td>S.S.</td>
</tr>
<tr>
<td>K.S.</td>
</tr>
<tr>
<td>A.T.</td>
</tr>
<tr>
<td>L.W.</td>
</tr>
<tr>
<td>T.J.</td>
</tr>
<tr>
<td>J.J.</td>
</tr>
<tr>
<td>S.D.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF MALES: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST NAME</strong></td>
</tr>
<tr>
<td>D.H.</td>
</tr>
<tr>
<td>R.H.</td>
</tr>
<tr>
<td>M.J.</td>
</tr>
<tr>
<td>A.L</td>
</tr>
<tr>
<td>A.S</td>
</tr>
</tbody>
</table>
The C.A.M.P. was facilitated by Families’ in Action (F.I.A.). It was supposed to be comprised of five student sessions and five parent sessions, the last session being a joint session with students and their parents. The parents were all contacted and seven parents confirmed that they would be willing to attend the parent sessions and they were given the dates and times of the sessions. For the first session, however the parents for one child turned up and the facilitators cancelled the parent session. For the second session, one parent turned up but the facilitators did not turn up. When questioned about it, F.I.A. indicated that it was not feasible to send out facilitators with such a poor turnout. Families in Action volunteered to contact the parents again and get some kind of feedback from the parents. The telephone numbers were provided and they contacted the parents. At the third student session the facilitators were asked about the parent sessions and they indicated that they would not be conducting the parent sessions because they could only get the parents of two students to commit to the sessions.

The five sessions with the students were still carried out on different days from February 23, 2010 to March 11, 2010. A pretest was not done but a questionnaire at the end of the sessions was administered by the facilitators. Three of the sessions were held in an air-conditioned classroom, one session was held in the general conference room and the final session, which coincided with the commencement of exams, was held in the Deans’ conference room.

Some of the sessions began late because of the inadequate number of students at 9:00 a.m. In their report, Families in Action attributed the tardiness of students, to the students not knowing when and where the sessions were and this was based on what they were told by the students. It must be noted, however that the students were all informed of the dates of the sessions as well as the venue. On the two occasions when the usual venue could not be used the students were informed using the public address system, by going out personally to the various classes to inform the students and by leaving messages with the specific subject teachers of the students at that particular time. On the morning of each session, the students were paged on the P.A. system well in advance of 9:00 a.m. Apart from this, Ms. Cropper, one of the V.P.A. team leaders, went to the classes to get the students who were paged to the venue and did not respond. On the one occasion that Ms. Cropper was absent, Ms. Ramdeen ensured that all students who were present were sent to the session. The students were in fact tardy because some arrived late to school and also because some were deliberately trying to skip the sessions. On certain days some of them were in fact intercepted by the Dean on duty “hiding out” and had to be sent to the session. There were also a few occasions when the facilitators arrived late.

Ms. Cropper sat in four of the five sessions and provided feedback on the program. Her feedback indicated that the program did not seem to have any significant impact on the students. A lot of time was spent trying to get the students under control. While there were games and role play to hold the interest of the students, she felt that more could have been done possibly using the technology of the multi-media in the presentation of certain ideas and points.

It was felt by both Families in Action and Ms. Cropper that the five sessions were not sufficient and that individual counseling was needed as well. It was felt that sessions could be carded on a particular day of the week to avoid students forgetting. The venue should be the

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>J.W.</td>
<td>16</td>
<td>4</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>K.A.</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>D.J.</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
same for all sessions. (This was attempted but due to extenuating circumstances, the venue had to be changed on two occasions). Another endorsed recommendation from F.I.A. is to have the first session to be the joint session to set the tone and expectations of the program. This may also assist in getting the parents to understand the importance of their participation. The difficulty of getting the parents to make the time available is still anticipated however and another suggestion is to restructure the program so that parents’ sessions be held once a month. F.I.A. also suggested that incentives be provided such as stipends, travelling costs, refreshments and child care.

A profile of these students with respect to their attendance, punctuality, academic performance, discipline, rewards and extra-curricular activities will be done using school data for term one, which was before the response and compared to a follow up profiles done for term two, which was the time that response was being implemented, and also for this present term, which is after the response. These profiles will be examined to determine if there are any significant changes. The impact of this response will not be fully evaluated until the profiles are compared.

**RESPONSE**

Installation of Security Cameras

This response was not implemented.

**ASSESSMENT OF RESPONSES**

**IMPACT EVALUATION**

**EVALUATION PLAN**

**DATA USED FOR EVALUATING RESPONSE IMPLEMENTATION**

- V.P.A. Student Surveys to random student population given each term
- V.P.A. Surveys to focus groups given each term
- Other Surveys to participants of implemented programs given before and after the program
- V.P.A. Teacher Surveys given each term
- Incident Data analysed each term
- Student Profiles done before, during and after response implementation for students participating in response programs
HOW WILL THE IMPACT OF THE RESPONSE BE MEASURED?
Comparison of the results of the V.P.A. surveys and the incident data analysis, done prior to the response with that to be done after the response, will reveal any changes and give an indication of whether there was a positive, negative or null impact.
These V.P.A. surveys will be administered each term and so analysis of these surveys as well as of the incident data each term will also allow for comparison on a term by term basis. This will possibly allow us to evaluate the impact of the various programs as they will be administered at different times of the school year.
Also, comparison of other surveys given to participants of the programs before and after the programs may also reveal whether there was any significant impact on the behaviour of the participants themselves.

HOW WILL AGGRESSIVE BEHAVIOUR BE MEASURED?
The aggressive behaviour will be measured by analyzing incidents such as fighting, bullying, robbery, verbal assault using obscene language, disruptive behaviour, gross disrespect, guns, weapons threats and assault. Although smoking, drugs and gambling cannot be classified as aggressive behaviour they can lead to aggressive behaviour and it may be useful to also evaluate whether there was reductions of these incidents as well.

HOW WILL EVALUATION AFFECT YOUR IMPLEMENTATION?
Evaluation will indicate if there was any reduction of aggressive behaviour signifying a positive effect of the implementation. No significant reduction in aggressive behaviour may suggest that modification of the responses or of how the responses are implemented may be necessary.
FINDINGS FROM STUDENT SURVEYS

TABLE SHOWS RESULTS OF THE VPA SURVEY ADMINISTERED TO STUDENTS AT 3 DIFFERENT TIMELINES.

<table>
<thead>
<tr>
<th>INCIDENTS PERCEIVED TO BE A MAJOR PROBLEM AT THE SCHOOL</th>
<th>Malick % (Survey 1)</th>
<th>Malick % (Survey 2)</th>
<th>Malick % (Survey 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambling</td>
<td>70.8</td>
<td>71</td>
<td>63.9</td>
</tr>
<tr>
<td>Disrespect</td>
<td>64.3</td>
<td>67</td>
<td>52.6</td>
</tr>
<tr>
<td>Fighting</td>
<td>62.8</td>
<td>62.1</td>
<td>47.7</td>
</tr>
<tr>
<td>Loitering</td>
<td>58.8</td>
<td>64.1</td>
<td>50.3</td>
</tr>
<tr>
<td>Marijuana use</td>
<td>56.6</td>
<td>53.4</td>
<td>35.6</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>55.2</td>
<td>57.3</td>
<td>54.6</td>
</tr>
<tr>
<td>Gangs</td>
<td>52.7</td>
<td>42.7</td>
<td>38.7</td>
</tr>
<tr>
<td>Weapon Possession</td>
<td>50.4</td>
<td>41.7</td>
<td>34.7</td>
</tr>
<tr>
<td>Threats/Intimidation</td>
<td>47.7</td>
<td>42.7</td>
<td>41.5</td>
</tr>
<tr>
<td>Bullying</td>
<td>45.9</td>
<td>48.5</td>
<td>39.7</td>
</tr>
<tr>
<td>Drug Sales</td>
<td>36.9</td>
<td>28.2</td>
<td>20.1</td>
</tr>
<tr>
<td>Robbery</td>
<td>36.4</td>
<td>44.7</td>
<td>44.9</td>
</tr>
<tr>
<td>Trespassing</td>
<td>28.8</td>
<td>21.4</td>
<td>32.7</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>28.4</td>
<td>26.2</td>
<td>20.2</td>
</tr>
<tr>
<td>Taxing</td>
<td>27.6</td>
<td>29.1</td>
<td>32.5</td>
</tr>
<tr>
<td>Assault</td>
<td>26.6</td>
<td>23.3</td>
<td>28.6</td>
</tr>
<tr>
<td>Guns</td>
<td>23</td>
<td>16.5</td>
<td>14.4</td>
</tr>
<tr>
<td>Cocaine Use</td>
<td>20.8</td>
<td>14.5</td>
<td>11.7</td>
</tr>
</tbody>
</table>
CHART SHOWS THE PERCENTAGE OF STUDENTS INDICATING THAT INCIDENTS ARE A MAJOR PROBLEM AT SCHOOL AT 3 DIFFERENT TIMELINES

TIMELINE COMPARISON OF STUDENT SURVEY
Eighteen incidents were chosen for comparison that are linked directly or indirectly to aggressive behavior. Note that surveys 1 and 2 were administered before the responses were implemented whilst survey 3 was administered after the response implementation. Lowered values of all incidents linked to aggressive behavior which are perceived as a major problem in survey 3 is an indication that the responses implemented were successful. The results of the student surveys over the three different timelines indicate that the students’ perception of incidents being a major problem lowered for 78% of the incidents linked with aggressive behavior but increased for a 22%, which is a good indication that the responses were fairly successful.
FINDINGS FROM TEACHER SURVEYS

TIMELINE COMPARISON OF TEACHER SURVEY

TEACHER VICTIMIZATION

<table>
<thead>
<tr>
<th>Incident</th>
<th>Malick % (Survey 1)</th>
<th>Malick % (Survey 2)</th>
<th>Malick % (Survey 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obscene Remarks/Gestures</td>
<td>65</td>
<td>63.6</td>
<td>52.1</td>
</tr>
<tr>
<td>Threats</td>
<td>43</td>
<td>41.8</td>
<td>36</td>
</tr>
<tr>
<td>Physically Attacked</td>
<td>9</td>
<td>7.9</td>
<td>22</td>
</tr>
<tr>
<td>Weapons Pulled</td>
<td>3</td>
<td>3.2</td>
<td>2</td>
</tr>
</tbody>
</table>

Again, note that surveys 1 and 2 were administered before the responses were implemented whilst survey 3 was administered after the response implementation. The incidents chosen for comparison in the Teachers Survey are those that are linked to aggressive behavior of the students. The results indicate that incidents of obscene remarks, threats and weapons pulled lowered in survey 3, which was after the response. However, it is also to be noted that incident of teachers being physically attacked increased. Due to the degree of harm connected with this incident that increased, the success of the responses based solely on this data is debatable.
1. How much of a problem is vandalism, personal attacks and theft in your school?

<table>
<thead>
<tr>
<th>Question</th>
<th>Malick % (Survey 1)</th>
<th>Malick % (Survey 2)</th>
<th>Malick % (Survey 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much of a problem is vandalism, personal attacks and theft in your school?</td>
<td>2.68</td>
<td>4.10</td>
<td>4.07</td>
</tr>
</tbody>
</table>

2. Since school started this year, how many times did you hesitate to confront misbehaving students for fear of your own safety?

<table>
<thead>
<tr>
<th>Question</th>
<th>Malick % (Survey 1)</th>
<th>Malick % (Survey 2)</th>
<th>Malick % (Survey 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Since school started this year, how many times did you hesitate to confront misbehaving students for fear of your own safety?</td>
<td>4.06</td>
<td>2.65</td>
<td>2.17</td>
</tr>
</tbody>
</table>

Q1. 1=none 2=a little 3=some 4=fairly much 5=very much
Q2. 1=never 2=once/twice 3=some 4=fairly much 5=very much

The results indicate that teachers’ perception of vandalism, thefts and personal attacks increased significantly between survey 1 and survey 2 which were both before the response implementation, with a slight decrease in survey 3, after the response implementation. This may suggest some external factor may have occurred initially to change the perception prior to the response implementation.

The above table also indicates that teachers hesitated to confront a lot less compared to before the response implementation. However, the values differ greatly between survey 1 and survey 2. This is also an indicator that there is a factor other than the responses which may be attributed to this change.

**TEACHER PERCEPTION OF SAFETY**

<table>
<thead>
<tr>
<th>Location</th>
<th>Malick Average (Survey 1)</th>
<th>Malick Average (Survey 2)</th>
<th>Malick Average (Survey 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empty Classrooms</td>
<td>1.62</td>
<td>2.15</td>
<td>2.52</td>
</tr>
<tr>
<td>Toilets</td>
<td>2.13</td>
<td>2.12</td>
<td>2.22</td>
</tr>
<tr>
<td>School grounds</td>
<td>2.24</td>
<td>2.41</td>
<td>2.43</td>
</tr>
<tr>
<td>Hallways/Corridors</td>
<td>2.47</td>
<td>2.41</td>
<td>2.74</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>2.79</td>
<td>2.86</td>
<td>3.07</td>
</tr>
<tr>
<td>School Hall</td>
<td>3.27</td>
<td>3.25</td>
<td>3.41</td>
</tr>
<tr>
<td>Classroom (while teaching)</td>
<td>3.29</td>
<td>3.23</td>
<td>3.43</td>
</tr>
<tr>
<td>Parking Lot</td>
<td>3.42</td>
<td>3.59</td>
<td>3.54</td>
</tr>
</tbody>
</table>

1=very unsafe 2=fairly unsafe 3=average 4=fairly safe 5=very safe
The above indicates that teachers still feel unsafe in certain areas of the school than others with a slight increase in the perception of safety in all areas except for the parking lot. The increase is so slight that it may not be significant enough to claim that the responses were successful if it is based solely on this data.

FINDINGS FROM INCIDENT DATA

TIMELINE COMPARISON OF INCIDENT DATA
Fourteen incidents were identified for comparisons that are linked directly or indirectly to aggressive behavior. Note that term 1 (2008-2009) and term 2 (2008-2009) were administered before the responses were implemented. Implementation of the responses began in term 1 (2009-2010).

RESULTS FROM INCIDENT DATA

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>Number of incidents Term 1 2008-2009</th>
<th>Number of incidents Term 2 2008-2009</th>
<th>Number of incidents Term 1 2009-2010</th>
<th>Number of incidents Term 2 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Breaking</td>
<td>67</td>
<td>50</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Gross Disrespect</td>
<td>42</td>
<td>45</td>
<td>39</td>
<td>105</td>
</tr>
<tr>
<td>Smoking/drug use</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Gambling</td>
<td>25</td>
<td>12</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Bullying</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Obscene Language</td>
<td>12</td>
<td>9</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>73</td>
<td>22</td>
<td>28</td>
<td>65</td>
</tr>
</tbody>
</table>
### INCIDENTS LINKED WITH AGGRESSIVE BEHAVIOUR BEFORE RESPONSE


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Threats</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Fighting</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Robbery</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Assault</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Vandalism/Malicious Damage</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Other Weapons</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Extortion</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total number of incidents</strong></td>
<td><strong>310</strong></td>
<td><strong>166</strong></td>
</tr>
</tbody>
</table>

**Number of incidents Term 1 2008-2009**

**Number of incidents Term 2 2008-2009**
It should that when the incidents of term one (2008-2009) are compared to incidents of term two (2008-2009) which were both before the responses were implemented, there were noticeable differences (see chart above). This could probably be attributed to seasonality and so, to do any sort of evaluation using the school data it is best to compare incidents of term one (2008-2009) with term one (2009-2010). Similarly term 2 (2008-2009) will be compared to term 2 (2009-2010).

### INCIDENTS LINKED WITH AGGRESSIVE BEHAVIOUR


The chart above shows that, with the exception of Robbery where there was a slight increase, all other incidents linked with aggressive behavior decreased significantly. This means that 93% of the incidents that are linked to aggressive behavior decreased. This may be an indication that the responses implemented in term one were indeed effective in curbing some of the aggressive
behavior in students. The responses implemented in this term were the Anger Management and Coping Skills program and the various types of patrols and even though the group patrols did not come off with 100% efficiency, it did take place to a certain degree and could still be accredited for the changes seen above along with the Anger Management & Coping Skills done by Patreece Cuffie and Associates.

INCIDENTS LINKED WITH AGGRESSIVE BEHAVIOUR


The chart above shows that while there were decreases in class breaking, gambling, threats and obscene language, all other incidents depicted significant increases. Alarming increases are noticed for gross disrespect, disruptive behavior, fighting and extortion. These results may very well be in keeping with what took place in term 2 with respect to the responses. The group patrols did not take place and ordinary patrols were done by the administration, safety officers and some members of Management and staff from time to time, but clearly it was not enough. Also, the C.A.M.P. program for some of the repeat offenders was administered this term. This program required the participation of the parents which did not come off and there were problems with student sessions which probably rendered it ineffective.

When comparing the term one comparison with the term 2 comparison, the results highlight the fact that if the patrols are coordinated properly and a program suitable to the needs
of the students is carefully chosen and properly implemented, the impact of these responses could be quite positive.

ANGER MANAGEMENT & COPING SKILLS PROGRAM

COMPARING STUDENTS’ PROFILES
A profile of the students who participated in this program was done for the last academic year and compared to a follow up profile done for this present academic year to determine any significant changes.

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With the exception of JG and SL there are no significant changes or trends that can be identified from the attendance data.

### ACADEMIC PERFORMANCE

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Again there are no significant changes in academic performance that can be attributed to the responses implemented.

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With the exception of the one student highlighted in red, the results in the table above indicate that the number of incidents involving aggressive behavior decreased for all students when the response program was implemented. The seven students highlighted in black showed a reduction in the aggressive incidents in term 1, 2009-2010, when the response program was being carried out. These students however displayed an increase in the number of aggressive incidents in term 2, 2009-2010, when the program was already completed. This may be an indication that there needed to be more continuity with the students and the 8 sessions were not sufficient for these particular students. Some sort of follow up may be needed.

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## NUMBER OF INCIDENTS WITH AGGRESSIVE BEHAVIOUR

**(TERMS 1&2 FOR '08-'09 & '09-'10)**

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It should be noted that the incidents in terms one and two (2008-2009) occurred before implementation of responses. The data collected in terms one and two (2009-2010) was during and after response implementation. In the above group, the aggressive behavior of 14 students decreased significantly. Two students, AB and AE, maintained the same number of incidents signifying no change, and another 2 students, LB and JG had a significantly greater number of incidents during and after the response. However this decrease in the aggressive behavior of 78% of the students is a clear indication that there was considerable success with this program.
In the second group, 15 students had fewer aggressive incidents during and after the program, which represents about 83% of the students. Only three students had an increase in the number of aggressive incidents.

All of the above data seemed to indicate that the program, Anger management and Coping Skills, done by Patreece Cuffie and Associates, was in fact a successful one.

CONCLUSION

Generally, it is fairly safe to state that the responses which were implemented to address the problem of aggressive behavior in students were successful. Greater success may be achieved if these responses are continued with the suggested alterations and improvements made.
**SUSTAINABILITY PLAN**

In light of the apparent success of this SARA process, we intend to continue collecting relevant data which can be scanned and analysed to determine future trends and changes in the problem. We are now equipped to scientifically identify any new problems and can then present these findings to our various stakeholders to brainstorm for ideas on how to respond. From this new response plans can be implemented and assessed.

With regard to our current problem of aggressive behaviour in students we feel that the responses that were implemented should be continued. We hope to appeal to the teachers and members of Management to attempt the Group patrol again as there was evidence that it did indeed make a difference. We hope to do a presentation of our assessment of the responses to substantiate our claim.

The Coping Skills and Anger management program done by Patreece Cuffie and Associates seemed to have made a positive impact should also be continued with the suggested improvements. It is hoped that these types of programs suggested in our response plan could be implemented annually. We also intend to do the Parenting Workshop for the parents of our new students at the beginning of each academic year.

The main obstacle for continuing these programs on an annual basis is a financial one. Hopefully, by meeting with the different stakeholders we can explain the SARA process and demonstrate its success and so get them on board with assisting with continuing the process, financially or otherwise.

**SYSTEMS ALREADY IN PLACE AT THE SCHOOL**

- Student Handbook stating student expectations, school rules and procedures, etc.
- Student Council
- Peer Mediating Body – Training done by Families In Action
- Standardised sanctions for offences – The Matrix
- Detention System
- Counseling
- In-School Suspension Program – Needs further development
• Out of School Suspension Programs - using Malick Youth Facility Center attached to Student Support Services
• Behavioural Contracts
• Staff manual giving Ministry policies, internal school policies & procedures, organizational structure at School level and many other pertinent information – written and compiled by Vashti Ramdeen (See Appendix)
• Dean System – Deans of specific classes, Dean on Call, Deans’ Duty periods, Gate Duty, Deans’ Referral form, Incident Report form, Incident Record Data sheet
• Parent Days
• Annual Achievement Day to reward and honour students for accomplishments both academically and otherwise in the form of awards, certificates and honourary mention
• Parent/Teacher Association
• Local School Board
• Crisis Management Committee
• Staff Development Days – More needed to assist teachers with dealing with the difficult adolescent, classroom management, etc
• Supervision and Patrol Roster
• Form teacher periods used to reinforce rules and procedures as well as to motivate students and assist them with any individual needs and develop camaraderie among fellow classmates and form teacher.
• Morning Assemblies used to reinforce rules and procedures and to motivate students
• School Community Service
• Extracurricular Activities – football, basketball, judo, badminton, table tennis, cricket, scrabble, netball
• Training of the staff, on a volunteer basis, to do remediation in light of the type of student intake with respect to academic performance is presently being done.
• Guidance Officer periods with forms 1, 2 and 3
OTHER IDEAS FOR ADDRESSING THE PROBLEM

- Community Involvement
- Expanding existing School Community Service Program by sourcing more volunteers to supervise it. It should be noted that the Student Council has volunteered to assist in this program.
- Additional Intervention programmes from Student Support Services or other agencies
- Mentoring programme – presently being offered by M.O.E.
- Assigned Social Worker, Counselors and Psychologist
- The need for more Remedial teachers
- Long-term instead of short-term programmes for certain students: a one year program which is devoted to working on self esteem, life skills, anger management, coping skills, etc. This can be compared with what is done at SERVOL in their first year program.
- In-school programmes; making use of internal (physical/human) resources where available
- Frequent Police patrols in and around the school compound
- Increased Security Personnel (presently insufficient to effectively secure both front and back gates as well as the unique perimeter of the school).
- Frequent lectures from Community Police and Army personnel to repeat offenders
- Field trips for repeat offenders to Y.T.C. State Prison and St. Judes
- Workshops for teachers on Classroom Management, Dealing with Confrontations, Conflict Resolution, Dealing with the Difficult Adolescent, etc. – Though M.O.E. is offering its 2\textsuperscript{nd} Annual Professional Development workshops during the July/August vacation, more is needed on the above mentioned areas.
- More Staff Development Days to motivate staff and keep them on board with the school’s mission and vision
- Improved physical environment giving a more comfortable and peaceful setting for the students
- Addressing Teacher Absenteeism at the Administrative level: School Administrators need to appeal to teachers to be professional about their leave taking; they need to highlight the consequences to the school, fellow teachers and to even to themselves
because of the disorder that can be created with high absenteeism; and they need to make teachers aware that occasional leave is meant for urgent business and not to be simply taken casually just because one has days available that one can take

- Addressing Teacher Absenteeism at the level of the Ministry: A suggestion is that the Ministry can give a financial bonus for days not taken at the end of each year as an incentive. If the equivalent of a day’s pay for each day not taken is granted teachers may be more hesitant to take leave and would really only take it if there is genuine urgent business to attend to.

**OTHER INFORMATION NEEDED**

- Police and court data on students
- Home background, e.g. social, economic, etc.
- Past school data e.g. discipline record
- Guidance Officer Reports
Workshop Report

Leadership and Anger Management Workshop for Malick Secondary

Prepared for:
Violence Prevention Academy
Malick Secondary School

December 15, 2009
### APPENDIX 2

**PENALTIES FOR OFFENCES (MATRIX)**

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<th>3 Days Suspension</th>
<th>4 Days Suspension</th>
<th>5 Days Suspension</th>
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<th>Refer to Counseling</th>
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<th>Request for expulsion</th>
<th>Confirmation Of property</th>
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<tbody>
<tr>
<td>1 Excessive absences and punctuality offences</td>
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<tr>
<td>5 Fighting, violence or threat of physical harm to any student</td>
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<tr>
<td>6 Assault, battery or extortion to any student</td>
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<td>7 Encouraging fighting or assault including the use of insults taunts or challenges</td>
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<td>8a Vandalism, graffiti, destruction of school property, destructive pranks or tampering with computers</td>
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<td>8b Vandalism, graffiti, destruction of school property, destructive pranks or tampering with computers</td>
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<td>9 Verbal abuse, including ethnic slurs or racial slurs, obscene comments or swearing to members of staff</td>
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<td>10 Intentional harassment including sexual harassment, display of pornographic materials</td>
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<tr>
<td>11 Stealing or borrowing without authorization any item or property from another student, member of staff or the school</td>
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<tr>
<td>12 Displaying gang related behaviour and/or violations of safe school policy</td>
<td>1st offense</td>
<td>2nd offense</td>
<td>3rd offense</td>
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<td>X</td>
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<td>13 False alarms, bomb threats upon or abuse of or tampering with safety/emergency equipment</td>
<td>1st offense</td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>14 Inappropriate dress code</td>
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<tr>
<td>15 Defiance of authority</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>16 Repeated disruptive behaviour</td>
<td>X</td>
<td>X</td>
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<td>17 Bringing prescribed equipment or material to school</td>
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<tr>
<td>18 Leaving class or school premises without permission, cutting classes</td>
<td>O</td>
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<tr>
<td>19 Caught in unauthorized areas of the school</td>
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<tr>
<td>20 Rule and disruptive behaviour, disrespect</td>
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<td>O</td>
<td>O</td>
<td>O</td>
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<td>O</td>
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<td>21 Suspended students found on the school's compound</td>
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<td>22 Repeat offenders</td>
<td>O</td>
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APPENDIX 3

MALICK SECONDARY COMPREHENSIVE SCHOOL
Motto "SELF-RELIANCE—PERSEVERANCE"

COCONUT DRIVE,
MORVANT,
Telephone: 638-5356

TEACHER’S MANUAL
(2005)

Compiled and written by
Vashti Ramdeen
Acting Dean/Teacher III
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<td>The Head of Department</td>
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<td>The Vice Principal</td>
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<td>The Guidance Officer</td>
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APPENDIX 4

EXCERPTS FROM STUDENT HANDBOOK

THE SCHOOL RULES

1. Students must be respectful to ALL members of staff.
2. Inappropriate hairstyles and headwear such as caps, headbands, bandanas, coloured hair accessories, bright hair colours as well as make up and coloured nail polish, will not be allowed on the school premises. (The Administration reserves the right to decide on the appropriateness of hairstyles).
3. Jewellery, with the following exceptions, is not allowed and will be confiscated:
   i. ONE pair of small stoppers/sleepers worn on the earlobes for GIRLS ONLY
   ii. One wrist watch
   iii. One school ring will be permitted for repeaters and form 6 only
4. The following are not allowed on the school premises and will be confiscated: radios, cassette/CD players, cell phones, playing cards, cigarettes, hemp and alcohol.
5. a) Staffrooms are out of bounds for ALL students
   b) The MALE toilets are out of bounds to the FEMALE students.
   c) The FEMALE toilets are out of bounds to the MALE students.
   d) Only authorized students are allowed to be in the Technical section of the School.
6. Obscene language and other forms of verbal abuse must not be used at any time.
7. Sporting type activity (e.g. cricket, football, tennis, etc.) must not be played in the classrooms, workshops or labs.
8. Smoking and the use of alcoholic drinks by students are strictly prohibited.
9. Any acts that are against the laws of the country are contravening the school rules and will be referred to the police. This includes theft, fighting, assault, extortion, sexual harassment, gambling, and the use/possession of prohibited drugs such as marijuana and cocaine, vandalism (defacing or destruction of private/public property), possession of scratch bombs. Weapons, firearms, etc.
10. Any items confiscated may be collected at the end of the term by the parents. The school will not be responsible for any prohibited/confiscated items lost, damaged or stolen.
APPENDIX 4 CONT’D

EXCERPTS FROM STUDENT HANDBOOK

EXPECTATIONS OF STUDENTS

Students are expected to:

1. Behave in a manner that will not disrupt the school or be damaging to its public image.
2. Wear the uniform properly at all times.
3. Keep their classrooms and the school environment clean and tidy at all times.
4. Come to school prepared (i.e. with books, related equipment, etc.) and attend ALL their timetabled classes and any other programmed activities.
5. Be punctual for both roll call sessions (am and pm) as well as for their class sessions.
6. Stand up and greet teachers/staff members who enter their classroom. They must remain standing until told to sit.
7. Stand respectfully when speaking to a teacher/staff member (i.e. facing the person with hands at the sides and NOT on the hips or folded). Students should never point a finger threateningly or raise their hands to a teacher or staff member.
8. Stand/Stop and listen when being addressed by a teacher or member of staff. Walking away from any such adult when being spoken to constitute disrespectful behaviour.
9. Obey instructions from ALL persons in authority including prefects and class representatives.
10. REFRAIN FROM USING OBSCENE LANGUAGE.
11. Avoid sitting or resting feet/legs on tables/desks.
12. Wait for permission from teacher before entering or leaving a classroom.
13. Avoid eating or drinking during class time. All food and drinks should be put away as classes resume.
14. Address teachers/staff members by their title (using Mr., Mrs., Miss or Sir) and in a respectful tone of voice.
15. Be polite always. Phrases such as ‘Good Morning’, ‘Good Afternoon’, ‘Excuse me please’; ‘Thank you’ etc. should become standard practice.
16. Remain in the classroom/hall until officially dismissed by the person(s) in charge.
17. Pay attention and avoid talking to friends/others while being addressed by teacher/person in charge in the classroom/hall. It is impolite to carry on another conversation while being spoken to.
18. Refrain from making comments, either directly or indirectly, to disrespect a teacher/fellow student or undermine a teacher’s authority.
19. Avoid conversations with classmates across the classroom as well as with other students outside of the classroom during a class session.
20. Refrain from shouting or calling out from within a classroom to ANYONE (TEACHER, OTHER STAFF OR STUDENT) outside of classroom while class is in session.
21. Raise hand to get permission to speak during a class session.
22. Get teacher’s permission before leaving their seats.
23. Avoid any behaviour that will disturb the school or other classes such as drumming on tables/desks or loud singing/talking.
24. Have respect for the property of others. They should not touch or use another student’s belongings without first getting permission to do so from the student.

APPENDIX 4 CONT’D
EXCERPTS FROM STUDENT HANDBOOK

REWARDS

Most rewards are distributed at the Achievement Ceremony and the Graduation Ceremony (see General Information). Other than this, teachers may choose to honour their students during the course of the year by organizing their own Certificates for their students. The following are some of the ways in which the School rewards deserving students:

1. Certificates of Recognition for:
   i. Punctuality & Regularity
   ii. Most Improved Student (Academically)
   iii. Most Improved Student (Discipline)
   iv. Extra Curricular Activities
   v. Helpful Students
   vi. Exemplary Conduct & Deportment

2. Certificates of Honour for:
   i. Most Helpful Student
   ii. Most Disciplined Class
   iii. Tidiest Class

3. Certificates of Participation for Extra Curricular Activities

4. Certificates of Academic Achievement for each subject area:
   This is usually given to forms 1-4 & L6 during the Achievement Ceremony.

5. Certificate of Best Academic Achievement Overall:
   This is usually given to forms 1-4 & L6 during the Achievement Ceremony.

6. Academic Awards (Plaques) for each subject (Form5 &U6 Levels):
   For each level (Form 5 or U6), one award for each subject area is given to the student with the best Achievement in the particular subject area. This is usually given during the Graduation Ceremony.

7. Frances Boatswain award – for the 5th former who performs best in the Business Department. This award was instituted to honour the late Frances Boatswain who was a Business Studies teacher at this school.

8. Ronald Rudder Award – for 5th former who performs best in the Electrical Department. This award was instituted to honour the late Ronald Rudder who was a teacher in the Electrical Department at this school.

9. Isabel Carter Award – for the 5th former who best exemplifies the School’s Motto.

10. Alfred Wafe Award – for the upper 6 student who best exemplifies the School Motto.

11. Principal’s Award – for the 5th form student who performs best overall (academically).


13. Testimonials and recommendations.
POSSIBLE SANCTIONS

- Warnings
- Parent conference
- Penance: lines, extra work, physical exercise, etc.
- School Community service: cleaning up of classrooms/workshops/labs/grounds, painting of school walls, etc.
- Suspension of privileges i.e. extracurricular activities
- Banned from Graduation Ceremony and Ball
- Detention
- Restitution: students must pay for damage done to private/public property.
- In school suspension
- Suspension
- Referral to School Supervisor/Ministry of Education
- Extended Suspension
- Referral to Legal Authority: Police
- Referral to Guidance Officer
- Expulsion
### APPENDIX 6
S.E.A. AND N.C.S.E. RESULTS OF STUDENTS

#### S.E.A. SCORES 2008
MALICK SECONDARY COMPREHENSIVE

<table>
<thead>
<tr>
<th>APPROXIMATE RAW SCORE %</th>
<th>ACTUAL SCORE RANGE OF EACH GROUP OF STUDENTS</th>
<th>NUMBER OF FORM 1 STUDENTS REGISTERED AT MALICK SECONDARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 70%</td>
<td>&gt;222 000</td>
<td>0</td>
</tr>
<tr>
<td>60% - 70%</td>
<td>207 953 – 221 929</td>
<td>10</td>
</tr>
<tr>
<td>40% - 60%</td>
<td>186 151 – 206 554</td>
<td>15</td>
</tr>
<tr>
<td>30% - 40%</td>
<td>165 383 – 182 704</td>
<td>99</td>
</tr>
<tr>
<td>Under 30%</td>
<td>130 722 – 160 359</td>
<td>15</td>
</tr>
</tbody>
</table>
# THE GOVERNMENT OF THE REPUBLIC OF TRINIDAD AND TOBAGO
## MINISTRY OF EDUCATION
### NCSE LEVEL 1 2007 SCHOOL RESULTS REPORT

**School:** Malick Secondary Comprehensive  
**School ID:** 320701  
**District:** ST GEORGE EAST  
**# of Classes:** 3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Students Entered</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>R</th>
<th>X</th>
<th>Students Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Science</td>
<td>A500</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>83</td>
<td>0%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>L400</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>11%</td>
<td>13</td>
<td>42</td>
<td>28%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>M510</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>7%</td>
<td>39</td>
<td>16%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>P796</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>S300</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>10</td>
<td>23</td>
<td>12%</td>
</tr>
<tr>
<td>Spanish</td>
<td>S468</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>10%</td>
<td>12%</td>
<td>23</td>
<td>48%</td>
</tr>
<tr>
<td>Science</td>
<td>S500</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>57</td>
<td>1%</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>V700</td>
<td>83</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>11%</td>
<td>15%</td>
</tr>
</tbody>
</table>

## Grading Scheme

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Outstanding</td>
<td>The student has demonstrated mastery of the defined learning outcomes/achievement targets and has demonstrated higher level skills and understanding with few or no errors.</td>
</tr>
<tr>
<td>80-89</td>
<td>Very Good</td>
<td>The student has demonstrated mastery of most of the defined learning outcomes/achievement targets and has demonstrated the required skills and understanding without significant error.</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
<td>The student has demonstrated adequate proficiency of the defined learning outcomes/achievement targets and has demonstrated some of the required skills and understanding without significant error.</td>
</tr>
<tr>
<td>60-69</td>
<td>Satisfactory</td>
<td>The student has demonstrated minimally acceptable proficiency of the defined learning outcomes/achievement targets and has demonstrated limited number of required skills and understanding without significant error.</td>
</tr>
<tr>
<td>0-59</td>
<td>Remediation needed</td>
<td>The student has not demonstrated minimally acceptable proficiency of the defined learning outcomes/achievement targets, and requires additional support to achieve minimal competency in skills and understanding.</td>
</tr>
<tr>
<td></td>
<td>Ungraded</td>
<td>The student was either absent and/or had no continuous assessment marks submitted.</td>
</tr>
</tbody>
</table>

Grades indicated are based on Examination and Continuous Assessment Marks.
### THE GOVERNMENT OF THE REPUBLIC OF TRINIDAD AND TOBAGO
#### MINISTRY OF EDUCATION
#### NCSE LEVEL 1 2008 SCHOOL RESULTS REPORT

**School ID:** 320701  
**# of Classes:** 3

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<tr>
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</tr>
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<tbody>
<tr>
<td>Agricultural Science</td>
<td>A500</td>
<td>81</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>81%</td>
<td>0%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>L400</td>
<td>81</td>
<td>1%</td>
<td>4%</td>
<td>14%</td>
<td>40%</td>
<td>41%</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>M510</td>
<td>81</td>
<td>1%</td>
<td>9%</td>
<td>10%</td>
<td>47%</td>
<td>33%</td>
<td>20%</td>
<td>16%</td>
</tr>
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<td>P796</td>
<td>81</td>
<td>0%</td>
<td>11%</td>
<td>14%</td>
<td>12%</td>
<td>63%</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>S300</td>
<td>81</td>
<td>1%</td>
<td>1%</td>
<td>6%</td>
<td>35%</td>
<td>58%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Spanish</td>
<td>S468</td>
<td>81</td>
<td>1%</td>
<td>3%</td>
<td>10%</td>
<td>27%</td>
<td>59%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Science</td>
<td>S500</td>
<td>81</td>
<td>0%</td>
<td>1%</td>
<td>5%</td>
<td>62%</td>
<td>32%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>V700</td>
<td>81</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
<td>28%</td>
<td>65%</td>
<td>7%</td>
<td>6%</td>
</tr>
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</table>

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<td>D  Satisfactory</td>
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<tr>
<td>0-59</td>
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</tr>
<tr>
<td></td>
<td>X Ungraded</td>
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</tr>
</tbody>
</table>

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APPENDIX 7
VPA STUDENT SURVEY FORM (PAGE 1)

VPA STUDENT SURVEY

MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ☐   INCORRECT: ✓ ✗ ☐

1. What school do you currently attend?
- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Cunupia High School
- El Dorado Secondary Comp
- Five Rivers Secondary
- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantville Secondary Comp
- Princes Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary Comp
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeline Secondary
- Success Laventille Composite
- Tranquility Govt Secondary
- Valencia High School
- Williamsville Secondary
- Other

2. What form are you in?
- Form 4
- Form 5
- Other

3. Are you?
- Male
- Female

4. Please choose the ONE answer that BEST describes what you consider yourself to be?
- African
- East Indian
- Afro/Indian
- Other

5. How old are you?
- 11 or younger
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older

Please turn survey over and complete the questions on the back!
APPENDIX 7 CONT’D

VPA STUDENT SURVEY FORM (PAGE 2)

6. Since the beginning of the term, how much of a problem has the following issue been for your school?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Not a problem at all</th>
<th>Minor problem</th>
<th>Major problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault (victim does not fight back)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bomb threats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating on class assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cocaine use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arriving to school late</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrespect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug sales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extortion/taxing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forgery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gangs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loitering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marijuana use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obscene language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robbery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unauthorized absence from school or class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improper uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual assault</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats and intimidation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trespassing on school grounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapon possession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate sexual contact between students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonstudents wearing school uniforms to attend school functions/activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for participating in this study!
APPENDIX 8

VPA TEACHER SURVEY FORM (PAGE 1)
**APPENDIX 8 CONT’D**

**VPA STUDENT SURVEY FORM (PAGE 2)**

### Personal Security

**In the past month have any of the following happened to you personally in this school?**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Damage to personal property worth less than $60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Damage to personal property worth more than $60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Theft of personal property worth less than $60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Theft of personal property worth more than $60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Was physically attacked and had to see a doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Was physically attacked but did not have to see a doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Received obscene remarks or gestures from a student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Was threatened in remarks by a student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Had a weapon pulled on me</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planning and Action

**42. How often do you work on a planning committee with other teachers or administrators from your school?**

- Several times a month
- About once a month
- Less than once a month

**43. The principal encourages experimentation**

**44. Teacher evaluation is used in improving teacher performance**

### Safety

**24. In your opinion, how much of a problem are vandalism, personal attacks, and theft in your school?**

- None or almost none
- A little
- Some
- Fairly much
- Very much

**25. Since school started this year, how many times did you hesitate to confront misbehaving students for fear of your own safety?**

- Never
- Once or twice
- A few times
- Many times
- Nearly all the time

### Morale

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false about the faculty.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apathetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohesive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiastic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustrated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unappreciated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thank you for your participation!**

Please contact The Student Leadership Unit at 622.0536 if you have any questions about this survey.
### APPENDIX 9

**STUDENT INCIDENT REPORT FORM (PAGE 1)**

---

#### School Incident Record Form (SIRF)

**Directions:** Please complete every question to the best of your ability. When filling out the names please start on the left side, fit as many letters as possible. If the name is unknown, leave it blank. If there is more than one offender or victim please attach as many additional offender/victim forms as needed. Staple all the forms together in the top RIGHT hand corner, the timing marks on the left hand side need to remain undamaged for scanning purposes.

<table>
<thead>
<tr>
<th>SCHOOL NAME (School Number)</th>
<th>Incident Date</th>
<th>Time of incident</th>
<th># of Victims</th>
<th># of Offenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aragon Govt Secondary 1001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arima Senior Comp 1002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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#### Incident type (Choose ALL that apply)

- Alcohol use/possession
- Arriving to school late
- Arson
- Assault (victim does not fight back)
- Assault with weapon
- Bomb threats
- Bullying
- Cheating on class assignments
- Disrespect
- Disruptive behavior
- Drug sales
- Drug use/possession
- Extortion/ taxing
- Fighting
- Forgery
- Gambling
- Guns
- Improper uniform
- Inappropriate sexual contact
- Littering
- Looting
- Obscene language
- Robbery
- Sexual assault
- Stealing
- Threats and intimidation
- Trespassing on school grounds
- Unauthorized absence
- Vandalism
- Weapon possession
- Other

#### Disciplinary Action (Choose ALL that apply)

- Counseling
- Warning given
- Detention
- Confiscated items
- Parents called to pick up student
- Set up meeting with parents
- Suspended 1 Day
- Suspended 2 Days
- Suspended 3 Days
- Suspended 4 Days
- Suspended 5 to 7 days
- Extended Suspension
- In school suspension
- Expelled
- SSO called
- Police called
- Other

#### Incident Location...

- Cafeteria
- Toilets used by students
- School field
- Parking lot
- School Hall/Auditorium
- Hallways and locker areas
- Elsewhere outside on school grounds
- Other
APPENDIX 9 CONT’D
STUDENT INCIDENT REPORT FORM (PAGE 2)
APPENDIX 10
WORK PROFILE OF V.P.A. TEAM

ANNMARIE CROPPER (Leader)
- Responsible for communication between the V.P.A. team members of the school and the V.P.A. team of the M.O.E
- In charge of administering and collecting V.P.A. surveys to students and teachers
- Responsible for designing the Incident Data Form now being used by the school to facilitate information needed by V.P.A.
- Assisted with the further scanning and analysis of data for the Report
- Facilitated a workshop with Staff for the Response Proposal
- Will be responsible for coordinating the Conflict & Anger management programme
- Will coordinate Graduation Ceremony for Repeat Offenders
- Will be responsible for coordinating the Gambling programme, including designing of surveys for assessment of the programme
- Assisted with editing the T.T.V.P.A. Report

VASHTI RAMDEEN (Leader)
- Assisted with the administering and collection of V.P.A. surveys
- Responsible for collecting Incident Data from all Deans and ensuring its documentation
- Did further scanning and analysis for Report with Ms. Cropper
- Created the charts, tables and appendices for the Report
- Wrote the T.T.V.P.A. Report
- Facilitated a workshop with Staff for the Response Proposal
- Facilitated a workshop with the Student Council for the Response Proposal
- Responsible for contacting and liaising with the different agencies for the various programmes
- Responsible for coordinating the Life Skills: Anger Management & Coping Skills workshop, including designing of surveys for assessment of the programmes
- Responsible for coordinating Parenting workshop for Parents of Repeat Offenders
- Responsible for coordinating Parenting workshop for Parents of Form One
APPENDIX 10 CONT’D
WORK PROFILE OF V.P.A. TEAM

PATRICIA PEREIRA
- Assisted with contacting Community Police and Dr. Reyes for the Gambling programme
- Will be responsible for coordinating Parenting Programmes
- Responsible for brainstorming with the P.T.A. for ideas on the Response Proposal
- Facilitated a workshop with Staff for the Response Proposal

MAXINE SENHOUSE
- Will assist in administering surveys for assessment
- Will assist in Graduation Ceremony of Repeat Offenders after Anger Management & Coping Skills Program

EARL DALRYMPLE
- Will assist in creating surveys for assessment of Gambling programme
- Will assist in administering surveys for assessment
- Will assist in coordinating the Gambling Programme with Ms. Cropper

ACKNOWLEDGEMENT
The V. P. A. team at Malick Secondary would like to acknowledge Mr. Richard Steele (Dean at Malick Secondary School) for his assistance in the following areas:
- Sourcing photo of school’s layout
- Identifying all the catchment areas of the school
- Creating the slides for the power point presentation done for the Staff workshop
- Lending assistance during the V.P. A. Workshop with Staff for the Response Proposal
TRINIDAD AND TOBAGO VIOLENCE PREVENTION
ACADEMY

MARABELLA NORTH SECONDARY SCHOOL

GUARACARA/TABAQUITE ROAD
MARABELLA
TRINIDAD, WEST INDIES
(ESTABLISHED 1979)

TELEPHONE/FAX: (868) 658-5774
EMAIL: marabellanorthsecondary@govt.net.tt

TEAM MEMBERS

MR. ROGER WATERMAN (Principal Ag.)

MR. NICOL TUITT (Teacher)

MR. LAWERENCE MARCELLE (SSO)

MS. HAZEL CASTRO (Dean/Team Leader)

Contact Information

Telephone No : (684-7916) (Mobile)
(657-5447) (Work)

Email : (haznic@yahoo.com)
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10. Conclusion

11. Appendices- Names of participants

- Graphs
- Code of conduct
- Old and New School Uniform
- School Map
- School Plan
- CPTED Report
- Student/Teacher Surveys
- SIRF Forms
**Introduction**

Over the last decade Trinidad and Tobago has seen an unprecedented rise in the number of violent crimes throughout government secondary schools. Some of these crimes have resulted in the death of some students.

The Ministry of Education, under the leadership of the Minister of Education has embarked on a training programme designed to help secondary schools address the problems peculiar to their schools. The aim of the programme is to assist, what the Ministry of Education refers to as high risk schools, to develop and implement strategies using school based problem solving methods to help curb the incidents of violent behavior at these schools.

This report examines the problem of gambling and other problems directly related or resulting from gambling at the Marabella North Secondary School and the school’s attempts to eradicate these problems, using the SARA (Scanning, Analysis, Response, Assessment) model. Finally, the report examines and assesses the effectiveness of the strategies implemented during the last year.

The purpose of the Trinidad and Tobago Violence Prevention Academy is to train participants from twenty-five (25) high risk schools across Trinidad and Tobago to develop and implement a plan to adequately address problems relating to violence at their schools.

At the conclusion of the programme participants are expected to develop and implement a school violence prevention plan for their school.
SCHOOL BACKGROUND

The Marabella Senior Comprehensive School was opened on September 5th 1979, with an intake of 1,066 students (male and female) entering Form Four classes. The administration included Mr. Wesley Ramjattan as Principal, Mr. Manzur Baksh as Vice-Principal.

During the period of 1985 to 2000, the school’s student population reached an unprecedented figure of 1,500 (Form Fours to Form Six). At present, 870 students are enrolled. There are 408 boys and 462 girls.

The school has a wide ranging prospectus that includes academic and technical subjects. In addition to English Language and Mathematics, all students pursue subjects from the following groupings:

Science
Modern Studies
Language Arts
Business
Pre Technician Courses
CVQ

With the introduction of SEMP in 2002, Technology Education and Visual and Performing Arts were included.

In 1989, students were allowed to pursue Advanced Level Studies in the following areas:

Mathematics
Chemistry
Physics
Biology
General Paper
Presently, six A-level classes exist. Three Upper Six classes and three Lower Six classes are pursuing Modern Studies and Sciences.

**STAFF**

There are eighty-nine members in the Teaching staff including the Principal and the Vice Principal. This staff is assisted by thirty members of the Civil Service staff, two School Safety Officers, four on the Job Trainees (O.J.T.) and eight Maintenance Technical Services (M.T.S.) staff.

**GUIDANCE COUNSELLOR**

The School has one resident Guidance Counsellor who has been attached to the school for just over four years.

**PARENT TEACHER ASSOCIATION (PTA)**

PTA meetings are held on the third Monday of every month during the term, on the school’s premises. Traditionally, attendance by both parents and teachers is generally poor.

**LOCAL SCHOOL BOARD**

This committee consists of the principal, Teachers Union (TTUTA) representative, a dean, member of the student council and a member of the school’s PTA. They receive separate funding that brings some measure of relief by way of projects that may be difficult to handle by the school’s management.

There is also a School Prefect System, a Student Council and House System in existence at the school.
CONCEPTUAL FRAMEWORK

The Ministry of Education (MOE) has as its premise that every child can learn and as such has developed a policy based on “Education for All” as education is the key to human resource development. The vision of the Ministry of Education is ‘To be the pacesetter to the holistic development of an individual through an education system, which enables meaningful contributions within the global context’.

THE SCHOOL’S STRATEGIC PLAN

The school’s strategic plans have emanated from this vision as well as the mission and core values of the school. The school therefore is an agent that is geared to developing the strategic objectives of the Ministry of Education which include

2. Improved delivery of relevant curriculum.
3. Delivery of quality education through continuous evaluation.
4. Establishment of high and clear expectations for student learning.
5. Improved performance of the internal stakeholders – students, teachers, civil staff, security and maintenance.
6. Stringent accountability.

MAJOR ACHIEVEMENTS

The school has integrated its academic programmes with co-curricular programmes for the holistic development of its students.

Some Major Achievements

2009

Sanfest Finalist in three categories of dance and song
2008
Winner – Latin Dance at San Fernando Creative Arts Centre

2007
Winner – Latin Dance at San Fernando Creative Arts Centre
2nd Place Winner - Pan Competition at San Fernando Creative Arts Centre

2005
Further Additional National Scholarship Winner in Science – Giselle Pierre
Ministry of Com. Dev. Scholarship in Academic Studies - Cherece Christopher
Typewriting (CXC – Second Place) – Sherry Ramnanan
National Award for Archery – Sarah Jagessar
Southern Games (6 Gold Medals) – Sarah Jagessar

2004
1st Place Integrated Science (Basic) – Allison Chase
3rd Place Integrated Science (Basic) – Crystal Greene
Placed in the Finals of the Trinidad and Tobago Unit Trust Corporation Annual Investment Game
Central Zone Winners – Football Senior Division TTSFL

2003
Pan in Schools Finalist
Ensemble – Song “The Sweetest Taboo” – Placed 3rd
Duet – Song “Yellow Bird” – Placed 3rd
Duet – Song “Jamaica Farewell” – Placed 6th
National Scholarship Winner (Business) – Karlene Lall
1st Place at CXC Technical Drawing – Mohammed Khan
Champion Secondary Schools Football League, Central Division
Finalist Secondary Schools Drama Festival

**Previous Years**

2002 National Scholarship Winner (Science) – Camille Kissoon
1999 National Scholarship Winner (Science) – Stacey John
1992 National Scholarship Winner (Science) – Vanessa Harry

**PHYSICAL FRAMEWORK**

The Marabella Senior Comprehensive School is situated on fourteen (14) acres. It is to the north of the Harmony Hall Housing Scheme and west of the Highway Overpass at Gasparillo.

Students who leave Block E to attend Workshops for Caribbean Vocational Qualifiers (CVQ) and Science Laboratories are only allowed to leave the rooms accompanied by their teachers.

The School’s Administration Offices are located in Block L, with many of the classrooms in Block E. This block also houses the two Safety Officers.

There is only one point for entry and exit, located at the north-eastern corner of the compound as shown.

The size of the school makes it very difficult to effectively police and this creates opportunities for students to engage in delinquent activities.
THE COMMUNITY

The majority of the students who attend our school come from Marabella and its environs. The community is located in an oil belt that is fuelled by Petrotrin. The wealth generated by this company does not filter back into the community and ironically many of the people are involved in menial work. Consequently, the majority of students come from a lower socio-economic background and this provides many challenges. A number of our students live in an area called ‘The Train Line.’ This area is known to facilitate numerous criminal activities that filter into the wider community to which the school is not immune.

It is against this background that we must operate in order to provide/deliver the educational needs of the students under our care.
HISTORY OF SCHOOL PROBLEMS

Marabella North Secondary has been plagued by a number of general behavioural problems by its students over the years. Of major concern was loitering by students on the corridors and open walkways on the ground floor of the school. At times there were over 200 students milling around the school compound with the excuse of having a free or they have no classroom to be taught in.

This led to other problems such as fights, vandalism, theft, robbery, cell phone use, disrespect, swearing, uniform problems, defacing school property, assaults on teachers, gambling, smoking, using and selling of marijuana on the compound, detonating ‘scratch bombs’ and other explosive devices, which led the school’s administration having to issue many suspensions and summon the police on several occasions.

This was also compounded by teacher absenteeism which meant that students were left unsupervised for long periods of time. The school was also faced with the alarming situation of accepting transferees from the surrounding schools that were without an upper school as far north as Couva. These students were not known to us as we knew very little of their background; many of them already having criminal records and others with cases pending.
STATEMENT OF PROBLEM

Marabella North Secondary School has a serious problem with respect to gambling. As such we would like to address this problem in the hope that we can come up with practical solutions that would, if not eradicate gambling, would greatly reduce it.

Gambling was chosen because of its nexus to other problems such as threats, fighting, obscene language, stealing, breaking classes and disruptive behaviour. We have appreciated the fact (based on both teacher and student surveys) that the incidents of gambling among younger students are increasing. In the past, gambling was practiced primarily by students in the upper forms but recently it has filtered down to the lower forms on a regular basis.

As such curbing gambling as an independent act will not only diminish the incidence of gambling but also curtail the offences directly connected to it.

It is our belief that if the incidence of gambling is reduced we will be better able to instill values that are in keeping with the school’s vision that is “through commitment and love, we will develop individuals with a lifelong passion for learning, who will make valuable contributions to society.” This will no doubt contribute to a safer and healthier learning environment at the school.
SCANNING/ANALYSIS/RESPONSE/ASSESSMENT
*(SARA)*

To analyze the problem of gambling at the school the SARA model of problem solving was utilized. This model consists of four steps known as scanning, analysis, response and assessment.

**SCANNING**

Scanning is the first step in this four step process and it focuses on problem identification. Scanning aims at identifying and defining a basic problem to determine the nature and scope of the problem. It also involves establishing baseline measures depending on the seriousness of the problem.

Scanning typically involves:

- Identifying recurring problems of concern to the public and the police
- Identifying the consequence of the problem for the community and the police
- Prioritizing those problems
- Developing broad goals
- Confirming that the problem exists.
- Determining how frequently the problem occurs and how long it has been taking place
- Selecting problems for closer examination.

Observer participation formed the basis of our initial scanning. We observed that a number of fights, disruptive behaviour and obscene language had its genesis in some form of gambling. Prior to the Violence Prevention Academy (hereafter VPA) the school’s Principal and some members of the administrative team had identified gambling as a major source of disruption at the school.

In order to address these problems it was decided that we must first improve the image of the school in the minds of the students. We therefore embarked on a project
aimed at uplifting the physical environment of the school. It was hoped that once the physical aesthetics of the school improves the students’ self image and self esteem will also improve. Consequently, some work was done on Blocks C and E and the surrounding areas during the last academic year (2008 July/August). The classrooms in Blocks C and E were painted, metal doors replaced all wooden doors in all of the classrooms, the trees surrounding the buildings were trimmed and dustbins were placed in all classrooms and on the corridors in each block. The partitions in Block E were also replaced, the sewage treatment plant was fenced and eight loads of garbage were removed. Large classrooms in Block C were fitted with partitions converting three classrooms into six so that more space was provided to hold all the children. The cost of these initial implementation amounted to Seventy One Thousand Two Hundred and Seventy dollars ($71270.00) excluding the cost of the dustbins.

Subsequent to the introduction of the VPA work continued but it became necessary to confirm our initial observation that gambling was a major problem at the school. Data from suspensions forms, School Safety Officers (hereafter SSO) reports, student surveys and teacher and student complaints and teacher interviews were examined. While the data showed that fighting and disruptive behaviour were serious concerns investigations into these problems revealed that some fights resulted from gambling or gambling related activities.

In order to address the problem of gambling in a holistic manner all possible stakeholders were identified. These included:-
- The Principal, Vice Principal and teaching staff
- Civil service staff
- Students
- Parents
- Guidance Officer
- SSO
- Maintenance Training and Security (hereafter MTS
- The Police.
ANALYSIS

Analysis is the second stage of the problem solving process and its objective is to develop an understanding of the dynamics of the problem. It is the core of the problem solving process. Its purpose is to develop an understanding of the limits of the current responses, establish a correlation with other problems and develop an understanding of the cause and effect of the problem.

Analysis involves:

- Identifying and understanding the events and conditions that precede and accompany the problem
- Identifying relevant data to be collected
- Researching what is known about the problem type
- Taking inventory of how the problem is currently addressed and the strengths and limitations of the current response
- Narrowing the scope of the problem as specifically as possible
- Identifying a variety of the resources that may be of assistance in developing a deeper understanding of the problem
- Developing a working hypothesis about why the problem is occurring.

To evaluate the nature of the school’s gambling problem we examined data from suspension forms, SSO reports and teacher and student complaints and teacher interviews for the period September 2007 to May 2009.
SUSPENSION FORMS

Analysis of the data from the suspension forms revealed that there were twelve (12) incidents of gambling during the period September 2007 to May 2009. Of the one hundred and seventy six (176) incidents during the said period twenty (20) were fights, nine (9) accounted for disruptive behaviour, five (5) were breaking class and fifteen were scratch bomb related incidents. Assault occurred forty times, while nine were incidents involving obscene language.

The most popular areas where incidents occurred were in the classrooms and corridors of Block E and the cafeteria.

The data also revealed profiles of the highest rated offenders and victims.

Offender profiles

1. A.P is 13 years, African male and in form 102
   - Six offences - disorderly conduct, robbery, two assaults involving weapons (knives) and fighting.
   - Single parent household (father)
   - One of nine children
   - Unstable economic background

2. A.C. is 14 years, African male and in form 304
   - Five offences – detonating an explosive device, selling of scratch bombs, assaulting a teacher, disruptive behavior and disrespectful conduct.
   - Single parent household (mother)
   - It is alleged he is a product of incest
   - Unstable economic background

3. C.L is 14 years, African female and in form 203
• Four offences—fighting, impersonation, gross disrespect, assault and obscene language
• Single parent household (father)
• Moves between parents on a regular basis
• Father is a Rastafarian who smokes marijuana in her presence
• Stable economic background

Victim Profile

1. Teachers- members of the teaching staff of African and Indian descent
   • Seventeen offences - assault, obscene language, disruptive behavior, gross disrespect and provocation.

2. School Safety Officers and MTS Security Officers- African and Indian descent
   • Five offences – obscene language, gross disrespect and assault.

3. S.E is 14 years, African male and is in form 204
   • Victim of two offences – assault and theft.
   • Victim was also an offender involving assault.

SCHOOL SAFETY OFFICERS’ REPORT

The SSO report covered the same period as the suspension forms. However, that report recorded seventeen (17) incidents of gambling.

STUDENT SURVEY DATA

In November of 2008 a survey was issued by the coordinators of the VPA. The survey was conducted among one hundred and twenty five (125) form five students. The data showed that seventy eight (78) students thought that gambling was a major problem, thirty two (32) thought it was a minor problem and sixteen (16) thought it was not a problem. According to the data fighting appears to be the major concern of students. Eighty two (82) of them believe that fighting was a major problem, thirty seven (37) thought it was a minor problem, while six (6) thought it was not a problem. With respect to disruptive behaviour, seventy one (71) was of the view that it was a major problem,
forty (40) saw it as a minor problem, while eleven (11) thought it was not a problem at all.

**TEACHER INTERVIEWS**

Twenty five (25) teachers at the school were randomly selected and interviewed. They were specifically questioned about the issue of gambling at the school. Seventy five (75) percent viewed gambling as a major problem, twenty four (24) thought it was a minor problem and one (1) percent did not know. All the participants believed that most of the gambling takes place in the classroom.
RESPONSES

This third step of the SARA model involves the development and implementation of strategies to address the specific problem. This is achieved by looking for specific responses that are broad and uninhibited. According to the US Department of Justice Office of Community Oriented Policing Services, “the response should follow logically from the knowledge learned during the analysis and it should be tailored to range between totally eliminating the problem, substantially reducing the problem, reducing the amount of harm caused by the problem or improving the quality of community cohesion.”

Types of activities undertaken in the response phase include:

- Brainstorming for new intervention
- Searching for what other communities with similar problems have done
- Choosing among the alternative intervention
- Outlining a response plan and identifying responsible parties
- Stating the specific objectives for the response plan
- Carrying out the planned activities.
PHYSICAL INFRASTRUCTURE

Since the evidence suggests that the classroom was the primary location for gambling and other deviant behaviour the refurbishing work started last year was continued. Metal doors with locks were placed in all doorways at the school. During the Easter vacation all the broken partitions in Block E were removed and replaced with news ones so that students were no longer able to pass through the broken partitions to get from one class to another or to evade deans and teachers. Repairs were done in the girls’ washroom and two hundred and fifty (250) chairs were bought. The purchase of the new chairs reduced the need for students to be out of class on the pretext that they were going in search of chairs. This reduced the number of students being out of class during class time by forty (40) percent. The classrooms were also painted and dustbins placed in them to improve the aesthetics of the classroom. The trees between Blocks C and E and all other trees on the school compound were pruned. This resulted in greater visibility and discouraged students from loitering under the trees. Further, the broken louvers in Blocks C and E are to be replaced during the 2009 summer vacation. This is imperative to avoid students climbing out unto the cantilever. The windows will also be reinforced with burglarproofing. The cost of the burglarproof is approximately Eighty Thousand ($80000.00) dollars.

The playing field is currently under repairs. The cost of these repairs is Fifty Eight Thousand ($58000.00) dollars. Once it is completed sporting activities will be reintroduced during the luncheon interval and after school. This is expected to keep students occupied so that they will have no time to gamble or get into mischief.

Areas in the school that are off limits to students were cordoned off and signs are to be placed where students are prohibited from entering. The cost of the signs is expected to be Four Thousand ($4000.00) dollars. A safety alarm was purchased at a cost of Twenty Three Thousand ($23000.00) dollars and this is expected to be used whenever there is an emergency at the school.
The installation of cameras and monitors around the school was discussed. It was argued that monitors are our best defense in our fight against violence at the school especially since teacher absenteeism continues to be a serious problem. Although the logistics are still being calibrated it is expected to cost approximately Eighty Thousand ($80000.00) dollars.

At present the total cost of implementation of our intervention plan is approximately Two Hundred and Forty Five Thousand ($245000.00) dollars.

**SUPERVISION**

Lack of adult supervision provided the opportunity for students to gamble and indulge in other forms of deviant behaviour. If these negative activities are to be curtailed constant teacher supervision is imperative. Consequently, a rigid teacher supervision roster was implemented so that at least some of the classes with absent teachers could be supervised. The substitute teacher programme has also proved useful in this respect. Block supervision by Deans and Heads of Departments compliment teacher supervision. Regular patrols around the compound by SSO and MTS have been successful in curbing recalcitrant behaviour during the luncheon interval.

In order to control the unnecessary movement of students during class time, teachers in the technical areas have been mandated to go to the classroom to collect their classes. If the teacher does not collect his/her class, the class must remain in its home room so that there is no unnecessary walking if the teacher is absent from school.

In October of 2008 the form ones were relocated to the top floor of Block E. This was done to facilitate supervision and to lessen the opportunity for form ones to observe the negative behavior of some form fours and fives who were relocated to the ground floor of the said Block. The success of this move is evident in that to date there is no
graffiti on the walls on the top and middle floors of Block E where the lower forms are located.

**STUDENT INVOLVEMENT**

The student council at the school has been reconstituted with a new constitution so that students are empowered to be more proactive in their affairs. It is envisaged that the student council will assist in the counseling and supervision of their peers while at the same time empowering them to make a difference in changing the culture of the school.

More school prefects are being recruited to assist in the supervision of classes. Each prefect has been assigned a class for which they have the responsibility of reporting any suspicious activity to the Deans.

**SCHOOL RULES COMMITTEE**

A committee has been commissioned to evaluate and make changes to the school rules. It is important to note that while some of the school rules are no longer relevant in our emerging society some new rules need to be implemented to face the new challenges we now encounter.

**LEGAL EDUCATION**

In light of the impending Children’s Act and the commissioning of the Children’s Authority Board it was suggested that students be sensitized about their rights and responsibilities and the legal ramifications of their actions.
CHANGE IN SCHOOL UNIFORM

As part of the total make over of the school and its image, the school uniform like the school’s name will also be changed. The traditional blue and white for which the school is known will remain but the style of the skirt and the monogram will change. The uniform will be embellished with a tie. The students via the student council are expected to contribute to the final product.

BARRIERS TO IMPLEMENTATION

Most of the responses implemented were welcomed. However, it is anticipated that the pending installation of cameras around the school will be met with opposition. While parents are satisfied with this plan, teachers view it with suspicion. The cost of implementation may also be a hindrance

ASSESSMENT

Assessment is the final stage of the SARA process and it aims at determining if the response strategies were successful.

A preliminary assessment has revealed a decline in the number of incidents of gambling and other offences. There have been thirteen incidents recorded during the period March 2009 to May 2009 none of which was gambling. It is still too early to make a definitive assessment since some of the responses are not yet implemented.
It is difficult at this stage to certify a timeline since our action plan is heavily
dependent on funding. Once funding becomes available implementation should take no
more than three months.
FINIAL IMPLEMENTATION

The financial constraints of the 2009-2010 academic year and the appointment of a new principal have significantly restricted our implementation. A number of our responses required capital for implementation and since this was not forthcoming we focused our attention on those responses that required little or no money.

1. Physical Infrastructure: - The poor state of the physical condition of the school makes it impossible to effect any major changes. Significant changes will certainly involve rebuilding the school. Since the CPTED site visit conditions have gotten worse. Pigeons have since inhabited the roofs of several blocks including blocks E, C and B. Nevertheless, maintenance of the school’s aesthetics were continued despite the limited resources available. (See appendices for CPTED Report)

2. Supervision: - Prior to September 2009 a rigid teacher supervision roster was implemented. This continued in the new academic year and is expected to remain part of the natural order of things at the school.

3. Student Involvement: - The student council has been elected and the executive is still in the process of negotiating with the school’s administration for a permanent room and a computer. However, since the school is so dilapidated, room is a major problem at the school. Money is also a problem so the student council is working on a number of fund raising events to finance its operations.

4. School Rules Committee: - The school rules committee has been defunct since its commission. The code of conduct sent to schools by the Ministry of Education is being used as the guideline for dealing with indiscipline. Nevertheless, it must be noted that some rules need to be changed and new ones implemented to deal with situations that may be unique to the school. It is hoped that a new committee will take up the challenge.
5. **Legal Education**: Some form four and five classes with at risk students were identified, and this group were educated on the law with respect to the following offences:

   (a) Gambling
   (b) Assault/Fighting
   (c) Scratch bomb/Explosives
   (d) Theft

   These classes were conducted by a Dean who is also an attorney at law. These sessions were interactive and well received by the students who had a lot of misconceptions about the law and jail. For the first time these students really understood how the legal system worked. The session helped to dispel some of these misconceptions. This was one of the more successful responses implemented.

6. **Change In School Uniform**: The new school uniform was implemented at the beginning of the 2009-2010 academic year. Its intended purpose was achieved in that it contributed to a significant rise in the self-esteem of the student population. The students loved the new uniform especially the girls. While the boys generally liked the new uniform they did not like the idea of wearing a tie. Form teachers were therefore asked to encourage the students to wear the tie. The aim was to get students to appreciate why they should wear the tie and to see themselves in the future not merely as blue collar workers but potential holders of the highest offices in the island.

7. **Extra Curricular Activities**: Extra curricular activities like legal education, was one of the more successful responses implemented. Activities such as small goal, table tennis and public speaking were organized during the luncheon interval. Cricket, track and field and folk festival are expected to follow. Unfortunately, because of the lack of funds and no school field we were limited with respect to the scale of implementation.
8. **Assessment:** One of the most encouraging and rewarding aspects of this project was to see actual results. During the period September 2009 to December 2009 the number of student incidents declined drastically. There were no incidents of gambling, five (5) incidents of assault, two (2) fights, one (1) incident of theft, scratch bomb, possession of cigarette/marijuana, and inappropriate behaviour respectively. No incidents were reported in the other categories.
SUSTAINABILITY PLAN

The steps to be taken to sustain the SARA model will depend on the attitude of the current school administration toward the VPA programme. A computerized system has been set up to continue recording all incidences involving students. The SIRF will continue to be used. Once these systems remain in place it will be easy to continue to use the SARA model for identifying, understanding and dealing with violent behavior at school.

Prior to the change at the helm of administration at the school, key stakeholders including parents, were buying in to the efforts at the school to keep students safe and in check and to reduce violent incidents. However, since the change, the VPA has taken a back seat and no immediate plans have been made to sustain the efforts made by the VPA team.

Money has been a major barrier to implementation. Lack of funding has paralyzed efforts at implementation. The poor physical infrastructure of the school also compounded the problem in that the dilapidated conditions made any changes impossible. Consequently, lack of financial support has greatly limited our ability to move forward in a positive and effective manner.
CONCLUSION

Despite the many challenges faced during the implementation of this programme it was nonetheless brought to a successful conclusion. This is evidenced in the significant decrease in the number of incidence during the period September 2007 – December 2009. At the end of the implementation phase there were no incidents of gambling. While there were still some incidents of assault the number was greatly reduced.

Further, money problems and the appointment of a new principal significantly stunted the progress of implementation. The final result being that a number of the intervention strategies were either partially implemented or not implemented at all. It is hoped that funding will be made available in the near future so that the school can realize its true potential.
APPENDICES

TEAM MEMBERS

_Hazel Castro_- Overall team leader – is responsible for overseeing and documenting the collection of data, analysis, interpretation and presentation of report and chief liaison officer of the team.

_Nicol Tuitt_- Collects information and data.

_Lawerenc Marcelle_- Investigates incidents.

_Roger Waterman_- Proof reads documents and assists other team members.
GRAPHS

**INCIDENT DATA - SEPTEMBER 2007**

- Incident categories:
  - GROSS DISRESPECT
  - ASSAULTS
  - DISRUPTIVE BEHAVIOUR
  - THEFT
  - SEX
  - BULLYING
  - OBSCENE LANGUAGE
  - SCRATCH BOMBS
  - PROPERTY DAMAGE
  - FIGHTING
  - BREAKING...
  - SMOKING
  - GAMBLING
  - FIRE
  - ROBBERY
  - WEAPON USE
  - GRAFFITI

**INCIDENT DATA - SEPTEMBER 2009- DECEMBER 2009**

- Incident categories:
  - GROSS DISRESPECT
  - ASSAULTS
  - DISRUPTIVE BEHAVIOUR
  - THEFT
  - SEX
  - BULLYING
  - OBSCENE LANGUAGE
  - SCRATCH BOMBS
  - PROPERTY DAMAGE
  - FIGHTING
  - BREAKING...
  - SMOKING
  - GAMBLING
  - FIRE
  - ROBBERY
  - WEAPON USE
  - GRAFFITI
TEACHER SURVEY DATA 1

- likejob6
- satis7
- others8
- timebad9
- noteach10
- material11
- space12
- beyond13
- time14
- dameless15
- dammore16
- theftless17
- theftmore18
- attckdoc19
- attkNdoc20
- obscen21
- threat22
- weapon23
- vanatt24
- fear25
- class26
- empty27
- hall28
- cafe29
- toilets30
- gym31
- park32
SCHOOL RULES

ATTENDANCE

1. Students must be in the classroom or at Assembly, as appropriate, at 8:30 am. Late coming will NOT be tolerated.

2. Students are expected to remain on the school compound until school dismissal at 2:35 pm, unless permission is granted by parent/guardian and/or administration.

3. Students should attend ALL classes, write all school examinations, and ensure that report books are submitted to their form teachers each term.

4. Students should respond promptly to the bell. Movement to and from classrooms, laboratories and workshops MUST be orderly i.e. in a line, moving quickly and quietly.

5. No students should be found sitting on benches, purchasing at the cafeteria loitering in other areas of the compound during class time.

6. A student who is absent from school must present to the Form teacher, on resumption, an excuse dated, written and signed by the parent/guardian.

7. Excuses for a period in excess of one week must be accompanied by a medical certificate, in the case of illness, or brought in by parent/guardian.

UNIFORM

8. Students should be in full uniform at ALL times.

9. Shirts should be worn in pants and skirts with belts of the same material ONLY.

10. Undershirts MUST be plain white (NO prints or colors).

11. Shoes MUST be plain black in colour and unadorned (NO BOOTS).

12. Socks MUST be navy blue or black in color and visible above ankles.

13. Hairstyles MUST be simple, neat and suitable for school. Dyes, marking and scalp engravings will NOT be allowed. ONLY Black or navy blue hair accessories are permitted for girls.
14. No jewelry (except wristwatches and ONE PAIR of gold stoppers for GIRLS ONLY) is to be worn with the uniform.

15. BOYS ARE NOT PERMITTED TO WEAR EARRINGS.

16. Make-up is not to be worn and finger nails are to be kept short and clean and unpolished.

17. Hats and other headwear must not be worn on the compound.

18. Students MUST present written explanations, signed by parent/guardian for any infringements of the dress code.

PERSONAL CONDUCT

19. Students are required to be courteous to one another and to persons in authority at all times. Disrespect will NOT be tolerated.

20. Students should conduct themselves in a descent and satisfactory manner both in and out of school, and especially when in uniform.

21. Students having knowledge of any unlawful activities or materials on the school compound should make a report to administration.

GENERAL RULES

22. Students MUST have identification Badges at ALL times.

23. No student is allowed to bring to school a radio, walk-man, videogame, cassette player or any other apparatus that may disturb the orderly functioning of the school.

24. Possession or use of alcoholic beverages, playing cards, incense, fire crackers, cigarettes and other illegal drugs is strictly forbidden.
25. Criminal offence such as theft, violence, possession of weapons and illegal drugs will be referred to the police.

26. Students will be allowed to see visitors (parents/guardians) in the office ONLY. No visitor will be allowed beyond the office area without the Principal’s or Vice Principal’s permission.

27. Any student found defacing or damaging school property will bear the full responsibility of repairing or replacing the said property. Where the offence takes place in the classroom, laboratory or workshop the offender is NOT identified; the entire class or group will be expected to share the cost.

28. Students are NOT permitted in the staff room, Laboratories, workshops and pavilion unless accompanied by teacher.
PLEDGE

I solemnly promise to be a worthy student
by always applying myself to do my best
in all tasks set before me
at school or out of school
in classrooms at examinations
on stage or on the field of play.
I promise to conduct myself at all times
with respect and consideration
not only for my parents, teachers
older people and those in authority
but also all other people,
regardless of rank or status,
whether they are adults of children.
Finally, I promise to show by my actions,
that I am truly grateful to society as a whole
for all the benefits given me
and I will strive to show that gratitude
by my own endeavours from now
to make whatever contributions I can
to my society and all mankind.

PRAYER

Praise be to you, Almighty God,
Creator of the Universe and all that is in it.
We thank you O Father, for the opportunity
which you are giving us to increase our knowledge.
may your divine grace enable us to study hard
and use what we learn for the good of our fellow citizens.
We pray that you will free us from selfishness,
lust, greed, anger and hatred.
Warm our hearts with love, fill our minds with
understanding and strengthen our wills in the
face of all difficulties.
Help us, O Father, to make our beloved country
Trinidad and Tobago the kind of place you want
it to be..... A place where human dignity
is respected, where equal rights are accorded to
all citizens, where hard work is encouraged
and rewarded, and where you, O God, reign supreme.
OLD SCHOOL UNIFORM
NEW SCHOOL UNIFORM (GIRL)
NEW SCHOOL UNIFORM (BOY)
## SCHOOL PLAN

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>MASONRY, PLUMBING, WOODWORK WORKSHOPS</td>
</tr>
<tr>
<td>B</td>
<td>GROUND FLOOR: INFO. TECH, LOUNGE, ADMINISTRATION OFFICES &lt;br&gt;1ST FLOOR: STAFF ROOM, CLASSROOMS</td>
</tr>
<tr>
<td>C</td>
<td>CLASSROOMS: GROUND AND 1ST FLOORS</td>
</tr>
<tr>
<td>D</td>
<td>LIBRARY</td>
</tr>
<tr>
<td>E</td>
<td>CLASSROOMS 22 - 51 &lt;br&gt;GROUND FLOOR: ROOMS 22 – 31 &lt;br&gt;1ST FLOOR: ROOMS 32 – 41 &lt;br&gt;2ND FLOOR: ROOMS 42 - 51</td>
</tr>
<tr>
<td>F</td>
<td>ROOMS 52 – 67 &lt;br&gt;GROUND FLOOR: DEMO. ROOM, BIOLOGY LABS &lt;br&gt;1ST FLOOR: 57 – 61 CHEMISTRY LABS &lt;br&gt;2ND FLOOR: PHYSICS LABS</td>
</tr>
<tr>
<td>G</td>
<td>AGRI. SCIENCE ROOM</td>
</tr>
<tr>
<td>H</td>
<td>BOYS AND GIRLS TOILETS</td>
</tr>
<tr>
<td>J</td>
<td>M.T.S., CAFETERIA AND LUNCH ROOM, (P. E. ROOM)</td>
</tr>
<tr>
<td>K</td>
<td>HALL</td>
</tr>
<tr>
<td>L</td>
<td>GROUND FLOOR: DRESSMAKING, TAILORING, BEAUTY CULTURE &lt;br&gt;1ST FLOOR: FOOD &amp; NUTRITION, HOME MANAGEMENT</td>
</tr>
<tr>
<td>O</td>
<td>WELDING, ELECTRICAL, MACHINE SHOP, AUTO, M.E.T.</td>
</tr>
<tr>
<td>P</td>
<td>AGRI. SCIENCE ROOM</td>
</tr>
</tbody>
</table>
From: Violence Prevention Academy Team
To: Marabella North
Re: Violence Prevention Academy (VPA) school site visit

The purpose of the site visit was to discuss security concerns as they relate to the school’s violence and delinquency problems, including completing the Crime Prevention through Environmental Design (CEPTED) review. This memorandum recaps those issues discussed during our meeting, and outlines the CEPTED issues that the school would benefit from addressing.

Marabella North faces serious challenges in the days, months, years ahead as a consequence of its decapitated infrastructure. The following is a list of the security issues that were identified as possible contributors to the school’s current violence and delinquency problems and possible areas for reform:

- The infrastructure of the school is not adequate for students or staff. There are visible electrical problems, holes in walls and ceilings, bugs and animals living in student space, leaky ceilings, broken doors, broken lights, peeling paint, trash about the compound, mold growing on walls, broken chalk boards, rust on metal objects, graffiti, termites, and broken water pipes. While none of the members of the VPA team are engineers it is visible apparent that this school is unsafe and not conducive to classroom instruction. This school’s infrastructure issues should be addressed immediately for the safety of the students and staff.

- Teacher absenteeism, late coming and early leaving, makes classroom coverage challenging and contributes to unsupervised students and classrooms. It is estimated that about 25% of teachers are absent each day. This is most likely related to the poor working conditions of the school.

- There is very little lighting within the compound and as a result security are unwilling to patrol. Increased lighting is required to increase line of sight for patrols, and as a deterrent for unwanted visitors at night.

- The campus is extremely large and is very poorly laid out in terms of crime prevention. Because the physical layout of the campus makes line of sight surveillance of students and their supervision difficult, consideration should be given to improving surveillance through the use of technology including remote CCTV.

- Many of the doors on the school’s campus are broken, which permits students to enter many of the classrooms where they can “hangout” unsupervised by school staff. New doors are required to restrict student access to these areas.

This list represents the major security based response items that were identified during our site visit to your school. There were many other problems, responses, suggestions, and barriers to implementation discussed. Our team plans to address some of these larger concerns in a memo to the Ministry of Education. I encourage the Violence Prevention Academy team and other administrators at your school to continue your hard work and diligence in utilizing the SARA process to help respond efficiently and effectively to your school’s problems, including those aimed at issues of environmental design. While this process is never simple or easy, it can have a significant and measurable impact on the safety of your school. I look forward to discussing your ideas and progress during the next VPA session.
### VPA STUDENT SURVEY

#### MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

**CORRECT:** ✗  **INCORRECT:** ✗ ✗

#### 1. What school do you currently attend?
- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Cunupia High School
- El Dorado Secondary Comp
- Five Rivers Secondary
- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantville Secondary Comp
- Princes Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeline Secondary
- Success Laventille Composite
- Tranquility Govt Secondary
- Valencia High School
- Williamsville Secondary
- Other

#### 2. What form are you in?
- Form 4
- Form 5
- Other

#### 3. Are you?
- Male
- Female

#### 4. Please choose the ONE answer that BEST describes what you consider yourself to be?
- African
- East Indian
- Afro/Indian
- Other

#### 5. How old are you?
- 11 or younger
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older

Please turn survey over and complete the questions on the back!
6. Since the beginning of the term, how much of a problem has the following issue been for your school?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Not a problem at all</th>
<th>Minor problem</th>
<th>Major problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assault (victim does not fight back)</td>
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<td></td>
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<tr>
<td>Bomb threats</td>
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<tr>
<td>Bullying</td>
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<td></td>
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<tr>
<td>Cheating on class assignments</td>
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<tr>
<td>Cocaine use</td>
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<tr>
<td>Arriving to school late</td>
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<tr>
<td>Disrespect</td>
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<tr>
<td>Disruptive behavior</td>
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<td></td>
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<tr>
<td>Drug sales</td>
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<td></td>
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<tr>
<td>Extortion/taxing</td>
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<tr>
<td>Fighting</td>
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<tr>
<td>Forgery</td>
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<td></td>
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<tr>
<td>Gangs</td>
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<tr>
<td>Gambling</td>
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<td>Guns</td>
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<tr>
<td>Littering</td>
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<tr>
<td>Loitering</td>
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<tr>
<td>Marijuana use</td>
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<tr>
<td>Obscene language</td>
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<tr>
<td>Robbery</td>
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<td></td>
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<tr>
<td>Unauthorized absence from school or class</td>
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<tr>
<td>Improper uniform</td>
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<tr>
<td>Sexual assault</td>
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<tr>
<td>Stealing</td>
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<td></td>
<td></td>
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<tr>
<td>Threats and intimidation</td>
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<tr>
<td>Trespassing on school grounds</td>
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<tr>
<td>Vandalism</td>
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<tr>
<td>Weapon possession</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate sexual contact between students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonstudents wearing school uniforms to attend school functions/activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for participating in this study!
# VPA Teacher Survey

## MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

**CORRECT:** ☑️  **INCORRECT:** ✗ ✗ ✗

## Job Satisfaction

6. How do you like your job?
- [ ] I hate it
- [ ] I like it
- [ ] I don't like it
- [ ] I love it

7. How much of the time do you feel satisfied with your job?
- [ ] All the time
- [ ] Some of the time
- [ ] Most of the time
- [ ] Almost never

8. How much do you think you like your job compared with other people?
- [ ] No one likes his or her job better than I like mine.
- [ ] I like my job better than most people like theirs.
- [ ] I like my job about as much as most people like theirs.
- [ ] I dislike my job much more than most people dislike theirs.

## Classroom Orderliness

9. How much of your time in the classroom is directed to coping with disruptive student behavior?
- [ ] None of my time
- [ ] About half of my time
- [ ] Some time each day
- [ ] Most of my time

10. How much does the behavior of some students in your classroom (talking, fighting, etc.) keep you from teaching?
- [ ] A great deal
- [ ] A fair amount
- [ ] Not very much at all
- [ ] Not at all

## Resources

11. The school supplies me with the material and equipment I need for teaching
- [ ] Strongly Agree
- [ ] Agree Somewhat
- [ ] Disagree
- [ ] Strongly Disagree

12. This school building has the space and physical arrangements needed to conduct the kinds of programs we need
- [ ] Strongly Agree
- [ ] Agree Somewhat
- [ ] Disagree
- [ ] Strongly Disagree

13. The school's learning program extends to settings beyond the school building for most students
- [ ] Strongly Agree
- [ ] Agree Somewhat
- [ ] Disagree
- [ ] Strongly Disagree

14. Teachers and students are able to get the instructional materials they need
- [ ] Strongly Agree
- [ ] Agree Somewhat
- [ ] Disagree
- [ ] Strongly Disagree

### 1. At which school do you currently teach?
- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Cunupia High School
- El Dorado Secondary Comp
- Five Rivers Secondary
- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantsville Secondary Comp
- Prince Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeline Secondary
- Success Laventille Composite
- Tranquility Govt Secondary
- Valencia High School
- Williamsville Secondary
- Other

### 2. What form do you teach?
- [ ] 1st
- [ ] 4th
- [ ] Upper 6th
- [ ] 2nd
- [ ] 5th
- [ ] Other
- [ ] 3rd
- [ ] Lower 6th
- [ ] More than one

### 3. Are you?
- [ ] Male
- [ ] Female

### 4. Please choose the ONE answer that BEST describes what you consider yourself to be?
- [ ] African
- [ ] East Indian
- [ ] Afro/Indian
- [ ] Other

### 5. How old are you?
- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
**Personal Security**

In the past month have any of the following happened to you personally in this school? Y/N

15. Damage to personal property worth less than $60.00
16. Damage to personal property worth more than $60.00
17. Theft of personal property worth less than $60.00
18. Theft of personal property worth more than $60.00
19. Was physically attacked and had to see a doctor
20. Was physically attacked but did not have to see a doctor
21. Received obscene remarks or gestures from a student
22. Was threatened in remarks by a student
23. Had a weapon pulled on me

**Safety**

24. In your opinion, how much of a problem are vandalism, personal attacks, and theft in your school?

- None or almost none
- A little
- Some
- Fairly much
- Very much

25. Since school started this year, how many times did you hesitate to confront misbehaving students for fear of your own safety?

- Never
- Once or twice
- A few times
- Many times
- Nearly all the time

At your school during school hours, how safe from vandalism, personal attacks and theft is each of the following places?

26. Your classroom while teaching
27. Empty classrooms
28. Hallways and locker areas
29. The cafeteria
30. The toilets used by students
31. The gym
32. Parking lot
33. The School Hall/Auditorium
34. Elsewhere outside on school grounds

**Planning and Action**

42. How often do you work on a planning committee with other teachers or administrators from your school?

- Several times a month
- About once a month
- Less than once a month

43. The principal encourages experimentation

44. Teacher evaluation is used in improving teacher performance

Are the following statements mostly true or mostly false about the principal of your school?

45. Engages in planning
46. Progressive

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false about the faculty.

47. Conservative
48. Innovative
49. Open to change
50. Traditional

**Morale**

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false about the faculty.

35. Apathetic
36. Cohesive
37. Enthusiastic
38. Frustrated
39. Satisfied
40. Tense

Thank you for your participation!

Please contact The Student Leadership Unit at 622.0536 if you have any questions about this survey.
# School Incident Record Form (SIRF)

**Directions:** Please complete every question to the best of your ability. When filling out the names please start on the left side, fit as many letters as possible. If the name is unknown, leave it blank. If there is more than one offender or victim please attach as many additional offender/victim forms as needed. Staple all the forms together in the top right hand corner, the timing marks on the left hand side need to remain undamaged for scanning purposes.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aranguez Govt Secondary</td>
<td>1001</td>
</tr>
<tr>
<td>Arima Senior Comp</td>
<td>1002</td>
</tr>
<tr>
<td>Carapichaima Secondary</td>
<td>1003</td>
</tr>
<tr>
<td>Cunupia High School</td>
<td>1004</td>
</tr>
<tr>
<td>El Dorado Secondary Comp</td>
<td>1005</td>
</tr>
<tr>
<td>Five Rivers Secondary</td>
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</tr>
<tr>
<td>Marabella Secondary</td>
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<tr>
<td>Marabella Senior Comp</td>
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<tr>
<td>Maick Secondary Comp</td>
<td>1009</td>
</tr>
<tr>
<td>Moruga Composite</td>
<td>1010</td>
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<tr>
<td>Morvant Laventille Secondary</td>
<td>1011</td>
</tr>
<tr>
<td>Mt. Hope Secondary</td>
<td>1012</td>
</tr>
<tr>
<td>Mucurapo Senior Comp</td>
<td>1013</td>
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<tr>
<td>Pleasantville Secondary Comp</td>
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<td>Princes Town Senior Comp</td>
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<tr>
<td>San Fernando East Secondary</td>
<td>1016</td>
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<tr>
<td>San Fernando Secondary Comp</td>
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<tr>
<td>San Juan Secondary Comp</td>
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<td>Siparia Secondary</td>
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<td>Siparia Senior Comp</td>
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<td>Ste. Madeline Secondary</td>
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<td>Success Laventille Composite</td>
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<td>Tranquility Govt Secondary</td>
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<td>Valencia High School</td>
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<tr>
<td>Williamsville Secondary</td>
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<tr>
<td>Other</td>
<td>1026</td>
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</table>

**About the incident...**

<table>
<thead>
<tr>
<th>INCIDENT DATE</th>
<th>Time of incident</th>
<th># OF VICTIMS</th>
<th># OF OFFENDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Day</td>
<td>Year</td>
<td>AM</td>
</tr>
<tr>
<td>Jan</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Feb</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Mar</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Apr</td>
<td>4</td>
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</tr>
<tr>
<td>May</td>
<td>5</td>
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<td>Sep</td>
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<tr>
<td>Nov</td>
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</tr>
<tr>
<td>Dec</td>
<td>12</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Incident was ON school grounds  
All offenders wearing school uniform?  
Weapon used?  
Was an individual injured?  
Ministry informed?  
Police called?

**Incident type (Choose ALL that apply)**

- Alcohol use/possession
- Arriving to school late
- Arson
- Assault (victim does not fight back)
- Assault with weapon
- Bomb threats
- Bullying
- Cheating on class assignments
- Disrespect
- Disruptive behavior
- Drug sales
- Drug use/possession
- Extortion/taxing
- Fighting
- Forgery
- Gambling
- Guns
- Improper uniform
- Inappropriate sexual contact between students
- Littering
- Loitering
- Obscene language
- Robbery
- Sexual assault
- Stealing
- Threats and intimidation
- Trespassing on school grounds
- Unauthorized absence
- Vandalism
- Weapon possession
- Other

**Disciplinary Action (Choose ALL that apply)**

- Counseling
- Warning given
- Detention
- Confiscated items
- Parents called to pick up student
- Set up meeting with parents
- Suspended 1 Day
- Suspended 2 Days
- Suspended 3 Days
- Suspended 4 Days
- Suspended 5 to 7 days
- Extended Suspension
- In school suspension
- Expelled
- SSO called
- Police called
- Other

**Incident Location...**

- Cafeteria
- School Hall/Auditorium
### Offender #1

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In what form is Offender #1?**
- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th
- [ ] Lower 6
- [ ] Upper 6
- [ ] Non-Student
- [ ] Unknown

**Offender #1 gender**
- [ ] Male
- [ ] Female

**Offender #1 age**

**Please choose the ONE answer that BEST describes Offender #1**
- [ ] African
- [ ] East Indian
- [ ] Afro/Indian
- [ ] Other

### Victim #1

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In what form is Victim #1?**
- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th
- [ ] Lower 6
- [ ] Upper 6
- [ ] Non-Student
- [ ] Unknown

**Victim #1 gender**
- [ ] Male
- [ ] Female

**Victim #1 age**

**Please choose the ONE answer that BEST describes Victim #1**
- [ ] African
- [ ] East Indian
- [ ] Afro/Indian
- [ ] Other

**ATTENTION:** Attach ADDITIONAL OFFENDER/VICTIM FORM as needed

**ATTENTION:** Attach ADDITIONAL OFFENDER/VICTIM FORM as needed
Moruga Secondary School TTVPA Report
MORUGA SECONDARY SCHOOL
Trinidad and Tobago
Violence Prevention Academy
Report
June 2010

Ricardo Andrews........ - ndrwzcar@yahoo.com
Sharida Mohamed-Rahaman..... - moruga_composite@yahoo.com
Brenda Cummings.......... - moruga_composite@yahoo.com
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Appendix
Mock Media Report

Moruga Secondary Responding to School Violence

The Trinidad and Tobago Violence Prevention Academy (TTVPA), as the name suggest, is geared towards ultimately reducing incidents of violence, ideally the four participants from the initial 25 schools will include teachers, safety officers and administrators coming together to formulate evidence-based violence prevention strategies especially suited to the specific needs of schools.

Moruga Secondary School is one of the schools involved in the TTVPA and presently have a team of three members, originally four, engaged in the process of analyzing data to solve problems at the school. Present members are Mrs. Sharida Mohamed-Rahaman (Principal), Ms. Brenda Cummings (Dean, and Food and Nutrition Teacher) and Mr. Ricardo Andrews (School Safety Officer).

Based on analysis of initial survey data, it was recognized that fighting was the major problem at the school, and was the focus of the VPA team’s attention.

Several proposals to address and help alleviate the problem of fighting were shortlisted to be implemented in both the short and long term.

A Conflict and Anger Management Programme (CAMP) was conducted at our school with some of the “at risk” students from 18th September, 2009 to 23rd October, 2009 for four Fridays between 12:30 p.m. and 2:30 p.m. Parents/guardians of these students were expected to take part in the programme as well and was conducted by Families in Action. The CAMP was specifically targeted towards those students who are habitually suspended and display deviant behaviour.

An Incentive Awards Program was implemented in February, 2010, an inducement to encourage students to strive to be individuals who are disciplined, positive thinkers and role models.

The members of the school’s TTVPA team, recognises the importance of approaching the issue of school violence head on to deal with the problem. Participation in the TTVPA has indeed empowered them with the knowledge to apply appropriate strategies. Although there have been challenges with respect to actual implementation and whole school buy-in to the concept of the TTVPA, the team will continue to persevere because of the urgency of the situation.
Introduction

Purpose

The purpose of this document is to present different strategic responses to the specific problem of student violence at Moruga Secondary School, towards the realisation of an environment that is safe and conducive to learning.

In formulating these responses a number of factors were looked at including effectiveness, implementation time frame and overall impact. The VPA team felt that it would not be beneficial to just have responses that look good on paper but cannot be implemented because of bureaucracy, so in an effort to have “workable” responses a number of strategies were looked at and shortlisted. Eventually those that were felt to be highly effective and easily implemented were chosen.

It is hoped that through these interventions that, our students will be able to develop conflict resolution skills, tolerance and respect for others, care and compassion as well as dispensation for truth, honesty and other positive values.

It is our expectation that at the end of one year, discernible changes must be seen in students in their personal and social development. At the end of five years, students must be able to leave the school with admirable characteristics and role modelling behaviour that could be epitomized.
A. Community Background

The Moruga district is located at the southern end of Trinidad, in the county of Victoria. It is historically known as the area where Christopher Columbus landed in 1498 when he discovered Trinidad. Columbus located abandoned fishing implements which were clear signs of the Arawaks. It wasn’t until three centuries later that the river was given the name Moruga.

The members of the community of Moruga mainly depend on agriculture and fishing to gain an income. There are presently plans to build a Port to facilitate trade with South America this will lead eventually to further development of the community. The area has been in the news on numerous occasions because of marijuana cultivation, drug trafficking, contraband items and human trafficking.

B. School Background

Moruga Secondary School is situated in the village of Basse Terre, Moruga. The school received its first intake of students on the 6th September, 1982. During the early years there was a constant turnover of teachers, as teachers were recruited from as far Sangre Grande, Carenage, Arima and Tacarigua.

The School opened its doors to about three hundred and twenty (320) students. There were four form one and four form four classes. Students at the form four level came from the Princes Town and The St. Madeline Junior Secondary Schools. There is currently an enrolment of 559 students in forms ranging from 1 to 6. The majority of students come from lower socio-economic backgrounds and seems to be disadvantaged by this, as such the main focus for a number of them seems to be not on attaining an education, but on merely getting by on a daily basis. It is very apparent that for a large number of students the school is less an institution of learning, but more of a getaway from domestic cares.

C. Students

Fifty percent (50%) of the student population are of African descent, 18% of East Indian and 32% of mixed. There are presently 312 males and 247 females enrolled. Students benefit from a number of government subsidized services including transportation, school breakfast, lunches, and textbook rental. On most days there are approximately 52% of the student population in attendance, considering the level of government subsidies; one has to wonder as to the generally low student attendance. However there are number of apparent factors which can contribute to the low attendance, like domestic situations and general disenchantment with school on a whole. A small
percentage of students do not attend because they have to earn a living for themselves. Pregnancy and legal issues also contribute to some extent.

**FIGURE #1**

**Student Population Ethnicity**

- African: 32%
- E/Indian: 18%
- Mixed: 50%

**FIGURE #2**

**Students by Gender**

- Males: 44%
- Females: 56%

**FIGURE #3**

**Average Daily Student Attendance**

- Student Present: 52%
- Student Absent: 48%

There is a very low student attendance at Moruga Secondary School. A number of factors contribute to this ranging from domestic situation to general disenchantment with school on a whole.

**D. Staff**
There are currently 46 teachers on staff of which 20 are males and 26 females. Thirty five percent (35%) of the teaching staff are of African descent, fifty nine percent (59%) are of East Indian and six percent (6%) mixed. On average there is about 25% teacher absenteeism daily.

The school has two Administrators, Mrs. Sharida Mohamed-Rahaman, Principal, and Mrs. Maria Dinwell, Acting Vice Principal. The Administrators are assisted by a middle management team consisting of 5 Heads of Department, H.O.D, and 5 Deans of Discipline, D.O.D.

In November 2004, there was an introduction of School Safety Officers in the Government Secondary School System in Trinidad and Tobago. One such Officer was sent to Moruga Secondary School that same year, and another one in February the following year.

The School has nine (9) Security Officers assigned to it. Other support staffs include Lab and Workshop Attendants On the Job Trainees (OJTs) and Maintenance Personnel.
E. **Local School Board**

The School is also served by a Local School Board which comprise of the Principal, The P.T.A Chairman, The P.T.A Secretary, The Past Student Association President, The School’s Student Council President, A Staff Representative, and a few Members of the Community.

F. **School Code of Conduct**

The Administration, in collaboration with the School Safety Officers and Deans of Discipline has formulated a number of policy documents relative to student discipline and codes of conduct (*see appendix*).

The SARA Model

The acronym SARA was conceptualised by John Eck and Bill Spellman and specifically refers to a four stage process which consist of Scanning, Analysis, Response and Assessment. It is the problem solving model of choice for the Trinidad and Tobago Violence Prevention Academy.

Simply put the SARA model is about analytical problem solving, the questions of Who? What? When? Where/ and How? are considered with a view towards getting acceptable answers. The SARA concept is about analysing situations to first and foremost find out what the problem/s is/are, once you have identified the problems, it is much easier to solve them, hence the initial approach to problem solving, according to the SARA model, is Scanning.

**Scanning** involves pinpointing the problem, basically, and generally the process should include all stakeholders. The scanning process serves to confirm that a problem exist the frequency, who it affects etc. Once the problem is identified then it can be dissected and put under the microscope. Getting to the core of the problem makes the formulation of responses an easier task.

After the problem has been identified via the **scanning** phase then the process of **analysis** can begin. This process is at the core of problem-solving. In analysing the problem, a better understanding of the problem is gained as all angles are looked at closely. Analysis is compulsory for the proper formulation of any response it seeks to answer the questions of What? Who? When? Why? Why not? How? and Where?
In-depth analysis of the problem with a view to apply the appropriate response is much more effective than going on the basis of what one thinks is known.

After the problem has been identified and analysed the appropriate response/s can be developed and implemented strategically towards solving. The response is specifically tailored for the identified problem and involves looking at alternative interventions, planning for implementation and implementation.

The Assessment process seeks to determine the exact results of the response. Assessment is necessary for the further development or alteration of strategies which were implemented. Without proper assessment it is likely that the problem may persist or even become worse because the wrong intervention may have been used.

Trinidad and Tobago Violence Prevention Academy

The Trinidad and Tobago Violence Prevention Academy was launched on Monday 22nd September 2009 by the Minister of Education, Hon. Esther Le Gendre. The Academy serves to introduce twenty-five (25) participating schools to the SARA Model (Scanning, Analysis, Response & Assessment) this involves the following: (a) Identifying problem/s in schools (b) Developing response/s to problems identified (c) Assessment of effectiveness of response/s This initiative is aligned with School-Based Management, in which the twenty-five selected schools will use Problem-solving approach/SARA to identify and address violence and disorder issues in their schools.

The Violence Prevention Academy, as the name suggest, is geared towards ultimately reducing incidents of violence, ideally the four participants from the initial 25 schools will include teachers, safety officers and administrators coming together to formulate evidence-based violence prevention strategies especially suited to the specific needs of schools.

The training programme will give the participants the necessary knowledge and skills to develop, implement and evaluate strategies.

The Moruga Secondary School TTVPA representatives are as follows:

1. Mrs. Sharida Mohamed- Rahaman (Principal) – Mrs. Rahaman has been an educator for 32 years, The Principal of Moruga Secondary for the past three years and previously held the position of Vice Principal at Marabella Secondary
School, she is an excellent orator and loves to communicate, therefore she was assigned as the team’s Communication / Public Relations Officer. As such she is directly responsible for all aspects of the team’s publicity and communication matters. Her mandate is to get the word out and encourage “buy in” to the proposed responses and programs.

2. **Mrs. Hardaye Ramsawak (Vice Principal)** – Mrs. Ramsawak has been appointed as Principal at another secondary school as such she is no longer a part of this school’s VPA TEAM.

3. **Ms. Brenda Cummings (Dean, and Food and Nutrition Teacher,)** – Ms. Cummings has been teaching for the past 39 years, and a Dean of Discipline for 2 years, she was assigned the team’s Secretary with direct responsibility for taking of minutes at meetings, documentation of the team’s plans, policies and relevant dispatching of correspondence.

4. **Mr. Ricardo Andrews (School Safety Officer / Project Leader)** – Mr. Andrews has been in the field of Security for eighteen (18) years, and has performed duties at various schools. Assigned to Moruga Secondary School since February, 2005, he has found the experience as a School Safety Officer to be challenging but accepts the challenges with a smile. The daunting task of Project Leader has been placed in the hands of Mr. Andrews; he has overall responsibility for the team, which includes ensuring that plans, programs and projects that are undertaken by the team are completed expeditiously and on schedule.
SARA Process and Methods

A. Scanning and Analysis

Two Student and Teacher surveys were conducted a few months apart.

In November, 2008, the first Student and Teacher Surveys were conducted. The student survey was given to 56 Form five students who were present on that day. The breakdown of the students who took the survey is as follows:

- 56 Form 5 students took survey.
- The ages were varied - 2 nineteen year olds, 6 eighteen year olds, 13 seventeen year olds, 28 sixteen year olds, 7 fifteen year olds.
- Ethnic composition – 29 African, 15 described themselves as other, 8 as Mix (Afro/Indian) and 3 East Indian. One student did not indicate ethnicity.
- 25 females and 28 males, 3 did not indicate sex.

This survey was revealing and gives a good insight about the perceptions of problems at the school by the students. Fighting and Obscene Language were rated the highest with 66.1% each, and Gambling and Arriving to school late rated as the second highest with 57.1% each. Other areas that were high rated (over 40%) are Marijuana Use 43%, Disruptive Behaviour, Littering 50%, and Disrespect 53%. At the other end of the spectrum, Trespassing, Forgery, Arson, Guns, and Non students wearing school uniform were all under the 10% mark.

From this data we can deduce that Fighting is the main problem as it has the highest dispensation for harm based on this initial survey.

The first Student Diagnostic Survey gave an indication of the type of students that engage in deviant behaviour, the Deans’ disciplinary records support the view that most of the students who engage in fights are usually the same ones who gamble and use obscene language, arrive late to school and engage in other deviant behaviour. These findings were on par with the overall national average with Obscene Language rated as 71.7%, Disrespect 60.1% Littering 57.1%, and fighting 54.6%. At the other end of the spectrum, Trespassing, Forgery, Arson, Guns, and Non students wearing school uniform were all under the 10% mark.
There were some significant changes in the second student survey, most of the changes were decreases. Some of the problems which were at the higher end of the
scale recorded decreases etc. Obscene language, littering, fighting, disruptive behaviour, loitering, and marijuana use. In fact, Marijuana use decreased the most by 30%. There were increases in arriving late to school that moved to the highest spot, bullying, loitering and disrespect also showed increases.

**FIGURE #8**

<table>
<thead>
<tr>
<th>Moruga Sec. Sch. Student Diagnostic Survey 2</th>
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<tbody>
<tr>
<td>Nonstdnt wearing</td>
</tr>
<tr>
<td>Tresspassing</td>
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<tr>
<td>Cocaine use</td>
</tr>
<tr>
<td>Forgery</td>
</tr>
<tr>
<td>Marijuana use</td>
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<td>Vandalism</td>
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<tr>
<td>Extortion/taxing</td>
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<td>Assault</td>
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<tr>
<td>Threats and</td>
</tr>
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<td>Improper uniform</td>
</tr>
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<td>Loitering</td>
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<tr>
<td>Disrespect</td>
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<td>Obscine language</td>
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</table>

**FIGURE #9**

<table>
<thead>
<tr>
<th>Student Diagnostic Survey2 National Findings</th>
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</thead>
<tbody>
<tr>
<td>Arson</td>
</tr>
<tr>
<td>Bomb threats</td>
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<tr>
<td>Cocaine use</td>
</tr>
<tr>
<td>Drug sales</td>
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<td>Sexual Assault</td>
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<tr>
<td>Cheating</td>
</tr>
<tr>
<td>Stealing</td>
</tr>
<tr>
<td>Disruptive</td>
</tr>
<tr>
<td>Disrespect</td>
</tr>
</tbody>
</table>

The third student and teachers diagnostic surveys were conducted in early 2010.
Forty seven students were given the survey with the breakdown as follows:

- 47 students completed the survey
- The ages were varied - 3 nineteen year olds, 7 eighteen year olds, 22 seventeen year olds, 15 sixteen year olds
- Ethnic composition – 20 gave their ethnicity as other, 15 Africans, 6 East Indian and 6 Afro/Indian
- 23 males and 23 females, 1 student did not indicate their sex

This survey was again quite revealing with some significant changes observed. The offences above 50% that were perceived by the students as major problems are cheating on class assignments 100%, late arrival to school 87%, fighting 85%, obscene language 83%, disrespect 83%, gangs 73%, disruptive behaviour 71%, loitering 70%, improper uniform 67%, inappropriate sexual contact between students 64%, littering 63%, stealing 50% and gambling 50%.

**FIGURE #10  Moruga Secondary School Student Diagnostic Survey 3**

*Student Perception of Major Problems*

There are significant increase in the percentages in 20 of the 32 offences. What are the contributing factors to these stark increases? One suggestion is that it is due in part to
the increase in the levels of violent incidents among students at the school during the last quarter of 2009. Some of those incidents were highly publicised and even published on social websites and national newspapers. One of the troubling findings coming out of the third survey is the extremely high percentage of cheating on class assignments. This figure obviously represents some recent incident which may have occurred in the classroom that they students are privy to.

**FIGURE #11**

![Bar chart showing Student Diagnostic Survey3 National Findings](image)

**FIGURE #12**

![Bar chart showing Student Diagnostic Survey3 National Findings](image)
FIGURE #13  Three time surveys analysis (a)

FIGURE #14  Three time surveys analysis (b)
FIGURE #15  Three time surveys analysis (c)

FIGURE #16  Three time surveys analysis (d)
The first Teacher survey was done by only twelve participants, 6 males and 6 females, having distributed twenty survey forms. A major contributing factor for the low participation is the low attendance to school by teachers on the day the survey was done. In terms of the teachers perception of victimization the survey indicated that almost 50% of respondents said that they were victims of obscene remarks/gestures, 27% said they were threatened, and 27% also claiming that there was damage to personal safety less than $60.00. There was 0% of teachers who were physically attacked and had to see a doctor, however about 8% claimed that they were physically attacked, no doctor seen.

**FIGURE #16**  
*Teacher Diagnostic Survey #1 Victimization Perception*

![Graph showing victimization perception](image1)

The second survey showed a significant decrease in damage to personal property less than $60.00, theft less than $60.00, and obscene remarks. Damage to personal property more than $60.00 and theft more than $60.00 both showed stark increases.

**FIGURE #17**  
*Teacher Diagnostic Survey #2 Victimization Perception*

![Graph showing victimization perception](image2)
FIGURE #18  Teacher Diagnostic Survey #3 Victimization Perception

FIGURE #19  Teachers Three Time Survey Analysis
While the third Student Diagnostic Survey showed several significant increases in a number of areas, the teachers’ survey was quite different in that there were decreases.

There were some changes in the second teacher diagnostic survey increase 12% increase in damage to personal property more than $60.00, theft more than $60.00 increased by 26.7%, physically attacked to see doctor increased by 6.7%, weapon pulled, also increased by 6.7%. These findings were not in line with the national averages and were probably due to the increased number of teachers who completed the survey.

There were decreases in damage to personal property less than $60.00 by 27%, theft less than $60.00 by 9%, physically attacked no doctor 1.3%, obscene remarks /gestures 16.7%. These findings were more in line with the national averages.

The exposure to the training VPA sessions, revealed the fact that the school’s record keeping had to be improved for better utilization of the SARA process, to this end a computerised Offences and Incidents database was created and efforts made to have it up to date. The Deans’ were provided with a diary that had more fields for specific data entry.

**B. Statement of Problem**

From the number of incidents occurring, fighting was identified as the offence which has the greatest dispensation for harm. A look at the first student survey showed that 66.1% of the students identified fighting as major offence along with obscene language. Although there was a decrease in the second student survey, a look at the third survey shows that the problem persists and indeed seemed to have gotten worst, although short term interventions may work for a time, it is quite obvious that long term initiatives need to be implemented to adequately address the issue.

Fights can easily disrupt the normal running of any school and affect the ethos and climate. Students and staff very often feel threatened and worry about their personal safety. Fighting in schools also affect the delivery of the curriculum and cause teachers to take leave so as to be away from a stressful environment, thereby causing a domino effect as students are left unsupervised, depletion of guardianship will inevitably and consequently lead to further student disruptive behaviour.
Strategic Responses

1. Conflict and Anger Management Programme

Approximately 90% of the fights that occur at the Moruga Secondary School amongst the students are directly related to hearsay and name calling or in local parlance “backbiting”. An examination of the recorded data of the conflicts among students shows this consistent pattern of students resorting to solving their differences by violent means. There is a fundamental need for students to be taught how to resolve conflicts peacefully.

Troubled students need habilitative services instead of haphazard punishment. A full continuum of educational, mental health, and other services should be available to them. Aggressive and violent behaviours do not develop overnight and cannot therefore be eradicated in short periods of time. The school will be better off when troubled students are served more appropriately before they become violent.

Because of the significant effects of violence on the psychological and physical well-being of youths, programs designed to help them cope with conflict represent a major priority for school administrators.

The Conflict and Anger Management Programme will serve to equip students with pro-social tools that will aid them in resisting acts of aggression and lessen their chances of becoming victims of violence.

Conflict Resolution if systematically attempted should emphatically reduce the overall incidents of fighting/violence.

2. Anti-Bullying Program

Another proposed response is an Anti-bullying Program that we feel will greatly reduce the incidents of fighting at Moruga Secondary School. The Deans’ incident records clearly show that there is a high percentage of fights that were bully related. The aim of the program is to ensure the school is a safe and happy environment for all. To recognize that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness, to build a strong supportive culture, so that bullying and anti-social behaviour is not acceptable under any circumstances. The outline of the program will be as follows:

1. Survey of bullying behaviours.
2. Bullying brochure with contract to be signed by all students and their parents stating that Moruga Secondary School has a Zero Tolerance to Bullying.

3. Clear policy regarding children who display bullying behaviours via a level system of discipline. Children on a level are removed from privileges, their parents are notified and counselling received to try and make positive changes to their behaviour.

4. All reported bullying recorded and monitored - children encouraged to feel comfortable in reporting bullying.

5. Peer support programs and anti-bullying activities are followed.

Classroom strategies will involve:

• Discussions, before and after surveys.
• Class training in anti-bullying strategies.
• Peer support activities.

3. Introduction of Cadets

Another proposed response that we feel will be effective is the formation of a Cadet Battalion at Moruga Secondary presently the closest school with an active Cadet Battalion is quite a few miles away from the school. It is felt that the introduction of the Cadets to the area will offer the local youths, especially the males, a positive alternative to engage them. The introduction of the Cadets at the school is expected to divert the attention of students to a more positive outlet.

4. Youth Mentoring Program

In effort to help mould the characters of not only students with deviant behaviour but the general student population, we propose to implement a Youth Mentoring Program. A significant number of our students are from single parent households and are not adequately supervised, hence the reason for a lack of discipline, and proper guidance. At present our school is in need of a Guidance Officer, which is a serious disadvantage because there are a lot of students with serious issues that are in need of professional help. Referrals are usually made to the Student Support Services of The Ministry of Education for intervention. The Mentoring program will consist of past students who have excelled and are exemplars also positive members of the community. It will initially
be geared towards at risk students but will eventually be extended to include other students.

5. Incentive Awards Program

An Incentive Awards Program is also proposed as an inducement to encourage students to strive to be individuals who are disciplined, positive thinkers and role models. This program is all about encouraging students to excel to discover their true potential to use their talents to benefit others. It is expected that the program will help foster an atmosphere of good spirited competitiveness that will spur on the desire for high achievement by all students.

This program was chosen because more often than not, time is spent on reacting and punishing those students who engage in deviant behaviour, who are in the minority, and those students who are well behaved and are achievers do not get recognition and are taken for granted.

Having a well advertised incentive awards programme that would be projected on Watson's Moruga Cable Company, will build interest amongst the student population to participate in terms of building self discipline, respect for others and achievement. It will be an opportunity where such values will be caught.

6. Confident Parenting Program

Another proposed response under consideration is a Confident Parenting Program. We feel that this program is necessary as it will equip parents with some fundamental knowledge which they can use in dealing with their charges. A number of the students who engage in deviant behaviour are acting out because of a lack of proper parenting. When asked what the major is contributing factor for student indiscipline all of the respondents (School Staff) concluded that lack of proper parenting is the main contributor.

The program will help parents to:

- Establish their own style of parenting
- Understand their children’s behaviour
- Find alternative methods of discipline
- Communicate better with children and spouse
• Reflect on how they are relating to their children and caring for themselves
• Experiment with new skills, which can be applied both within family and working relationships

Implementation Action Plan

**SEE APPENDIX

Evaluation Plan

The proposed responses will be assessed by conducting pre and post intervention surveys to determine impact and effectiveness as well as form the basis for modification of responses as necessary. During evaluation a number of factors will be looked at to conclude whether the problem was eliminated, increased or decreased, or the nature of incidents altered in any significant way. At the end of Term 1, 2009 all interventions that were implemented will be assessed and it is expected that such assessment will be done on a term by term basis.
EVALUATION

Of all the proposed programs, the Conflict Resolution Programme and the Incentive Awards Programme are the only ones that actually were implemented as proposed thus far.

CAMP

The CAMP sessions aimed at providing students and their parents with the skills necessary for minimizing those negative behaviours that inevitably lead to suspension.

Some specific objectives were:

- To increase students’ skills, including their ability to: enhance their feelings of self worth, enhance their communication skills, improve peer refusal skills and develop coping and problem solving skills
- To increase parents’ skills, including their ability to: discipline effectively, decrease aggression and behaviour problems and increase child’s confidence and self esteem
- To improve family communication and parent/child time together
- To provide a safe and comfortable environment for parents and children to separately share their experiences and learn and practice skills related to their own personal development
- To create a parent / student support network whereby participants will be able to share information, give and receive feedback from their peers, forge bonds and form positive relationships

METHOD

Target population

The conflict and Anger Management Programme (CAMP) was specifically targeted toward the habitually suspended students of Moruga Secondary School and their parents. The school’s Administration had selected twenty (20) such students to participate in the programme and had informed those students, as well as their parents about its logistics. The sixteen (16) male and four (4) female students who had been selected to participate in the programme hailed from forms one to four. Since the parents / guardians of these twenty students had been asked to participate in the programme, at least twenty parents had also been expected. Despite the school’s best
intentions however, the programme was only attended by a total of eleven (11) students - seven males and four females and five parents / guardians - all female.

**Programme Format and Content**

CAMP was designed to be presented in four two-hour, group sessions for the students during school hours (12:30 p.m – 2:30 p.m) and four two-hour group sessions for their parents (4:30 pm – 6:30 pm) followed by a joint parent-child group session during the period 4:30 pm to 6:30 pm. These sessions were initially to occur once per week, for five Fridays over the September 18th – October 16th, 2009. Both students and their parents were to be exposed to modules which were aimed at facilitating the development of parent and child skills meant to compliment each other. Five modules – as follows – were to be covered in the programme.

**Modules for Parent’s Sessions**

1. Effective Communication with your child
2. Developing confidence and peer resistance skills in your child
3. Stress and Anger Management
4. Managing Conflicts at Home
5. Developing Problem Solving Skills and Evaluation

**Modules for Student’s Sessions**

1. Developing effective communication for interpersonal success
2. Developing confidence and peer resistance skills
3. Coping with feelings - particularly anger and stress
4. Managing conflicts at home and in school
5. Developing problem solving skills and evaluation

Inevitably some sessions had to re-schedule because of logistical errors on the schools part. Given the poor turnout of the parents they were only privy to two of the five scheduled sessions as follows:

1. Effective communication with your child
2. Developing confidence and peer resistance skills in your child

The four qualified Families in Action facilitators adopted an interactive, participatory approach in both parents and students aspects of the programme. Participants were encouraged to share their thoughts and experiences with the group in order to encourage self-reflection and awareness. Additionally, group discussion, role platys, games, activities, charts and handouts were used to achieve the programmes objectives.
Programme Evaluation

In order to determine whether the objectives of the individual sessions as well as those of the overall programme that achieved, as well as those aspects of the programme that were well received by the participants or those that needed to be adjusted, the following evaluation methods were adopted:

1. Assignment of homework tasks to both parents and students at the end of each session. Participants were expected to give and receive feedback about performance of their various tasks at subsequent sessions.
2. Facilitators’ observation of each participant throughout the duration of the programme.
3. Oral evaluations of individual sessions and the overall programme by participants.
4. Written evaluation forms administered to some of student participants and one member of the school’s administration during the final session of the programme.

Given the various logistical errors and miscommunication issues, it was inevitable that the programme would not be as effective and successful as it was expected to. Indeed this is a lesson for plans of future efforts for similar programmes.

Some of the issues that impacted negatively on the programme are as follows:

1. Miscommunication with reference to the programmes timing.
2. Disinterest by students and parents
3. Whole school buy-in to the programme
4. Lack of proper accommodation

The original timing of the programme sessions – were for all intents and purposes not adhered to because of some misunderstanding on the school’s part. So instead of the parents attending separate sessions in the afternoon with four two hour sessions from 4:30pm to 6:30pm and one joint group session from 4:30pm to 6:30pm, the parents were told to attend the students’ session from 12:30pm to 2:30pm, which could have contributed to the low turnout. However overall, the school has always had a very low turnout by parents to the various events at the school- Parents Day and Parent Teachers Association meetings are two examples, so this was not too surprising to the School Administrators.

On the first workshop day, five female parents attended, while two (females) were present on the second day. For the third and fourth workshop days, no parents were present; therefore the joint aspect of the programme could not be conducted. It is felt
that due to the limited interaction with the parents the workshop facilitator was unable to properly gauge the extent of the learning, if any at all, had taken place.

The school’s VPA participants are of the view that whole school buy-in, of any programme and the concept of the VPA on a whole is necessary for the successful implementation of any programme. There are a number of things that will be done differently should this programme be used again. It is felt that this initial phase was not entirely successful because of the factors already outlined.

**Incentive Awards Programme**

The School’s Incentive Award Programme was launched in the month February 2010.

**Mission**

To create, encourage and nurture an intrinsic desire for acquisition and use of knowledge by students.

**Vision**

To implement a system where academic excellence is recognized and encouraged with minimal tangible rewards.

**Action Plan**

To introduce and maintain a system of

1. Commendation letters
2. Improvement letters
3. Steady application letters
4. Subject awards

**Criteria**

1. Commendation letters/ Awards for academic excellence.

<table>
<thead>
<tr>
<th>FORMS</th>
<th>% REQUIRED</th>
</tr>
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<tbody>
<tr>
<td>1,2 AND 3</td>
<td>75% AND OVER</td>
</tr>
<tr>
<td>4 AND 5</td>
<td>65% AND OVER</td>
</tr>
<tr>
<td>6.1 AND 6.2</td>
<td>65% AND OVER</td>
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</tbody>
</table>
2. Improvement letters *(not for student receiving commendation letters)*. Awards for academic improvement.

<table>
<thead>
<tr>
<th>FORMS</th>
<th>REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>1,2 AND 3</td>
<td>An increase by 15% to achieve an overall percentage of 65% and over</td>
</tr>
<tr>
<td>4 AND 5</td>
<td>An increase by 15% to achieve an overall percentage of 60% and over</td>
</tr>
</tbody>
</table>

3. Steady application *(not for students receiving commendation letters)*. Awards for academic consistency over an academic year.

<table>
<thead>
<tr>
<th>FORMS</th>
<th>% REQUIRED</th>
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</thead>
<tbody>
<tr>
<td>1,2 AND 3</td>
<td>An average of 70% and over</td>
</tr>
<tr>
<td>4 AND 5</td>
<td>An average of 60% and over</td>
</tr>
</tbody>
</table>

4. Special awards
   a) For students in form 5 who had achieved the highest average percentile of 80% or over in a subject area during the previous academic year (three terms in form 4)
   b) For any student at any level who had achieved an overall percentage of 90% or over.

This initial phase of the Incentive Awards Programme will only be issued on strictly academic performance as reflected on the Mark Sheets and not attitude, behaviour, extracurricular excellence and discipline. Special consideration will be given to mentally challenged students.

Another aspect of the programme which will recognise those who excel in other areas such as sports, attitude, behaviour, extracurricular excellence and discipline will be forthcoming.

An assessment of the impact of this programme is currently on going.
Sustainability Plan

In order to sustain the school’s TTVA efforts and use of the SARA model, it is absolutely necessary for the entire school to “get on board”. As has been stated before no progress will be made if three or four persons from the TTVPVA operate in a vacuum and try to implement measures to solve the school’s problems. Truth is though, it is not an easy to achieve whole school “buy-in”, however we sincerely believe it can be done.

Some steps which will be taken towards the achievement of this objective are as follows:

- **Information dissemination** – It is vital that all stakeholders receive the accurate information in order to make intelligent decisions. Relevant information will be disseminated via school assemblies, staff meetings, and PTA meetings.

- **Sustained implementation, monitoring and assessment of proposed strategic responses** - Programmes may look good on paper but if they are not implemented, monitored and assessed then that is a recipe for failure.

- **Seek assistance** – assistance will be sought from key stakeholders to aid in efforts for an all round improved school

To sustain the school’s effort it is also imperative that the Ministry of Education lend constant support to initiatives of the school and show continued a willingness to support their own initiatives, like the TTVPVA, by maintaining dialogue and exchange of ideas through regular meetings and workshops. The Ministry has to be the trendsetter in this respect and cannot throw out the proverbial “baby with the bath water”. Quite often The Ministry is guilty of, implementing programmes and not sustaining their efforts. Although efforts like the TTVPVA can be costly initially, once properly structured and maintained the returns will be priceless.

Ongoing training is also vital to the sustainability of the TTVPVA, the application of the SARA model by itself surely will not be beneficial, other aspects of law enforcement related, data management structures and programmes for School Safety Officers for example, will serve to strengthen the school’s capability to effectively deal with not only violence, but other issues and will undoubtedly reap great rewards.
Appendices
MORUGA COMPOSITE SCHOOL
10 Tompierre Trace, Basse Terre, Moruga, Trinidad, West Indies. Tel 656-4014

Moruga Composite School Discipline Policy and Behaviour Guidelines

RATIONALE

The Moruga Composite School mission statement indicates that we are dedicated to the development of socially responsible and well adjusted citizens. A strong discipline policy that promotes accountability for actions, together with the support of committed stakeholders (students, parents, staff, and community) will help us to accomplish this mission. Discipline is the foundation of our core values; it is the key ingredient that is essential for the holistic development of each individual in any modern society, it engenders respect, spirituality, cooperation, perseverance and responsibility.

The focus of this policy is on the maintenance of discipline and education regarding appropriate behaviours that will result in a safe, structured and productive learning environment devoted to excellence. Specific behaviour guidelines have been established to maintain an orderly and positive school climate. The development of a written discipline policy by itself cannot achieve anything; consequently the importance of having all stakeholders involved cannot be over emphasized.

The School’s Discipline Policy shall be communicated to students, staff, administrators, security personnel and the community. Behaviour expectations shall be communicated through such means as assemblies, newsletters, Parents Day and orientation programs for both parents and students, and will be reinforced with the establishment of a school based Safe School Team.

OVERVIEW OF EXPECTATIONS

Parents and guardians are the first responders with respect to discipline and it is imperative that they are familiar with the School’s Code of Conduct and behaviour guidelines. Parents and guardians are expected to have discussions with their children at home to reinforce the School’s Discipline Policy. All teachers are expected to familiarize themselves with the policy and periodically discuss and review them with their charges accordingly.

IN GENERAL ALL STUDENTS OF MORUGA COMPOSITE SCHOOL ARE EXPECTED TO…
• Abide by the School Rules and the Code of Conduct for students.

• Be respectful to all staff members, security personnel, classmates and other students.

• Attend school regularly and punctually.

• Attend classes as scheduled regularly and punctually.

• Interact with other students in a respectful way - Verbal abuse, the use of obscene language, lewd comments, racial slurs and any comments of a derogatory nature will not be tolerated.

(SEE DISCIPLINE POLICY BEHAVIOURS AND CONSEQUENCES)

• Refrain from any disruptive behaviour. Running unnecessarily, shouting, inappropriate physical contact, cursing, plays fighting and any other act which can be construed as disruptive will not be tolerated.

(SEE DISCIPLINE POLICY BEHAVIOURS AND CONSEQUENCES)

• Respect the religious beliefs of others.

• Respect school property and the property of others - Vandalism, defacement and damage to the school or any person’s property is prohibited.

(SEE DISCIPLINE POLICY BEHAVIOURS AND CONSEQUENCES)

• Remain in school for the entire period of the school day, unless permission is given for early departure by the Principal. ONLY the parent or legal guardian is allowed to pickup any student; parents or guardians will be contacted in cases of illness to make arrangements for the care of the student.

• Wear the appropriate school uniform as defined in M.S.S School Rules
• Refrain from loitering on the school compound -
  Idle activity on the corridors at anytime is prohibited.

• Dispose of garbage in the appropriate garbage bins.

• Not to engage in any gambling activity.

ADDITIONALLY STUDENTS ARE NOT ALLOWED TO BRING TO SCHOOL THE FOLLOWING:

• Cell phones WITH CAMERAS, radios, televisions, walkmans, electronic games, any other portable communication device, pornographic publications, fire crackers and playing cards.

• Weapons or any object that looks like a weapon or could be used as a weapon, including knives, toy guns, water guns etc.
  (SEE DICIPLINE POLICY BEHAVIOURS AND CONSEQUENCES)

• Illegal drugs, controlled substances, alcohol, cigarettes and other intoxicants are strictly prohibited.
  (SEE DICIPLINE POLICY BEHAVIOURS AND CONSEQUENCES)

The Ministry of Education has advised that maximum suspension be imposed for the following offences:

1. Possession of illicit drugs

2. Possession of arms and or ammunition
3. The possession of weapons other than firearms

4. Extreme violence to anyone

5. Any form of assault on any member of staff of any school

6. The possession or consumption of alcohol on school compound or on the way to or from school

ANY CONTRAVENTION OF STATE LAW MAY HAVE SERIOUS LEGAL IMPLICATIONS AND CAN RESULT IN THE OFFENDER BEING PROSECUTED ACCORDING TO LAW
Procedures for dealing with students fights with or without weapons in school

If possible get students to the office

Inform Principal, VP and SSO

Principal/ VP initiates investigation by SSO, Dean

Reports collected

Principal and SSO decide on appropriate action

NO

Principal/ VP calls parents immediately

YES

Conference letter given to parents

SSO/Dean accompany

SSO, Dean and Form Teacher collate info from Form Teacher

Suspension, Request for continued

YES

Conference with parent, student, Dean, Principal/ VP, SSO and Form teacher

Reports submitted to Principal for submission to School Supervisor 111

Final Documents signed

Suspension letter given to parent

Suspension letter given to parent

Conference with student Parent, SSO, Dean, Principal/ VP, Form Teacher

Suspension letter given to parent

Form Teacher informs the subject teacher

If /when student returns refer to Guidance Officer

Student is monitored

Form Teacher informs the subject teachers

Relevant info and photo given to Security Officer
<table>
<thead>
<tr>
<th>No</th>
<th>INFRACTION</th>
<th>DEFINITION</th>
<th>1ST OFFENCE</th>
<th>2ND OFFENCE</th>
<th>3RD OFFENCE</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Failure to do homework</td>
<td>Homework assignments not done and presented</td>
<td>Inquiry/completion of homework by the next school day</td>
<td>Referral to Form Teacher and Dean</td>
<td>Parental conference with subject teacher, Form Teacher and Dean</td>
<td>Referral to Form Teacher/ Dean by subject teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No excuses for assignments not done</td>
</tr>
<tr>
<td>2</td>
<td>Lack of textbooks and school materials</td>
<td>Textbooks and/or school materials not readily available when requested</td>
<td>Inquiry and warning by subject teacher</td>
<td>Referral to Form Teacher</td>
<td>Parental conference with Dean, subject teacher and Form Teacher</td>
<td>Parents called in</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>No excuses for assignments not done</td>
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<td></td>
<td></td>
<td>Teachers to monitor</td>
</tr>
<tr>
<td>3</td>
<td>Tardiness</td>
<td>Persistent unpunctuality to class/school</td>
<td>Subject Teacher inquiry/warning</td>
<td>Referral to Form Teacher and Dean</td>
<td>Conference with parents Dean, subject teacher and Form Teacher</td>
<td>Record kept by Form Teacher and Dean</td>
</tr>
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<td></td>
<td>Prefect to take note of late arrivals to class</td>
</tr>
<tr>
<td>4</td>
<td>Persistent irregularity</td>
<td>Irregular pattern of attendance to school/class</td>
<td>Inquiry/assistance/warning by subject teacher/ form Teacher</td>
<td>Referral to Form Teacher and Dean</td>
<td>Parental conference with Dean, subject teacher and Form Teacher</td>
<td>a written note by parent/ legal guardian and/ or late slip signed by Dean</td>
</tr>
<tr>
<td>5</td>
<td>Skipping classes</td>
<td>Present in school but failing to attend class as timetabled</td>
<td>Warning by subject teacher</td>
<td>Referral to form teacher and Dean</td>
<td>Parental conference</td>
<td>Documentation to enforce 75% attendance or withdrawal from CXC/CAPE exams</td>
</tr>
<tr>
<td>6</td>
<td>Littering</td>
<td>Indiscriminate disposal of refuse/garbage on school grounds</td>
<td>Clean up</td>
<td>School community service peer conferencing</td>
<td>Meeting with Form Teacher/Dean and parents/ Possible suspension depending on the nature of the offence</td>
<td>Introduction to school wide anti-litter campaign</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Environmental Prefect system</td>
</tr>
<tr>
<td>7</td>
<td>Dress code violation</td>
<td>Wearing of jewellery, coloured under-vest, nail polish, lip-gloss and other adornments contrary to MCS School Rules</td>
<td>Removal/Confiscation handled by teachers/ Deans</td>
<td>Confiscation parents informed via letter handled by Form Teacher and Dean</td>
<td>Parental conference with Dean and Form Teacher</td>
<td>Items should be properly labelled and secured (in the office)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Items taken away should be returned to the parent at the end of the term</td>
</tr>
<tr>
<td>8</td>
<td>Incorrect school uniform</td>
<td>School uniform dress code violation as defined in MCS School Rules</td>
<td>Warning (handled by subject teacher/ Form Teacher)</td>
<td>Parents called in handled by Dean/ Form Teacher</td>
<td>In school suspension until in correct uniform</td>
<td>Regular reminders of uniform code by Form Teacher</td>
</tr>
<tr>
<td>No</td>
<td>INFRINGEMENT</td>
<td>DEFINITION</td>
<td>1ST OFFENCE</td>
<td>2ND OFFENCE</td>
<td>3RD OFFENCE</td>
<td>REMARKS</td>
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<tr>
<td>9</td>
<td>Loitering</td>
<td>Idle activity on the school compound without proper explanation</td>
<td>Verbal warning</td>
<td>Referral to Dean and specific duties assigned</td>
<td>In school community service Parental conference</td>
<td>Exit pass enforced by teachers</td>
</tr>
<tr>
<td>10</td>
<td>Possession of cell phones and other unauthorized electronic equipment</td>
<td>Possession and use of cell phones, radio, tape player, compact disc player or similar device during the normal school hours</td>
<td>Equipment seized until the end of the day</td>
<td>Confiscation and parents called in to collect Referral to Dean</td>
<td>Parental conference with Dean</td>
<td>Keep a book record of items seized with signatures Record items signed by teacher and student student must sign upon receipt</td>
</tr>
<tr>
<td>11</td>
<td>Cheating in examinations</td>
<td>Copying another student's work or test answers, giving or receiving information during a test</td>
<td>Removal from examination Teacher and Dean informed Parent informed</td>
<td>Same as first offence Parent called in Counselling</td>
<td>Further counselling</td>
<td>Zero marks to be obtained</td>
</tr>
<tr>
<td>12</td>
<td>Truancy</td>
<td>Leaving home but not attending school SSO referral Matter investigated Inform Form Teacher / Dean Parents called in</td>
<td>Same as first offence Inform Principal and Vice Principal Suspension</td>
<td>SSO referral Utilize Community Police Possible suspension</td>
<td>Documentation Close monitoring District Office Informed</td>
<td></td>
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<tr>
<td>13</td>
<td>Unauthorized departure</td>
<td>Leaving school compound without written permission from authorized personnel, (Principal / Vice Principal)</td>
<td>Parents are called and Referral to Dean referral to counselling</td>
<td>Possible suspension Report to District Office</td>
<td>Form Teachers must remind students to bring in written permission from parents/ legal guardian only or early departure permission slip from the Principal ONLY parents or legal guardian to pick up any student</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Chronic Absenteeism</td>
<td>Continuous absenteeism from school for more than 2 weeks SSO to investigate and report to Principal/VP</td>
<td>Referral to Student Support Services</td>
<td>Report to District Office to see SS 111 depending on the nature/ details</td>
<td>Student must visit District Office to see SS 111 in cases of excessive absenteeism</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Insubordination</td>
<td>Refusal to carry out a law-full request by any member of staff, e.g. include refusal to report to the office when asked to; refusal to</td>
<td>Warning Inform Form Teacher and Dean</td>
<td>Referral to Dean Parents called in In-house suspension</td>
<td>Parents called in Suspension Counselling Report District Office</td>
<td>Incident logged depending on severity</td>
</tr>
<tr>
<td>No</td>
<td>INFRACTION</td>
<td>DEFINITION</td>
<td>1ST OFFENCE</td>
<td>2ND OFFENCE</td>
<td>3RD OFFENCE</td>
<td>REMARKS</td>
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<td>16</td>
<td>Disruptive behaviour</td>
<td>Running unnecessarily, inappropriate physical contact, cursing, fake fighting or or other disruptive acts on the school compound</td>
<td>Warning, handled by subject teacher, if serious to be brought to the attention of the Form Teacher</td>
<td>Referral to meeting with Form Teacher and Dean</td>
<td>Parents called in</td>
<td>Possible suspension Report to District Office</td>
</tr>
<tr>
<td>17</td>
<td>Bullying</td>
<td>Repeated malicious and deliberate acts intended to hurt another student</td>
<td>SSO referral Warning by Form Teacher Dean informed</td>
<td>SSO referral Parents called in by Dean Counselling</td>
<td>SSO referral Short term suspension</td>
<td>Sensitization of students</td>
</tr>
<tr>
<td>18</td>
<td>Students in Unauthorized Areas</td>
<td>Presence in unauthorized areas such as opposite gender bathrooms or senior form students at the lower form block</td>
<td>Handled by Dean Warning School community service</td>
<td>Referral to Dean Parents called in</td>
<td>Parents called in possible suspension School community work</td>
<td>Enforcement of use of teachers exit pass</td>
</tr>
<tr>
<td>19</td>
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<td>On school compound while on suspension or without proper authority</td>
<td>Handled by Dean SSO referral Parents informed</td>
<td>Handled by Dean SSO referral Parents informed</td>
<td>Handled by Dean SSO referral Parents informed</td>
<td>Escorted off the compound by security personnel if necessary Police called depending on the nature of the infraction</td>
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<tr>
<td>20</td>
<td>Forgery</td>
<td>Falsification of people's signature</td>
<td>SSO referral Parents called in by Dean</td>
<td>SSO referral Parent conference</td>
<td>SSO referral Suspension</td>
<td>Police called in depending on nature of offence</td>
</tr>
<tr>
<td>21</td>
<td>Gambling</td>
<td>Any activity/game of chance in which something of value is won lost</td>
<td>SSO referral Verbal warning Form Teacher and Dean informed Confiscation of gambling materials or money involved</td>
<td>Parents are called in Referred to SSO/Dean Suspension</td>
<td>SSO referral Student Support Services Intervention</td>
<td>Incident logged</td>
</tr>
<tr>
<td>No.</td>
<td>INFRACTION</td>
<td>DEFINITION</td>
<td>1ST OFFENCE</td>
<td>2ND OFFENCE</td>
<td>3RD OFFENCE</td>
<td>REMARKS</td>
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<tr>
<td>22</td>
<td>Vandalism</td>
<td>Destruction and/or, defacement of the school, staff, or other students' property</td>
<td>SSO referral Parents called in immediate suspension Police called in for serious cases Replacement or repair item</td>
<td>SSO referral Suspension Police called in for serious cases</td>
<td>SSO referral Repeated offence-extended suspension Police called in for serious cases</td>
<td>Incidents recorded/logged</td>
</tr>
<tr>
<td>23</td>
<td>False fire alarms and Bomb Threats</td>
<td>Activation of false fire alarm Initiating a bomb threat</td>
<td>SSO referral Verbal warning by Dean Possible suspension</td>
<td>SSO referral Suspension Parental Conference</td>
<td>SSO referral Extended Suspension and Counselling</td>
<td>Counselling recommended at all levels</td>
</tr>
<tr>
<td>24</td>
<td>Stealing/ Larceny</td>
<td>Taking of property which belongs to another person without consent from that person</td>
<td>SSO referral Depending on the nature, parent is called in, also the Police Replacement and counselling</td>
<td>SSO referral Parents called in Replacement and Counselling Police called in depending</td>
<td>SSO referral Police called in Suspension Student Support Services Intervention</td>
<td>Counselling recommended at all levels. Involve M.T.S and Community Police</td>
</tr>
<tr>
<td>25</td>
<td>Pornographic material possession/display</td>
<td>Possession and public display of any material of a pornographic nature</td>
<td>SSO referral Confiscation, warning Dean informed</td>
<td>SSO referral Same as first offence Detention- break and lunch times Counselling</td>
<td>SSO referral Suspension</td>
<td>Incident recorded/logged</td>
</tr>
<tr>
<td>26</td>
<td>Graffiti, tampering with school equipment Malicious Damage</td>
<td>The wilful destruction, tampering with or defacement of school property e.g. water hose, fire extinguishers, water taps etc.</td>
<td>SSO referral Replacement or repair Immediate removal of graffiti or repainting by offenders Parents informed</td>
<td>SSO referral Parents are called in Mediation with Dean Office Suspension</td>
<td>SSO referral Extended Suspension Student Support Services</td>
<td>Incidents logged. Police to be involved in severe cases School Supervisor informed</td>
</tr>
<tr>
<td>27</td>
<td>Verbal abuse, obscene language, lewd comments, racial slurs</td>
<td>Use of inappropriate language directed to any member of staff or other students/students</td>
<td>SSO referral Written apology by student signed by parent/ legal guardian read in class then given to Form Teacher to be suspension</td>
<td>SSO referral Parents to be called in Written apology signed by the parents Counselling</td>
<td>SSO referral Parents and Police called in Suspension and counselling</td>
<td>Counselling for the students and parents Repeated offence-extended suspension Documentation</td>
</tr>
<tr>
<td>No</td>
<td>INFRACTION</td>
<td>DEFINITION</td>
<td>1ST OFFENCE</td>
<td>2ND OFFENCE</td>
<td>3RD OFFENCE</td>
<td>REMARKS</td>
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<tr>
<td>28</td>
<td>Extortion</td>
<td>Any act of attempting to secure money, property, or gain from another by use of force, fear, intimidation or threat</td>
<td>SSO referral Police called in depending on the nature of the offence/ Suspension</td>
<td>SSO referral Call in parents to investigate/ Inform Dean Police called in and Extended suspension</td>
<td>SSO referral Inform Vice Principal/ Principal Request for expulsion</td>
<td>Report to Ministry of Education Student Support Services District Office Informed</td>
</tr>
<tr>
<td>29</td>
<td>Gang or mob like behaviour</td>
<td>Any negative behaviour which stems from involvement in gang/ gangs or group</td>
<td>SSO referral Handled by Principal and Vice Principal Parents and Police called in suspension</td>
<td>SSO referral Same as first offence Request for counselling Extended suspension</td>
<td>SSO referral Out of school Request for expulsion</td>
<td>Incidents recorded/logged</td>
</tr>
</tbody>
</table>

**Moruga Sec. Sch. Discipline Matrix page 5**
<table>
<thead>
<tr>
<th>Violent physical attack</th>
<th>Fighting, violence, threats, physical harm to others</th>
<th>Parents called in</th>
<th>SSO referral</th>
<th>SSO referral</th>
<th>Incident logged/Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handled by Form Teacher, Dean, Principal/V.Principal</td>
<td>Maximum suspension</td>
<td>Student Support Services involvement</td>
</tr>
<tr>
<td>Possession and/or use of alcohol and cigarettes</td>
<td>Possession, using, or distribution of any alcoholic substances and tobacco products, e.g. cigars, cigarettes</td>
<td>Parents called in</td>
<td>SSO referral</td>
<td>SSO referral</td>
<td>District Office Informed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parental Conference</td>
<td>Parental Conference</td>
<td>Student Support Services involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Suspension</td>
<td>Student Support Services</td>
<td>Possible Police involvement</td>
</tr>
<tr>
<td>Possession and/or use of illegal drugs</td>
<td>Possession, using, or distribution of any dangerous and illegal drugs</td>
<td>SSO referral</td>
<td>SSO referral</td>
<td>SSO referral</td>
<td>Incidents recorded/logged</td>
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<tr>
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<td></td>
<td>Handled by Dean, Principal/Vice Principal</td>
<td>Same as first offence</td>
<td>Request for expulsion</td>
<td>Police investigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents called in</td>
<td>Extended suspension</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Immediate suspension</td>
<td></td>
<td></td>
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<tr>
<td>Response #2</td>
<td>Implementation Step</td>
<td>Date</td>
<td>Responsible Parties</td>
<td>External Agency</td>
<td>Cost</td>
</tr>
<tr>
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<td>-----------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Conflict and Anger Management Programme</td>
<td>Present report to school administrators</td>
<td>First week Sept 2009</td>
<td>VPA Team</td>
<td>Families In Action National Family Services</td>
<td>To be funded by M.O.E Other resources $3,000: Programmes, refreshments</td>
</tr>
<tr>
<td></td>
<td>Discuss plan with key school stakeholders to develop 'buy in' and allow feedback</td>
<td>First week Sept 2009</td>
<td>VPA Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement response</td>
<td>Second week Sept 2009</td>
<td>VPA Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>End of term One 2009</td>
<td>VPA Team</td>
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</table>

RESPONSE PROPOSAL #2

(MORUGA SEC. SCH. TTVPA REPORT APPENDIX #3) IMPLEMENTATION ACTION PLAN
### Anti-Bullying Program

<table>
<thead>
<tr>
<th>Implementation Step</th>
<th>Date</th>
<th>Responsible Parties</th>
<th>External Agency</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Present report to school administrators</td>
<td>First week Sept 2009</td>
<td>VPA Team</td>
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<td>$3000.00</td>
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<tr>
<td>Discuss plan with key school stakeholders to develop ‘buy in’ and allow feedback</td>
<td>First week Sept 2009</td>
<td>VPA Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement response</td>
<td>Second week Sept 2009</td>
<td>VPA Team</td>
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<tr>
<td>Check implementation</td>
<td>End of term One 2009</td>
<td>VPA Team</td>
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### NOT YET IMPLEMENTED / TIMELINE TO BE REASSESSED

<table>
<thead>
<tr>
<th>Response #3</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Responsible Parties</th>
<th>External Agency</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Mentoring Program</td>
<td>Present report to school administrators</td>
<td>First week Sept 2009</td>
<td>VPA Team</td>
<td>past students who have excelled and are exemplars in Society and other positive members</td>
<td>$2,500 Resources</td>
</tr>
<tr>
<td>Response #4</td>
<td>Implementation Step</td>
<td>Date</td>
<td>Responsible Parties</td>
<td>External Agency</td>
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<tr>
<td>------------</td>
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<tr>
<td>Award Incentive Program</td>
<td>Present report to school administrators</td>
<td>First week Sept 2009</td>
<td>VPA Team</td>
<td>Families In Action</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Confident Parenting Program</td>
<td>Discuss plan with key school stakeholders to develop 'buy in' and allow feedback</td>
<td>First week Sept 2009</td>
<td>VPA Team</td>
<td>Families In Action</td>
<td>$10,000.00</td>
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<tr>
<td></td>
<td>Implement response</td>
<td>Second week in Sept 2009</td>
<td>VPA Team</td>
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<tr>
<td></td>
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<td>TIMELINE TO BE REASSESSED</td>
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</tr>
<tr>
<td></td>
<td>Check implementation</td>
<td>Last week of term one 2009</td>
<td>VPA Team</td>
<td></td>
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<tr>
<td>Task</td>
<td>Date(s)</td>
<td>Team</td>
<td>Notes</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------</td>
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<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss plan with key school stakeholders to develop 'buy-in' and allow feedback</td>
<td>4th Sept 2009</td>
<td>VPA Team</td>
<td>refreshments tokens educational software/hardware</td>
<td></td>
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</tr>
<tr>
<td>Check implementation</td>
<td>End of term One 2009</td>
<td>VPA Team</td>
<td></td>
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</tr>
</tbody>
</table>

* YET IMPLEMENTED / TIMELINE TO BE REASSESSED
Morvant Laventille Secondary School

Violence Prevention Project

VPA Team:

Carlan Telesford
Wayne Pierre
Selwyn Farrell

Date May 14, 2010
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Mock Media Release

In recognition of the fact that the incidence of violence and indiscipline in schools was ever increasing and that a one size fit all approach was unsuccessful. The Ministry of Education introduced the Violence Prevention Academy in September 2008 in an attempt to empower school based teams to analyse the causes of any violence or indiscipline in their respective schools and to design solutions. The intervention spanned a period one year, at the inception the team was trained in identifying and collecting the different types of data pertaining to student indiscipline. Under the guidance of the facilitators, the team then scanned and analysed the data using the SARA model in order to ascertain the main incidents of indiscipline and devise responses to treat with said problems. While fighting was the major issue at Morvant Laventille Secondary the team chose to address the issue of gambling since it was deemed to be at the core of most fights and other incidents of student indiscipline. The team recommended and sought to implement four responses which included patrols, supervision of classes, infrastructural changes and discipline management. While each response was implemented to different degrees and resulted in different levels of success the data collected revealed that there was a decline in the occurrence of almost all major problems of student indiscipline at the school in the post test period. However, the overarching goal of the initiative was to empower schools to seek solutions to their specific indiscipline problems rather than pursue fleeting success. Thus the Violence Prevention initiative was worthwhile and should be encouraged as it compels individual schools to look inwards for solutions to their problems. In fact, it is implicit that the success of the initiative does not rely only on a measurable decline in the incidence of student indiscipline nor
does failure signify the end but rather an opportunity to reevaluate the project as often as necessary until a satisfactory solution is found.

Introduction

The Trinidad and Tobago Violence Prevention Academy was a response by the Ministry of Education to address the increasing incidence of violence and indiscipline in schools. The aim of the programme was to devise and implement a strategy, to transform the problem of violence in schools to a more desirable situation so that schools could become safe once more.

The Violence Prevention Academy sought to develop comprehensive violence prevention plans tailored to the specific needs of schools. It recognised that a one size fit all approach cannot be applied to all schools and therefore required a collaborative effort on the part of school-based safety officers, teachers and administrators to inculcate a culture of peace in the nation’s schools.

The Academy was structured into four components to be implemented over a school year and involved a training programme that allowed the school-based team to analyse the causes of any violence or indiscipline in their respective schools and to design solutions.

Background

Morvant Laventille Secondary was one of the schools selected as part of the Violence Prevention pilot project. The school is situated in the Port of Spain and environs school district and caters to students from form one to form five. The original institution, a Junior Secondary School, was constructed in the heart of Morvant Laventille in 1976. At that time it was one of two Secondary Institutions in the area. Twelve (12) years later in 1988, the school was de-shifted and re-named
a Secondary School. The school’s catchment areas are Morvant, Laventille, Barataria, Belmont and San Juan.

The constituency of Morvant Laventille is comprised mainly of persons of African descent. Many are either unemployed or hold low-income jobs, so that this area, which was originally known as a squatter settlement, is now known throughout Trinidad and Tobago as a hot bed of crime, violence and illicit drugs.

At present the school has a population of approximately six hundred students (600), many of whom not only come from underprivileged home environments but are functionally illiterate as seen by their Secondary Entrance Assessment (SEA) scores and the school’s Caribbean Secondary Examination (CSEC) pass rate. Although the profile of the SEA students entering the school in Form 1 fall between the 30% and 50% band, the reality is that the final scores of these students are closer to 30%. In fact in the 2008 intake 29% of the students got less than 30% in Mathematics.

While the official school dropout rate is low, for the academic year 2007-2008 it was 3.6 %, students are often absent for long periods of time during the school term and most times refuse to turn up for final exams. For the 2007 CSEC exam a total of 112 students were entered however only 82% sat the exam while only 0.2% were successful in 5 or more subjects. What is more, the school over the years has had to treat with a range of problems of indiscipline from breaking classes, fighting, gambling and stealing to lesser infractions such as wearing the incorrect school uniform.
The staff at the school is comprised of 55 teachers, 2 administrators, 1 Guidance Officer and 6 non teaching support staff. More than 50% of the teachers are untrained and in actuality it is the first teaching experience for a few. The school operates in conjunction with a School Board, the Parent and Teacher’s Association (PTA) and a Student Council. The School Board is comprised of 11 persons; 1 Union Representative, 1 Teacher, 1 student, the Principal and other stakeholders in the community. The Board has been effective in assisting with the maintenance of the plant and school related activities. However, the school’s relationship with parents is at best tenuous as the PTA has not been functioning, largely due to problems within the executive. Meetings have been sporadic and in fact whenever they are held the attendance is very low, with a maximum of 15% of the parents present. The Student Council which is comprised of 20 students and 2 teachers in the capacity of advisors has not been very effective. While the aim of the council is to enhance the school community and quality of education, the students have been unable to initiate and implement projects on their own.

**Implementing the Violence Prevention Project**

Three individuals, one safety officer, and two teachers comprised the Violence Prevention team of the Morvant Laventille Secondary School. They were supported by the school’s administration and staff to varying degrees. The approach taken by the team required the use of the SARA problem solving process. The acronym SARA refers to a methodological process of Scanning, Analysis, Response and Action which aims at effectively identifying and treating with problems.
Scanning

Scanning allows problems to be identified. During this process the team examined documented incidents over a minimum period of two years in order to form groups or clusters of problems. The team was of the view that the incidence of gambling at the school was increasing. To confirm that this was indeed a problem, data was sourced from the various internal, as well as, external stakeholders such as the Principal, the Deans, Guidance and Safety Officers and the Community Police. A diagnostic student and teacher survey was also administered to the fifth form students and staff at the school (See Appendix).

Analysis

The analysis phase involved the review of data collected in order to map incidents by time of day and locations to establish patterns. This served to identify and narrow the scope of the problems as well as, to develop a working hypothesis as to why the problem was occurring by identifying the conditions that gave rise to the specific problems. To analyse the school’s gambling problem the team looked at 3 types of data; official school data, teacher survey data and student survey data.

Findings

The student and teacher surveys sought to determine the frequency of a range of problems experienced by both staff and students in order to determine which was most prevalent. Thus, it looked at a number of variables such as assault, bullying, extortion, fighting, gambling and littering among others.
The main problem identified by the diagnostic student survey was fighting. While gambling was not the main problem, interviews with students revealed that it is one of the major causes of fights, particularly among male students. Loitering, the use of obscene language and stealing were also major problems.
The information obtained from the official school data identified Block ‘B’ as the ‘hot spot’. Block ‘B’ because of its design and location was the place with the highest rate of incidents. The building which comprises three floors is designed so that the entrances and classrooms are faced away from the other buildings. As a result it is easy for students to monitor the comings and goings of all guardians, this gives them enough time to stop whatever they are doing or to evade capture.

The data also revealed that P.B., a 17 year old African male in form 4 and ‘Scarface’, a 15 year old African male in form 3 were the most prevalent offenders. Both were involved in a series of incidences ranging from possession of alcohol and cigarettes to gambling and assault.

**Statement of the Problem**

Based on the data captured in the student survey and the incident report, fighting was deemed the major problem. However, the Violence Prevention team decided to address the issue of gambling since it leads to other offences such as fighting, the use of obscene language, disruptive behavior and theft, which were also prevalent at the aforementioned school. It was imperative that this core problem be addressed as it was expected to result in a reduction in the total number of incidents thereby leading to a relatively problem free school. More importantly, there would be a tangible reflection in the general tone of the school making it more conducive to teaching and learning.
Response

After careful analysis of the gambling issue and its related problems the Violence Prevention team recommended four (4) responses. These responses were discussed with the teachers, administrators and security in preparation for implementation in September 2009.

1. **Patrols:**

The lunch period which is 45 minutes long was often used by students to gamble since they were basically unsupervised and could do whatever they wish during this time. Gambling sometimes erupted in fights at the end of lunch and spilled over after school. In response, school administrators and staff agreed to adjust the scheduling of the lunch hour for teachers who are not scheduled for classes after lunch so that they could patrol during the lunch hour and have lunch later. A similar system was to be implemented for the mid-morning break.

Teachers accompanied by security were also required to patrol the compound at various times throughout the day. They would be equipped with communication devices so that they could easily contact the Principal’s office in the event of an incident. Unoccupied classrooms would also be locked in order to reduce the availability of rooms for gambling and other illicit activities.

It was expected that this intervention would help to reduce the number of students who break classes and engage in disruptive behaviour. It also meant that there would be greater supervision of students during the lunch and break periods and by extension a reduction in the incidence of undesirable behavior.
2. **Supervision of classes:**

In an attempt to reduce the number of unsupervised classes the school administration adopted a policy whereby the heads of department were required to go through the teacher’s register at the beginning of the day and assign teachers to man the classes of absent teachers. The aim of this intervention was to reduce the number of students loitering during class time as a result of not having a teacher; it was also expected to reduce the availability of classrooms for gambling and other illicit activities.

3. **Infrastructural changes:**

While Block ‘B’ was identified as the hot spot; the third floor is where the form three classes were located and where most of the gambling occurred. A proposal was made to rearrange the location of classrooms so that the Form ones would be on the top floor and the Form threes on the ground floor since this floor is in direct view of the staff room. However the structural design of the building is such that the entryways and corridors are faced away from the other buildings, as such it was also recommended that a camera be strategically placed on each floor in order to improve the overall visibility of the block. As a result staff would be more effective in monitoring the activities of students and responding in a more timely fashion in curbing undesirable behavior since the form three classrooms would be easily accessed on the ground floor.

The top floor of Block A was also a hot spot. By and large this floor is unoccupied except for one form three class since the other rooms are used for specialized classes only. Consequently the classroom and adjacent stairwell are a haven for gamblers. In order to
address this problem a proposal was put forth to make the staircases one way. One would be used for up only and the other down so that both staircases would be in constant use, this would also serve to increase the flow of traffic across the floor thereby making the classroom less secluded.

4. **Discipline management:**

A root cause of many of the problems lay in the fact that the school rules were not clearly communicated to the student body; in fact there was not a well defined code of conduct. In recognition of this the staff decided to redo the school’s discipline matrix. The rules were to be painted at strategic locations around the compound and assemblies would be used to effectively and continuously reinforce the school’s code of conduct.

In an effort to improve the overall tone of the school and reduce the incidence of student indiscipline a proper system of documentation was to be implemented. Consequently subject teachers were to be encouraged to keep comprehensive records for repeat offenders showing the success or failure of measures taken to curb delinquent behaviour before the case could be referred to the form teacher who was expected to do likewise before the student could be sent to the dean or any higher authority. The aim was to encourage teachers to address unacceptable conduct in a consistent manner; it would also serve to improve the system of record keeping thereby making information readily available in the event of a tribunal with Ministry officials.
Assessment and Impact of the Project

The implementation of the Morvant Laventille Secondary School Based Project was fraught with challenges from the inception, particularly with regard to the realization of the responses. A patrol system was most difficult to implement. It proved time consuming working out the logistics as some teachers were unwilling to give up their non contact periods, lunch and break time, to patrol. Consequently a roster comprising of Deans, Heads of Departments and volunteers from the teaching staff was implemented, however only during class times. While each period of the day except for the first period was covered by the roster, the reality was that the Deans who were expected to spearhead the patrols were often caught up dealing with matters of indiscipline and so the system fell down. On a weekly basis patrols occurred on average twice per week. This was due to the fact that there were no monitoring systems in place to ensure that the persons scheduled to go on patrols actually did so. More importantly, the staff was not motivated to initiate patrols without a Dean present. Communication devices were not provided as there was insufficient funding for the purchase of said equipment (See Appendix).

The supervision of classes proved to be manageable though not without some challenges. Each Head of Department was given the responsibility for a specific day of the week. At the start of the first period they would go through the register to check for the persons, who were absent and identify their classes for the day, then teachers with non contact periods are assigned to supervise free classes, however the number of supervisions given out was dependent on the level of absenteeism. Another short fall of the system is that supervision is not done for the upper school (Forms 4 and 5) therefore there were always a number of
students unsupervised throughout the day. Furthermore, like the patrol system there was no monitoring system in place to ensure that teachers actually supervised the classes.

The proposal to rearrange the location of classrooms so that the Form ones classes were on the top floor and the Form threes on the ground floor, the one to make the staircases one way and the suggestion to lock unoccupied classrooms proved impractical as everyone did not buy into these ideas and therefore they were never implemented. However, there has been a recommendation to change the point of entry of the ground floor classes on Block B so that they face the staff room thereby increasing visibility. One Mr. Alphonse of the Education Facilities Management Division of the Ministry of Education has already been contacted. He visited the school and is in the process of assessing the feasibility of the renovations.

With respect to the management of the school’s discipline, a core team of six teachers began to review the school’s code of conduct with a view to implementing a discipline matrix. The team networked with teachers from different schools and collected copies of their codes of conduct and discipline matrix to use as a template in developing the school’s code.

However, this response too did not receive the full support and buy in of the relevant stakeholders, instead it was suggested that the recently issued Code of Conduct by the Ministry of Education be adopted and adapted to suit the unique circumstances of the school. While assemblies have indeed been used to reinforce the code of conduct the staff is yet to sit and adapt the Ministry’s Code of Conduct. Consequently the school rules were not painted on the walls as suggested.
The overall aim of the project was to reduce the incidence of gambling since it is one of the core infractions leading to other offences. A review was completed at the end of the Term II 2010 using the data from the student incident data base to evaluate the success of the interventions. While the implementation of the responses proved to be challenging the information from the Student Incident Data base showed that there was a substantial decline in all of the major problems at the school from the start of the project in 2009 to its review in 2010.
While gambling, the issue that the VPA team chose to address declined from 54% to 21%; the most drastic decline was in the area of loitering which declined from 59% to 0% this would suggest that the implementation of the supervision of classes without teachers did impact positively on the number of students loitering during class time. This would help to
explain the reduction in the incidence of gambling as the core problem and the spin off problems such as stealing and fighting. In fact, based on interviews with students involved in recent fights it was found that they were not related to gambling but more to personality differences.

The findings of the Student Incident Data Base were supported by the student survey data which suggested that there was a measure of change in student perception and behaviour in the pre test (2008) and post test period (2010).

The post test survey indicated that students perceived that there was indeed a decline in all the major problems at the school except for the use of obscene language which increased slightly. With the exception of fighting which decreased steadily across the period, and the use of obscene language which increased, all other major problems increased at the
beginning of the intervention in 2009 but decreased by the time the post test was administered in 2010.

While it may be easy, in light of the data collected, to believe that the implementation of the responses was successful in reducing the incidence of student indiscipline at Morvant Laventille Secondary School there are other factors that must be examined. For example, although Block B continued to be the hot spot in the school, there was a reduction in the amount of gambling taking place in this area. This does not mean that there was an actual reduction in the incidence of gambling as there were frequent reports from the librarian of gambling taking place behind the library and from the Physical Education teachers of incidents of gambling at the back of the school’s auditorium. These areas while not frequented are open, making it easier for the students to elude capture which may account for the decline in the documented incidents of gambling.

Furthermore, the overall decline in the occurrence of major problems at Morvant Laventille Secondary may in actuality not be an accurate representation of the situation owing to the fact that the discipline matrix is yet to be finalized. Consequently, there is still no consistency in terms of the action taken for incidents of student indiscipline and thus the possibility exists that the data collected from the Student Incident Database may be skewed.

At the same time, the project suffered from a major flaw which lay in the fact that it failed to consider the importance of psychosocial programmes in helping to modify the behaviour of students. Although the school maintains a close relationship with the Community Policing Unit of the Morvant Police Station and several students receive counselling on an ongoing basis, there is need for more structured programmes of this nature.
Sustainability

Despite the challenges and shortcomings, the Morvant Laventille Secondary Violence Prevention Project can by no means be considered a failure. In fact, the findings suggest that there was a decrease in the incidence of student indiscipline at the school. In light of this, it is imperative that the school learn from its mistakes of the last year and seek to correct them in the future. One way of doing this would entail the staff and other stakeholders coming together on an annual basis and applying the SARA model not only to reduce the incidence of student indiscipline but also to ensure the continuation of this school-based initiative geared to the specific needs of the school rather than reverting to the one size fit all approach of the Ministry of Education which has already been proven to be unsuccessful.
## APPENDIX

### Expenditure Schedule

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Unit</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Each</td>
<td>Vandal Proof Day/Night Colour Cameras</td>
<td>$3667.00</td>
<td>$25669.00</td>
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<td>1</td>
<td>Each</td>
<td>19” Flat Screen Monitor</td>
<td>$5825.00</td>
<td>$5825.00</td>
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<td>Each</td>
<td>XTS 16 Channel DVR Unit</td>
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<td>Each</td>
<td>16 Channel Power Supply</td>
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<td>$2545.00</td>
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<td>Each</td>
<td>500gb Hard Drive</td>
<td>$750.00</td>
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<td>5</td>
<td>Each</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>$79307.00</td>
</tr>
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School Incident Record Form (SIRF)

**Directions:** Please complete every question to the best of your ability. When filling out the names please start on the left side, fill as many letters as possible. If the name is unknown, leave it blank. If there is more than one offender or victim please attach as many additional offender/victim forms as needed. Staple all the forms together in the top RIGHT hand corner, the timing marks on the left hand side need to remain undamaged for scanning purposes.

### SCHOOL NAME
- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Canopy High School
- El Dorado Secondary Comp
- Five Rivers Secondary
- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantville Secondary Comp
- Princes Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary Comp
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeline Secondary
- Success Laventille Composite
- Tranquility Govt Secondary
- Valencia High School
- Williamsville Secondary
- Other

### About the incident...

#### INCIDENT DATE

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Feb</td>
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<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
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<tr>
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<td></td>
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<tr>
<td>Nov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Time of incident

- AM
- PM

#### # OF VICTIMS

- YES
- NO

#### # OF OFFENDERS

- YES
- NO

- Incident was ON school grounds
- All offenders wearing school uniform?
- Weapon used?
- Was an individual injured?
- Ministry informed?
- Police called?

### Incident type (Choose ALL that apply)

- Alcohol use/possession
- Arriving to school late
- Arson
- Assault (victim does not fight back)
- Assault with weapon
- Bomb threats
- Bullying
- Cheating on class assignments
- Disrespect
- Disruptive behavior
- Drug sales
- Drug use/possession
- Extortion/taxing
- Fighting
- Forgery
- Gambling
- Guns
- Improper uniform
- Inappropriate sexual contact
- Between students
- Littering
- Loitering
- Obscene language
- Robbery
- Sexual assault
- Stealing
- Threats and intimidation
- Trespassing on school grounds
- Unauthorized absence
- Vandalism
- Weapon possession
- Other

### Disciplinary Action (Choose ALL that apply)

- Counseling
- Warning given
- Detention
- Confiscated items
- Parents called to pick up student
- Set up meeting with parents
- Suspended 1 Day
- Suspended 2 Days
- Suspended 3 Days
- Suspended 4 Days
- Suspended 5 to 10 days
- Extended Suspension
- Expelled
- SSO called
- Police called
- Other

### Incident Location...

- Cafeteria
- School Hall/Auditorium
- Toilets used by students
- Hallways and locker areas
- School field
- Elsewhere outside on school grounds
- Parking lot
- Other
### Offender #1

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
</table>

- [ ] 1 st
- [ ] 2 nd
- [ ] 3 rd
- [ ] 4 th
- [ ] 5 th
- [ ] 6 th
- [ ] Non-Student
- [ ] Lower 6
- [ ] 7 th
- [ ] 8 th
- [ ] 9 th
- [ ] Upper 6
- [ ] 10 th
- [ ] 11 th
- [ ] 12 th
- [ ] Unknown

**Offender #1 gender**
- [ ] Male
- [ ] Female

**Offender #1 age**
- [ ]
- [ ]
- [ ]
- [ ]

4. Please choose the ONE answer that BEST describes Offender #1:
- [ ] African
- [ ] East Indian
- [ ] Afro/Indian
- [ ] Other

---

### Victim #1

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
</table>

- [ ] 1 st
- [ ] 2 nd
- [ ] 3 rd
- [ ] 4 th
- [ ] 5 th
- [ ] 6 th
- [ ] Non-Student
- [ ] Lower 6
- [ ] 7 th
- [ ] 8 th
- [ ] 9 th
- [ ] Upper 6
- [ ] 10 th
- [ ] 11 th
- [ ] 12 th
- [ ] Unknown

**Victim #1 gender**
- [ ] Male
- [ ] Female

**Victim #1 age**
- [ ]
- [ ]
- [ ]
- [ ]

4. Please choose the ONE answer that BEST describes Victim #1:
- [ ] African
- [ ] East Indian
- [ ] Afro/Indian
- [ ] Other

---

**ATTENTION:** Attach ADDITIONAL OFFENDER/VICTIM FORM as needed.
MINISTRY OF EDUCATION

TITLE: VIOLENCE PREVENTION ACADEMY REPORT

SCHOOL: MT. HOPE SECONDARY SCHOOL

SCHOOL TEAM: Ms. SABRINA ROCK
Ms. MARLENE EDWARDS
Ms. LUCILLE BERTRAND: TEAM LEADER
Mr. DANNY DEEPAN.

SCHOOL TELEPHONE NUMBER: 638- 4997
E-Mail ADDRESS: mounthope.bertrand@gmail.com
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The Trinidad and Tobago Violence Prevention Academy under the aegis of the Ministry of Education was designated to assist schools with problems of violence, negative behavioural tendencies and to advise school administration on the inherent safety and risk factors of infrastructural plant and surrounding.

Mt. Hope Secondary was one of the schools chosen for this programme. After research was done by the SARA model—scanning, analysis, response and assessment—it was concluded that the major problem at Mt. Hope Secondary was fighting. The research methods utilised were SIRF forms, teachers’ surveys and students’ surveys. Official books such as the principal’s register, vice-principal log, Deans’ log and Safety officers’ log were used to gather data. After research was conducted it was found that all offences except threats were below the national average which boded well for Mt. Hope Secondary School.

Fighting was linked to other offences such as stealing, threats, robbery and bullying so responses targeted moral values, counselling, parent-teacher conferences, posters on fighting, visit to Y.T.C. and a peer mediation programme. Three NGOs worked with the students: DADI, Arts-in-Action and Families in-Action in the implementation of responses. These programmes were edifying, enjoyable and exposed the students to peaceful ways of interacting with other students and adults.
Not only was the VPA programme beneficial to students but also to the members of the team as well. The team members were exposed to the SARA model of research. The team members also learnt that crime and its elements (offenders, repeat offenders, victims, repeat victims, hot spots) exist not only in the community but also in the school. As was said by a psychologist, ‘the school is a microcosm of the wider society.’ This can be seen by our findings.

THE SOCIETY AND THE SCHOOL

Fighting on the school compound has decreased with monitoring of the students but arguments may occur at times, sometimes getting loud. There is zero tolerance for fighting; students found guilty of fighting are sent home for a few days, (under seven days) it depends on the severity of the incident.

The school environment is quieter and more conducive to work because of several influences: these are the monitoring of students by the safety officers, Deans, enforcing the school rules; and peer mediators are working around the school.

The students are more knowledgeable on moral issues and other issues pertaining
to life. Although the influences at home are crucial factors that can improve or destabilise their lives it is hoped that what is right will always supercede evil. All students can change when placed in the right environment with the right influences; but change in students must be seen as a longterm process.

There has been very little improvement in students’ latecoming and absenteeism but with persistent monitoring of students it is hoped that there will be further increase in future.

Teachers’ latecoming and early leaving have improved a little with monitoring.

Overall the Violence Prevention Academy workshop was a tremendous, helpful and worthwhile experience for both students and teachers. Students have become more knowledgeable about themselves and life. And teachers have become more knowledgeable about deviant behaviour; its effects on students and the school environment; and how to alleviate or eliminate this behaviour.
INTRODUCTION

The Trinidad and Tobago Violence Prevention Academy under the aegis of the Ministry of Education of Trinidad and Tobago was designated to examine the existing violence in schools and assist schools in diagnosing their problems and finding solutions which would foster an atmosphere of peace and safety in schools in Trinidad and Tobago. Teachers, administrative personnel and safety officers were invited to participate in this programme which was comprised of five sessions, each one extending for a period of one week.

BACKGROUND:

Mt. Hope Secondary School is situated in a small industrial area in Mt. Hope which lies east of Port-of-Spain along the Eastern Main Road. The school was one of the twenty-four Junior Secondary schools built in the 1970’s to meet the needs of the developing industrial sector in Trinidad and Tobago. The subjects offered included technological-vocational crafts as well as academic subjects. The school, like the others, operated on two shifts in one day because there was inadequate accommodation for all students entering the secondary school system through the entrance examination. Thus with the shift system twice the number of students was being accepted into secondary school each year. The students, male and female,
attended the school for three years, at the end of which they do the NCSE examination and move on to another school to prepare for O’ Level Certificate Examination in various subject areas.

Mt. Hope Secondary School, like others of its kind, carried a stigma of inferiority as students selected to attend these schools came from among those whose scores from the secondary school entrance tests were lower than those chosen to attend the so-called “prestige” schools. Most of the students who were sent to Junior Secondary Schools did not necessarily desire to be there. These students were considered ill-disciplined when compared to their counterparts in other schools. However, many students who attended Junior Secondary Schools have become successful citizens of Trinidad and Tobago.

With another new thrust in education, “Education for All” (E.F.A.) the government of Trinidad and Tobago made a decision to send all children to secondary schools once they reached the last stage of primary education. This meant that children with scores as low as zero were now being sent to the Mt. Hope Secondary School. It was expected that remedial work would be done at the secondary school to improve students’ scores. This decision meant that many students were now entering secondary schools without basic reading and mathematical skills that are needed to access secondary education. This caused a build up of frustration in students who could not cope with the work, and
teachers who were not trained to teach at remedial level.

Additionally, the decision to remove corporal punishment from schools brought with it a sort of liberation on the part of students which increased their desire to behave in unacceptable ways. Although corporal punishment was used only as a last resort, the threat of it being applied forced students to stay in line. Students have become bolder in their actions now that they understand that they cannot be whipped.

Trained remedial teachers were eventually sent to the school, and administration and staff found innovative ways to discipline students. Attempts to address ill-disciplined students without corporal punishment posed a challenge, as many of the students are from broken homes and families. A large group of students is referred to the Guidance Officer to treat with their emotional outbursts, and behaviours that lack self control. There is a general lack of respect for adults, and for each other. Fights erupt from situations which can be handled in more peaceable ways.

Today, Mount Hope Secondary operates from 7:45a.m.- 2:30p.m. with a student population of seven hundred and twenty, with three hundred being males and four hundred and twenty being females. The students are now to attend school
for five years, after which they would do the O’Level certificate examinations.

Most of the students who attend the school function below the level that is required to fully access their education. However, only four classes receive remedial help.

As recent as one and a half years ago the school was deshifted and converted to a five year institution. With this change students now stay in the classrooms and teachers now go to them instead of students going to their teachers as happened previously. This has resulted in less movement of students, less loitering and less altercations.

In addition, two Safety Officers were assigned to the school and they have made a difference in lessening opportunities for students’ offences.

There are 56 teachers and 11 remedial Mathematics and Reading teachers on the staff. Five deans were also appointed in the last year and they now play a part in dealing with students’ issues. A Guidance Officer is attached to the school as well, but because of the high percentage of students with problems at the school, more expertise is needed in this area. A discipline matrix was also created in the last year so that students and teachers would be aware of the consequences of committing an offence at school.

Despite these measures, students still display disruptive behaviour in the classroom and disrespectful behaviour to teachers and other adults on the compound. Many are involved in fights, gambling, extortion, using obscene language, theft, verbal battles
with teachers and their peers. There has also been a rise in offences both violent and non-violent, and sexually inappropriate behaviours in recent times. More recently, there has been an increase in situations where students enlist “outside” support to deal with school squabbles. In these instances, cell phone calls are made to friends, some of them adults, who accost students after school and beat and/or threaten them.

Restlessness among students is also pervading the school’s atmosphere as a new school is being built on what was previously the playing field of the present school. Students have very little space, and this causes many altercations among students who are not involved in enough physical activities to diffuse pent up emotions.

**STATEMENT OF THE PROBLEM**

Our problem students come from a variety of backgrounds from the deeply religious to the criminal, from single parent and nuclear to the extended family of different types, some students even act as an adult or parent to their siblings in the home when left to their own volition.

Some of these students are experiencing problems of all kinds such as abuse—physical, verbal, emotional, sexual and psychological, and poverty. When they come
with this “baggage” to school and must associate and work with teachers and students on a daily basis it creates turmoil and distractions, sometimes of a violent nature, in the classroom and school compound.

Also with the limited space available on the compound with the playingfield being used for construction of our new school, students are forced to use the limited space available.

These interactions between staff and students and among students and their peers cause situations that erupt into violent fights, disrespectful behaviour, extortion, assaults and obscenities

**SARA PROCESS**

When finding solutions to school-based problems, there are four key stages that must first be identified.

1. The specific problem must be clearly defined through information gathering.
2. The data must be carefully analyzed to understand the causes of the problem.
3. A search must be made for solutions to remove the causes of the problems.

4. Solutions employed must be evaluated in order to determine their success in dealing with the problem.

These four stages are adequately covered in the S.A.R.A. process, an acronym formulated by Dr. John Eck and Dr. Bill Spelman which refers to Scanning, Analysis, Response and Assessment.

Scanning is the process used to identify and confirm that a problem does exist. And it was not just a perception of the stakeholders. This is followed by further scrutiny to determine the frequency and severity of the problems and how long they have been a concern. This process allows prioritizing of the problems and maximizing of the resources to deal with them.

Analysis is a process which identifies conditions that give rise to a problem. This is done by examining the characteristics of the problem in much detail with a view to develop a thorough understanding of the problem in order to determine why the problem is occurring. Initial questions to be answered during the analysis will be:

What is the problem?

Who is involved?

Where does it happen?
When does it happen?

Why was it done?

How was it done?

Response: this is the creation of solutions and the implementation of the solutions to resolve the problem.

Assessment: this is the final stage of the SARA model and determines the impact of the responses.

SIRF forms were completed, teachers’ surveys and students’ surveys were conducted by members of the VPA team and sent to VPA co-ordinators to assist in the collating and analysis of the information.

At this school, the main sources of data come from the Principal’s log, Vice-Principal’s log, Deans’ log, the School Safety officers’ station diaries and pocket diaries.

**FINDINGS**

Thorough Scanning and Analysis of data collected for the period September 2007 to July 2008 show the following findings:

**FIGURE 1**
At Mt. Hope Secondary, our major problem is fighting, 22%. Three other major problem types are disrespect, loitering/truancy and assault. Others on the graph above include offences such as bullying, arson, extortion, drugs, sex assault, vandalism, weapon use, bomb threats etc.

FIGURE 2
TIME OF THE WEEK / OFFENCES
On Mondays the lowest number of offences took place while on Thursdays and Fridays the number of offences are the highest; on Thursdays 28% of the offences took place.

The time of the day in which most of the offences took place was between 10:00a.m. and 10:45a.m. as the data showed that 45% of all offences occurred during this time.

The Hot Spots are areas in the school where these problems frequently take place. At this school the hot spots will include:

1. Block B  28%
2. Block E  9%
3. Pre-Fab A  5%
4. Hall 5%

5. Others 53%

Thus indicating the area where most of the offences took place was in Block B. While 53% of the offences took place in various places all over the school compound.

C. E.P.T.E. D. Site Visit:

C.E.P.T.E.D. is the acronym for Crime Prevention through Environmental Design: this is a site visit by facilitators to advise school administration on issues relevant to the inherent safety and risk factors of the infrastructural plant and surroundings. The problems that were identified and needed to be addressed were students’ latecoming and absenteeism, and absolute freedom of movement around the school; teachers’ absenteeism and latecoming and early leaving, in addition, there was also the problem of inadequate school officials (M.T.S.) to serve the safety needs of the school during the day and night.

PROFILE OF OFFENDERS AND VICTIMS

1. T.W. A fourteen-year-old African male of Form 111
OFFENCES                        RESPONSES
Disrespect to teacher          Written apology
Assault of a student           3-day suspension
Assault of a student           Parent conference and Referral to the Guidance Officer
Fighting                       Medical attention and parent called in
Loitering                      Verbal warning and return to class

2. C.N. A fourteen - year old student of mixed descent of Form 111

OFFENCES                        RESPONSES
Disrespect to Safety Officer    Written apology
Loitering                       Verbal warning return to class
Disrespect to Safety Officer    Parent conference (grandmother)
Disrespect to Teacher           Parent conference; Two day suspension.

3. S.P. A fourteen- year old African male of Form 11

OFFENCES                        RESPONSSES
Gambling                        Parent conference
Possession of a weapon          Police and sister/ guardian called.
Loitering                       Verbal warning and return to
class.

OTHER INFORMATION NEEDED FOR ANALYSIS

Geographic / Domestic/ Economic background or situation.

Friends and associates at school and at home.

Primary school records

Religious background

Other interests and hobbies.

PRELIMINARY IDEAS FOR RESPONSES

Conduct interviews with offenders

Re-examination of disciplinary matrix

Encouraging of improved parental and community involvement with regard to shaping the school rules and policies.

HIGHEST RATED VICTIMS

1. School Safety Officer

2. Art Teacher

MOST FREQUENT VICTIMS

Our most frequent victims are the safety officers who interact with students
on a daily basis. Offending students react to the safety officers’ disciplinary actions with disrespectful responses and sometimes threats.

The records show that there were nine (9) incidents of disrespect to the safety officers, three (3) incidents of threats against them and one (1) incident in which the safety officer was assaulted. The figures also show that there were two (2) incidents of disrespect towards a teacher by two students. No repeat incidents were recorded.

TEAM RESPONSIBILITY:

Use of log book to collect data - Sabrina Rock
Use of safety officers’ log to collect data - Danny Deepan
Use of Deans’ log to collect data - Lucille Bertrand, Marlene Edwards.
Writing of the report - All VPA team members.
POTENTIAL RESPONSES FOR FIGHTING

The students at Mt. Hope Secondary School who are involved in anti-social behaviour (fights) are students who exhibit the following characteristics: aggressiveness, quick-temperedness, determination and they perform low at academics. In addition, their backgrounds are usually troubled and most of them are left for many hours of the day unsupervised.

Fights are linked to other offences such as stealing, threats, robbery and bullying thus responses will target mainly moral values and life skills which will help build character and gain knowledge about life. And thus considering the above the following potential responses were chosen.

1. Rules for the classrooms.
2. Counselling by Deans/ Guidance Officer
3. Parental Involvement / Parent-Teacher conferences
   4. Mentoring programme
   5. Peer Mediation programme
6. Conflict Resolution Skills programme for teachers
7. Visit to the state prison by students.

RULES/POSTERS FOR THE CLASSROOMS

Many students are not taught how to behave when together as a group. They are
not taught manners, etiquette, respect for each other and the belongings of one another. Rules/posters in the classroom will serve as guidelines for standards of behaviour within the classroom and on the school compound. Students will not be able to plead ignorance of the rules; it will be on the walls of the classroom and on the noticeboard. The rules will be written on posters and given to the form teachers to be stuck on the walls of the classrooms. The form teachers are to acquaint all students in her/his class with the rules during the form teachers’ period. Teachers are supposed to monitor students and students are also to monitor their classmates to ensure that the rules are upheld. If all rules are obeyed there should be a reduction in incidents of a negative nature, including fights. And the consequences of fights suspensions and expulsions will be reduced. The posters will also indicate behaviours of a positive nature such as love for one another, peaceful interaction and other social manners that could lead to negativity if not adhered.

These rules/posters will, we hope, develop a sense of love and caring for each another.

2. Counselling by the Deans/Guidance Counsellors

Counselling by Deans and Guidance Counsellors is apart of the daily activities of Deans and Guidance Counsellors. It is one of the initial measures taken to assist students when they violate conventions on the school compound. Deans
are used when violations are trivial but yet cannot be handled by the form teachers; sometimes the Deans can refer a matter to the Guidance Counsellor for assistance. The Guidance Counsellor is referred to on delicate matters, that is, when issues that arise that need someone trained in the field of counselling. Incidents in our school are first referred to form teachers, then the dean of the relevant form class and then to the Guidance Counsellor if it warrants specialized attention. There is now a referral form before one can access her services. This response has been proven through the years to alleviate incidents that could have been blown out of proportion or prolonged if not handled by deans or guidance counsellors.

PARENTAL INVOLVEMENT / PARENT-TEACHER CONFERENCE

Parental Involvement is critical to most incidents that occur in schools. Parental support, encouragement and information are essential to teachers when incidents occur. Parents support is needed especially when students come from problem homes; teachers, deans and guidance officers must have access to information about students’ personality, environment at home and other personal information in order to fully understand the nature of the student and obtain an insight of what might have caused the incident.

When parents are involved in the education of their children any policies, rules
and values initiated in school can be reinforced at home with parents. Parents with minimum education can assist their children if they attend P.T.A. meetings and monitor their children’s progress. P.T.A. meetings are held the second Wednesday every month. Parents are the key to the formation of good character in their children, especially in their formative years, so teachers need to be in contact with the home and ensure that parents know all the rules and policies of the institution so they too can assist the teachers in upholding these laws. This will aid in the improvement of school’s environment and the character of both parent and student.

MENTORING PROGRAM
Students are bombarded with negativity on the television, internet, streets and even in schools. They attach themselves to negative role models whom they see being glamourised on the media. Students need to be presented with positive role models whom they can fashion their lives after. Role models can assist students in changing their lives. A role model is a mentor. A mentor can assist students in making the right choices in life. Mr. Merere Gonzales, a father, father-figure, sport educator and youth counsellor will be our mentor. He will speak, advise and guide our students in leading their best lives. He will speak to the students on topics that include a. Making the Right Choices
b. Responsibility versus Irresponsibility

c. Actions have Consequences

Mr. Gonzales is approachable, enthusiastic and youthful and will be able to reach the students and change their lives. The students also need someone who they can confide in, especially if they have domestic problems at home.

CONFLICT RESOLUTION SKILLS PROGRAM FOR TEACHERS

Conflicts arise everyday between teachers and students in the classroom. Teachers need to be empowered to deal with conflicts positively. The classroom must be a place free from tension for learning to take place. Common types of conflicts that escalate into fights are verbal harassments (name calling, insults), verbal arguments, rumours, loss of property and threats. Teacher-student conflicts include mostly power struggles and differences in values and beliefs. The conflict resolution skills program will be taught to teachers by specialists in the field and the teachers will teach these skills to the students. Hence, not only teachers will know how to manage conflicts constructively but also the students. Skills to be taught: Anger and Stress Management, Social Skills, Empathy training, attitudes about conflicts and bias awareness.

This program will also aid in the reduction of negative incidents between teacher and student, student and student, and students and other adults on the
compound, home and in the society.

PEER MEDIATION PROGRAM

A Peer Mediation program was conducted by Families in Action last year, 2008. This program was held over a period of 4 days and about 15 students from different year group took part in the program. They all received certificates at the end of the program. Some of the students have moved on to other institutions and there is need to recruit more mediators. Mediators assist the Deans and Safety officers in settling and alleviating arguments that could erupt into fights. Thus students will be given a sense of responsibility and the opportunity to be more constructive.

VISIT TO THE STATE PRISON

Students who were involved in several fights and/or have a tendency to be aggressive will be invited to go on a visit to our state prison. At the prison the conditions and the restrictions subjected to the inmates will discourage students from getting into serious incidents that will entail loss of their freedom.

STATE PRISON: Youth Training Centre
Golden Grove Road,
Arouca.
The visit to the prison will be the final resort for students who refuse to change their lives and co-exist peacefully with their peers and others that they are in contact with on a daily basis. The visit to the prison will entail a transport cost of $30.00 per student. We expect about 25-30 students to partake in this program.

ACTION PLAN
IMPLEMENTATION OF RESPONSES

1. Rules/Posters on Fighting: Designing and Making of rules/posters and discipline matrix. Starting on 15th June, 2009 and continuing in the new term, September. Rules/posters will be put in the classrooms, noticeboard and on the school compound in the new term. Mr. Deepan will co-ordinate this project.

2. Counselling by Deans/Guidance Officer: This is an ongoing project by the Deans, Ms Bertrand and Mrs. Edwards, and the Guidance officer, Ms Hislop. It is also the job description of the Dean. These deans are on the VPA team.

3. Parent-Teacher conferences/Parents’ Day: Parent-Teacher meetings are held
on the second Wednesday every month. Parents’ Days are held at least once for the year or whenever necessary. In addition, after any major incident involving a student his/her parents are called in to discuss the matter. These instances are used to educate the parents on all matters concerning the school. All members of the VPA team and the community will seek to educate parents whenever necessary.

4. Mentoring Program: Mr. Gonzales is the mentor for the program. An Orientation program will take place on the 23rd June, 2009 and sessions would be continued with the students in the new term. Ms Bertrand will co-ordinate this project.

5. Peer Mediation Program: This program will be revived. All the students who participated in the last program and are still members of the school will be asked to join the program again. Families in Action will be asked to conduct a program with the students again early in the new term in order to recruit new mediators for the program. Mrs. Greene Benjamin, the teacher who co-
ordinated the previous program will be asked to assist with the implementation of the program along with Mrs. Edwards and Mr. Deepan.

6. Visit to the State prison: A maxi-taxi will be hired to take the students to the prison. This will be done after permission is granted from parents and the district supervisor (MOE). This will be done late in the new term.

7. The Conflict Resolution Skills Programme will be conducted by the Dispute Resolution Center. Two one(1) day workshop will be done with the teachers; one workshop on Solving Conflicts and the other on Stress and Anger Management. This information will be passed on to the students by their form teachers during their form period.
COSTING FOR RESPONSES/ NEEDS ANALYSIS

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>QUANTITY</th>
<th>COST per UNIT</th>
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</tr>
<tr>
<td>TOTAL COST</td>
<td></td>
<td></td>
<td>$104,150.00</td>
</tr>
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</table>

NECESSITIES FOR PROJECT

Posters/ rules will be put in all classrooms. Three or four different posters
will be designed conveying our message of no violence. One of these posters will contain our most important school rules. These posters will also be placed on the noticeboard where students can also get all other relevant information. The noticeboard will be constructed with a lock and key so that students cannot destroy or deface the articles placed on the board.

The Families-in-Action Programme will aid students in assisting their teachers in mediating conflicts that arise as they interface with each other on a daily basis. The peer mediator badges will be given to those students who have been certified as peer mediators by the Families-in-Action group who will be returning next term to continue the programme and to recruit new peer mediators. These badges will also give these students a sense of importance and raise their self-esteem. The badges will also serve as mark of recognition of a mediator.

The Arts-in-Action Programme is expected to build self-esteem, mould their characters and change their negative behaviour patterns.

The Conflict Resolution Skills Program will assist students and teachers to better manage conflicts that occur everyday that could negatively affect their anger and stress levels that could lead to serious injury to others and even death if not properly monitored and controlled.

We also hope that we could get two computers; one for the safety officers and
the other for the deans’ room. The computer will enable us to store pertinent information for the VPA programme and also prepare programmes and lessons for the target group which could help them with their reading problem. It is also essential for students who still want to engage in negativity to visit the state prison and see the conditions inmates have to face there and hear the problems of incarceration.

After these programmes we hope that these students will be transformed in some way or even open to change. But these students must access the information in order to be able to choose from the various options. Life is made up of options; one unfavourable option can lead to a life of misery and even death for the student.

**ACTUAL RESPONSES IMPLEMENTED/ ASSESSMENT**

Although the responses above were set out by the V.P.A. team we were only able to implement the psycho-social responses because of financial constraints. But as soon as there is an improvement in our financial position the other responses will be implemented. DADI was also included to assist us with the Form one remedial group. They are usually not prepared and mature enough to undertake secondary education.

The Peer Mediation programme commenced on the 26th. September and
continued on the 27th. September, 2009 by Families-in-Action with thirty-three students. The two co-ordinators covered topics such as What is peer mediation?, conflict, communication skills and anger management. They also simulated conflict situations to enhance their presentation with the assistance of the students.

At the beginning of the programme a pre-test was given and at the end a post-test was given to the students to determine how much of the programme was internalised. They were examined on the themes of Anger, Conflict, Qualities, Communication and Techniques and Procedures in relation to Peer Mediation.

There was an overall increase in knowledge when the pre-test and post-test were compared. The largest increase was seen in questions related to the themes of Qualities (29%) and Techniques and Procedures (17%) and smaller increases on the themes of Communication (10%) and Conflict (5%). On the theme of Anger there was a decrease of 2% from the pre-test. Although there were increases in the themes Qualities and Techniques and Procedures the percentages were still below 60% therefore students will require more training on these themes. The above statistics were taken from a report by Families in Action on the two day training.

Families in Action came in November, 2009 and conducted a follow up session. In this follow up session the facilitators reviewed all the themes with the students and the students updated them on the Peer Mediation Body.
The Peer Mediation Body held elections and appointed the following executives: President - Matthew Andrews, Vice-President- Nicole Greer and Secretary- Aquilla Richards. The Peer Mediation body will hold meetings on Wednesdays during the Religious Knowledge period.

At the end of November the students received their certificates for successfully completing the programme. Out of the thirty-three students who started the programme twenty-three completed the programme and were awarded certificates in the assembly hall in front of the student body and teachers.

ARTS-IN-ACTION

The Arts-in-Action programme, “Eyes of,” was administered to Form 2’s and Form 3’s in three phases:

a. Playback Theatre and interviews.

b. Theatre in Education performance workshop and

c. Youth Arts Apprenticeship sessions.

In the Playback Theatre and Interview sessions the facilitator collected information on the challenges faced by students such as bullying, threats, fighting, theft, taxing etc. and how they affect their growth and development. This phase lasted for two days and the facilitators did five sessions.

In Phase 2, the Theatre in Education, the facilitators engaged students in discussion and problem-solving in order to elicit from students and address the problems
faced in the first phase. Students actively participated in all these sessions and twenty-five of the students were chosen to take place in phase three, the Youth Arts Apprenticeship sessions.

In the Youth Arts Apprenticeship sessions the students will be involved in creating a response to the issues that were discussed in the previous phases. This can take the form of a piece of art, a video production, song, poem or a dance. Students will decide on this response with the assistance of the facilitators. This phase has begun but must be completed at a later date.

The students enjoyed all these sessions because they were very comical and entertaining yet inundated with spurts of morals and values related to the issues that they face in the school and in the society. Arts-in-Action also achieved their objectives by allowing the students to have a forum to express their views on the plethora of issues that they face on a daily basis and seeking solutions—peaceable alternatives to these issues.

Strategies utilised: Discussion, Drama and Roleplaying.

Arts-in-Action came once per week to work with the students and in order to complete their programme they came twice a week for the last two weeks in February.

DADI: DADI undertook the task of informing and trying to transform the lives of our some of our remedial students, Form 1.6 and 1.7., about 28 students.
Their theme for the programme was B.M.W., Best Men and Women. They engaged the students on topics of respect, who am I, anger management, sexuality, responsibility, self-esteem, communication, relationships, spirituality, goal setting and successful living. Topics that would impact on their lives at present and also in the future. Incentives were given to engender students’ participation and motivation.

Strategies utilised: Drama, discussion, games, roleplaying and art.

DADI came once per week to work with the students.

MENTORING PROGRAM:

This programme commenced in June, 2009 with Mr. Merere Gonzales as the mentor and confidante of the young men in Forms 2.5 and 3.5. He addressed them on topics of respect, responsibility, self-esteem, self-confidence, diligence and trustworthiness. Mr. Gonzales continues to be a friend, advisor, teacher and father figure to these youths.

Our guidance counsellor, Ms. Hislop, counselled these students on a daily basis. She was/is always available to them if they need/ed someone to talk to. She also provided reading material on many topics that are of interest to them in order to motivate them to read. The Deans also provide assistance to the guidance counsellor; all serious and/or sensitive issues are referred to the guidance counsellor.
C.E.P.T.E.D. Site visit:

Latecoming: Parents of chronic latecomers were called after form teachers identified the latecomers; the students were also given warning letters to acquaint parents about this habit because sometimes the parents do not know of their latecoming since they leave home very early for work.

A Parents’ Day was also initiated to discuss the issue of absenteeism and to gain the support of the parents on this issue. This was not very successful since many of the parents did not turn up for the Parents’ Day since it was a working day of the week and either parents could not get the time off or they did not find absenteeism/latecoming an issue to take time off work. Although it was emphasised that the Parents’ Day was to choose subjects for C.X.C. and the transition of the Form Three’s to Form Four.

Teachers’ latecoming/early leaving and absenteeism:

The teachers’ attendance book was removed from outside the vice-principal’s office every morning at 8:00 a.m.; school commences at 7:50 a.m. and teachers are allowed a grace period of ten minutes during which assembly is takes place in the hall. Teachers are late after 8:00 a.m. and if the teachers’ attendance book is not moved or monitored teachers tend to sign early.

A teachers’ supervision roster was designed so that students can be supervised at
all times and not left on their own volition to create mischief in the classrooms and school.

With the security system located in the principal’s office teachers’ entrance and exit on and off the compound can be closely monitored, this too has decreased teachers’ absence from the classroom and teachers’ latecoming and early leaving.

Conclusion

The students were very receptive and cooperative during the implementation of the various responses. They gained wide and varied knowledge on most of the topics that influence their lives in the past, present and future. These experiences were designed to give them the knowledge that they need which could transform their lives in some way. In fact, these students share the information with other students in applicable situations. But transformation of a human being hardly happens in a week or a month especially a student whose life has been engulfed in negativity, not only in the home but also in the community. These facilitators can only give them the required knowledge and hope they make the necessary changes. In fact the facilitators must equip them with the tools, in this case, alternatives to non-violent behaviours that could lead to more productive and peaceful lives but they must have the desire to change from within. Loving, caring and considerate individuals in a society or school make life wonderful for everyone.

The environment is also quieter and more conducive to work with the safety
officers, deans and sometimes peer mediators assisting with the supervision of students on the corridors, classrooms and school compound.

Fighting has decreased a little especially on the school compound where they are closely monitored. If students fight now it is usually out of school where they can not be seen. On the school compound there might be arguments which may get loud but they rarely get out control.

**SUSTAINABILITY PLAN**

With knowledge of the SARA process the members of the VPA team can teach the other members of staff the process so they too can use it as part of their teaching strategy. Record keeping is also a critical part of the SARA process so that in the future if the SIRF forms, teacher and student survey forms are not available to the school they can be replaced by forms designed by members of the VPA team.

Other members of the staff would be asked to join the VPA members in order to make the work less burdensome for the VPA members and so can be continued for a longer period or until there is an effective change in the offence/position.

Suitably qualified resource personnel and most of all finance are needed to sustain and enhance all efforts of the project.

In order to obtain support for the programme stakeholders could be invited to
a Parents’ Day / concert where parents and other stakeholders are invited to visit the school where a display of the students’ art and other work will be exhibited. The peer mediators can also display their skills at mediating in a skit; the drama group can put on a play and the music department can contribute songs, and play musical instruments and dance. They would be also told about the longterm and short term benefits of the programme and shown work/CD/pictures produced by the students on the programme. But as in everything there must be a period of sowing before the harvest and everyone must be apart of the project in order for things to be successful.
Disorganized Crime.

© T. McCracken mchumor.com
NAME OF SCHOOL:

EAST MUCURAPO SECONDARY (FORMERLY)

MUCURAPO SENIOR COMPREHENSIVE SCHOOL

NAME OF PARTICIPANTS:

1. MARLENE P. SMART
2. LYDIA JACKSON
3. MACRINA LARA
4. RICHARD BROWN

DATE: MAY 17, 2010
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As part of the VPA Programme, four members of East Mucurapo Secondary, formerly Mucurapo Senior Comprehensive School, participated in a two year training organized by the Ministry of Education.

We were taught the SARA Model. We identified the student problems, analyzed them, collated the data, devised responses to the problems and evaluated the effectiveness of the responses. Student and teacher surveys were conducted and the problem of gambling was identified for analysis. We then proceeded to decide on the appropriate interventions for the problem and utilized the services of Professional and school personnel to implement these interventions towards the alleviation of the problem identified.

As part of the VPA, we learnt the importance of data collection, scanning and analyzing the data, writing reports and using the results to formulate the suitable interventions for the problem. We better understood all about victims and offenders and learnt how to assist them effectively. We obtained a better understanding of crime theories, CEPTED and hot spots, guardianship, just to name a few.

**Detailed successes:**

- A drastic decrease in the incidents of gambling on the compound.
- Greater awareness of teachers on the need for consistent supervision of the students.
- The improvement of the school approach to problems.
- Greater awareness of the students on the negative consequences of gambling.
- The motivation of Management and Staff to address the varying student problems.
- A more organized approach to the identification and solution of student incidents.

Overall, the use of the SARA model, has opened new avenues for us to handle, in a more organized and professional manner, the many issues of school indiscipline that we encounter.
INTRODUCTION SECTION

SCHOOL BACKGROUND

Mucurapo Senior Comprehensive School, now being called East Mucurapo Secondary, is situated at # 1 Mucurapo Road, St. James. It is listed among the first nine Comprehensive Schools built in the 1970’s. It officially came into being on 26th November, 1976, with only Form 4 and Form 5 classes, with a population of fifteen hundred (1500) students and was later converted to a seven year school in 2007. The population now stands at 850 and there are ninety-eight (98) teachers and thirty-one (31) Civil Servants.

There are:
- Six (6) Form 1 classes
- Six (6) Form 2 classes
- Six (6) Form 3 classes
- Four (4) Form 4 classes
- Fifteen (15) Form 5 classes
- One (1) Lower 6 class
- One (1) Upper 6 class

The student body is complex and multi-layered comprising of students from urban working class families, mostly from the western part of the island. Many of the students experience genuine problems sourcing money for daily needs - transport, meals, books and sundries. An ever-growing group among the students comprises those, whose parents have emigrated- the barrel syndrome- leaving their teenage charges behind with relatives. Teenagers in such a position are supported by stipends wired to them from their parents abroad.
Most of the students are low achievers scoring between 40% & 55% at the Primary School Assessment Examination to enter Secondary School. At present, the academic range of the students is very wide. The overall performance range of the Girls and Boys, in five (5) main subjects, is as follows:

- **English**
  - Girls: 35% to 88%
  - Boys: 5% “ 85%

- **Mathematics**
  - Girls: 6% “ 72%
  - Boys: 0% “ 59%

- **General Science**
  - Girls: 5% “ 57%
  - Boys: 4% “ 51%

- **Spanish**
  - Girls: 14% “ 83%
  - Boys: 0% “ 57%

- **Social Studies**
  - Girls: 8% “ 85%
  - Boys: 8% “ 74%

The school, however, has had outstanding achievements in the field of sports, especially football and basketball, drama, music, public speaking and scrabble. Numerous requests have been made to make the school a magnet school with the emphasis on Sports. We do not even have a playing field. Again, numerous requests, oral and written have been made to the Ministry of Education for a playing field. We are still awaiting the many promises made.
SCANNING & ANALYSIS

In trying to decide our major problems, we looked at student and teacher data collected from the surveys given. A SIRF (School Incident Record Form), was administered at the beginning of the VPA programme, to teachers and students, to scan for the general problems of the school and to get an idea of the views of teachers and students.

Disrespect, Gambling, Obscene Language, Stealing, Littering, Unpunctuality, Fighting and Loitering were the major problems highlighted. The following two charts show some of the responses from the teachers and students.

CHART A & CHART B
Even though Disrespect, Obscene Language, and Littering were higher than the Gambling, upon closer examination of the data and after engaging in discussions with the students and teachers, the general views expressed were that, the Gambling encouraged the students to use obscene language, fight, steal, disrespect teachers, loiter and engage in disruptive behaviour.

We then decided to administer surveys on Gambling to students to further examine and obtain a more comprehensive appreciation of the problem of gambling.

STUDENT SURVEY ON GAMBLING
NOVEMBER 2008
Gambling has been identified as one of the major problems which must be addressed. It is seen by the students and staff as instrumental in the disruption of the smooth functioning of the school. Students are gambling more than three times a week and most of it occurs during and after the lunch period. It is agreed that the main areas are Block E, the toilet areas and the southern end of the school. 79.5% of the teachers have witnessed students gambling. It is encouraging to learn that approximately 45% of the staff has intervened when they saw students gambling.

The Incident Data, already submitted, indicated the day and time Gambling was most prevalent, the location of the problem and the repeat offenders and victims.
STATEMENT OF THE PROBLEM

Gambling leads to the use of obscene language, disrespect to peers and teachers, stealing, truancy, disruptive behaviour and fighting.

Gambling contributes to the disruption of the day to day management of the school. Gambling also causes the environment to be unproductive and not conducive to teaching and learning.

JUSTIFICATION

The eradication of gambling will address the related spin-off problems mentioned above. Teachers and students will feel a greater sense of belonging because there is a more secure, settled and non-threatening environment, conducive to effective teaching and learning. The image of the school will be enhanced.

RESPONSES

The following responses have been identified towards the eradication of the problem of gambling:

- Keep bush at Southern end of the school clear.
  A letter will be written to Wendell Stevens, Darwen Ltd. St. James, to clean the area periodically. The impact is that it will no longer be a Hotspot. The Deans and Safety Officers can then patrol the area easily.

- Increased Guardianship
  Increased and more organized patrols are to be conducted by Deans, Heads of Departments, Safety Officers and School Maintenance Officers in the hotspots identified by the Surveys – Block E, the Southern end of school and the toilet areas.
  The impact is that this intervention will minimize the gathering of the students, for the purpose of gambling. There should also be a decrease of the spin-off problems identified- obscene language, disrespect to peers and teachers, stealing, truancy, disruptive behaviour and fighting.
**Rapport – Ministry of Health**

Rapport will conduct workshops/Lectures for the Form 2 students and special group sessions with offenders. The topics of focus are:

- Self-Awareness
- Self-Esteem
- Conflict Resolution
- Setting Goals

The impact is that students will become more motivated, focused and goal oriented. They will gain confidence and their self-esteem will be raised. The acquired conflict resolution skills will decrease violence and the result will be a more conducive teaching and learning environment.

**Arts in Action’s Eyes of...**

This is a Forum for students to discuss issues and to raise their consciousness on issues. It will also expose students to positive choices and exemplars. The impact is a showcasing of the creative outputs of the students and the development of a community of students working as active participants in dialoguing and redressing the challenges that affect them and their peers. It will also provide the stimulation of the students’ interest in the creative and performing arts as an avenue for reducing violence.

**Families in Action: Forum for Youth Advancement.**

This intervention will provide a forum to discuss and determine solutions to problems and share experiences. It is envisioned to provide positive recreational activities to replace less desirable activities like gambling, violence and truancy, increase students’ communication skills, peer refusal skills, coping and problem solving skills and enhance their feelings of self worth.

The impact is to empower the students to express themselves without fear of negative feedback or being judged and to expose them to activities and information that address shortcomings in their social skills. It will also empower the students to advance their development educationally, emotionally and mentally.
SERVOL
This intervention - The Adolescent Development Programme - will provide a forum for students to interact with two Servol teachers stationed at the school on a daily basis. They will be able to open up in this setting and talk about their problems. The hope is that they will gain confidence and their self esteem lifted. There will be a programme of activities to complement the topics discussed.

RESOURCES & COSTING
RESOURCE                      ESTIMATED COST
Darwin Ltd.                   Nil
School Patrols                Nil
Rapport                       Nil
Servol                        Nil
Arts in Action                $95,000.00
Families in Action            $7,600.00

IMPLEMENTATION OF RESPONSES

1. RAPPORT

This programme commenced on Tuesday 8th September, 2009. Two members of Rapport came twice per week on a Tuesday and Thursday from 9.00 a.m. to approximately 2.30 p.m. Sessions were held with all six (6) Form 1 groups.

The topics were:

- SELF AWARENESS/ESTEEM
- IDENTIFYING STRENGTHS & WEAKNESSES
- PEER PRESSURE
- SETTING GOALS
- CONFLICT RESOLUTION
- EFFECTIVE COMMUNICATION
The sessions were supervised by Deans, Form teachers and members of the VPA group. After the sessions, students were asked to write reports. Some of their comments are as follows:

- They learnt about making right choices – self control, confidence, discovering one’s worth and abilities.
- The issue of gambling was discussed and thoroughly explored and they learnt a lot.
- They found that the sessions were conducted in an interactive way through games and discussions.
- They found the sessions meaningful and they learnt a lot to help them make the right choices.

2. **ARTS IN ACTION’S ‘EYES OF...’ PROJECT**

These sessions commenced from January 2010 and ended in March 2010. The Youth Arts Apprenticeship sessions were designed to be a creative response to the issues of gambling, fighting, disrespect and lack of interest in school work.

The students chose to create a music video through which they could respond positively to the negative issues that were occurring in the school i.e. gambling, fighting, lack of interest in school work, disrespectful attitudes of students and teachers.

**OUTCOME**

- The creative talents of the students were unleashed and thus motivated them to be a part of this experience.
- The students were exposed to a filming process and had “hands on” experience of the production roles of a director, actor, camera, boom/sound and make up person.

**CHALLENGES**

These were the challenges identified by the Arts in Action Group:

- The attendance at school of the students was inconsistent. Their absence resulted in either a delay for the day’s activity or an adjustment of the roles.
They found that there was a lack of encouragement by some staff members to those students involved in the programme especially those who had a negative reputation.

The lack of encouragement by staff members frustrated the buy-in process and feelings of some of the students.

The members of the VPA group felt that some of the students who were identified as being the main gambling perpetrators were assigned roles by the Arts In Action group, that seem to make them appear to be “stars” without attempting to directly address their negative behaviour. The group also felt that the Arts in Action Group were too quick to believe the students’ complaints about the teachers.

3. **DARWIN CO. LTD.**

Darwin Co. Ltd organized a CEPEP group to clear the areas at the rear of Block A1 at the southern end of the school. The high bush was removed. This was done twice for the Christmas vacation term and once for the Easter term. The dry season prevented the bush from growing back at a rapid rate.

It was easier to monitor the students who tried to go to the southern end of the school to engage in gambling and smoking.

Patrols were conducted on a staggered basis throughout each school day. These patrols were done by the following persons:

- Principal
- Vice-Principal
- Heads of Departments (includes VPA member)
- Deans (includes VPA member)
- Safety Officers (includes VPA member)
- Some staff members

4. **SERVOL**

Servol’s Adolescent Development Programme was conducted with all the Form 3 students from September 2009 – July 2010.

**Term 1** - September – December 2009.

The topics discussed were:
- Self Awareness - 9 sessions
- Spirituality - 5 sessions
- Parenting - 5 sessions

Term 2 - January – April 2010
The topics discussed were:
- Self Awareness - 12 sessions
- Spirituality - 6 sessions
- Parenting - 7 sessions

Term 3 - May – July 2010
The topics discussed were:
- Self Awareness - 9 sessions
- Spirituality - 6 sessions
- Parenting - 6 sessions

SERVOL TEACHERS’ COMMENTS

The two Servol teachers indicated that they noticed a change in the students in attitude and general life situations. The students understood the negatives of gambling and have become more settled in their classes and less anxious to become involved in negative and disruptive behaviour.

STUDENTS’ COMMENTS

Some of their comments are:

1. ADP allowed me to see the light and look forward to the future and think rationally about myself.
2. ADP has changed me from my bad ways to good ways. It helped me to become a better person and it showed me what I need to work on in my life.
3. I experienced a lot of changes in life and even in my classroom. We went on a field trip to YTC (Youth Training Centre) and I discovered that the life in there is not nice. That trip taught us a lot. Some of us were afraid and we even saw kids from our school and even friends and family.
4. In ADP, I learnt that I don’t need to rush life. I also learned that I have to pay attention in class to get an education.
5. ADP has been a learning experience for me. I have learnt a lot of things that can help me later on in life. I learnt that gambling will only get me into a lot of trouble. I learnt that I must stop wasting time that I will not get back.
ASSESSMENT

After the sessions, the students were asked to write a short report of what they experienced and learnt. Their comments have been recorded in the above Response Section.

The Surveys on gambling that were administered to the teachers and students in January 2009 were again administered to a sample of teachers and students.

SURVEY ADMINISTERED TO FORTY(45) TEACHERS – THIRTY-THREE (33) FEMALES & TWELVE (12) MALES.

It was noted that twenty-six (26) teachers said that gambling was now a minor problem and fourteen (14) teachers said that it was a major problem. Another significant observation was that fifteen (15) teachers indicated that gambling took place once per week, five (5) that it occurred twice per week. Only two (2) teachers said everyday and eight (8) indicated that it never occurred. Twenty-five (25) teachers indicated that if confronted with students gambling, they would take action for themselves, as compared to sixteen (16) who indicated that they would call a Dean or Head of Department, five (5) who would call the Principal or Vice-Principal and three (3) would call the Safety Officer or MTS. The teachers feel empowered that they could handle the decreasing problem of gambling.
A Third SIRP survey was administered after the Interventions were implemented. Following are some of the results from sixty-three (63) teachers:

- Liked job 54%
- Loved job 33.3%
- Hated job 1.5%
- Satisfied most of the time 33.3%
- Satisfied some of the time 54%
- Satisfied almost never 9.5%
- Confronted with obscene Lang. 1.59%
- Not confronted with obscene Lang. 92.0%
- Threatened 63.5%
- Not threatened 30.1%
- Attacked with weapons 1.59%
- Not attacked 92.0%

RECOMMENDATIONS FROM TEACHERS TO ADDRESS AND MAINTAIN THE DECLINE OF GAMBLING:

1. Students need to be better supervised.
3. Education of students on gambling and the negative effects of gambling.
4. Installation of surveillance cameras.
5. Forceful discipline and stern consequences, if caught breaking the rules instituted for gambling.
6. Curbing of teacher absenteeism and tardiness.
7. Locking of classrooms and an area for students to have lunch.
8. Searches of students at the gate and occasional spot checks of bags.
9. Questioning of students as to why they gamble.
10. Counseling of students and the organization of community service, as a form of punishment.
11. Increase of security officers.
SURVEY ADMINISTERED TO TWENTY-FIVE (25) STUDENTS – THIRTEEN (13) MALE & TWELVE (12) FEMALE:

The students have indicated that they are well aware that Gambling is illegal. **Seven (7)** of them, all males, have stated that they have gambled because they needed money and nearly all of them (24) have indicated that students who are caught gambling have been punished. It is interesting to note that when asked what they would do when they saw students gambling, **fifteen (15)** of them said that they would tell no one, **six (6)** indicated their parents and **two (2)** said they would tell the Principal/Vice Principal.

**RECOMMENDATIONS FROM STUDENTS TO ADDRESS AND MAINTAIN THE DECLINE OF GAMBLING:**

1. Suspend students who are caught gambling.
2. There should be closer supervision by teachers.
3. Call in parents.
4. Have ongoing discussions/meetings with gamblers about the negatives of gambling.
5. Send them to the Guidance Counselor.
6. Rigid patrol of the areas where students would want to gamble.
OBSERVATIONS

During Term 2, January – April 2010, it was also noted on the Incident Record Sheet, that the incidents of gambling had, in fact, decreased.

This can be attributed to the interventions that were conducted and also to the fact that some of the main perpetrators left the school. Some of them dropped out and some were sent to alternative programmes such as SERVOL, MUST and MYLAT (Technical/Vocational programmes organized and run by the Government.)

The Deans were able to conduct counseling sessions in the Deans Room with smaller groups of victims and offenders. They found that these small group sessions were very effective.

Following is a chart to show the decreased incidents of gambling on the school compound.

INCIDENTS OF GAMBLING- SEPT.2009-MARCH 2010

Between September and October, there were only three (3) recorded incidents of gambling taking place on the compound and between January and February, only two (2) recorded incidents. Between November and December and March and April, there were no recorded incidents.
SUSTAINABILITY PLAN

1. Steps to take to sustain efforts to use the SARA Model:
   - Collection of Data, by the Deans, of incidents by students.
   - Monitoring of the problem of gambling.
   - Identification of spin off problems and the emergence of new problems.
   - Decision- Making on implementation plans to alleviate new problems.

2. Involvement of key stakeholders.
   a) Families in Action which is a Non-Governmental Organization, commenced workshops on Monday 10th May, 2010, with fifteen (15) students and their respective parents. This target group consists of students from Form 1, 2 and 4. The programme takes the form of five (5) individual student training sessions. Each session lasts approximately two (2) hours, resulting in 10 contact hours per participant.

OBJECTIVES

- To increase students’ skills including their ability to: enhance their feelings of self worth, enhance their communication skills, improve peer refusal skills and develop coping and problem solving skills.
- To provide a safe and comfortable environment for students to share their experience and learn and practice skills related to their own personal development.
- To create support whereby participants will be able to share information, give and receive feedback from their peers, forge bonds and form positive relationships.

CONTENT

- Developing effective communication skills for interpersonal success.
- Developing confidence and peer resistance skills.
Coping with feelings – particular anger and stress.
Managing conflicts at home and in school.
Developing problem solving skills & Evaluation.

b. Parenting Programme – Ministry of Social Development.
c. Organized Parent Meetings to inform parents of plans to sustain intervention programmes.
d. Organized Form Period sessions with outside personnel on the consequences of gambling, obscene language, disrespect and negative behaviour.
e. Regular meetings with the Students Council to record suggestions/recommendations of the students.
f. Counseling of students by Guidance Counselor.
g. Continuation of the ADP Programme.
h. Continuation of Teacher and student surveys to get feedback.

3. Needs of school to sustain efforts:

a. Immediate replacements for teachers who are on sick leave, maternity leave, special leave, Ministry courses.
b. Immediate replacements of teachers who retire/resign.
c. Consistent support from teachers.
d. A football field especially since the school will become a single sex (male) school.
e. Heightened patrols by Deans, Heads of Departments, Principal, Vice-Principal, Safety Officers.
f. Positioning of subjects on time-table to ensure least disruption by movement of students.
g. More regular programmes/workshops organized by the Student Support Services.
h. Continued financial support from the Ministry of Education so that workshops/seminars can be conducted by Professional agencies, in addition to what the school is doing.
MATILDA JUNCTION, PRINCES TOWN
TEL: 655-2319

DATE: FRIDAY 14TH MAY, 2010
The Violence Prevention Academy was formed in September 2008, as an initiative by the Ministry of Education to deal with student violence and misbehavior in secondary school in Trinidad and Tobago. The V.P.A. has chosen the SARA (Scan, Analysis, Respond and Assess) model of ‘Crime Fighting’ to assist schools in creating and maintaining safe environments. Princes Town West Secondary was considered as one of the high risk schools and chosen for this project. A team of four (4) members including the Vice Principal, one Head of Department, one Dean and one Schools’ Safety Officer was chosen to attend this program which included the following:

- Receiving training over a period of time by members of the Academy.
- Implementing a school-based violence prevention plan.
- Incorporating stake-holders involvement in the success of this plan.
- Continuous monitoring and adjustments of plans to achieve maximum results.

The Violence Prevention Academy has inculcated in us some new measures to be taken:

- Importance of good record keeping and proper documentation.
- Need for analyzing data to determine trends.
- Use of these trends for proper planning.
- Strategic planning to deal with repeated offenders and crime hot spots.
- Greater team effort needed by all stakeholders involved.
- The environment needs to be more student-centered learning friendly and teacher-centered teaching friendly.
- Involvement of external agencies organized by the Ministry of Education to assist in curbing major discipline problems.

**DETAILED SUCCESSES:**

Schools’ Safety Officers relocated to Block F.

- More visible presence of personnel to monitor crime hot spots.
- Preparation of Deans Room so they can also be relocated to Block E.
- Improved data keeping.
- Overall decrease in violence on school’s compound.

The Violence Prevention Academy is therefore recommended for other schools by sensitizing them, providing a rationale, methods of implementing plans and critical factors involved for creating a more harmonious environment for both teaching and learning.
VPA TEAM MEMBERS

Mr. Kishan Kumar, Vice Principal, (Promoted to Principal II, Siparia West Secondary School - Phone No 752-9817

Mrs. Sita Bachoo-Ballyram, Head of Department, (Promoted to Vice Principal II, Princes Town West Secondary School – Phone No. 372-7373
Email: sitaballyram@yahoo.com

Ms. Benetra Mary Garcia, Dean - Phone No. 325-4284 Email: garcia4mary6@homail.com

Mrs. Lutchmin Latchman, Schools’ Safety Officer - Phone No. 731-9335
PRINCES TOWN WEST SECONDARY SCHOOL CONTINUALLY SEeks to be a leading educational institute, providing a safe, secure environment ideal for empowering students with both academic and non-academic skills, to meet the demands of a dynamic global society.

TO ACHIEVE A LEARNING COMMUNITY IN WHICH A COMMITTED, CARING, COMPETENT STAFF, IN COLLABORATION WITH ALL STAKEHOLDERS WILL PROVIDE QUALITY SECONDARY EDUCATION AND TRAINING, MOULDING OUR STUDENTS INTO BECOMING CREATIVE, CRITICAL THINKERS EQUIPPED TO DEAL WITH THE CHALLENGES OF A CONSTANTLY CHANGING WORLD.
INTRODUCTION

Creating and maintaining a safe learning environment is paramount to the success of any school. Princes Town Senior Comprehensive School, now Princes Town West Secondary School takes this responsibility seriously and is currently working with the Violence Prevention Academy (V.P.A.) to develop policies, practices and procedures that support this effort.

The V.P.A. was formed in September, 2008 as an initiative by the Ministry of Education to deal with student violence and misbehavior in Secondary Schools in Trinidad and Tobago. The V.P.A. has chosen the SARA (Scan, Analyse, Respond and Assess) Model of 'Crime Fighting' to assist schools in creating and maintaining safe environments.

This interim report reflects the work at the Princes Town West Secondary School as a member of the V.P.A. during the period September, 2007 to January, 2009.

SCHOOL CONTEXT

The Princes Town West Secondary School is situated about 3 km east of Princes Town proper. It was opened in 1977 as part of the government’s initiative to expand educational opportunities in an attempt to provide the human capital for the industrial thrust that was being undertaken. Previously a Senior Comprehensive school, students entered in form four and left after completing form five. Later, sixth form classes were added, so that students were able to spend four years at the institution.
In September 2008, Princes Town Senior Comprehensive School converted into a Secondary Comprehensive School with a form one intake based on the Secondary Entrance Assessment and the transfer of Junior Secondary students into forms two, three and four. Therefore, it means that Forms 1 to 6 are taught at this school.

During the 1980’s and 1990’s the school population was approximately 1800, but with the opening of more schools and the decline in the national birth rate, the school’s student population is now about 1000. This figure is expected to be reduced even further due to the conversion.

Most of the students at the school are products of Junior Secondary Schools. Although the vast majority came from the Princes Town Junior Secondary School located next door, a small number also came from the Williamsville Junior Secondary and the San Fernando East Junior Secondary Schools.

The majority of the students come from places within a 15km radius which include, Princes Town, San Fernando, Williamsville, New Grant, Moruga and Barrackpore. A small number also comes from as far as Rio Claro and Mayaro.

The student population reflects the ethnic composition of the “feeder zone”. There are about 40% students of African descent and about 40% of East Indian descent. The remaining 20% are of mixed races. The majority of the students come from homes that are of low socio-economic background, which results in problems such as high absenteeism, unpunctuality, lack of essential school supplies, low motivation and a low level of academic achievement. Many teachers believe that the years spent at Junior Secondary School do not adequately prepare students for entry into the school.

The teaching staff is comprised of 96 teachers. A large number are graduates of the University of the West Indies (60%), technical vocational teachers (30%) and some trained primary school teachers (10%). The challenge for teachers has always been to ensure that the expectation of parents is met in
terms of students passing examinations. Most teachers feel the frustration of their efforts when the pass rates at examinations are not as good as they expected.

Student indiscipline has always been a problem at the school. However in recent years, and as is happening in other schools there seems to be an increase in student delinquency. This is a problem the school is hoping to solve.

**BREAKDOWN OF ACADEMIC SCORES**

See attached appendix.

**UNIQUE SITUATION CONFRONTING MY SCHOOL**

The level of literacy and numeracy problems ranging from forms one (1) to five (5) is very high as reflected in the academic scores average. However, we are faced with the problem of increasing numbers of low academic performers, ranging from Form One through to Form Five. Data gathered at the CSEC level revealed that there is a less than 40% pass rate in 15 out of the 28 subjects. With Mathematics and English A, a disappointing 13.68% and 27.36% pass rates respectively. Major contributing factors:

- Loss of teaching time at the Junior Secondary level due to shift system.
- Insufficient time to complete CSEC syllabus.
- Socio-economic backgrounds of students.

Analysis of data of the 2008 NCSE has shown that over 93% of the students in all subject areas have either failed or are recommended for remediation. With one year and two terms to complete a five (5) year syllabus, teachers at Princes Town West Secondary School have been working assiduously to
prepare these students for CSEC. Although there are recommendations for remedial teaching, we have no teachers with specialized training in this area.

**UNDERSTANDING OF THE SARA MODEL**

The SARA model aims to solve problems/crimes associated with students. The four problem-solving stages are Scanning, Analysis, Response and Assessment. The analytical process includes collection, collation, analysis, dissemination and feed-back.

The SARA model helps to ensure that the necessary steps are undertaken in proper sequence, for example, that solutions are not adopted before an analysis of the problem has been undertaken. However, depending on the nature of the problem one might jump from scanning to the implementation of a short-term emergency response to stabilize the problem while further analysis is undertaken. The important point is that analysis and evaluation are meaningfully incorporated into the sequence of events.

**THE SARA MODEL USED:**

Teacher Surveys

Student Surveys

Official School Data:

  - Deans Record Book
  - Schools’ Safety Officer’s Log Book
FINDINGS FROM SCANNING AND ANALYSIS

SCANNING

On examination of the nature of the deviant behavior at Princes Town West Secondary School during the period April to December 2009, we found that there was an increase in fights based on the data collected. Disorderly conduct is still the highest offense committed by our students, based on reports lodged at the office. However, this is not a true reflection as there are cases that are not reported.

While attending the Violence Prevention Academy, two sets of surveys were administered to teachers and students. The survey focused on a number of issues in an effort to scan for potential problems which currently exist in the school. The results of the surveys indicated that disorderly conduct/disrespect were the most serious issues facing the school.

ANALYSIS

In order to curb this problem of disorderly conduct/disrespect to staff, and fighting among students; the Deans, Head of Departments, Schools’ Safety Officers and Security Officers, along with Administration have decided to work together as one unit.

The presence of authority figures on a regular basis providing constant monitoring and supervision seems to be the most needed response. Rosters have been prepared to ensure the presence of two Deans and one Head of Department on block supervision. A roster has also been implemented to monitor late coming at the front entrance. The back gate is now closed at 8.15 am and the front gate at 8.20 am. Students are being scanned more closely at the points of entrance. The school prefect body
comprising sixth form prefects has become much more actively involved in assisting in maintaining discipline.

The Safety Officers have been re-located to Block F where they can easily monitor movements on Block E, which is the main area with the bulk of the student population. In addition, a room is being prepared for Deans to occupy in Block E in order to curb indiscipline problems at our school, resulting in a better working and learning environment for all concerned.

**RESPONSE**

The interviews, surveys and school’s data indicated that disorderly conduct/disrespect to staff occurred during class time and fighting mainly during the lunch break when the students have one hour for lunch unsupervised. We believe that during lunch time, students use this opportunity to gang up and plan their fights. A lot of these fights take place on a Thursday in Block E as seen from data collected. The School’s Discipline Matrix are used by Deans in order to deal with offenses committed and taking required action based on offenses.

A program run by Families in Action was held at the school for app. Twenty (20) students from Forms 2 to 5 during Term III of 2009. The students including both males and females are considered student with discipline problems. The form five students have since left us. We did however see a change in attitude by some of the remaining students, whilst other did not change.

**PURPOSE OF TT VPA**

The Academy is an initiative of the Ministry of Education to help curb violence at selected high-risk schools. This Academy was introduced in September 2008, to train schools’ representatives to
implement a school-based violence prevention plan at the respective schools. The routine recommended methods for success to be achieved are:

- Identification of the problems
- Analysis of the problems
- A response to the problems
- An evaluation of effectiveness

It is also recommended that stakeholders be involved for the success of this plan. They include:

- Staff
- Guidance Officer
- Parent/Teachers Association (P.T.A.)
- Local School Board
- Student Council
- Prefect Body

PROBLEM STATEMENTS

Disrespect to staff and fighting are the major problems encountered at Princes Town West Secondary School. Newer members of staff have problems dealing with these issues. However, Deans, Schools Safety Officers, Principal, Vice Principals and other staff members are working together to try and arrest the problems.

All the discipline problems arise out of the following factors:
• Poor parenting skills
• Teacher absenteeism
• Delay in filling staff vacancies
• Unenticing school environment
• Poor self esteem by students

Major problems based on statistics:  

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect</td>
<td>73%</td>
</tr>
<tr>
<td>Fighting</td>
<td>35%</td>
</tr>
<tr>
<td>Gambling</td>
<td>20%</td>
</tr>
</tbody>
</table>

DEGREE OF HARM:

• These issues result in major disruption of teaching time.
• The issue of gambling occur as a result of students breaking classes and assembling in hot-spots to gamble in an organized ring. They have someone look out to say when any authoritative figure is approaching.
PROBLEM 1 - DISORDERLY CONDUCT

This data was collated from the Deans Record Book and Schools Safety Officers’ Station Diary over a period of nine months. Students are disrespectful to staff during and after class time. This amounted to 73% of crime committed.

EXPLANATION:

- Students don’t have proper breakfast before they leave home on mornings.
- Students arrive to school angry due to domestic problems.
- Literacy and numeracy problems.
- Social issues that they have to deal with.
- State of classrooms e.g. missing louvers, broken/no ceiling, walls of classrooms need painting etc.

POTENTIAL RESPONSES

The problem of disrespect can be eliminated by the following:

- Teachers should respond more readily at the beginning of class to set the tone.
- Classroom supervision for absent teachers (already in effect).
- Substitute teachers for teachers who are away for whatever period of time.
- Orientation for teachers who are new in the system to be able to deal with deviant behavior of students.
- Increased guardianship on the entire block at all times.
- Cameras should be installed in hot-spots.
Families in Action (already done to one group)

Human Resource Department should be more timely in filling vacancies.

Delivery of parenting skills should be placed on a national agenda.

School development plan to include improvement of the school’s environment – classroom, lighting, furniture, ambiance, toilets etc.

Develop a stratified curriculum to cater for all learning abilities e.g. Remedial Teachers for core curriculum.

BREAKDOWN OF OFFENSES

APRIL - DECEMBER 2009

Highest Rated Offenses:

- Disrespect/Disorderly Conduct 73
- Fighting 35
- Gambling 20
- Obscenity 13
SECOND HIGHEST OFFENSES

- Taxing/robbery: 12
- Assault: 11
- Stealing/Larceny: 04
SUSTAINABILITY PLAN

- Proper recording of data.
- Continued analysis of data to determine trends.
- Deans, Schools’ Safety Officers, Guidance Officer to meet regularly to assess trend, make recommendations and implement new working strategies.

KEY STAKEHOLDERS

Parents

Local School Board

Teachers

Parent/Teachers Association

Business community

Members of the community

In order to sustain school efforts, it is imperative that all stakeholders be empowered and make meaningful contributions towards implemented plans in a spirit of team work, co-operation and success. The school should be a place to foster learning and teaching in an environment that is deemed safe and comfortable by all concerned.
<table>
<thead>
<tr>
<th>TASK</th>
<th>PURPOSE</th>
<th>ACTIVITIES</th>
<th>RESPONSIBLE PERSON(S)</th>
<th>TIME FRAME</th>
<th>SUCCESS INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block E to be properly supervised</td>
<td>To ensure that students are supervised at all times</td>
<td>Roster (already in effect)</td>
<td>Deans, H.O.D’s, S.S.O’s</td>
<td>During school hours – 8.00am – 2.30 pm</td>
<td>Improved students discipline</td>
</tr>
<tr>
<td>Improved Parenting Skills</td>
<td>To educate parents to improve how to deal with their children</td>
<td>Motivational speakers from service organization to address the PTA meetings</td>
<td>President – PTA Other interested teachers and stakeholders</td>
<td>1 calendar year</td>
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Mrs Edmie Friday  Principal Secondary (Ret)

Joseph A Bridgewater  H O D 349 1843/771 0991

Murchison Flemming (Dean)

Joan K Gittens (Dean)

Raheem Ali (S S O)
Overview

San Fernando East Secondary School is located in Pleasantville, San Fernando. It was one of ten schools in the first batch to pioneer the Junior Secondary School System. The school is now 35 years old having been established in 1972.

In September 2006, through Government’s policy on education the school was de-shifted and converted to a full 5 year quality academic institution. (San Fernando East Secondary)

At San Fernando East Secondary, our staff works assiduously to raise the standards of discipline and learning. The efforts of the dedicated teachers have already borne fruit over the years given the caliber of our student population. We can boast of having Doctors, Nurses, Teachers and Ministers of Religion gracing our corridors as students these past years.

San Fernando East has become an integral part of the Pleasantville Community. The facilities at the school are utilized by many groups for Educational, Recreational or Cultural Events.
San Fernando East Secondary School

1. Introduction

As educators, we at San Fernando East Secondary School strive in our obligation to the students to be mindful of the fundamental right of a child – that is the right to an education. One of our major objectives is to create an atmosphere that is conducive to learning. That task is multifaceted in that it takes into consideration the many factors that contribute towards effective teaching and learning.

One such factor is motivation. It has been said that no learning can take place without discipline. In every organization regardless of how informal, there are rules and regulations that make for smooth running and which promotes harmony. In sports you are aware that the rules of the game must be observed. Our aim is to make San Fernando East Secondary one of the premier schools in our nation.

2. Background

San Fernando East Secondary School was formally deshifted and converted in 2006. Prior to 2006 the school operated on shift basis, the students left at the end of form three. The school was not involved in the delivery of the CSEC programme but rather the NESC programme. Many of the teaching staff were non graduates. Perhaps it is worth noting that all of the children who were placed in the school came from the 30% and under performers in the SEA Examination.

3. Educational Programmes

have the option to select either Home Economics or Industrial Arts. A vibrant Reading, Mathematics and English remedial programmes were established with the advent of the form one special students. Programmes involving netball, football, cricket, volleyball and Drama have also strengthened in the last few years. An abstinence club has been formed within the last year. Teachers productivity leave much to be desired in some instances as the school has a small but influential group of delinquent teachers whose actions and inactions subvert the best interest of all stakeholders. Efforts are exacerbated by the disconnect between the teaching staff population and the schools population

**Plant/MTS**

Given the age of the school plant tremendous effort is required to make the environment habitable and hospitable. However, issues abound and contribute in the making of an unhealthy environment. A few of these challenges include poor sewer system, inadequate water supply, poorly maintained grounds, malfunctioning electrical system and poor drainage. The present layout of the plant provides many “hiding” places for those students who wish to skip classes, or do misdemeanors. Seldom is the complement of MTS Security up to the full quota of five officers on any given day. Regularly, the officers are removed from the school and sent to work in other places by senior officers.

**3. Management**

A middle management structure has been established with the appointment of Heads of Department and Deans and the Administrative team is comprised of an appointed Vice-Principal and Principal.

The school is managed by a principal and a vice-principal with assistance from Heads of Departments and Deans. School starts from 8:05 a.m. and ends at 2:15 p.m. with an intermission period from 10:05 a.m. to
10:20 a.m. and a lunch period from 12:05 p.m. to 1:05 p.m. There are eight (8) thirty five minutes period each day.

The present staff is grouped in the following categories:

- 1 Principal
- 1 Vice-principal
- 8 Heads of Department
- 6 Deans
- 16 Teacher 111
- 6 Teacher 11
- 10 Teacher 1
- 4 Assistant Teacher Secondary
- 4 Technical Vocational Teacher 1V
- 1 Technical Vocational Teacher 111
- 6 Technical Vocational Teacher 11
- 3 Technical Vocational Teacher 1
- 1 Special Teacher 1
- 1 Special Teacher 11
- 2 Remedial Teachers – English
- 3 Remedial Teachers - Mathematics

The Clerk 111 manages the auxiliary staff. The staff comprises of one secretarial staff, two laboratory technicians, one librarian, five janitors, two grounds men and two farm attendants. The school also accommodates on the job trainees (OJT’s) as part of the auxiliary staff. The school is secured by Maintenance, Training and Security personnel.
4. Issue of Indiscipline and Violence

San Fernando East Secondary School has been affected by sporadic outbreak of violence and has not evaded the seemingly escalating incidents of indiscipline that have plagued the nation’s schools. The attendant issues tend to be seasonal and wax and wane during the school year. We have no empirical data to support our assertions but teachers and some members of the community proffered the view that the school lost its pristine glory and had become one wracked with indiscipline and to a lesser extent violence. The popular currency is that the school was deemed a high-risk school. The writer is uncertain how this label came to be attached to the institution since no action research was undertaken at the school to treat with the issue of violence and indiscipline. Rather there was ready acceptance of the status quo and knee jerk responses to violence and indiscipline at the school.

These problems were both student and staff oriented. Student oriented problems were:

1. Indiscipline and delinquency among students caused by poor literacy, negative socio economic factors, single parent homes, barrel children syndrome and a negative attitude towards anyone in authority.

2. Significantly high rates of teenage pregnancy, school drop-outs, drug use and violence. These problems were primarily caused by parental negligence, lack of proper supervision, financial hardships and lack of coping skills among the student population.

3. The shift system gave rise to numerous students who were de-motivated and demoralized (Junior Secondary Schools received the lower percentile of SEA candidates). Therefore these students were stigmatized by the Junior Sec label.

Teachers at the school were also de-motivated. There was and has been a deep seated sense of in transience between two staffs passing each other on the way. There was an absence of ownership and belongingness even in accountability for classrooms and keys. Nobody seemed to be willing to take charge of school purpose and school development.

The issue of violence and indiscipline in schools touches a raw nerve and during the last twenty years, we have had many investigations into this vexatious matter in Trinidad and Tobago. The issue has generated considerable concern among politicians, law enforcement personnel, the public and school officials.
In 2003 San Fernando East Secondary began taking a more scientific and proactive approach to the issues of violence and indiscipline at the institution. Programmes directed at both staff and students were developed and instituted. By this time, we had a cadre of postgraduate qualified teachers who were seeking to influence the schools environment. It also coincided with the retirement of a number of teachers who had spent many years at the school but who were largely were non-graduates.

One such programme undertaken at San Fernando East (Junior) Secondary School was named “Zero Tolerance” following the outbreak of violence and indiscipline at the school. It was held during the week commencing Monday 17th February 03 – Friday 21st February 03 and had been declared Zero Tolerance Week. During that period, all stakeholders were invited to engage in actions that would have enhanced the tone and environment of the school. Zero Tolerance as a concept meant that all stakeholders would have endeavoured to observe and maintain the good order of the school. Very simply it meant that that all stakeholders would have done all in their power to ensure that all school rules were observed and strive to maintain a congenial collegiate atmosphere. For example, for students, it would have implied no fights, doing assignments, no late coming, and no breaking of classes. Zero Tolerance to teachers, would have suggested, being at school everyday, improved communication with students, early arrival, participation at assembly and ensuring the school rules are maintained among other things. Perhaps for MTS- Security it would have meant greater vigilance on the compound, increase patrols around the compound and areas where students engaged in mischief. The Administration would have considered Zero Tolerance to be support for all stakeholders and the non-acceptance of deviation from the acceptable and agreed school norms. Zero Tolerance meant that we all agreed to maintain and abide by the same rules for the promotion of San Fernando East Junior Secondary School as one of the best schools in our beloved Republic.
The growing incidence of indiscipline among the student body (minority) and the threat of a major infection among those who are conforming prompt the Committee to embark on an intervention programme.

The escalation and resort to physical confrontation by a hardcore group of students demands the timely intervention of parents and teachers.

The increasing tardiness, irregularity, and unpunctuality of the student body (minority) warrant remediation.

The spiralling and continuous disregard for the school rules and the consequence breakdown in discipline among students.

The breakdown in communication between and among students and teachers requires addressing.

The increasing teachers despair and fatigue with growing incidence of indiscipline among students.

Teacher absenteeism and non performance

Other Programmes

Life at the Crossroads
Platinum Mind 1
Platinum Mind 11
Male and Female Retreats
Parent Empowerment Programme

Strategic Intervention

Guidance Officer
SSO
Professional Development
De shifting and Conversion
Establishment of Reading and Homework Centre
Student Council
LSB
PTA

5. Violence Prevention Academy

On Monday 15th September 08 the Minister of Education, Honourable Ester Le Gendre launched the Violence Prevention Academy. The Minister revealed that the establishment of this Violence Prevention Academy would train school-based officers and school administrators to develop comprehensive integrated and evidence-based violence prevention plans tailored to the specific needs of participating schools. Using a combination of face-to-face and online learning, the training program would enhance the skills of “school violence prevention specialists” and the capacity of the schools where they work to implement and sustain successful violence prevention programs. This programme offers strategies and a structured approached in dealing with the school’s problems. The SARA approach is also helpful in ascertaining levels of indiscipline and areas of activity which will lead to positive action being taken by the schools VPA programme. The VPA provides training, information and collaborative approaches to violence prevention in schools.

The Academy is structured into four specific components including:

- training program
- the development of a school-based violence prevention plan
- implementation of each schools violence prevention plan
➤ evaluation of the implementation of each schools project.

**SARA** is a methodical process for problem solving. It is of use to crime reduction practitioners in any field as applying the process can ensure that a crime problem is effectively identified and tackled, avoiding any waste of time and resources if only part of the actual problem is identified. **SARA** is now commonly used within the police service, so an understanding of the process may help us in education to tackle local problems.

Its four stages are:

➤ **Scanning** – spotting problems using knowledge, basic data and hotspot. Problems identified in the scanning phase of the process should not be “one-offs”; they should be problems, which have been recurring for some time, certainly over a period of months. It makes more sense to spend time and resources on a long-term problem than on one that would have only lasted for a couple of weeks.

➤ **Analysis** – using hunches and information technology to dig deeper into problems’ characteristics and underlying causes. Analysis may involve collecting information about offenders and victims, the time of occurrence, location and other details of the physical environment, the history of the current problem, the motivations, gains and losses of involved parties, the apparent (and hidden) causes and competing interests, and the results of current responses.

➤ **Response** – devising a solution, working with the community, wherever possible. Response refers to any action taken to try to address a problem. This might vary from the simple – for example a practitioner advising someone what they should or should not be doing – to the complex, such as a practitioner involving the community and
local bodies to set up a project to help young people. Work done in the analysis phase helps to identify or isolate the element that can most easily and effectively be tackled to try to resolve a problem. Often, responses will combine actions to tackle more than one aspect of the problem identified during the analysis phase.

➢ Assessment – looking back to see if the solution worked and what lessons can be learned. There are three major reasons why the assessment stage is very important:

1. To find out whether a particular problem still exists and requires continuing attention.
   This is important in deciding whether to continue to deploy resources to respond effectively to the problem.

2. To improve problem-solving skills by finding out what seems to work in differing circumstances. This avoids reinventing the wheel and contributes to the “what works” knowledgebase and the dissemination of good practice.

3. To enable effective problem solving to be recognised within the school system and other organizations, acknowledging individuals’ efforts.

**Scanning and analysis**

**Nature of the indiscipline**

The information collected on incidents that took place during the academic year 2008-2010 was sorted and carefully scanned to identify issues that are problematic at San Fernando East Secondary School. The results of both the student and teacher surveys were revisited with more emphasis being placed on the information derived from the students used to identify our major problems.

The information collected on incidents that took place during the suggested period was sorted and carefully scanned to identify problem(s) that are problematic to our school. The results of
both the student and teacher surveys were looked at with more emphasis being placed on the information from the students being used to identify our problem.

This information provided the following results, the top five offenders, the top five victims, the hot spots, the hot days, the hottest time of day, the top infractions.

When the surveys were done for a second time, data and survey results were looked at together to identify if a change had occurred in the environment. It was realized that the problem(s) remained but there was a change in the offenders and some victims as there was some form of traffic in and out of the school (some students were either transferred or left the school).

An examination of the SIRF forms for the academic year 2008/2009 revealed the following data. For the purposes of this report, seven major categories were identified.

Major Categories identified: (see fig 1)

- Disrespect - 28 cases
- Disruptive behaviour - 18 cases
- Loitering - 14 cases
- Fighting - 14 cases
- Obscene Language - 12 cases
- Weapon Possession - 10 cases
- Threats and Intimidation - 10 cases

(Figure 1) Main Categories of Incidents at SFESS

Day of the Week (see fig 2)
- Tuesday - 17
- Friday - 16
- Wednesday - 14
- Monday - 15
- Thursday - 12

(Figure 2) Top Days of the Week

Time of Day

- 10.30 am
- 1.30 pm

Top Hotspots (see fig 3)

- Classroom (while Teachers in Class) - 30
- Hallways and Locker Areas - 27
- Other - 20
- Hall - 9
(Figure 3) Hotspots at San Fernando East Secondary School

Main Offenders

✓ C. L – African Male

1. Assault- threw egg hitting teacher- 7 days suspension Behaviour Contract
2. Fighting(Major altercation)- 7 days suspension, Parent conference, Behaviour Contract signed
   Community Police
3. Gross disrespect-failure to comply with instructions- Behaviour Contract signed
4. Breaking classes- Conference with GO
5. Gambling- Parent conference, Reprimand
6. Aggressive Behaviour towards other students- Stern warning, agreement signed

✓ G. J - African Female

1. Disruptive Behaviour- Parent Conference
2. Disruptive Behaviour, Issuing Threats-G O, Parent conference, Reprimand
3. Fighting (Major altercation-Gang) - 7 days suspension, Parent conference, Behaviour Contract signed Community Police

4. Issuing Threats - Parent Conference

5. Assaulted another student - 7 days suspension, Behaviour Contract signed

✓ C R - African Male

1. Gambling- 2 days suspension, Behaviour Contract signed

2. Fighting- Fighting in a group outside school compound, one student injured - Parent Conference, Behaviour Contract signed

3. Disruptive Behaviour – made to apologized to teacher

4. Fighting in a group, students injured - 7 days suspension, Community Police

5. Assault and Issuing Threats - 7 days suspension, Parent Conference

Victims

✓ R A – East Indian Male (SSO)

➤ Gross Disrespect -Information recorded, offender warned GO

➤ Gross Disrespect/Threats Parent Conference

➤ Threatened with violence - Information recorded, offender warned

➤ Threatened with violence - Information recorded, offender warned

✓ J B – African Female

➤ Accosted and threatened- 2 days suspension, Behaviour Contract signed, Parent conference

➤ Gross Disrespect -Information recorded, offender warned GO

➤ Threatened with violence - Information recorded, offender warned

✓ G O – African Female
Gross Disrespect -Information recorded, offender warned GO

Verbally assaulted - Parent conference, Behaviour Contract signed

Statement

Fighting had been selected as the problem that my school wishes to address. According to the results of our student survey, this offence accounts for 83.6% by respondents who saw it as both major and minor problems. However, this needs to be revisited as our data reveals that disrespect is in fact the most prevalent incident at our school. (see figure 1). In the team’s opinion, disrespect was the factor that drove indiscipline and violence at our school.

WHY?

- Disruption of class - school - tone
- Trauma (all around) mental and physical
- Protracted (a number of stakeholders involved - parents school admin police S SO GO MTS)
- Demands external agencies intervention (Police Health)
- Tarnishes image of the school (negative stereotyping)
- Collateral damage
- Teachers reluctance to go to the classrooms aligned to fear for their safety
- Increase in leave taking by teachers to avoid the stressful environment
- Students use the guise of illness to remain at home in an attempt to avoid harm at school.
- Disrupts delivery of the curriculum
IMPORTANCE

- Provision of a safe environment conducive to and promoting the educative process allowing for the empowerment of all stake holders.
- Conflict resolution skills need to be taught i.e. dialoguing
- Peer mediation skills development among our young people

Other Information Needed

- Socio Metric Data
- Check peer group
- Previous school records
- Police records if any
- Interests/ hobbies
- Drug Use if any

Preliminary Ideas

- Victim sensitization and reaction
- Victim interview
- Increase guardianship
- Creation of a caring environment and improvement of physical security
- Programs to change behaviours

Strategic Intervention

- Guidance Councillor’s Intervention –Internal & External
- Male and Female Retreat
- Introduction of Reformed persons
- Alternative Curriculum Programme
- Community Police Programme
- Parent Empowerment Programme
- P T A
- N G O’s
- Corporate Groups
- Identification of Hotspots
- Remodelling of school plant
- Adherence to School Discipline Matrix by all
- Professional Development
- Classroom management skills for teachers

**Disrespect**

The most common problem at SFESS was that of disrespect to authority. This problem occurred twenty eight times (2008-2009) and included the following; insolent behaviour, refusal to adhere to instructions and obscene remarks to authority personnel.

![Disrespect chart]

<table>
<thead>
<tr>
<th>Disrespect</th>
<th>1 Not a problem</th>
<th>2 Minor problem</th>
<th>3 Major problem</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>8</td>
<td>16</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>
Disruptive Behaviour

The data revealed that this incident occurred eighteen (18) times. These incidents were centred in classrooms where younger and untrained teachers had classes. We concluded that largely disrespect prompted the disruptive behaviour. We need to investigate the source of the disrespect and to come up with programmes to address that growing issue.

Loitering

Loitering (Breaking Classes) cropped up fourteen times in our data. However, the group formed the view that this incident was under reported or the issue was being dealt with at the subject teacher level and as consequence did not show in the SIRF with the prevalence, with which we are familiar.

Fighting
The problem of fighting was identified fourteen times. The majority of the fights (8) had their genesis in community related matters, which spilled over to the school. There were four (4) major fights involving male students. Two (2) fights involved the brandishing of cutlasses and fortunately, quick intervention prevented the spilling of blood.

Analysis of the data gathered during the period 2008 through to 2010 reflects a holding pattern with respect to students’ perception of fights at school. It becomes necessary to develop an action plan to reduce fighting at the school.
Short Term:

All stakeholders are required to assist in preventing as far as possible fights from taking place. Implementation of and adherence to the schools disciplinary matrix allowing for disciplinary actions/sanctions which may range from verbal warning, suspension, to being charged by police officers, can be initiated against the offending students after the matter has been thoroughly investigated.

Long term

- Referral of students to the guidance officer for counseling if they are repeat offenders or victims, or depending on the situation or incident.

Measure to reduce fights:

- Locking of classrooms when not in use during lunch period. They are opened and locked by the safety officer/form teacher.
- Regular patrols of the area are made by the safety officers and security. Random patrols are made of the entire school and also special patrol made to hot spots on a journey cycle. These patrols are made by deans and other officers. All teachers are to be encouraged to walk around the school.
- The back step areas to be burglar proofed to limit access.
- Repeat offenders restricted from certain rooms.
- Erection of perimeter fence to make the compound more secure.

These measures have in fact reduced the number of fights. For this effort to be more effective, it was suggested that the following responses are implemented to further reduce the problem.

1. Surveillance system throughout the school, targeting Block B and other hot spots such as entrance to the toilets and tunnel areas with monitors in the Principal’s office. Once
students realize that they are being monitored they tend to display their best behavior. This can be used for investigative purposes, to quell rising disturbances and to pinpoint offenders and victims. Although this system would be costly it has become necessary to keep the students where about a priority. These cameras will not be placed in the toilets but at the entrance to observe those coming in and going out of the area.

2. Increase the complement of security officers (MTS) on the compound from two to four officers during school hours which would reduce response time to any incident. This increase should include a resident Corporal to improve discipline and allow for quicker decisions to be made when problems arise.

3. An increase in the number of sporting activities or extra curricular activities as an outlet for excess energy and a way for them to build confidence and self esteem. It was noticed that the level of indiscipline decreased during the lunch period when football and cricket competitions were organized and carried out by the CSEC physical education students.

4. Seek professional help for teachers via workshops to help the teachers to better cope with the situations that may arise. Professional help for students using members of the protective services such as police, fire and prison services. Members from different groups such as Family in Action and others can be contacted to speak to the student body to help them make better choices in situations which are potentially dangerous. We now have a resident guidance officer so repeat offenders and victims can be referred.

5. Deans equipped with scanners for searches at the gate or in classrooms.

6. Proper fencing of the school compound to prevent students from leaving without permission and other unauthorized persons from entering.

**Evaluation plan**
To measure the impact we implemented the SIRF forms for data collection and chronicled the number of fights in the period during and following the implementation of our response.

**Response to action taken**

A program involving NGO – *Families in Action* was undertaken in *peer mediation*. We gleaned from conversations with the students that they were enthused about the programme and they gave a positive response about the programme in which they were participating.

Looking at the recorded data however, revealed a holding pattern for fights and an increase in the number of cases of disrespect. There is now a need for a program to assist the teachers in their management of their classes and of the more aggressive students in those classrooms.

Although the implementation was successful there could have been greater participation by the members of staff. There probably could have been more interaction with staff members on what was being done and what they could have done to help with making the situation more real to everyone.

Steps to be taken to sustain our efforts

1. Ongoing professional development sessions geared towards assisting in building the confidence of teachers in their classroom management.

2. Development of character skills programmes (this has started and will continue) in students upon entry at school to build sense of belonging, fellowship, team spirit and friendly competition

3. Regular meetings with stake holders e.g. parents, community and police and other NGOS (Non Governmental Organization) to assist and continually remind them of their roles in school development as it takes a village to raise a child
4. Continuous scanning and analysis in each problem area as needed to keep on top of situations, implement responses, evaluate and recommend new directions and changes

5. Revisiting hot spots as the need arise, continued surveillance of the entire compound and establish ways to improve the environment to reduce the occurrences of fights in these areas

6. Continuous inspection of established environmental protection to ensure they are not vandalized again

7. Continue discussions with all stake holders for assistance in making the institution a viable place for improved academic and overall behaviors for the community to be proud of.

8. The introduction of Homework Centre, Reading Club, Maths Club, Scrabble, Art Club and the revival of the schools Cadet Unit. These are a group of activities planned to divert student attention from negative behaviors to positive and self enhancing development

What help does our school need to sustain our efforts?

1. More trained personnel to deal with the range of human behavior that triggers violence and at least 4 security officers at all times.

2. A separate financial allocation to safety officers to carry out their work.

3. Better facilities for deans and safety and security officers such as rooms, telephone, computer and a secretary.

4. Surveillance system for hot spots.
How to bring on key stake holders

1. Use marketing strategy to get people on board e.g. one on one direct contact.

2. Use of resource personnel to speak at meetings of stake holders.

3. Increase the awareness of the business community on the impact of crime on business and vice versa. Present and analyze types of partnerships and strategies for forming partnerships for example business-police partnerships and programs that are known to be effective.

4. Print brochures that highlight our problem and use of SARA model and include recommendations for partners that can help us for our future successes in solving our problems

5. Use of reward and recognition to persons who get involved for their efforts

Conclusion

The issue of indiscipline and violence in schools comes to the national attention due to several published school incidents, in spite of most acts of violence taking place outside the school. However given the emotive responses, vociferous outburst, knee jerk responses, the labeling of institutions, students and communities and the political implications, the need remains for managing potentially violent situations and indiscipline in school. Often policies and interventions have been retroactive and simplistic after the “horse has bolted”.

VPA brings a proactive and scientific methodology to treat with violence and indiscipline. The SARA process allows an effective approach to deal with indiscipline and violence in schools. It removes the blame game and stereotypical dispositions that abound in our school system. It
presents a creative pathway for educators and others to intervene depending on the specific needs of the situation.

**VPA** presents us with an appropriate starting point for identifying and assessing indiscipline and violent behaviour. In this way, accurate assessments and interventions that are more effective are possible. The **SARA** model allows us to focus on behaviour and risk factors that are amenable to treatment and intervention such that threatening situations involving students in school settings can be managed in less punitive manner and more in a treatment- oriented fashion that has the interests of the victim, perpetrator, student body and the entire school system in mind.

**ADVOCACY LETTER**

On November 17, 2008, the Honourable Minister of Education launched the Violence Prevention Academy at the Arthur Lok Jack Graduate School of Business. The philosophy that guided the establishment of the **Violence Prevention Academy (VPA)** was the escalating incidents of violence and indiscipline within the school system. No doubt the intent was to create an environment in which teaching and learning would be sustained and that all persons within and without the school would feel safe. Interestingly the school system was subject to periodic outbreak of indiscipline and violence. Over the ensuing period there would have been numerous reports, investigations, inquiries and commissions. A plethora of interventions were prescribed none which seem to halt the spirally growth of violence and indiscipline within the school system. Public discontent grew louder and louder with each reported incident by the press, which fed of the frenzy of the community. Teachers and students withdrew from some schools in protest and some parents kept their children away from schools. The death of a student, the maiming of a student or teacher, the many arson attempts, the theft of personal items triggered vociferous condemnation by all concern. Strident appeals were made to improve safety for all on the compound. However given the emotive responses, vociferous outburst, knee jerk responses, the labelling of institutions, students and communities and the political implications, the need remains for managing
potentially violent situations and indiscipline in school. Often policies and interventions have been retroactive and simplistic after the “horse has bolted”.

Consequently the Ministry of Education and school authorities continuously tweaked the system and introduced initiatives to promote a culture of peace. PTA’s, LSB’s, MTS, SSO’s, GO’s, Heads and Deans, Student Councils, Prefect System, House System and teacher training were among several attempts made to reign in indiscipline and violence in the school system. In March 2003 ‘Project Peace’ was launched and later expanded into the Peace Promotion Programme(PPP). The philosophy of the programme was intended to create a culture of peace in the individual, the family community and the school.

The Violence Prevention Academy is the logical continuation of that programme as we seek to create an environment in the school where indiscipline, violence and social deviance wanes. The advent of VPA and the introduction of the mechanisms therein helps “to remove much of the stereotyping, guess work, ungrounded impressions and superficial intervention and put in place more specific, well targeted interventions.

VPA brings a proactive and scientific methodology to treat with violence and indiscipline. The SARA process allows an effective approach to deal with indiscipline and violence in schools. It removes the blame game and stereotypical dispositions that abound in our school system. It presents a creative pathway for educators and others to intervene depending on the specific needs of the situation.

VPA presents us with an appropriate starting point for identifying and assessing indiscipline and violent behaviour. In this way, accurate assessments and interventions that are more effective are possible. The SARA model allows us to focus on behaviour and risk factors that are amenable to treatment and intervention such that threatening situations involving students in school settings can be managed in less punitive manner and more in a treatment- oriented fashion that has the interests of the victim, perpetrator, student body and the entire school system in mind.
The VPA team researched all available records that would have chronicled incidents of indiscipline and violence from all available sources (Vice Principal’s Diary, Dean’s Log etc) beginning in 2007 to date.

In collaboration with Arizona State University, the VPA team identified patterns of unacceptable behavior which were at uncomfortable levels at San Fernando East Secondary School. As a follow up, we selected one major area of concern (fighting/use of violence) and sought to develop an appropriate response to deal with this problem. The analysis of our school’s data revealed the hot spots, infrastructural weaknesses, patterns and cycles, offenders and victims and conditions that facilitated the escalation of indiscipline and violence. Consequently, a number of initiatives were undertaken to minimize fighting and student misconduct, through greater adult and prefect supervision and vigilance in areas deemed to be hotspots.

The VPA team, Deans and Heads and in fact all members of the school community continued to examine our environment in a more focused and informed way in order to identify and analyze our reality. We were able to then evaluate our responses and with the re-scanning of new data found that a reasonable level of progress and success had been accomplished through the SARA model. Through the team’s effort there was standardization of data collection and recording and an insistence on VPA reporting at our regular staff and deans meetings.

The team highly recommends the use of the VPA model in our school as it gives an accurate statement on the issues affecting the school and provides the solution through scientific and accurate data scanning, analysis, response and evaluation.
## Appendix 1

THE LOCATION OF HOTSPOTS AND CAMERAS.

**Figure 1**

<table>
<thead>
<tr>
<th>29</th>
<th>30</th>
<th>31</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### BLOCK B

- **HOME ECONOMICS**
- **FORM 1**
- **STAFF ROOM**
- **TOILET F**
- **ART & CRAFT**
- **ADMINISTRATION**
- **TOILET M**
- **GENERAL SCIENCE**

---

### BLOCK A
AERIAL VIEW OF THE SCHOOL COMPOUND AND THE LOCATION OF BLOCKS A AND B

BLOCK B

LIBRARY

SSO

BLOCK A

PLAYGROUND

DRIVEWAY

BASKETBALL COURT

MULTI-PURPOSE HALL

TOILETS

P.E.

QUADRANGLE

METAL

WOOD

TECHNICAL
FORM ONE/TWO/THREE STUDENTS WILL LINE UP HERE
FORM TEACHERS WILL BE WITH THEIR CLASSES
FORM ONE/TWO/THREE STUDENTS WILL LINE UP HERE
FORM TEACHERS WILL BE WITH THEIR CLASSES
FORM FOUR CLASSES WILL LINE UP HERE
FORM TEACHERS WILL BE WITH THEIR CLASSES
FORM FIVE CLASSES WILL LINE UP HERE
FORM TEACHERS WILL BE WITH THEIR CLASSES
LEGEND

Security Cameras

Hot Spots
**VPA Teacher Survey**

**MARKING INSTRUCTIONS**
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

**CORRECT: O**  **INCORRECT: ☒ ☒ ☒**

|-------------------------|------------------|------------------------|---------------------|--------------------------|---------------------|---------------------|----------------------|---------------------|-----------------|-----------------------------|---------------------|------------------------|-----------------------------|------------------------|---------------------|---------------------|-------------------|------------------|--------------------|---------------------|----------------------|---------------------|---------------------|------------------|

**Job Satisfaction**

6. How do you like your job?
- I hate it
- I like it
- I don't like it
- I love it

7. How much of the time do you feel satisfied with your job?
- All the time
- Some of the time
- Most of the time
- Almost never

8. How much do you think you like your job compared with other people?
- No one likes his or her job better than I like mine.
- I like my job better than most people like theirs.
- I like my job about as much as most people like theirs.
- I dislike my job much more than most people dislike theirs.

**Classroom Orderliness**

9. How much of your time in the classroom is directed towards coping with disruptive student behavior?
- None of my time
- About half of my time
- Some time each day
- Most of my time

10. How much does the behavior of some students in your classroom (talking, fighting, etc.) keep you from teaching?
- A great deal
- Not very much at all
- A fair amount
- Not at all

**Resources**

11. The school supplies me with the material and equipment I need for teaching
- Agree
- Somewhat Agree
- Disagree

12. This school building has the space and physical arrangements needed to conduct the kinds of programs we need
- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

13. The school’s learning program extends to settings beyond the school building for most students
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

14. Teachers and students are able to get the instructional materials they need at the time they are needed
- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
VPA STUDENT SURVEY

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ☐  INCORRECT: ✗✗☐☐

1. What school do you currently attend?

☐ Aranguez Govt Secondary
☐ Arima Senior Comp
☐ Carapichaima Secondary
☐ Cunupia High School
☐ El Dorado Secondary Comp
☐ Five Rivers Secondary
☐ Marabella Secondary
☐ Marabella Senior Comp
☐ Malick Secondary Comp
☐ Moruga Composite
☐ Morvant Laventille Secondary
☐ Mt. Hope Secondary
☐ Mucurapo Senior Comp
☐ Pleasantville Secondary Comp
☐ Princes Town Senior Comp
☐ San Fernando East Secondary
☐ San Fernando Secondary Comp
☐ San Juan Secondary Comp
☐ Siparia Secondary
☐ Siparia Senior Comp
☐ Ste. Madeline Secondary
☐ Success Laventille Composite
☐ Tranquillity Govt Secondary
☐ Valencia Govt Secondary
☐ Williamsville Secondary
☐ Other

2. What form are you in?

☐ Form 4
☐ Form 5
☐ Other

3. Are you?

☐ Male
☐ Female

4. Please choose the ONE answer that BEST describes what you consider yourself to be?

☐ African
☐ East Indian
☐ Afro/Indian
☐ Other

5. How old are you?

☐ 11 or younger
☐ 12
☐ 13
☐ 14
☐ 15
☐ 16
☐ 17
☐ 18
☐ 19 or older

Please turn survey over and complete the questions on the back!
VPA STUDENT SURVEY

MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ⬜️ INCORRECT: ✗ ✕️ ✗️

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- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Cunupia High School
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- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantville Secondary Comp
- Princes Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary Comp
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeline Secondary
- Success Laventille Composite
- Tranquility Govt Secondary
- Valencia Govt Secondary
- Williamsville Secondary
- Other

2. What form are you in?

- Form 4
- Form 5
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- Other

5. How old are you?

- 11 or younger
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older

Please turn survey over and complete the questions on the back!
School Incident Record Form (SIRF)

**Directions:** Please complete every question to the best or your ability. When filling out the names please state on the left side, fit as many letters as possible. If the name is unknown, leave it blank. If there is more than one offender or victim please attach as many additional offender/victim forms as needed. Staple all the forms together in the top right hand corner, the timing marks on the left hand side need to remain undamaged for scanning purposes.

### SCHOOL NAME (School Number)
- Aranguez Govt Secondary 1001
- Arina Senior Comp 1002
- Carapichaima Secondary 1003
- Cunupia High School 1004
- El Dorado Secondary Comp 1005
- Five Rivers Secondary 1006
- Marabella Secondary 1007
- Marabella Senior Comp 1008
- Malick Secondary Comp 1009
- Moruga Composite 1010
- Morvant Laventille Secondary 1011
- Mt. Hope Secondary 1012
- Mucurapo Senior Comp 1013
- Pleasantville Secondary Comp 1014
- Princes Town Senior Comp 1015
- San Fernando East Secondary 1016
- San Fernando Secondary Comp 1017
- San Juan Secondary Comp 1018
- Siparia Secondary 1019
- Siparia Senior Comp 1020
- Ste. Madeline Secondary 1021
- Success Laventille Composite 1022
- Tranquility Govt Secondary 1023
- Valencia High School 1024
- Williamsville Secondary 1025
- Other 1026

### About the incident...

<table>
<thead>
<tr>
<th>INCIDENT DATE</th>
<th>Time of Incident</th>
<th># OF VICTIMS</th>
<th># OF OFFENDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTH</td>
<td>DAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td></td>
<td></td>
<td></td>
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<td>Mar</td>
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<tr>
<td>Apr</td>
<td></td>
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<tr>
<td>May</td>
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<td>Jun</td>
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<tr>
<td>Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Incident was ON school grounds
- All offenders wearing school uniform
- Weapon used
- Was an individual injured
- Ministry informed
- Police called

### Incident type (Choose ALL that apply)
- Alcohol use/possession
- Arriving to school late
- Arson
- Assault (victim does not fight back)
- Assault with weapon
- Bomb threats
- Bullying
- Cheating on class assignments
- Disrespect
- Disruptive behavior
- Drug sales
- Drug use/possession
- Extortion/taxing
- Fighting
- Forgery
- Gambling
- Guns
- Improper uniform
- Inappropriate sexual contact between students
- Littering
- Loitering
- Obscene language
- Robbery
- Sexual assault
- Stealing
- Threats and intimidation
- Trespassing on school grounds
- Unauthorized absence
- Vandalism
- Weapon possession
- Other

### Disciplinary Action (Choose ALL that apply)
- Counseling
- Warning given
- Detention
- Confiscated items
- Parents called to pick up student
- Set up meeting with parents
- Suspended 1 Day
- Suspended 2 Days
- Suspended 3 Days
- Suspended 4 Days
- Suspended 5 to 7 days
- Extended Suspension
- In school suspension
- Expelled
- SSO called
- Police called
- Other

### Incident Location...
- Cafeteria
- Toilets used by students
- School field
- Parking lot
- School Hall/Auditorium
- Hallways and locker areas
- Elsewhere outside on school grounds
- Other
## ADDITIONAL VICTIM/ OFFENDER FORM

**Directions:** Please identify if the information is a victim or an offender for each individual. When filling out the names please start on the left side, fit as many letters as possible. If the name is unknown, leave it blank. Staple all Additional Victim/ Offender Forms to the back of the School Incident Record Form for this incident. Be sure to staple the forms together in the top RIGHT hand corner, the timing marks on the left hand side need to remain undamaged for scanning purposes.

![School Number and Incident Date Table]

Please use the "School Number" located next to your school's name on the School Incident Record Form (SIRF).

### Is this student a... VICTIM OFFENDER

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In what form is this student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please choose the ONE answer that BEST describes this student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
</tr>
</tbody>
</table>

**ATTENTION:** Attach ADDITIONAL OFFENDER/VICTIM FORM as needed.

Please use other side for additional victims or offenders

---

**Appendix 3**
**DISCIPLINARY MATRIX**

This Matrix simply states the steps in the chain that would help teachers treat with issues of indiscipline. Each table deals with a separate rule and the steps have been numbered.

1. DRESS CODE
   - 1. Form Teacher
   - 2. Buddy
   - 3. Student Council
   - 4. Dean
   - 5. Parent Conference

   * A time frame will be set within which matters will be dealt with.

2. COURTESY, RESPECT & NON-VIOLENCE
   - 1. Class Teacher
   - 2. Buddy
   - 3. Form Teacher
   - 4. Dean only in cases of gross disrespect
   - 5. Parent Conference
   - 6. Guidance Counsellor
   - 7. *Disciplinary Committee
   - 8. Principal (Gang related activities, drugs, weapons.)
   - 9. Police and School Safety Officers

   * This Committee is yet to be formulated, but it was agreed that it should be made up of all stakeholders

3. ACADEMIC STANDARDS
   - 1. Class Teacher
   - 2. Form Teacher
   - 3. Parent
   - 4. Student Council

4. SCHOOL ENVIRONMENT
   - 1. Class Teacher
   - 2. Form Teacher
   - 3. Student Council
   - 4. Dean (gross cases)
   - 5. Parent Conference

5. SPORTSMANSHIP & CULTURAL DEVELOPMENT
   - 1. All Teachers

6. ATTENDANCE
   - 1. Class Teacher
   - 2. Student Council
   - 3. Dean
   - 4. Parent Conference
   - 5. Guidance Counsellor

   In the case of students, if they are late three times within one week, a letter will be sent to ask the parent to visit the school to discuss the matter.

7. ROUTINE & ORDER
   - 1. Class Teacher
   - 2. Form Teacher
   - 3. Student Council
   - 4. Dean
   - 5. Parent Conference
   - 6. Disciplinary Committee
   - 7. Principal

   N.B. In all cases of emergency, teachers must be informed that they have the option of skipping any or all of the steps and going directly to Administration.
RATIONAL FOR S.F.E.J.S.'S CODE OF CONDUCT

"The purpose of this Code of Conduct is to foster disciplined and productive citizens by developing and maintaining a healthy environment that is conducive to learning."

CODE OF CONDUCT

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>SCHOOL RULES</th>
<th>SANCTIONS</th>
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</thead>
<tbody>
<tr>
<td>1. DRESS CODE is in effect at S.F.E.J.S.S. and all students are expected to wear the entire school uniform correctly at all times. All staff, parents/guardians and visitors must be appropriately dressed on entering this institution of learning.</td>
<td>Students must wear the uniform correctly at all times.</td>
<td>Confiscation of all things that are incorrect e.g. jewellery, belts, T-Shirts, hair accessories, socks etc. Items such as jewellery will only be returned to parents/guardians at the end of the term. Students must have a signed note from their parents/guardians indicating the time-frame within which corrective measures will be taken. The student must be able to produce this letter on demand. Persistent wearing of the uniform in an inappropriate manner will result in the parent/guardian being called. Teachers/Form Teachers/Deans will treat with discourteous students. In severe cases, parents will be called. If needs be, the police will be asked to intervene.</td>
</tr>
<tr>
<td>2. COURTESY, RESPECT &amp; NON-VIOLENCE</td>
<td>Common courtesy in the school, on school grounds and while away from school is expected of every student. Respect must be shown to school and class pre-</td>
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<td>EXPECTATIONS</td>
<td>SCHOOL RULES</td>
<td>SANCTIONS</td>
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<tr>
<td>They must display good manners at all times and are expected to show consideration for others regardless of race, religion or culture and to settle issues in a non-violent manner.</td>
<td>Facts and all adults on the compound at all times. Students should not engage in any form of indecent behaviour, including the use of obscene language. Gambling and Extortion (taxing) are also prohibited. Fighting in or out of school is a very grave offence. The possession and/or use of illegal weapons, explosives, electronic devices, alcohol and narcotics are strictly forbidden and any other substances or material (including pornographic material) that could be deemed harmful is/are strictly prohibited.</td>
<td>Fighting or gang related activities would lead to suspension or expulsion. The use of drugs, weapons... is a suspendable offence that could lead to expulsion.</td>
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</tbody>
</table>

3. ACADEMIC STANDARDS All students at S.F.E. should strive to become critical thinkers, creative and productive persons and moral decision makers with emphasis on excellence in everything that they do. All Homework must be done for the specified time. The Homework Note Book will be reintroduced, including a place for excuses from parents. All assignments must be entered in the Homework Record Book. Parents/Guardians must sign as having seen the completed assignment. |

Students who fail to do Homework will be kept in detention (Subject teacher detention). In cases where the rule is consistently broken, parents will be called. Where a student's performance continues to deteriorate, parents will be called. |
### CODE OF CONDUCT cont'd

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<tr>
<th>EXPECTATIONS</th>
<th>SCHOOL RULES</th>
<th>SANCTIONS</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Students should always attend school prepared with texts and other equipment for the day’s timetable. No folders or binders are allowed.</td>
<td><img src="image2.png" alt="Image" /></td>
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<tr>
<td><strong>4. SCHOOL ENVIRONMENT</strong> All school personnel are expected to show an appreciation for and to take pride in improving and preserving the school's environment.</td>
<td>No student is to deface the school’s property (walls, tables, chairs, toilet facilities...) with any writing material. Students are expected to uplift and maintain the beauty of the school’s environment.</td>
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<tr>
<td><strong>5. SPORTSMANSHIP &amp; CULTURAL DEVELOPMENT</strong> Students are expected to value and exhibit the qualities of good sportsmanship at all times be it in a sporting or cultural activity.</td>
<td>As representatives of the school in sporting/cultural activities, students must display good behaviour-tolerance and respect at all times.</td>
<td>Students who persistently flout school rules or who commit a grave offence will not be allowed to represent the school in any sporting/cultural activity.</td>
</tr>
<tr>
<td><strong>6. ATTENDANCE</strong> All staff and students are expected to attend school and all classes regularly and punctually.</td>
<td>Students and teachers must be punctual and regular to school and all classes. For students a written excuse must be submitted after a period of absence of 1-4 consecutive days. After an absence of five (5) or more consecutive days, the parent/guardian must accompany the child to school.</td>
<td>Students who are absent five days or more must return with their parents/guardians.</td>
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</table>
7. ROUTINE & ORDER Students are expected to move in a non-disruptive and orderly manner at all times.

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<th>EXPECTATIONS</th>
<th>SCHOOL RULES</th>
<th>SANCTIONS</th>
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<tr>
<td>School begins with Assembly and so all students and teachers must report to the Multi-Purpose Hall when the bell rings. Students should not leave the classroom except in an emergency. Students are not allowed in the following out of bound areas:</td>
<td></td>
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<tr>
<td>a) The Administration Block, Science Laboratory and other Workshops (Home Economics, Industrial Arts and Art/Craft Rooms) Library and Computer Room when unsupervised.</td>
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<td>b) The Staff Room, the lockers and tables belonging to teachers.</td>
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<tr>
<td>c) The Cleaners' Room, Teachers' Toilets, Girls' Change Room and Toilet (for boys) and Boys' Change Rooms and Toilet (for girls).</td>
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<td>d) Sick Room without permission.</td>
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Students who break classes will be kept in for detention. Persistent class breakers (three (3) or more times within one week) will be suspended.
## Comparison of Data

<table>
<thead>
<tr>
<th>Ser</th>
<th>Issues</th>
<th>Intervention</th>
<th>Implementatio n Period</th>
<th>Costing</th>
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<tr>
<td>1</td>
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<td>Lectures/Interactive Discussion</td>
<td>On going</td>
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<td>G O/ S S 0</td>
<td>w.e.f September 09</td>
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<td>Establishment of Clubs</td>
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<td>Loitering</td>
<td>Signage</td>
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<td>See one above</td>
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<td></td>
<td>Security Cameras</td>
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<td></td>
<td>Gates(steps)</td>
<td>On going</td>
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<td>G O/ S S 0</td>
<td>w.e.f September 09</td>
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<tr>
<td></td>
<td></td>
<td>Establishment of Clubs</td>
<td></td>
<td></td>
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<td>3</td>
<td>Destruction/Defacing/Vandalism of School Property</td>
<td>Signage</td>
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<td>See one above</td>
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<tr>
<td></td>
<td></td>
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<td>w.e.f July 2010(MOE 2010)</td>
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<td></td>
<td></td>
<td>Interactive Discussion</td>
<td>On going</td>
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<td></td>
<td></td>
<td>Reparation</td>
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<td>In House Suspension</td>
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<td>Community Police</td>
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<td>G O/ S S 0</td>
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<td>Peer Mediation</td>
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<td>4</td>
<td>Fights /Assaults</td>
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<td>Lectures/Interactive Discussion</td>
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<td>Community Police</td>
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<td>Peer Mediation</td>
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<td>Punctuality Regularity</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<td>Teacher Absenteeism Classroom Management</td>
<td>Alignment to Confidential Professional Development</td>
<td>In progress</td>
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<td></td>
<td></td>
<td>Interactive Discussion</td>
<td>On going</td>
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<td>7</td>
<td>Upgrade of Classrooms</td>
<td>Adoption of Home Room - Repainting</td>
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| 8 | Upgrade of School grounds | Repairs | Subject to MOE  
|   |   |   | $5,000.00 |
|   |   |   |   |
|   |   |   |   |
| 9 |   |   |   |

8. **Upgrade of School grounds**

- Repairs
- Roadway
- Drains
- Beautification (Self directed-Whole School)

**w.e.f.** September 09

Subject to MOE

Subject to MOE  

Subject to MOE

Subject to MOE
Ministry of Education

Violence Prevention Academy

SAN JUAN NORTH SECONDARY

Report

Team:

B. Bishop/Dean
G. Eve-Jules/Dean
C. Brunton-Kelly/Dean
J. Precilla/School Safety Officer

May 2010
SAN JUAN NORTH SECONDARY SCHOOL

VPA TEAM MEMBERS

BONI BISHOP/ Dean
GERDA EVE-JULES/Dean
CELESTE BRUNTON-KELLY/Dean
JOSEPH PRESCILLA/School Safety Officer

“Treatment of Student Late-coming at San Juan North Secondary School”

MAY 2010
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<td>• Guidelines For Detention System</td>
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<td>• Detention Notice</td>
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MOCK MEDIA REPORT

San Juan North Tackles Stubborn Problem of Late Coming

The San Juan North Secondary School joined the Violence Prevention Academy during the first term of the academic year 2008-2009.

After many years of having several systems in place, to address the issues of violence among our students (full complement of security Officers, School Safety Officers, full complement of Deans and Heads of Departments), the team decided to address the problem of late coming among students. The entrenched problem of late coming among students continued to be disruptive to the school environment and severely limited the impact of teacher-student contact time thereby reducing learning outcome of students.

This project required the total involvement of all stakeholders, school administration, staff, parents, public transport providers, Parent Teachers Association, Student Council and most importantly the student body.

Following the SARA model, the project began by collecting and examining data sources from the late-coming log lodged at the security booth and Students’ School Attendance Register compiled by Form Teachers.

The project took the approach of seeking to recognize and reward punctuality among students. In the first distribution of awards at the end of the academic year 2008-2009 one hundred and forty three students received punctuality awards. Form one students received forty-one percent (41%) of the awards distributed. Notwithstanding, the Problem of late coming continued, which resulted in a two-pronged approached being adopted. A detention system was initiated in January 2010 to bring about a more immediate impact on the problem. This system identified an effective deterrent against late-coming and was supported by the school’s administration.

Feedback was received from two teachers that the detention system had an immediate impact by reducing the incidence of late coming in their classes. Students who were subjected to detention related that they were going to ensure that they would not become eligible for detention in the future.
**Introduction**

Late-coming among students of San Juan North Secondary School continues to be a major problem for the school. On a daily basis students can be seen entering the compound well into the second period of the school day. These students are allowed to proceed to their respective classes once they have entered their names in the students’ late-coming register kept by the school security personnel.

School policy requires that Form Teachers submit to the Deans the names of students who arrived at school late three or more times per week. The Deans will then inform the parents by letter of the student’s unpunctuality.

These procedures have had little impact on reducing the incidents of late-coming.

**Background**

San Juan Senior Comprehensive School opened its doors to students on September 3rd 1979, sharing premises with El Dorado Senior Comprehensive School. At that time our student population of Form Four students numbered 400 students. By February 18th 1980, a few months later, we moved to our present location in Bourg Mulatresse. Our School was later renamed San Juan Secondary Comprehensive School, when intake of students also included Form One students, in September 1988. We became a seven-year school giving students an opportunity to continue their studies at the Advanced level, in 1997. This was certainly a step in the right direction as we produced a National Scholarship winner in 2006.

Indeed, we have been very successful as we have produced several students who went on to become university graduates. We have also produced quite a few entertainment artistes in the music industry and we have participated in school parang and pan competitions which we have won. We have also won many football titles and championships and have dominated in this area on more than one occasion. We have also participated in netball, basketball and cricket competitions and have been moderately successful.

Our School teaching staff is comprised of 108 teachers who are University graduates, technical college graduates. The Curriculum of the school spans from traditional Academics (language, science, modern Studies) to technical/Vocational subjects (auto-mechanics, wood-work, electronics, etc). The administrative Officers of the school (Principal and Vice-Principal) have been recently appointed to the school, October 2009 and July 2009 respectively.

In October 2009, our school name was changed to San Juan North Secondary School. Student population is 1000 students. In the future, we expect that there will be significant reduction of intake of Form Four Students. In
2008/2009, the intake of Form One students doubled our previous intake from 105 to 210 Students.

Despite our many achievements, we have our fair share of student indiscipline which is treated with by the Administration, Deans, Heads of Departments and teachers and by our Safety Officers and MTS Security personnel, to the extent that the school has not been featured in the national press as being involved with violent incidents. At the moment, one of our greatest challenges lies in finding a solution to the chronic late-coming of students. Ironically many who engage in this behaviour live quite close to the school.

There has been an apparent lack of interest among parents and teachers in sustaining a Parent Teacher Association over the years. Although there are signs that this might change since the last PTA meeting which was called saw a 400% increase in attendance of parents.

The late-coming habit of students
a) reflect a disrespect for the rules of the school,
b) reduce the contact time students have with teachers,
c) negatively impact on the chances of students for success at external examinations,
d) create a very disorganized atmosphere in the school,
e) negatively impact on the reputation of the school as an institution for instilling discipline among young citizens of the country.

Some of the initiatives to address this situation are
a) the designation of two Form Teachers per class monitor and record regularity and unpunctuality of students,

b) letters have been sent to Parents/Guardians of students of Forms One, Two and Three (400) asking parents to provide assistance to their children/wards where necessary to ensure their early arrival at school.
- With reference to the letters, parents were required to indicate by signing and returning the said document to the school as having seen it.
- Data with respect to the return of these letters follow in the response.

c) The distribution of punctuality awards was initiated in recognition of students who were regularly punctual. (See figure 9 Appendix 3 point system)
d) Student survey of Forms One through Four was conducted to determine:

i. causes and circumstances resulting in their late arrival at school
ii. what initiatives would be successful in having them arrive at school early

These initiatives will be monitored to determine their impact on changing arrival time of students at school, during the period February and March 2009 in the first instance.
Scanning and Analysis

In the VPA student survey one (1), one hundred and twelve (112) students identified late coming as a major problem and fifty-one identified it as a minor problem. One hundred and sixty three (163) combined recognizing late-coming as a problem.

Data collected from the student late attendance book at the school gate, indicated the following:-

Late Attendance by students …data captured from student’s log Term 1, 2007-2008

Figure 1: Bar graph showing incidence of late-coming during the period…

LATE STUDENTS for the period September 2008 January 23rd 2009
Data captured from Form Teacher’s RECORD OF ATTENDANCE
Figure 2: Incidence of late-coming during the First Four months of academic year 2008/2009

Figure 3: Percentile distribution of late-coming among form levels
Evidently, the form fours and fives are the most chronic in late attendance. This pattern however would have been bred and nurtured through the early years of the students’ school-life cycle. It is also worthy to note that a great number of these students came from other schools and would have been influenced by other school cultures.

It is now an urgent task to have the new intake of Form One - students conform to appropriate standards hence the above initiatives being implemented.
Statement of the Problem

The entrenched problem of late coming among students continued to be disruptive to the school environment and severely limited the impact of teacher-student contact time thereby reducing learning outcome of students.

The late-coming habit of students
   a) Reflects a disrespect for the rules of the school,
   b) Reduces the contact time students have with teachers,
   c) Negatively impacts on the chances of students for success at external examinations,
   d) Creates a very disorganized atmosphere in the school,
   e) Negatively impacts on the reputation of the school as an institution for instilling discipline among young citizens of the country.

Response

Initiative 1
The appointment of two Form Teachers increased the data collection capacity. With the assignment of two officers, the responsibility of collecting official data on students’ regularity and punctuality was shared. It is also believed that by assigning two Form Teachers there would be an increased probability of the students in recognizing that there will be a teacher to record attendance that they will make a greater effort to arrive at school early.

Initiative 2
With respect to the letters sent to parents eliciting their assistance by ensuring that their children leave home at a reasonable hour in order to arrive at school by 8:15am, the following was recorded.

- One-third (131 of 400) letters were returned signed by parents / guardian. This rate of return was unsatisfactory, however it is believed that a greater number of parents saw the letter.
**Initiative 3**

Two awards presentations were held for the first time in May 2009, where students throughout the school (upper and lower) attaining less than ten times late for the term January to April 2009 were recognized for their punctuality and their regularity. Honour cards were specially designed for distribution to the students.

The award system combined points being credited to the students’ Houses as follows:

- **Punctuality Award Criteria**
  - Zero (0) late per term – 10 points
  - One (1) late per term – 9 points
  - Two (2) late per term - 8 points
  - Three (3) late per term- 7 points
  - Four (4) late per term - 6 points
  - Five (5) late per term - 5 points

At the said award’s ceremonies, awards were presented based on academic performance during the term and culminating in the End of Term examinations. These merit awarded were distributed where students scored Over 55% average in the exam as follows:

- 55% -59%........Bronze
- 60% - 69%.......Silver
- +70%..............Gold
Following is a table which highlights the fact that female students who received more punctuality awards also received a greater number of merit awards.

**Figure 6: Students who received both punctuality and merit awards**

![Bar chart showing comparison between male and female students receiving punctuality awards.]

**Figure 7: Students receiving Punctuality Awards by Gender**

![Pie chart showing gender distribution of students receiving punctuality awards.]

In Figure 7 showing Students receiving punctuality awards, Forms One through Four, male students were more punctual as recorded in awards received.
Among the group of students receiving awards for regularity, there were more male recipients than female.

Figure 8: Distribution of Regularity awards by Gender

Figure 9: Distribution of Merit Awards by Gender
In Figure 9, more female students received merit awards for school performance than males.

**Initiative 4**

**Internal Student Survey Data**

In May 2009, an instrument was designed to enquire of students of their views on late-coming. (See Appendix for Instrument)

**Preliminary Analysis of Data**

i. Of the 384 students surveyed 181 were males and 203 were females.

ii. 276 of the 384 students live within short travelling/walking distance to the school (15 minutes)

iii. Two students were recognised as living in very remote areas (Moruga & Manzanilla) and who depend on public transport to get to school.

Map of Trinidad

🌟 Star points to the location of San Juan North Secondary

🌟 Blue stars highlight remote areas students travel to/from school
iv. With respect to chores required to be done before coming to school 116 indicated that the need to help prepare breakfast and 135 indicated they needed to iron their school shirts. The second chore clearly is an area in which parents can provide assistance by ensuring that shirts/clothes are prepared from the previous evening.

v. Question 3 asked students the time they left home for school, given the fact the majority are living within fifteen minutes from the school their responses indicate that they are leaving home at a reasonable hour. 314 of the students stated that they leave home before 8:00am and therefore under normal circumstances they should be arriving to school on time. There is clearly need to investigate this discrepancy further because all evidence indicates that these students are not arriving on time.

vi. Question 4 sought to find out how the student travelled to school. The majority of students at all form levels used maxi taxi to come to school. Various forms of vehicular transport are available.
vii. The students when asked about their incidence of late arrival at school, the majority indicated that they arrive late once a week. One troubling indication among the form one students is that 17 indicated that they arrive late every day.

Figure 11: Students admission of late arrivals at school

viii. Question six enquired about how the students feel when they arrive in school late, the majority indicated that they are upset. This
indicates that the students are aware that arriving late is something which is not approved by the school.

Figure 12: Students’ emotions re late arrival

ix. In question 7 the students were asked to indicate what measures they are more likely to respond positively to in order to arrive at school earlier. The majority of the students indicated that the receipt of a prize was the incentive they required to arrive in school earlier.

Figure13: Students suggestions to help with the problem
Initiative 3 addressed the desire by the majority of students in the survey that their efforts at punctuality and regularity be recognized and rewarded in the award system. Testimony to the appreciation of students of these awards lies in the fact that the instruments are secured and taken to their homes to be displayed to their parents/guardians.

The third most popular choices from students re incentives for early arrival was the award of points. The award system had already designated points to go to the Houses to which the students belonged.

The Fourth option was that their favorite subject be taught in the first period. Implementation of this suggestion was not attempted since it would result in extensive data collection on the favorite subject of each student with massive implication for the timetable of the school.

Consideration was then given to implementing a detention system in light of the fact that even with inducements, students continued to arrive late at school.

**Initiative 5**

**Detention**
The detention system was initiated as a whole school activity in the second term of the school year 2009-2010 (January 2010).

To ensure that all concern were informed of the commencement of this initiative, parents/guardians were sent a notice informing them of the initiative. Notices were given to every student and these had to be signed by the parent/guardian and returned to the school. Students were informed at an assembly and Teachers were given a memorandum re guidelines for implementation signed by the Principal.

Detention days were scheduled for three days in the week Tuesday, Wednesday and Thursday. Form teachers were required to capture the data from their roll books and enter the names of the late students in the respective “Detention Book”. The late students were issued a detention slip to be signed by the parent/guardian and returned to the “Detention Teacher” on the scheduled day. Two Deans on the VPA programme along with another teacher volunteered to monitor the detention class for the hour (2:50 – 3:50 pm).

Several teachers embraced the initiative. Many students who were on detention made a determination not to attend another detention having
experienced one session. However, there were students who tested the system and failed to attend the detention class as scheduled.
After four weeks of the implementation of the system, data was collected. This data is reviewed hereunder.

FIGURE 13:
Number of Late Arrivals among Form 1s and Form 2s since the commencement of the detention system January 20th 2010

In all classes continued to be a problem. Among the form ones, incidence of late coming in 1Z was three times that of 1X and 1Y. 1M's was twice that of 1X and 1Y. In form two the highest incidence occurred in 2Y which was five times that of 2L.

Number of Late Arrivals in three Form 3s since the commencement of the detention system January 20th 2010
Figure 14: Late arrivals among Form 3 students from 20/01/10

Data for two Form Threes, available for January 2010 indicated that late coming continued to be problem in these two classes. Incidence in 3Y being three times that of 3Z.

**Assessment**

Figure combining number of late arrivals recorded in Student Attendance Registers and entries in detention log
In Form one there were three hundred and seventy-two incidences of late coming, but only seventy-six names were entered in the detention log. Four out of every five late Form One students were not dealt with in the prescribed manner.

In Form Two there were four hundred and thirty-one incidents of late-coming, with one hundred and twenty-seven names recorded in the detention log. So that two out of every three late Form Two students were not dealt with in the prescribed manner.

In Form Three there were two hundred and thirty-eight incidents of late-coming, but only nine names were entered in the detention log. Twenty-five out of every twenty-six students were not dealt with in the prescribed manner.

This indicates an overwhelming degree of non co-operation on the part of Form Teachers who are the ones charged with the responsibility for submitting the names of late students for detention.

Among the Form One students, there was a reduction by fifteen percent (15%) in the incidence of late-coming from January 2009 to January 2010.

Among the Form Two students, there was an increase of fifty-four percent in the incidence of late-coming from January 2009 to January 2010.
Interestingly, the majority of students submitted for detention came from among the Form Twos.

Among the Form Three students, there was an increase of fifty-six percent (56%) in the incidence of late coming from January 2009 to January 2010.

Figure 17: Distribution of Punctuality awards
During the period, punctuality awards were distributed on three occasions along with termly merit awards. At the first distribution, the First Formers were the best performers with respect of punctuality. They received almost six times the number of awards as Fifth Formers.

At the second distribution, there was a reduction at all levels except the Fifth Form level. With the Fifth formers receiving half as many awards as the First Formers. At the third distribution, again a reduction of the number of awards distributed, with the Fourth Formers receiving slightly more than the Form Twos and Form Fives.

Explanation for this reduction in the number of punctuality award may lie in the need for the re-inforcement activities to be done during the term, so that students are continuously reminded of the need to be punctual.

Major challenges resulted from:

- Variable implementation of the detention guidelines by the Form Teachers.
- Some teachers exercised discretion in determining late after the 8:20 am bell to start school.
- Some teachers allowed students to arrive late a number of times before submitting the names for detention.
- There were also some inconsistencies in the recording of dates in the detention book and the date on the notices.

- There were Form Teachers who consistently failed to provide notices to the students who arrived late and therefore these students were never detained.
- Some teachers expressed that opinion that the Deans should have been the one to process the students for detention.
- There was a clear discrepancy between the number of students entering the compound after 8:20 am and the numbers entered in the detention book.

**SUSTAINABILITY PLAN**

The combination of the reward and sanction system will be continued. It is believed that sufficient time has not been available for the new initiative to work, given that disregard for punctuality is not a treasured value among most people in Trinidad and Tobago. On the contrary, Trinidadians pride themselves in being fashionably late.

The Administration needs to lend support to the implementation of the detention system, since even though the guidelines were accepted; teachers were allowed to not record late attendance in the detention log. So that a clear directive is needed to be given to Form Teachers to complete the requirements to record and advice students and parents about the immediate consequence of their late coming.

More teachers in the school should engage in activity which will reinforce the need for students to value punctuality in their daily.

Respectfully submitted,

.................................................. ..................................................
Boni Bishop                                                  Celeste Brunton-Kelly

..................................................
Gerda Eve-Jules                                          Joseph Prescilla
Appendices
February 15th 2009

Dear Parent/Guardian,

The Principal and Staff of our school, San Juan North Secondary have noted a very disturbing trend among the students of forms 1, 2, and 3, that is the late arrival at school.

We wish to note that late arrival of students severely disturbs the operations of the school and the student himself/herself lose valuable contact time in the respective subject areas.

Regularity and punctuality are important values to be developed by citizens of our country. It is in this regard therefore that we ask you to provide further Assistance in ensuring that your child leaves home at a reasonable hour in order to arrive in school by 8:15 am.

We look forward to your cooperation in our task of developing disciplined citizens

Respectfully

Denise Cooper
Principal (Secondary)

Please acknowledge having seen this correspondence by signing and returning same to school.

Signature ... Parent/Guardian
Dear Student,
There has been a growing problem of student arriving late at school. This Questionnaire is attempting to find out why students are arriving late and what can be done to reduce the problem. Please assist by answering the following questions as truthfully as you can.
Thanking you for your co-operation.

Denise Cooper
Principal / Secondary

Choose the options which apply to you.

Form: 1 { }  2 { }  3 { }  4{ }
Gender: Male { } Female { }

1. I live in:
Bourg Mulatresse { } La Canoa { } Petit Curacaye { }
Cantaro { } La Pastora { } San Juan { }
Barataria { } Aranguez { } Curepe { }
Tunapuna { } Arima { } Chaguanas { }
Some other place { } Please specify.................................

2. Please indicate which of the following chores you are required to do before coming to school:
Help prepare breakfast { } Iron your school shirt { } Fetch water { }
Take younger relative to day care { } Take younger relative to school { }
Visit mother at another house to collect travel money { }
Visit father at another house to collect travel money { }
Other { } Please specify...................................................
3. At what time do you leave home to come to school?

- 6.00-6.30 { }
- 6.30-7.00 { }
- 7.00-7.30 { }
- 7.30-8.00 { }
- 8.00-8.30 { }

4. How do you travel to school?

- Maxi Taxi { }
- Taxi { }
- PH Taxi { }
- Bus { }
- Walking { }
- Private vehicle { }

5. I arrive in school late:

- Every day { }
- Three times per week { }
- Once a week { }
- Never { }

6. When I arrive late, I feel:

- Happy { }
- Upset { }
- It does not matter { }

Other: Please specify.................................................................

7. I would arrive in school earlier if:

a. I get merit points for coming early { }

b. There was detention during the lunch hour when I am late { }

c. I could win a prize for being early { }

d. My favorite subject was during the first period { }

e. My parent was at home to wake me { }

f. Other: Please specify.................................................................

Friday 3rd April 2009.
Thank You!
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SAN JUAN NORTH SECONDARY SCHOOL

TERM 2 AWARDS (2009)

Class Rank Award: First Place (Average must be over 50%)
                Second Place
                Third Place

Merit Awards: Average over 70%...... Gold
               Average between 69 - 60%...... Silver
               Average between 59 - 55%..... Bronze

Regularity Award................100%

Punctuality Award ............. Late 5 times or less

HOUSE POINTS

Merit award.......Gold....5 points
                Silver....3 points
                Bronze....2 points

Regularity Award...........10 points

Punctuality Award
0 late........10 points             1 late......9 points             2 late.....8 points
3 late........7 points             4 late......6 points             5 late.....5 points
SAN JUAN NORTH
SECONDARY SCHOOL

**Gold**

Merit Award

*(Average above 70%)*

Presented to

___________________________________________

Term/Year ___________ Form__________

__________________________

Principal: Denise Cooper
SAN JUAN NORTH SECONDARY SCHOOL

Punctuality Award

Presented to

_______________________________________

Term/Year ___________ Form__________

_______________________________________

Principal: Denise Cooper
LETTER TO PARENTS

February 9th 2009

Dear Parent/Guardian,

The Principal and Staff of our school, San Juan North Secondary have noted a very disturbing trend among the students of forms 1, 2, and 3, that is the late arrival at school.

We wish to note that late arrival of students severely disturbs the operations of the school and the student himself/herself loose valuable contact time in the respective subject areas.

Regularity and punctuality are important values to be developed by citizens of our country. It is in this regard therefore that we ask you to provide further assistance in ensuring that your child leaves home at a reasonable hour in order to arrive in school by 8:15 am.

We look forward to your cooperation in our task of developing disciplined citizens.

Respectfully

___________________________
Denise Cooper
Principal II Secondary

Please acknowledge having seen this correspondence by signing.

___________________________
Signature … Parent /Guardian
SAN JUAN NORTH SECONDARY SCHOOL
GUIDELINES FOR THE OPERATIONS OF DETENTION SYSTEM

1. This sanction will be imposed at this time only to treat with LATE COMING students.
2. Effective Date of operation – Monday 11th January 2010.
3. Students will no longer be detained at the main gate for late coming.
4. Students satisfying entry requirements i.e. correct uniform and student identification cards will be allowed to proceed to their class rooms.
5. Form Teachers are to identify students who are late without a genuine written excuse from their parent/guardian.
6. By the end of the school day students at (5) above, are to receive a notice of detention to deliver to their parent or guardian.
7. Form Teachers are to complete the prescribed forms signed by a Dean.
8. Form Teachers are required to enter the name/s of the student/s in the respective registers for detention. A register for each detention day is available and lodged in the administration office.
9. Parents will be given a two-day notice which must be signed and returned on the designated day of detention to the person supervising the detention.
10. Detention sessions are scheduled for Tuesdays, Wednesdays, and Thursdays between 2:50 – 3:50 pm in Room B5/B6.
11. A ten minute break immediately after school is allowed for students to use the washroom and /or have a snack (no eating will be permitted in the detention room).
12. During detention students are to cover work which was scheduled for the first period of the day on which the student was late, or other home work exercise. Students are to bring the relevant text books to the Detention room.
13. Subject teachers can assist in making this exercise useful by providing information on the board re work to be done, by the students who are late.
14. The students having served their detention will sign in the designated column in the detention book.
15. When students are absent from school on their designated day of detention, said student is to serve their detention on the first scheduled detention day after their return to school.
16. Students who are present at school and who willfully fail to attend their detention session will be issued a progress/discipline letter for their parent/guardian to visit the school, so that further measures can be taken.

Denise Cooper
Principal

SAN JUAN NORTH SECONDARY SCHOOL
DETENTION NOTICE

Dear Parent/Guardian
Please be advised that your child/ward of class .......... arrived late on ...................................... Consequently, he/she is scheduled to attend Detention on ............................................................. from 2:50 – 3:50 pm. During the detention the student will be engaged in covering work missed and or homework given.
Kindly sign below to indicate that you have received this advice.
Have your child/ward return this document to the Dean at the “Detention Room” B5 on the day of detention.
We kindly ask your cooperation in this initiative to deal with the chronic problem of late-coming at our school.

DEAN / DATE

PARENT/GUARDIAN
# Team Information:

**SCHOOL CONTACT**  
TELEPHONE: 638-3574  |  FAX: 1 868 675-1179  
**m12sanjuannorsec@gov.tt**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Bishop/Dean</td>
<td>781-8375</td>
<td><a href="mailto:bonibis2002@yahoo.com">bonibis2002@yahoo.com</a></td>
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<tr>
<td>G. Eve-Jules/Dean</td>
<td>755-6187</td>
<td><a href="mailto:gerds56@gmail.com">gerds56@gmail.com</a></td>
</tr>
<tr>
<td>C. Brunton-Kelly/Dean</td>
<td>466-8899</td>
<td><a href="mailto:celbrunkel@hotmail.com">celbrunkel@hotmail.com</a></td>
</tr>
<tr>
<td>J. Precilla/School Safety Officer</td>
<td>787-9619</td>
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</table>
SAN FERNANDO SECONDARY COMPREHENSIVE SCHOOL
(SAN FERNANDO WEST SECONDARY SCHOOL)

V.P.A.—PROJECT 2008-2010

DISRESPECTFUL BEHAVIOUR

TEAM MEMBERS:
R.KAWAL (PROJECT LEADER, PHONE 794-0238)
K.BRIDGEALAL
Y.RAMPERSAD
G.MARTIN
SAN FERNANDO WEST SECONDARY SCHOOL
SUMMARY - V.P.A. PROJECT

1. What we did?

As part of the Violence Academy Project we identified Disrespectful Behaviour as the problem that we would address at our school. We formulated responses and implemented them to address this problem at our school over a period of time and we then evaluated by internal and also external surveys the effectiveness of our response implementation.

2. What we learnt from the V.P.A. Project?

Statistics are not absolute but rather fluid with time and that there are too many variables that impact on the veracity of the situation being probed and analyzed.

The process reinforced some of the normal practices of guardianship at our school and highlighted the point that if we address situations that give opportunities for indiscipline, then we will be able to reduce the occurrence of these incidents.

3. What were the successes of the project?

Although in our internal survey, both teachers and students did not acknowledge the project as a success. The V.P.A. team believes that the project did have an impact. Making everyone aware of our major problems and by addressing the problem of disrespect, we had a ripple effect on reducing incidents of indiscipline in other areas as the V.P.A. survey indicated. The project also highlighted the fact that our teaching staff felt very much unappreciated and a review of our policies are currently being undertaken to address this situation.

4. What steps can be taken to sustain this project?

Sustainability requires a commitment from the Ministry and Principals of both physical and human resources dedicated on a timely basis towards doing periodically statistical analysis and assessment so that review and adjustments to existing policies can be made on a timely basis. Human resource issues of equity, fairness and rewards need to be resolved before sustainability can be achieved.

5. What would you say to encourage others to get involved in the V.P.A. project?

It is important to get involved in a project of this type, because it allows you to remove a great deal of subjectivity and the opportunity to scan, analyze, assess and evaluate based on statistics, the problems affecting your school. If this method is applied and sustained, it will allow you to monitor, review and adjust your policies to effectively manage the needs of your school to have a safer, secure and conducive environment for teacher, students and the wider community.
TEAM MEMBERS----- AREAS OF RESPONSIBILITIES

R.KAWAL: PROJECT LEADER—RESPONSIBILITIES
   a) Creating and updating school incident database
   b) School background
   c) Analysis of surveys
   d) Assistance in response development
   e) Compilation of project

Y.RAMPERSAD and G.MARTIN: RESPONSIBILITIES
   a) Assist in response development
   b) Implementation of responses

K.BRIDGELAL: RESPONSIBILITIES
   a) Assist in response development
   b) Evaluation of responses implemented

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INTRODUCTION

The Violence Prevention Academy is a project of the Ministry of Education, which was launched on the 15th September 2008. It is a project aimed at training a team of teachers from twenty-five secondary schools in Trinidad&Tobago; in using the S.A.R.A. model (Scanning, Analysis, Response, and Assessment) as a means of instituting programs to reduce the incidents of violence and indiscipline in schools.

This is a statistics driven model where programs are developed based on analysis of factual data, thereby reducing the level of subjectivity in addressing problems in schools. It is hoped that this process would be able to be adapted and used in other developmental projects in the school environment, with the overall objective being the creation of a safe, secure, and peaceful school community for all stakeholders involved, but more importantly for the students and staff.
- SCANNING
- ANALYSIS
- RESPONSE
- ASSESSMENT
METHODOLOGY AND TIMELINE

1. A five day workshop introducing the S.A.R.A model to be used in addressing problems relating to violence and indiscipline in schools.

<table>
<thead>
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<th>ITEM</th>
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<td>1. Creating Common Database</td>
<td>Sept. 15&lt;sup&gt;th&lt;/sup&gt; – Sept. 19&lt;sup&gt;th&lt;/sup&gt; 2008</td>
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<td>Oct. 23&lt;sup&gt;rd&lt;/sup&gt; 2008</td>
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<td>Oct. 23&lt;sup&gt;rd&lt;/sup&gt; 2008</td>
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2. A five day workshop doing analysis of database created and survey of students and teachers conducted - Date: Nov 17<sup>th</sup> – 21<sup>st</sup> 2008

3. A survey of form four students on disrespectful behaviour - Date: Nov 26<sup>th</sup> 2008

4. A survey of teacher’s on disrespectful behaviour - Date: Nov 28<sup>th</sup> 2008

5. COMMUNICATIONS:

   a. A power point presentation was made to administration and teaching staff on the aims and objectives of the V.P.A. program, and also the findings based on analysis as of Nov 21<sup>st</sup> 2008

   b. A power point presentation was also made to the Local School Board. Present at this meeting were also the head of the M.T.S. security and maintenance, the head of the student council, a representative for the civil service staff and the librarian. The head or the Parent Teachers Association was invited but was not present. Date: Jan 20<sup>th</sup> 2009

   c. All stakeholders identified above were given one question to offer a written response. “How can their staff or department assist in reducing the number of incidents of disrespectful behaviour in school.
6. A second student survey was conducted on **Jan 22\textsuperscript{nd} 2009**

7. A second teacher’s survey was conducted on **Jan 27\textsuperscript{th} 2009**

8. A two day workshop doing analysis of second student and teachers Survey **March 23\textsuperscript{rd} and 24\textsuperscript{th}**

9. A visit to the school was conducted by V.P.A. professor Dr. Todd Armstrong on **March 27\textsuperscript{th} 2009**

10. A meeting of V.P.A. team to discuss and formulate responses **April 1\textsuperscript{st} 2009**

11. A meeting with administration to present responses developed and seeks administration assistance in implementation – **Date: April 2\textsuperscript{nd} 2009**

12. Responses one to five were implemented from **May to July 09**

13. Response six to eight were implemented from **Sept. to Nov.09**

14. Internal school survey of students and teachers conducted in **Nov.09**

15. Third V.P.A. student and teacher’s survey conducted in **Feb.10**

16. Final V.P.A. session on evaluation: **April 12\textsuperscript{TH} and 13\textsuperscript{TH} 2010**

17. Submission of final report: **May 14\textsuperscript{TH} 2010**
OUR SCHOOL: SAN FERNANDO SECONDARY COMPREHENSIVE

LOCATION:
The school is located at Farah Street in San Fernando and is situated in close proximity to three other secondary schools and two primary schools.

SIZE:
The school has a student population of 830 with a teaching staff of 55 (2008—2009)
This changed to a student population of 650 and a teaching staff of 48(2009-2010)

REASON FOR EXISTENCE:
The school was opened in September 1980, in buildings that were originally built in the 1950’s to house the San Fernando Technical Institute. In 1980 when the technical institute moved to a new compound, the government decided to open a secondary school in the abandoned facilities.

TYPE OF SCHOOL:
1980-1996  A comprehensive school having only form four and five classes
           A co-ed school with 15—17 year old students
1997-2009  A Secondary School, having classes from form one to form five
           A co-ed school with 11—17 year old students

CURRICULUM:
1980-1986. Comprehensive schools were established to cater to the needs of students leaving the Junior secondary school for both academic and craft subjects. In our school unfortunately we did not have the majority of craft area subjects and as such what we had to offer was mainly an academic based curriculum. This mismatch between our curriculum offered and the expectations of incoming students was one of the major factors impacting on our high rate of indiscipline and low pass rate during this period, and was also the major impetus in changing the school to a five year secondary.
1997—2009. As a five year secondary school our curriculum still remains mainly academic based however our student pass rate at the form five level has improved greatly when compared to being a comprehensive school, and when we are given a higher ability level student intake at the form one level, our pass rate at form five is significantly higher.

DISCIPLINE:
With the change from a comprehensive to a secondary school, our discipline problems have also shifted from mainly fighting and alcohol problems to now being confrontation between form levels as students attempt to establish their identities as to who have rank, who are the bad boys and girls in each form level. Also as the alcohol and cigarette problems of years ago are decreasing, we are seeing an increase in marijuana and gambling, which unfortunately has started to bring back small groups that can be seen
as gangs. Unfortunately, this is a reflection of what is happening in the society and the school being a microcosm of the society, the problem is being handled the same as in the society. Those in authority feel sorry for the wrongdoer’s and cover-up situations on the basis of either race or in order not to make the school look bad. These actions make the indiscipline students embolden, gives them rank and make them gang leaders in the school.

ADMINISTRATION:
Administration has been relatively unstable over the last ten years, with mostly senior teachers acting in positions of principal and vice principal. When we did get a principal in 2004—2007, his management style created more problems than progress for the school. We are presently back to the vice principal acting as principal and senior teacher as vice principal.

STUDENT SUPPORT SERVICES:
There is no guidance officer presently assigned to the school. From past experience this is seen as a positive thing. Previous guidance officers felt they were an authority onto themselves and that no one should question their actions, which in most cases encouraged the wrongdoer and blamed the victim. On several occasions these actions are predicated on the basis of the race of the perpetrator and the victim.

LIMITATIONS:
1. Lack of surrounding community being a stakeholder, as school was never opened to serve surrounding community
2. Poor P.T.A. interest in affairs of the school. P.T.A. exist as a political party group with the same core people for over ten years, and only about twenty parents attending meetings.
3. A local school board, whose positive accomplishments are difficult to ascertain
4. Lack of facilities and properly qualified and structured physical education program for students

CONCLUSION:
Our school seems to be trapped in a cycle, as we progress towards advancement, something occurs to destroy all the gains made and we have to start all over again. (e.g., fire burnt down half the school in April 2008)
The phrase that would aptly characterize our school over the last twenty-eight years is: “THE MORE THINGS CHANGE, THE MORE THEY REMAIN THE SAME”
ANALYSIS OF FIRST STUDENTS SURVEY (OCT 08)

What is the biggest problem according to the students?
The biggest factors identified as the major problem in the school are
1. Littering at 70%
2. Obscene Language at 67%
3. Disrespect at 61%
4. Loitering at 56%
5. Disruptive Behaviour at 55%

However when you include those students who indicated factors as being a minor problem along with the major problem statistics the following emerge:
1. Disrespect at 96%
2. Littering at 94%
3. Obscene Language 92%
4. Loitering 88%
5. Disruptive Behaviour 87%

Prioritize Based on Relative Harm:
1. Disrespectful Behaviour
2. Disruptive Behaviour
3. Obscene Language
4. Loitering
5. Littering

What might influence the problem?

a. The age and gender difference between students in form one intake eg. Boys in form one at 13 yrs. and 14 yrs of age with girls at 11 yrs.

b. In a co ed schools – all boys in a class usually results in serious discipline problems from that class.

Streaming of students which results in students of low ability or those viewed as problem students being placed in one class. Students are quick to realize that they are in the so called “dunce class” and behave accordingly.

How do we get more information about the potential problem?
1. Surveying other stakeholders on compound – teachers, administration, security, maintenance workers.
2. Scan and Analyze Discipline records.
3. Survey residents living adjacent to school.

GROUP REPORT

- The top problem identified at our school based solely on the student survey is Disrespectful Behaviour.
- We looked at the statistics individually in terms of what students viewed as the major problem and also the statistics of what were considered minor problems.
- We decided on the top problem by combining the above two statistics to get an overall view of percentages of students viewing a factor as a problem.
- We consider the degree of the problem of disrespect to be high as it can often be the spark that leads to what many consider to be dangerous consequences
- Disrespect > Disruptive Behaviour > Obscene Language > Assault > Fighting.

How are the problems interrelated?

Loitering usually results when students are unsupervised due to absence of teachers and others. With nothing constructive to do, this often leads to a national pastime of troubling people egg. Other students or teachers who may be passing on corridors. This begins disrespectful comments and attitudes which escalate into disruptive behaviour and as students become agitated obscene language begin which then causes confrontation which leads to assault occurring and end result can be a fight.
DISRESPECT - DEFINITION OF

TO NOT HAVE CONSIDERATION FOR OTHERS

SUCH THAT ONE DISPLAYS BAD MANNERS

AND IS DISCOURTEOUS AND IMPOLITE

IN THEIR INTERACTIONS WITH OTHER PERSON

A DISRESPECTFUL PERSON WOULD SAY OR DO
THINGS THAT WOULD HARM OR OFFEND OTHERS
<table>
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<th>OFFENSE</th>
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**SUMMARY**

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</tr>
<tr>
<td>Total Time of Location</td>
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**QUICK ANALYSIS OF MAJOR VARIABLES IN DATA (SEP'T. 07 - JUL'TO8)**
ANALYSIS OF INCIDENT DATABASE

Problem to focus: Disrespect – Identifying Hot Spots

Hot Spots:
1. Block D corridor
2. Block D classrooms

Why these areas developed as hot spots?

1. Majority of classes located in block D
2. Overcrowding in classrooms which lead to spill over of students into corridors when there are no teachers.
3. Teacher absenteeism or lateness to class which often leads to students coming out on corridor.
4. Absence of outdoor facilities or recreational areas so students basically converge in corridor or classrooms.

From the statistics it was evidenced that disrespect in the corridor was directed towards Deans who were attempting to deal with indiscipline by students.
Disrespect in the classroom was mainly directed towards subject teachers.

SOLUTIONS
1. Reduce the overcrowding in classrooms, so that students and teachers are comfortable.
2. Improve response time of teachers to classes.
3. Introduce supervision of corridors during break, lunch and class time.
4. Promote a culture of respect for all persons in the school.
5. Conduct training sessions with teachers towards improving their interactions with students.
6. Enforcing sanctions with regards to school rules.
7. Provide facilities.
TEMPORAL SIGNATURE – DISRESPECT

1. The main time when disrespectful behaviour occurs are between 8.30 am – 9.00am (5 occasions) and then again spikes between 12.30pm -1.00pm (4 occasions)

2. Explanation for spike in occurrence of disrespect :
   AM:
   (a) Late arrival of students to school and therefore to class which may lead to confrontation with teacher. Teacher not aware of what kind of morning or what conditions student have been through arriving to school.
   (b) Although not late to school, students arriving to class after teacher. This causes confrontation which can lead to disrespect.

   PM:
   (c) The starting of school after lunch again late arrival of students to class confrontation which can lead to disrespectful behaviour.
   (d) Teachers arriving late to class then wanting to discipline students who arrive late to class. This can lead to disrespectful behaviour.

3. Possible Solutions
   (a) Getting form teacher’s to attend to class on time for roll call and interacting with their students.
   (b) Getting subject teachers to their classes promptly after roll call in am. And pm. Sessions
   (c) Form teachers using their form periods to interact with their students, getting to know as much as they can about each student. Dean or Safety Officer to greet students arriving late to assess, if students need time out or cooling down period before going to class.
NO. OF TIMES DISRESPECT

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DISRESPECT

PHYSICAL FACILITATORS:

1. LACK OF RESOURCES TO PROMOTE POLICY OF RESPECT
2. PHYSICAL DESIGN OF SCHOOL

SOCIAL FACILITATORS

1. LACK OF PATROLLING OF COMPOUND
2. LACK OF SUPERVISION DURING BREAK, LUNCH, AND CLASS TIME
3. SECURITY GOING THROUGH THE MOTION, SUPERFICIAL SEARCHES, WILL NOT CORRECT STUDENTS ABOUT IMPROPER UNIFORM, ALLOW STUDENTS TO WALK IN SCHOOL DRESSED LIKE GANGSTER
4. ABSENT TEACHERS
5. HUMAN RESOURCE MANAGEMENT PROBLEM

DISRESPECTFUL BEHAVIOUR CONTRIBUTING FACTORS:

1. SOCIETAL INFLUENCE
2. PARENTAL – HOME INFLUENCE
3. AT GATE- SECURITY INTERACTIONS
4. ADMINISTRATION—ACTIONS OR INACTIONS
5. TEACHER’S—ACTIONS
6. MEDIA—T.V., MUSIC

STUDENT DISPLAYING DISRESPECTFUL BEHAVIOUR TO OTHER STUDENTS ➔ LEADS TO FIGHTS ➔ END RESULT SUSPENSION

DISRESPECT TO TEACHER ➔ 1. SENT OUT OF CLASS ➔ ORAL AND WRITTEN APOLOGY                          2. SEND FOR PARENTS ➔ CONFERENCE & WARNING
3. SUSPENSION
REPEAT OFFENDERS

The three main repeat offenders are:
  1. S.M.  2) M.R.  3) M.C.

PROFILE AND DATA:

1. S.M.
   A form five male student of east Indian origin, who comes from a upper middle
   class family and they own a business ,as such money is not a problem for this
   student. The student consistently break school rules regarding uniform and his
   behavior is condoned by his parents, who on two occasions used their influence to
   get student out of serious trouble.

OFFENCES:
06/09/07 1st offence—Assault--victim T.S., settled between parents
11/09/07 2nd offence—Breaking Class-- conference with father
13/05/08 3rd offence – Theft— found in female toilet with female student. 7 day suspension
06/04/08 4th offence—Sexual Misconduct—found in female toilet with female student. 7day suspension
24/10/08 5th offence— Cigarette—possession of a box of cigarette. 7 day suspension
2. M.R.
A form four male student of East Indian origin, who comes from a broken home. Student was staying with mother, however was giving too much trouble and was sent to stay with brother, who leaves home early on mornings and returns home late at nights. Student is basically on his own, he displays very little training in behavior and manners.
OFFENCES:
25/10/07 1st offence—Selling firecrackers—to form 1 and 2
  7 day suspension

01/02/08 2nd offence—Vandalism—pulled white board off wall and threw it out window,
  7 day suspension.

15/09/08 3rd offence—Theft—stole money and phones from student’s bags in unattended
  class, Police made him return everything.

02/10/08 4th offence—Disruptive behavior—disrupting conduct of test despite several
  warnings—conference with sister
3. M.C.
A form four male student of African descent, who comes from a home where parents are very religious and strict and if student goes anywhere, they receive reports from neighbours and friends. In conference it came out that the students feels like he is in a jail, he has no freedom as people are always spying on him. Mother indicates that she is concerned for the safety of her child and that when he is given freedom, he is always getting into trouble.

OFFENCES:
29/09/07 1ST offence—Disrespect—offensive language to a teacher— Conference and warning
25/10/07 2nd offence—Firecracker—selling to form 1’s and 2’s, 7 day suspension
17/01/08 3rd offence-- Assault—— went to victims class had confrontation And slapped him
26/04/08 4th offence—Disruptive Behaviour—disrupting conduct of class Conference with mother

4. WHAT OTHER INFORMATION WOULD YOU LIKE TO KNOW TO BETTER UNDERSTAND PATTERN?
   a. Student’s history from primary school to try and pinpoint if possible when students misbehavior began or may have been noticeable.

   b. More background information on student home/social environment to see if triggers to misbehavior can be identified

5. POSSIBLE SOLUTIONS FOR ADDRESSING PROBLEMS:
   a. Professional counseling for both parents and students
   b. Through communications develop a non judgmental dialogue with student such that, no matter what trouble student is in, they will come to you, even when they are angry.
   c. Get student to understand that everybody is not against him, that there are others in this world in similar situations or even worst, and give some examples and advise on how to cope
   d. Sharing of non confidential information with staff, that student has some issues and that we are counselling and that teacher input would be appreciated.
   e. The need for a PROFESSIONAL guidance officer in school
   f. Inconsistency in sanctions for bad behavior, depending on who handles the situation. This encourages the repeat of negative behavior. There is a need for a co-ordinated approach in applying sanctions
ANALYSIS OF SECOND STUDENT SURVEY
(JAN.09)

1. What is the biggest problem according to students?

The biggest factors identified as the major problem in the school are:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obscene Language</td>
<td>73%</td>
</tr>
<tr>
<td>Disrespect</td>
<td>64.9%</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>57%</td>
</tr>
<tr>
<td>Cheating on Class Assignment</td>
<td>55.7%</td>
</tr>
<tr>
<td>Littering</td>
<td>49.5%</td>
</tr>
<tr>
<td>Loitering</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

However when you include those students who indicated factors as being a minor problem along with the major problem statistics, the following emerges:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obscene Language</td>
<td>90%</td>
</tr>
<tr>
<td>Arriving Late To School</td>
<td>90%</td>
</tr>
<tr>
<td>Disrespect</td>
<td>89.6%</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>85.3%</td>
</tr>
<tr>
<td>Cheating On Assignment</td>
<td>80.9%</td>
</tr>
<tr>
<td>Loitering</td>
<td>85.5%</td>
</tr>
<tr>
<td>Littering</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

NOTABLE CHANGES BETWEEN FIRST AND SECOND SURVEY:

There was an *increase* in the percentage of students who indicated the following are major problems:

a) Obscene Language a 6% increase  
b) Disrespect a 3.9% increase  
c) Disruptive Behaviour 2% increase

There were two factors which students indicated had decreased as problems in the school:  
a) Littering a 20% decrease  
b) Loitering a 11.7% decrease

Cheating on class assignments did not appear as one of the top five major problems in the first survey, however in the second student survey, it appeared as the fourth major problem in the school with a percentage of 55.7, which is a 15.7% increase from the statistics in the first survey.
When analyzing both surveys for the statistics combining the percentage of students who viewed the factor as a minor problem along with the major problem statistics, the following emerge in the second survey:

a) There was a decrease in overall percentages of the top five problems identified in the first survey.
b) Two new factors were identified within the top five problems; namely, arriving late to school at 90%, an increase of 5.7% and cheating on class assignment at 80.9%, an increase of 5.1%

POSSIBLE REASONS FOR CHANGES

The large decrease in littering may be due to larger and more bins being placed on corridors, parents of one class being brought in to view for themselves how students litter the class, teachers refusing to teach in nasty classrooms, and locking in of students in classroom they littered for an entire afternoon.

The decrease in loitering may be due to the fact that in January the principal or the vice-principal came on the corridors to coax (coerce) teachers to get to their classes on time after break and lunch. Principal also came out on afternoon session to check if teachers went to do their supervision.

The above action worked well in January but administration was not able to sustain the policy into February.

The percentage increase in obscene language, disrespect and disruptive behaviour may be due to the fact the students realize these items carry weak sanctions and many times teachers simply ignore these incidents, unless they are directed to them.

The 15% increase in students viewing cheating on class assignments as a major problem is possibly due to crowded classrooms or poor supervision techniques of teachers at the December end of term exams which allowed for copying during exams.

The increase in students viewing arriving late as a major problem is probably due to the fact that students realize very little is being done about late coming as the sanctions are weak and the facilities and will to impose stronger sanctions are not there due to the many factors that have to be considered.( home situations, distance, traffic)
ANALYSIS OF FIRST TEACHER’S SURVEY (OCT.09)

1. Where do teachers in our school feel unsafe?
   (a) Toilets used by students - 60%
   (b) Empty classrooms - 53%
   (c) Halls - 44%

2. What are the three most unsafe places in your school in relation to national average?

   Unable to determine - lack of data provided.

3. The three most common type of teacher victimization occurring in our school and relation to National Average.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NATIONAL AVG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obscene Remarks</td>
<td>50%</td>
</tr>
<tr>
<td>2. Threatening Remarks</td>
<td>24%</td>
</tr>
<tr>
<td>3. Physical Attack N.D.</td>
<td>11%</td>
</tr>
</tbody>
</table>

4. The above represents the three types of teacher victimization based on harm.

5. The teacher and student survey do show some areas of commonality in terms of obscene language which obviously can be viewed as disrespect and consideration threatening remarks. The two surveys differed somewhat as the focus of the questions were fundamentally different.

6. To get additional information to analyze the problem:
   (a) Survey teacher’s at periodic intervals
   (b) Survey Administration
   (c) Do a common survey of all stakeholders

ANALYSIS OF SECOND TEACHER’S SURVEY
The places where teachers indicated that they felt unsafe remained unchanged
1. The toilets used by students
2. Empty Classrooms
3. Halls

The above locations are also comparative to the three most unsafe places according to the national averages

The most common type of teacher victimization occurring in our school and relation to national average:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>VICTIMIZATION</th>
<th>NATIONAL AVERAGE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31%</td>
<td>1. Obscene Language</td>
<td>41.1%</td>
<td>Lower than nat.avg.</td>
</tr>
<tr>
<td>14.3%</td>
<td>2. Threatening Remarks</td>
<td>23.4%</td>
<td>Lower than nat.avg.</td>
</tr>
<tr>
<td>4.8%</td>
<td>3. Physical attack (doctor)</td>
<td>.9%</td>
<td>Higher than nat. avg.</td>
</tr>
<tr>
<td>4.8%</td>
<td>4. Damage to property ≤ $60</td>
<td>4.0%</td>
<td>Higher than nat. avg.</td>
</tr>
<tr>
<td>4.8%</td>
<td>5. Damage to property ≥ $60</td>
<td>5.8%</td>
<td>Lower than nat. avg.</td>
</tr>
</tbody>
</table>

Comparison with first teacher’s survey is not practical as first teacher’s survey was severely compromised by inaccurate data submitted between Ministry of Education and V.P.A. team.
INTERNAL SCHOOL SURVEY:

ANALYSIS OF STUDENT SURVEY DONE ON DISRESPECTFUL BEHAVIOUR (DEC.08)

A survey of 104 form four students was conducted on the topic of disrespectful behaviour. (Sample of survey in appendix)

From the survey students indicated that the majority of disrespectful behaviour occurred during the lunch hour and after school. Students viewed the cause of disrespectful behaviour to be mainly due to lack of training, being provoked by a student or teacher. The location where incidents of disrespectful behaviour occurred was fairly evenly spread among the corridor, unattended classes and during teaching time. The majority of students surveyed stated that they would respond with violence towards disrespectful behaviour.

(See following graph labeled survey of form four students)

ANALYSIS OF TEACHER’S SURVEY ON DISRESPECTFUL BEHAVIOUR (DEC.08)

From the survey the majority of teachers indicated that they have been victims of disrespect by students in the classrooms on many occasions. The main form of disrespectful behaviour being students’ refusal to carry out instructions given. A few teachers indicated that it is possible that their actions may have contributed to the students’ disrespectful behaviour.

(See following graph labeled internal survey of teachers on disrespect)
INTERNAL SCHOOL SURVEY OF TEACHERS – DEC.08

TEACHERS AS VICTIMS OF DISRESPECT

DID TEACHER ACTION CONTRIBUTE TO STUDENT DISRESPECT

LOCATION DISRESPECT OCCURED

REASON FOR DISRESPECT
STATEMENT OF PROBLEM

The problem our school selected to address is that of Disrespectful Behaviour.
We will focus on students disrespect towards teachers, other students and also towards other persons on the compound.

WHY WE SELECTED THIS PROBLEM

In the student survey 67% of students indicated disrespect as a major problem and when combined with students who viewed it as a minor problem, disrespect emerges as the number one problem at 96%.
In the teacher’s survey obscene language and threatening remarks emerged as the number one and two types of teacher victimization (74%) and this can be viewed as a form of disrespect.
In our incident database, disrespect also emerged as the number one problem at the school.

WHY IS IT IMPORTANT TO ADDRESS THIS PROBLEM

1. It is important to address this problem because disrespectful comments and attitudes leads to disruptive behavior and as students become agitated, obscene language may begin, which then causes further confrontation, which can lead to assault and finally result in fighting. We believe disrespect to be the spark that leads to what many consider to be dangerous consequences.

Disrespect → Disruptive behavior → Obscene Language → Assault → Fighting

If Disrespect is not dealt with seriously, it can lead to copy cat behavior.

2. Disrespectful behavior does not acknowledge the importance of other people rights.

VISION
BY ADDRESSING THE PROBLEM OF DISRESPECT, WE HOPE TO REDUCE OR PREVENT MORE SERIOUS INCIDENTS. TO CREATE A SCHOOL WHERE THERE IS A PEACEFUL ENVIRONMENT AND THE POSITIVE GOALS AND ASPIRATIONS OF ALL STAKEHOLDERS ARE ALLOWED TO FLOURISH. A SCHOOL WHERE STUDENTS AND TEACHERS DEVELOP A SENSE OF BELONGING AND LOOK FORWARD TO COMING TO SCHOOL EVERYDAY.
RESPECT

TO HAVE
CONSIDERATION FOR
OTHERS, SUCH THAT
ONE DISPLAYS GOOD
MANNERS AND IS
COURTEOUS AND
POLITE IN YOUR
INTERACTIONS WITH
ALL PERSONS
RESPECT YOURSELF

RESPECT YOUR PARENTS

RESPECT YOUR ELDERS

RESPECT YOUR TEACHERS

RESPECT EVERY PERSON YOU MEET
VIOLENCE PREVENTION ACADEMY

RESPONSE PLAN OF ACTION ON DISRESPECT

SAN FERNANDO SECONDARY COMPREHENSIVE SCHOOL
<table>
<thead>
<tr>
<th>RESPONSE # 1</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) HAVE M.T.S SECURITY GREET EACH STUDENT WITH GOOD MORNING AS THEY ENTER THE COMPOUND. STUDENT TO RESPOND</td>
<td>IMMEDIATE 1) CONFERENCE WITH ADMIN. AND HEAD OF SECURITY TO APPRIZE OF PLAN, ALLOW FOR INPUT AND FEEDBACK. 2) DISCUSS PLAN WITH STAFF AT STAFF MEETING, SEEKING INPUT AND FEEDBACK 3) IMPLEMENT</td>
<td>APRIL 1st/09</td>
<td>V.P.A.TEAM</td>
<td>PRACTICING RESPECTFUL BEHAVIOUR FROM THE GATE TO THE CLASSROOM</td>
</tr>
<tr>
<td>2) HAVE ALL TEACHERS GREET STUDENTS APPROPRIATELY EVERY TIME THEY ENTER A CLASS, STUDENTS TO RESPOND.</td>
<td></td>
<td>APRIL 2nd/09</td>
<td>PRINCIPAL CORPORAL</td>
<td></td>
</tr>
<tr>
<td>3) WHILE WALKING ON CORRIDORS, GREET STUDENTS AND OTHERS APPROPRIATELY. STRESS THAT IT IS BAD MANNERS NOT TO RESPOND TO A GREETING. THIS NEEDS TO BE STRESSED TO TEACHERS ALSO.</td>
<td></td>
<td>APRIL 20th/09</td>
<td>CORPORAL ADMIN. STAFF.</td>
<td></td>
</tr>
</tbody>
</table>

**JUSTIFICATION:**
This response was selected as a starting point in the transformation towards respectful behaviour. If simple manners have not been taught or practiced in the home, it must start at the school gate. This response should have an impact on reducing disrespectful behaviour, as it is inclusive of everyone on the compound and demonstrates a policy of mutual respect in interactions.
<table>
<thead>
<tr>
<th>RESPONSE # 2</th>
<th>Implementation</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ASSEMBLY ON IMPORTANCE OF BEING RESPECTFUL. SHOULD BE THE THEME THAT CONNECTS ALL ASSEMBLY.</td>
<td>IMMEDIATE PRESENT POLICY TO ADMIN. ADMIN. DISCUSS WITH STAFF.</td>
<td>MARCH 31st/09</td>
<td>V.P.A.TEAM PRINCIPAL</td>
<td>ORAL AND WRITTEN REMINDERS ON IMPORTANCE OF RESPECT</td>
</tr>
<tr>
<td>2) ONGOING</td>
<td></td>
<td>APRIL 2nd/09</td>
<td>R.KAWAL</td>
<td></td>
</tr>
</tbody>
</table>

**JUSTIFICATION:**
This response was selected to educate students on a continuous basis, the importance of conducting oneself in a respectful manner.

This response should have an impact on reducing disrespectful behaviour as it serves to educate and reinforce in students the importance of being respectful in their interactions.
<table>
<thead>
<tr>
<th>RESPONSE # 3</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) STUDENTS WHO ARRIVE LATE TO CLASS, MUST KNOCK ON DOOR AND WAIT ON TEACHER TO ALLOW THEM TO ENTER. TEACHER SHOULD REQUEST A REASON FOR LATENESS</td>
<td>IMMEDIATE PRESENT POLICY TO ADMIN</td>
<td>MARCH 31st/09</td>
<td>V.P.A.TEAM</td>
<td>ENFORCING RULES OF RESPECT FOR ENTERING AND LEAVING CLASS</td>
</tr>
<tr>
<td></td>
<td>ADMIN. DISCUSS WITH STAFF</td>
<td>APRIL 2nd/09</td>
<td>PRINCIPAL</td>
<td>SETTING THE EXAMPLE FOR STUDENTS</td>
</tr>
<tr>
<td></td>
<td>INFORM STUDENTS</td>
<td>APRIL 20th/09</td>
<td>PRINCIPAL &amp; STAFF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMPLEMENT</td>
<td>APRIL 20th/09</td>
<td>V.P.A.TEAM</td>
<td></td>
</tr>
<tr>
<td>2) STUDENT MUST SEEK TEACHER’S PERMISSION TO LEAVE CLASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) TEACHERS WHO ARRIVE LATE TO CLASS MUST OFFER AND APOLOGY AND REASON FOR BEING LATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JUSTIFICATION:
This response was selected to educate and demonstrate respectful interactions in a classroom setting.

This response should have an impact on reducing disrespectful behaviour as it provides an opportunity to practice respectful interactions.
<table>
<thead>
<tr>
<th>RESPONSE # 4</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN DEALING WITH INCIDENTS INVOLVING DISRESPECTFUL BEHAVIOUR, ROLE PLAYING--- ROLE REVERSAL. HAVE STUDENTS PUT THEMSELVES IN THE OTHER PERSONS POSITION</td>
<td>IMMEDIATE PRESENT POLICY TO ADMIN./DEANS ADMIN DISCUSS WITH STAFF IMPLEMENT</td>
<td>MARCH 31st/09 APRIL 2nd/09 APRIL 20th/09</td>
<td>V.P.A. TEAM PRINCIPAL DEANS</td>
<td>GETTING STUDENTS TO UNDERSTAND THE IMPACT OF DISRESPECT ON A PERSON</td>
</tr>
</tbody>
</table>

JUSTIFICATION:
This response was selected to provide students an opportunity to understand disrespectful behaviour from the viewpoint of the victim.

This response should have an impact on reducing disrespectful behaviour as it provides the student an opportunity to understand the negative impacts of disrespectful behaviour on a person.
<table>
<thead>
<tr>
<th>RESPONSE # 5</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) HAVE STUDENTS LINE UP AND BE HANDED THEIR BREAKFAST AND LUNCH. STUDENTS TO SAY THANK YOU AFTER RECEIVING</td>
<td>IMMEDIATE PRESENT POLICY TO ADMIN. ADMIN DISCUSS WITH STAFF ADMIN TO PUT SYSTEMS IN PLACE IMPLEMENTATION</td>
<td>MARCH 31ST/09 APRIL 2ND/09 EAST R VACATION APRIL 20TH/09</td>
<td>V.P.A.TEAM PRINCIPAL O.J.T., S.S.O. VOLUNTEERS</td>
</tr>
</tbody>
</table>

JUSTIFICATION:
This response was selected to allow students an opportunity to practice basic manners and respectful conduct.

This response should have an impact on reducing disrespectful behaviour as it allows students to practice respectful behaviour.
<table>
<thead>
<tr>
<th>RESPONSE # 6</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL TRAINING SEMINAR ON: HOW TEACHERS ACTIONS CAN CONTRIBUTE TO DISRESPECTFUL BEHAVIOUR BY STUDENTS, AND POSSIBLE SUGGESTIONS TO REDUCE THESE ACTIONS</td>
<td>PRESENT POLICY TO ADMIN.</td>
<td>MARCH 31st, 2009</td>
<td>V.P.A.T.E.A.M</td>
<td>PROFESSIONAL DEVELOPMENT</td>
</tr>
<tr>
<td></td>
<td>ADMIN DISCUSS WITH STAFF</td>
<td>APRIL 2nd, 2009</td>
<td>PRINCIPAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PROFESSIONAL DEVELOPMENT DAY</td>
<td>MAY, 2009</td>
<td>PRINCIPAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMPLEMENT</td>
<td>NEXT TERM</td>
<td>PRINCIPAL</td>
<td></td>
</tr>
</tbody>
</table>

JUSTIFICATION:
This response was selected to assist teachers in realizing that in their interaction with students, they may have contributed to a response of disrespectful behaviour by students.

This response should have an impact on reducing disrespectful behaviour as it provides for a more knowledgeable and professional teacher.
<table>
<thead>
<tr>
<th>RESPONSE # 7</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>INSTRUCTIONAL PROGRAM ON DEVELOPING RELATIONSHIPS FOR STUDENTS: A– FORMAL INTERACTIONS B– INFORMAL INTERACTIONS</td>
<td></td>
<td>V.P.A. TEAM</td>
<td>TRAINING IN RESPECTFUL INTERACTIONS</td>
</tr>
<tr>
<td></td>
<td>LONG TERM PRESENT POLICY TO ADMIN. ADMIN DISCUSS WITH STAFF INHOUSE DEVELOPMENT OUTSIDE ASSISTANCE IMPLEMENT</td>
<td>MARCH 31st/09</td>
<td>V.P.A. TEAM</td>
<td>TRAINING IN RESPECTFUL INTERACTIONS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APRIL 2nd/09</td>
<td>PRINCIPAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>APR – JUN./09</td>
<td>STAFF COMMITTEE CURRICULM OFFICERS, SERVICE ORG. PRINCIPAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>APR – WHEN ORGANIZED</td>
<td>PRINCIPAL</td>
<td></td>
</tr>
</tbody>
</table>

**JUSTIFICATION:**
This response was selected as it is believed that the traditional family unit has become so fragmented that a formal education program is now needed to do what was considered family responsibilities a generation ago. This response should have an impact on reducing disrespectful behaviour as students would now have been educated as to what is acceptable behaviour and what is not.
<table>
<thead>
<tr>
<th>RESPONSE # 8</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM TO DEVELOP A CULTURE OF RESPECT IN CLASSROOM</td>
<td>MEDIUM TERM DEVELOP BY ADMIN.AND DEANS PRESENT TO STAFF IMPLEMENT BY FORM TEACHERS</td>
<td>MAY 09</td>
<td>MAY 09</td>
<td>SEP. 09</td>
</tr>
</tbody>
</table>

**JUSTIFICATION:**
This response was selected as it is believed that the culture and values of respect was dominant in the society has been lost over the last two generations.

This response should have an impact on reducing disrespectful behaviour as it allows what was taught in response #7 to be practiced in the classroom.
<table>
<thead>
<tr>
<th>RESPONSE # 9</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPROVE DATA COLLECTION BY INTRODUCTION OF MISDEMEANOUR SHEET FOR EACH CLASS. TO CAPTURE DATA THAT IS NOT NOW AVAILABLE</td>
<td>AGREE ON BEHAVIOURS WHICH SHOULD BE INCLUDED</td>
<td>APRIL</td>
<td>V.P.A. TEAM</td>
<td>DATA USED TO REWARD NON OFFENDERS AND SANCTION OFFENDERS</td>
</tr>
<tr>
<td></td>
<td>INTRODUCE TO PRINCIPAL &amp; STAFF IMPLEMENTATION</td>
<td>APRIL 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>V.P.A. TEAM &amp; PRINCIPAL &amp; CLASS TEACHERS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REWARD NON OFFENDERS</td>
<td>MAY 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>&amp; PRINCIPAL &amp; CLASS TEACHERS FORM TEACHERS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JUNE</td>
<td>JUNE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**JUSTIFICATION:**

This response was selected to improve the incident database, where many misdemeanours in the classroom are not reported.

This response should have an impact on reducing disrespectful behaviour as it would be used to reward respectful behaviour and sanction negative behaviour.
<table>
<thead>
<tr>
<th>RESPONSE # 10</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Who</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVELOP DISCIPLINE MATRIX</td>
<td>PRESENT CONCEPT TO PRINCIPAL BEHAVIOURS AND SANCTIONS TO BE AGREED BY CONSENSUS OF DEANS AND STAFF COMMITTEE FORMED TO WORK OUT LOGISTICS IMPLEMENTATION</td>
<td>APRIL 09</td>
<td>V.P. A TEAM</td>
<td>UNIFORMITY IN DEALING WITH DISCIPLINE MATTERS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAY 09</td>
<td>DEANS, FORM TEACHERS &amp; STAFF</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>JUNE 09</td>
<td>V.P. A. &amp; VOLUNTEERS FROM STAFF</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SEPT. 09</td>
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</tbody>
</table>

JUSTIFICATION:
This response was selected to reduce accusations of prejudice, racism and inequality of treatment in handling discipline matters.

This response should have an impact on reducing disrespectful behaviour as it allows for equality of treatment.
ACTION PLAN

All the major stakeholders were apprised of the processes, findings and objectives of the Violence Prevention Academy, and were consulted in developing the responses. Ten responses were formulated and the V.P.A. team and administration agreed to implement three of the responses at the start of the third term of the academic year (April 09 to July 09) and that preparatory work would be conducted with the view of implementing as many of the other responses as possible in the next academic year September 2009 to July 2010.

RESPONSE #1: Status → IMPLEMENTED
On the 20/04/09 at a staff meeting the principal reminded teachers to implement this response and students were reminded at assembly about respectful conduct and response. Mr. Kawal liaised with the head of M.T.S. security to have his officers implement policy.

RESPONSE #2: Status → IMPLEMENTED
This response was implemented with effect from 20/04/09. (See sample of assembly roster and copy of lecture given, at end of response section.) Articles posted on notice boards when keys for access were provided on 30/04/09.

RESPONSE #3: Status → IMPLEMENTED
Although teachers have been asked to implement this response, there appears to be a degree of apathy on the part of some teachers, who have given up their authority in the classroom by arriving late to class constantly, and also those who allow students to walk in and out of class at will.

RESPONSE #4: Status → IMPLEMENTED
This response has been implemented by the Deans, Safety Officers and Administration in dealing with discipline matters. One problem noted with this response is the length of time it takes to complete handling one incident. It hinders school personnel in other activities that require their attention.

RESPONSE #5: Status → PENDING RESOURCES
The safety officer supervises students collecting the school lunches from the supplier containers. There is little, supervision of distribution of breakfast. It is recommended that an O.J.T., or some member of the clerical or support staff be given this responsibility as part of their job specification, as most people asked respond that it is not their job. A breakfast/ lunchroom is needed for students.
RESPONSE #6: Status → PENDING APPROVAL AND RESOURCE PERSONNEL
The administration initially agreed to implement this response in May 2009, however for some reason is now hesitant to implement this response. The professional training seminar in May will now be on stress in the workplace. Any attempt to effect change usually result in increase stress levels

RESPONSE #7: Status → NOT IMPLEMENTED (Time and Human Resource)
This response requires long term planning and development at the level of curriculum officers at the Ministry of Education, and may require input from private consultants. (See newspaper article at end of response section)

RESPONSE #8: Status → ATTEMPTED (Human Resource Issues to be Resolved)
This response is dependant to some extent on the implementation of response #7; however an attempt was made to introduce this response in the form one classes, by giving each class a theme (e.g. Peace Discipline, Tolerance) around which they were to research and produce posters and articles to be placed on the walls of the classrooms. The success of this response is dependant to a large extent on the degree of enthusiasm of the form teacher, again due to a level of apathy or other reasons on the part of form teachers, this attempt at implementation was not as successful as hoped. A comprehensive review is needed on the policy for selecting form teachers as some teachers feel that they are always selected to be form teachers because they are diligent in their duties, while others are rewarded by not being chosen as form teachers due to lack of diligence or displaying incompetence. A system of rotation based on equity and possibly payment of a stipend to form teachers need to be explored or additional duties be assigned to non form teachers to compensate for additional workload of form teachers.

RESPONSE #9: Status → NOT IMPLEMENTED
This response was abandoned for two reasons
1. Matters raised in response #8 relating to form teachers.
2. The amount of teaching time that would be lost during class time.

RESPONSE #10: Status → Developmental Stage
Mrs Rampersad and a team of teachers are in the process of developing a discipline matrix for introduction in September 2009.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>April 20</td>
<td>S. DHORAY, R. BALKISSOON</td>
</tr>
<tr>
<td>Friday</td>
<td>April 24</td>
<td>K. BURGESS, P. NANSINGH</td>
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<td></td>
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<td>Watchwords</td>
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<tr>
<td>Monday</td>
<td>April 27</td>
<td>Y. RAMPERSAD, K. RAMPERSAD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comportment/Mannerisms</td>
</tr>
<tr>
<td>Friday</td>
<td>May 01</td>
<td>A.K. BRAHIM, R. RAJNATH</td>
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<td></td>
<td></td>
<td>Language/Expression</td>
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<tr>
<td>Monday</td>
<td>May 04</td>
<td>R. LALLA-MAHARAJ, B. RAMDHAN</td>
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<tr>
<td></td>
<td></td>
<td>Attire</td>
</tr>
<tr>
<td>Friday</td>
<td>May 08</td>
<td>B. BIRBAL, C. BALKISSOON</td>
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<tr>
<td></td>
<td></td>
<td>Mothers Day Programme</td>
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<tr>
<td>Monday</td>
<td>May 11</td>
<td>R. KAWAL, J. HUSAIN</td>
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<tr>
<td></td>
<td></td>
<td>Conflict/Friendship</td>
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<tr>
<td>day</td>
<td>May 15</td>
<td>N. RAMCHARITAR, L. BALKARAN</td>
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<td></td>
<td>Parents/Elders</td>
</tr>
<tr>
<td>Monday</td>
<td>May 18</td>
<td>R.S. BEHARRY, C. BHOLA</td>
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<td></td>
<td>Leaders - internal</td>
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<tr>
<td>Friday</td>
<td>May 22</td>
<td>D. BIRJAH-RAMPERSAD, I. GEOFFROY</td>
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<td></td>
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<td>Leaders - support</td>
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<tr>
<td>Monday</td>
<td>May 25</td>
<td>K. BRIDGELAL, C. PITT</td>
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<td>Leaders - national</td>
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<tr>
<td>Friday</td>
<td>May 29</td>
<td>K. GHISHYAWAN, L. EDOO-CHARAN</td>
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<td></td>
<td></td>
<td>Indian Arrival Day Programme</td>
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<tr>
<td>Monday</td>
<td>June 01</td>
<td>P. MAHARAJ, J. LUTCHMAN</td>
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<tr>
<td></td>
<td></td>
<td>Environment/property</td>
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<tr>
<td>Friday</td>
<td>June 05</td>
<td>H. MOHAMMED, K. WHITE</td>
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<td></td>
<td></td>
<td>Community/public places</td>
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<tr>
<td>Monday</td>
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<td>S. DEONARINE, C. HONG PING</td>
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<td>Examinations</td>
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<td>Friday</td>
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<td></td>
<td>Fathers Day Programme</td>
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Monday, April 27, 2009

ASSEMBLY

TOPIC: Comportment and Mannerisms

Good morning students. The assemblies for this term are based on the findings of surveys which were done during the year, and which identified ‘Disrespect’ as the major problem in this school.

Both students and teachers agreed that the most prevalent problem was Disrespect. Today’s assembly is supposed to focus on Comportment but I will instead deal with Deportment which is more relevant.

Do you know what the word Deportment means? When many of the teachers here were little, Deportment was taught as a subject in Primary school. It relates to politeness, manners, one’s personal appearance and pleasant demeanour, all of which leads to success.

We can identify two forms of this kind of training:

(1) home training
(2) school training

However, there are many other aspects of deportment.

Home training is an aspect of culture; we refer to it locally as ‘broughtupcy’, and should be learnt by every child before they begin school life. It includes how to dress, how to speak, how to behave in various situations. For example, we will agree that how someone dresses or behaves at a party will be very different from how he / she dresses or behaves at a church, mosque or mandir.

Deportment also focuses on the use of certain key words such as words of greeting, Good morning etc, please, thank you, pardon, excuse me, May I, I’m sorry.

Do you know how to use these words? More importantly, do you use them in your everyday interactions?

How about body functions such as coughing, sneezing, belching and passing gas? Do you know what you should do?

All of the above behaviours are usually instilled in people before they reach school age. However, in the school there are other aspects of deportment which are accepted as the norms in each school in Trinidad and Tobago. These rules and guidelines which are set down by the school for the proper guidance of all. This is, as students interact with each other, or with their
teachers, or other members of staff on the compound, these norms or conventions of behaviour must be followed.

Some of you may have heard adults say “I am not your friend” what they mean by that expression is that they expect to be treated differently from how students treat their peers.

One of the areas I would like to focus on is cell or telephone etiquette. The Ministry of Education allows students to have a cell phone in the school because it recognizes that security and safety can be enhanced by its use. However, with every privilege comes a responsibility. Do you act responsibly when in possession of a phone on the compound? Do you respect the rules of the school regarding its use? When a phone rings in the classroom, who is affected? Certainly the user of the phone is distracted, but so too are the other students in the class and the teacher.

Deportment and Respect are important if any society is to survive. If these values do not exist, society will degenerate into chaos and confusion. For a school to function well, all persons on the compound must behave in such a manner that they respect themselves, their school, and their society and by extension, their spirituality. We are all children of God and we need to recognize in each other, God’s Divinity.

Ninety (90) % of the students of this school are respectful and well-behaved, but they remain passive quite often, and allow the small group of miscreants to influence their behaviour. If you have identified Disrespect as the major problem in this school, and you know that ‘Old Tech’ has a negative reputation in the society, are you willing to change? You make up the majority of the school population, if there is to be culture change, are you willing to change?

It is often said that good manners and good character open doors that the greatest wealth and the highest education cannot.

Think about that. Thank you, have a nice day.

YASMIN RAMPERSAD
CONFLICT AND FRIENDSHIP

ASSEMBLY - MAY 09

Good Morning Everyone:

This morning, I would like to speak to you briefly on Conflict and Friendship. Very often we form relationships with other persons considering them to be friends, that is, persons whom you like interacting and talking too, or whose company you appreciate.

Friends usually share common interests and therefore they usually have a lot to talk about and so in communicating, they often share a lot of information about themselves to others they trust and consider friends.

What happens when conflict arise among friends? that is, for whatever reason, you and the other person no longer share common interest, are no longer on speaking terms, you no longer display care and appreciation for the other person.

If you should find yourself in this situation at any point in time, how should you react?

The normal reaction of people in conflict situations like above is to start bad talking their former friends, calling them names, spreading lies and disclosing things about their former friends that were confided to them in a spirit of trust. This students, is not the correct response or way to handle conflict among friends.

President Obama demonstrated how one must react with others, especially where there is conflict, when he said.

“There is simply engagement based upon mutual respect, common interest and shared values”.

The correct approach students, is to be respectful in how you handle conflict. Respect the trust, the friendship, the individual who you once considered your friend, and do what you can to make peace with that person and with yourself. Life is too short for bad mind, hate, anger, revenge, as President Obama said, search for common interest and shared values where you can communicate based on mutual respect.

Thank you.

R. Kawal

ASSEMBLY 11/09/09
RESPECT FOR TIME

Good Morning Everyone,

Last term we started a project on respectful behavior and since then we have had assemblies on the theme of being respectful in our interactions towards others, towards our school, environment, our anthem and our country. In addition to this Mrs. Martin started a program during the vacation period on social skills – behaviours that are acceptable and those that are not, the overall objective being to develop a more peaceful school where there is mutual respect among all persons on the compound. Teachers also attended a seminar on improving communications with students, all in an effort to assist in developing greater co-operation and respect in their interaction with students.

Today, I want to mention one aspect that we may have overlooked in our program and that is respect for time.

Time is a unit of measurement, time is what basically puts order in our lives, but more importantly by operating on a timely manner you display respect for those whom you are interacting with.

We all know what is called Trinidad time, you have an appointment or arrange to meet someone and you arrive two hours late and expect the person to be waiting for you. This attitude students is another one of the reasons for your country’s moral and spiritual decline, with this type of attitude, you are not only disrespecting the people you are interacting with, but you are also sending the message of selfishness, indicating that you alone are important and that everyone else must wait on you. When you develop this type of attitude, you have no regards for others or even life, which leads to senseless violence and crime. A simple thing as being on time when you are interacting with others sends a message of respect, one of care and concern for the time that you are sharing with them. Being on time is an acknowledgement that you appreciate and value the other person with whom you are interacting.

No one likes being told that they are wasting their time or that they are a waste of time. So let us all try our best to respect each other and the time we spend interacting on a daily basis.

Thank you.

R. Kawal
# RESPONSES | RESOURCES NEEDED | COST
--- | --- | ---
#1 | Full complement of security officers, present for the entire day and not reporting to the school and then being taken away an hour later. Preferably the same officers being assigned to the school, so that they can develop a professional relationship with students. Officers assigned to schools should have a minimum education level of five subjects. Officers should report for duty to the Principal and be under his direct control. | Already being paid for by ministry. M.T.S. not honouring their contract..
#2 | Secured notice board strategically placed, so information can be displayed for students. Fixed public address system for effective communication at assembly. | $9000.
#3 | Doors in all classrooms, air condition to be fixed and maintained in block D | $3000.
#4 | Copies of relevant laws and Ministry of Education circulars for Deans room to educate students through role playing what the legal implications/sanctions are of their actions. | $1200.
#5 | A general assistant with clerical /data entry skills. To assist as directed by principal with inputting data for school incident database and also with receiving and distribution of breakfast and lunches. | O.J.T. $2000 MONTHLY
#6 | Source a lecturer from Faculty of Education U.W.I., or from U.T.T. or from the Ministry of Education | Fee for lecturer
#7 | Ministry of Education to take initiative in developing this response for implementation. May require sourcing private sector. | 
#8 | Computer access for teachers and students with internet access. Bristol board, markers, tape | BEING SOURCED
#9 | Response abandoned at this point in time | .
#10 | Office typist to type completed document. | NIL.
## RESOURCES/COST

<table>
<thead>
<tr>
<th>ADDITIONAL NEEDS</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer, printer, scanner and photo copier for Deans room to centralize data</td>
<td>$25000.</td>
</tr>
<tr>
<td>collection and provide resources for form teachers to utilize in assisting</td>
<td></td>
</tr>
<tr>
<td>implementation of responses that require their input.</td>
<td></td>
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<tr>
<td>A dean’s room with storage facilities to assist form teachers with place to</td>
<td></td>
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<tr>
<td>store roll books, student report books, prefect roll.</td>
<td></td>
</tr>
<tr>
<td>A public address system that connects the Principal/ general office to all</td>
<td></td>
</tr>
<tr>
<td>classrooms and staffroom</td>
<td></td>
</tr>
<tr>
<td>A physical education room and teachers who are qualified to teach student to</td>
<td></td>
</tr>
<tr>
<td>examination level. Also a music teacher who is qualified to teach students to</td>
<td></td>
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<tr>
<td>examination level. Equipment for P.E. and Music.</td>
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<tr>
<td>A room to assist with discipline matters,(late coming, detention,)</td>
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<tr>
<td>An alternative to a physical education room would be construction of a</td>
<td></td>
</tr>
<tr>
<td>MULTI–PURPOSE FACILITY for assemblies ,exams, school functions and physical</td>
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<td>education</td>
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VIOLENCE PREVENTION ACADEMY

EVALUATION OF RESPONSE PLAN

SAN FERNANDO SECONDARY COMPREHENSIVE SCHOOL
EVALUATION

1. A survey instrument will be used to collect statistics from the form four students who were previously surveyed.

2. Analysis of student incident database to determine changes if any to the number of incidents of disrespect occurring.

3. Analysis of dean’s incident records to determine number of repeat offenders for disrespectful behaviour

4. Monitoring student’s response to assembly.

5. Checking the number of classes actively participating in culture of respect project.
OBSERVED CHANGES and COMMENTS

With regards to response #1, Interactions, the following were noted:
   a) Students were responding more positively and with less confrontation when spoken to by some security officers.
   b) Students complained that teachers need to smile more often
   c) Students complained that teachers were coming to class with issues and taking out their frustration on them.

With regards to response #2, Assemblies on Respectful Behaviour, the following were noted:
   a) An overall improvement in student attention and deportment at assemblies
   b) Students applauded at the completion of the assembly on their own on three occasions.
   c) Students were very attentive on two occasions
   d) Students misbehaved on one occasion. The message delivered was mainly negative.

With regards to response #3, respect in classroom setting, the following was noted.
   a) This response was not effective, as too many teachers have given up their authority in the classroom to students and some prefer students to walk out and leave the class. It is difficult to regain lost authority
With regards to response #4, role playing, the following was noted:
   a) There has been a decrease in the number of incidents of disrespectful behaviour in the school incident database for the April---July 09 term so far

With regards to response #5, distribution of food, the following was noted:
   a) There has been a marked improvement in the distribution of lunches, as students are forming a single line and awaiting their turn, unlike the pushing and shoving that occurred previously.
   b) There has been a spin off effect in that the compound is not being littered as badly as before during the lunch hour. Students are using the bins more.

UPDATE OF ACTION PLAN SEPT ‘09 – DEC ’09
Response #6 Professional Training Seminar – Aug 28th 8:30 a.m. – 12:00 p.m.

Facilitators: Ms. John, Mr. Spence

A non-governmental organization Families in Action was contacted by the Principal to conduct a Seminar to staff on verbal and non-verbal communications in the classroom and barriers that can prevent positive interactions.

The overall objective of the Seminar was to heighten teachers’ awareness of how their non-verbal and verbal communication can contribute to students responding in a disrespectful manner and suggestions were given on how teachers can improve their interaction with students.

Through the use of group activities and role playing which teachers actively participated and resulted in lively discussion, it was suggested that teachers should have training in Psychology and Sociology of human behavior, as this would go a long way in effective communication.

Response #7 – Instructional Program Social Skills

A voluntary program on social skills training was conducted during the July vacation period for incoming form one students. The program was conducted by Safety Officer, Ms.
Martin and included teachers and retired teachers as facilitators. Approximately 15 students attended the program. Follow up monitoring of students will determine success / failure of program (see program outline in Appendix).

Response # 8 – Formal Structured Program

Families in Action, a non-governmental organization was contracted to implement a formal program entitled “Building and Earning Respect” to four selected classes over a seven week period (see report details and analysis in Appendix). The conclusion reached by the facilitators of this program, was that until the serious psychological and social problems faced by these students on a daily basis are addressed, a program of this nature would yield little success.

Response # 9 – Misdemeanor Report by Subject / Class Basis

Status remains not implemented for reasons previously identified.

Response # 10 – Discipline Matrix

Preliminary work was done, however the Ministry of Education introduced a National Code of Conduct outlining sanctions for various acts of indiscipline and this was therefore adopted as part of National Standards throughout the country.

EVALUATION OF RESPONSE IMPLEMENTED

A survey of Teachers and Form V students was conducted in November 2009 in order to gauge teachers and students perception of the impact of some of the responses implemented and the overall project.
ANALYSIS OF INTERNAL STUDENTS SURVEY ON RESPONSES IMPLEMENTED (Nov ‘09)

From the survey, a minority of students (30%) indicated improvement in their interaction with the security guards; also a minority of students (40%) noticed an improvement in teachers’ attitude towards students. The students surveyed also indicated that a majority of teachers did not support response #3. In the final analysis 72% of students indicated that this project was not successful in reducing incidents of disrespectful behavior. (See following graphs labeled Students Survey Nov ‘09).

ANALYSIS OF INTERNAL TEACHERS’ SURVEY ON RESPONSES IMPLEMENTED (Nov ’09)

From the survey, the majority of teachers (58%) indicated that the Professional Development Seminar was not helpful, and also 65% of teachers indicated that students attitude towards teachers had gotten worse this term (Sept ‘09 – Dec ’09). In the final analysis, 92% of teachers indicated that this project was not successful in reducing incidents of disrespectful behavior (see following graph labeled Teacher’s Survey Nov ’09).

INTERNAL SCHOOL Student Survey - November 2009

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Student interaction with security</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>response 1: improved from last term 29.80%</td>
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<tr>
<td></td>
<td>response 2: gotten worse 8.50%</td>
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**Question 2**
*Teachers attitude towards student*

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>response 1</td>
<td>Improved this term</td>
<td>40.40%</td>
</tr>
<tr>
<td>response 2</td>
<td>Gotten worse</td>
<td>19.20%</td>
</tr>
<tr>
<td>response 3</td>
<td>Not changed</td>
<td>40.40%</td>
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**Question 3**
*Teachers set rules for entering or leaving class*

<table>
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<tr>
<th>Response</th>
<th>Rule</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>response 1</td>
<td>All teachers</td>
<td>11.70%</td>
</tr>
<tr>
<td>response 2</td>
<td>Most teachers</td>
<td>23.40%</td>
</tr>
<tr>
<td>response 3</td>
<td>A few teachers</td>
<td>59.60%</td>
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</table>
Question 4
Has the project assisted in reducing disrespectful behaviour
response 1 YES 27.70%
response 2 NO 72.30%

Question 1
Professional development seminar
**Question 2**

*Students attitude towards teachers*

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
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<tbody>
<tr>
<td>response 1</td>
<td>Improved this term</td>
<td>3.90%</td>
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<tr>
<td>response 2</td>
<td>Gotten worse this term</td>
<td>65.40%</td>
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<tr>
<td>response 3</td>
<td>Not changed</td>
<td>30.70%</td>
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**Question 3**

*Has the project assisted in reducing disrespectful behaviour*

INTERNATIONAL SCHOOL  Teachers Survey  NOV.09
response 1  YES  8%
response 2  NO  92%
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<td>4. Any items taken from the building.</td>
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<td>5. Any items taken from the building.</td>
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**SUMMARY**

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<td>09</td>
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V.P.A. STUDENT SURVEY

Topic: Disrespectful Behaviour

In comparison with the three V.P.A. Students’ Survey, (Nov 2008, Feb 2009, Feb 2010) over the duration of the Violence Prevention Academy programme, there has been a steady decline in the problem (disrespect) that our school focused on and implemental responses. (See graph following).

![Disrespectful Behaviour](image1)

Also according to students the other major factors that were considered problems at our school (littering, obscene language, loitering and disruptive behaviour) also declined. (See graphs following).

![Littering](image2)
Possible **Response Justification** for the overall decline noted with regards to disrespectful behaviour:

(1) Sustained focus on respectful conduct and behaviour in assemblies for entire term by different teachers had a positive impact.

(2) The Professional Training Seminar did have a positive impact in changing some teachers’ attitude and approach to students and classes despite teachers’ view that the Seminar was not helpful.

(3) The Social Skills programme and the Formal Structured programme both assisted in reducing incidents of disrespectful behaviour as students viewed the programs as the school caring for them and were providing an opportunity for them to interact and express their feelings without anyone being judgemental.

(4) The decline in the other major problems, justifies our assertion on why it was important to address the problem of disrespectful behaviour.

“It is important to address this problem because disrespectful comments and attitudes leads to disruptive behaviour and as students become agitated, obscene language may begin, which then causes further confrontation, which can lead to assault and finally result in fighting. We believe disrespect to be the spark that leads to what many consider to be dangerous consequences.”

Possible **Alternative** for Decline in Incidents of Disrespectful Behaviour and other major problems identified in our School

(1) On November 4\(^{th}\) 2009, there was a major incident involving five (5) students who after consuming alcohol and smoking marijuana assaulted the Safety Officer and male and female Security Guards. These students were placed on Extended Suspension for three (3) months and two (2) of these students were not allowed to return to school, but were placed in a special program at Servol for troubled students. The length of suspension and the fact that two students were denied the opportunity to return to school sent a message to the rest of the students that the school can take strong action on students’ behaviour and conduct generally improved. (Shock Reaction). It should be noted that the above incident had no impact on the behaviour of the form ones who are new to the school and came in with many negative behaviours from the primary school.

(2) Enforcement of the law with regards to possession of marijuana. We now have two students before the Courts on charges. Students are now aware that the school is willing to enforce the laws of the country and it is having an impact on their behaviour.
(3) The Vice Principal walks the corridor almost every period and will call parents of students on corridor to come for them if they do not go to their classes. Four (4) students were suspended for three days for refusal to obey instructions to go to their class. This sent the message that the school was willing to take strong action. This was different to what students normally expected and had an impact on the behaviour of some students.

(4) The internal school surveys over the two years were conducted with the same group of students, whereas the external V.P.A. surveys were conducted with two different groups of students (the Form Fives 2008-09 who have left the school and the Form Fours who are now presently in Form 5 2009-10). The fact that the third V.P.A. survey was done by a different group of students than the first two surveys could impact on comparative analysis.
V.P.A. TEACHER SURVEY CHANGES OVER PERIOD

With regards to our V.P.A. Teacher Survey (Nov 08, Feb 09, Feb 10) there was a 19% decrease in obscene language and 10% decrease in threatening remarks directed towards teachers between the first and the second survey, however between the second and third survey there was a 28% increase in obscene language directed towards teachers and a 24% increase in threatening remarks directed towards teachers (see graph following).
Possible **Explanations** for the decrease and ensuing increase.

(1) Decrease could have been as a result of implementation of some aspects of our responses in our project from May 09 and also due to the incident of November 4\textsuperscript{th} 2009 previously identified in this report. (Possible Alternatives……).

(2) The increase in obscene language and threatening remarks between the second and third survey is quite possible due to the timing of the survey in the weeks before the Carnival celebrations when there is usually a spike in this type of behaviour by students. Another contributing factor for the increase would also be the negative behaviour of the form ones who are new to the school.
CONCLUSION BASED ON INTERNAL SCHOOL SURVEYS

Although both teachers (92%) and students (72%) indicated that this project was not successful in reducing the incidents of disrespectful behavior among students in school, I do believe that the school gained invaluable insight into the many variables that are involved in attempting to address one aspect of behavior that has a domino effect on indiscipline in the school environment.

The success of this project is actually its failure to achieve its stated objective, as what was revealed by those who wish to see or analyze the truth, will give invaluable insight as to the serious issues that must be addressed before one can even start to work on solving the problem of indiscipline in the school.

In the final analysis, the solution being proposed as the cure may actually be the main cause. The question then is, where does this leave us? Are we simply going around in circles unable to find the beginning or the end? The answer to this question is not within the grasp of those who only see what they want to see, but, rather with those who can think “outside of the box” or as Albert Einstein indicated

“You can never solve a problem with the same type of thinking that created the problem in the first place”.

CONCLUSION BASED ON VIOLENCE PREVENTION ACADEMY SURVEYS
Although an internal school survey of both teachers and staff indicated that our project a Disrespectful Behaviour was not successful, our three Violence Prevention Academy survey over the duration of the project indicate that there was also a steady decline in the number of incidents of disrespect over the period of time. In addition the V.P.A. surveys also indicate that there was also a steady decline in the four other factors that were identified as major problems at our school during the conduct of our project.

The question that arises is how we reconcile the findings of the two different surveys. One indicating the project a success and the other the project as a failure.

The V.P.A. team is of the opinion that our internal survey which indicated the project as a failure reflects more an opinion at the point in time and may have been impacted by specific incidents occurring in the school.

The V.P.A. survey which is a standardized survey that collected data based on the same questions over three different time periods would reflect a more objective view of what is occurring and as such gives a more accurate reflection of what is occurring in the school. This is illustrated by the following graph with regards to our Pre intervention and Post intervention period.

![Change in Incidents of Disrespectful Behaviour](image)

In the final analysis statistics are not absolute but rather fluid with time and that there are too many variables that impact on the veracity of the situation being probed and analyzed.
FINAL COMMENTS – RELATING TO STUDY

This project was doomed to fail from the start at our school for the following reasons:

(1) There was a blatant attempt at sabotage at the start of the project when discipline information submitted was altered.

(2) Incorrect statistics for our school were submitted to the Professor, such that the analysis we received was useless and we had to sit through two days unable to do any work, until the correct information was relayed.

(3) A mischievous call was made to SEMP officials to inform them that the Principal had loaned the group a laptop to use for the project. SEMP sent two of their most bad ‘pothounds’ to harass, such that their laptop was returned and a teacher’s personal laptop was used to complete this project.

(4) Project handed in at the first stage was sanitized, as Professor comments for improvement, were already in the project handed in, but was not in copy forwarded to Professor. Copy of original project was then handed directly to Professor.

(5) Many staff viewed the project with suspicion and saw it as being for personal benefit of the group involved and of no use to them. Lack of support.

(6) Failure of Deans to submit discipline records.
(7) Disrespectful action by Ministry of Education, having team prepare presentation for Minister, postpone it and then cancelling it the evening before presentation. No presentation made at all. Disrespect towards teachers.

(8) Ministry decision to allow all students to sign up for exams free with no need to qualify-teacher input removed. Why should students have respect or listen to teachers when they will be signed up for subjects regardless of effort?
APPENDIX

I. School Incident Data Base ----- September 07 – July 08
II. School Incident Data Base ----- September 08 – April 09
III. Sample of Student Survey Instrument
IV. Sample of Teacher’s Survey Instrument
V. Sample of Student Survey on Disrespect
VI. Sample of Teacher’s Survey on Disrespect
VII. Copy of Instrument to Source Input from Stakeholders
VIII. Copy of School Rules
IX. Copy of Crisis Management and Evacuation Plan
X. Copy of Visitors Policy
XI. Copy of School Development Plan
XII. Related Documents, Newspaper Articles
XIII. Site Visit Report—Dr. Todd Armstrong
XIV. Social Skills Program
XV. Student Survey Nov.09
XVI. Teacher’s Survey Nov.09
XVII. Families In Action Report
XVIII. School Incident Data Base – Sept. — Dec. 09
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Course</th>
<th>Department</th>
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<tbody>
<tr>
<td>Safety Officer</td>
<td>6: Martin</td>
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<td>Dean - E. Kawal</td>
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<tr>
<td>Suspension Files</td>
<td>95-97</td>
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<td>Dean - R. Kawal</td>
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<tr>
<td>Dean's Records</td>
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<td></td>
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<tr>
<td>Course</td>
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**INCIDENT DATABASE ACADEMIC YEAR SEPTEMBER 2017-2018**

SAN FERNANDO SECONDARY COMPREHENSIVE SCHOOL
<table>
<thead>
<tr>
<th>Source</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<td>San Fernando Comprehensive School</td>
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</table>

**Term:** January-March 2000

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Period</th>
<th>Date</th>
<th>Teacher</th>
<th>Location</th>
<th>Classes</th>
<th>Note</th>
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<td></td>
</tr>
</tbody>
</table>

**Results:**

- By Mark
- Percentage
- Average
- Class
- Semester
- Year

**Comments:**

- General comments
- Improvement areas

**Dates:**

- Date of issue
- Date of return

---

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Period</th>
<th>Date</th>
<th>Teacher</th>
<th>Location</th>
<th>Classes</th>
<th>Note</th>
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</thead>
<tbody>
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</tbody>
</table>

**Results:**

- By Mark
- Percentage
- Average
- Class
- Semester
- Year

**Comments:**

- General comments
- Improvement areas

**Dates:**

- Date of issue
- Date of return
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Incidents</th>
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</thead>
<tbody>
<tr>
<td>2022-04-01</td>
<td>08:00</td>
<td>Classroom 1</td>
<td>1</td>
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<tr>
<td></td>
<td>09:00</td>
<td>Library</td>
<td>2</td>
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<tr>
<td></td>
<td>10:00</td>
<td>Gym</td>
<td>3</td>
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</table>

*Note: All incidents were reported and investigated.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/08</td>
<td>Orientation</td>
</tr>
<tr>
<td>9/6/08</td>
<td>Classroom</td>
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<tr>
<td>9/10/08</td>
<td>Classroom</td>
</tr>
<tr>
<td>9/11/08</td>
<td>Classroom</td>
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</table>

**Term 2 - January to March 2008**

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1/10/08</td>
<td>Orientation</td>
</tr>
<tr>
<td>1/11/08</td>
<td>Classroom</td>
</tr>
<tr>
<td>1/15/08</td>
<td>Classroom</td>
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<tr>
<td>1/16/08</td>
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<td>1/20/08</td>
<td>Classroom</td>
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**School Year:**

San Fernando Secondary Comprehensive School
<table>
<thead>
<tr>
<th>1.C.C.</th>
<th>SAFE OFFICER FILES</th>
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<tr>
<td>DEAN - A. RAMIREZ</td>
<td>2.B. REC.</td>
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<tr>
<td>DEAN - B. RAMIREZ</td>
<td>2.B. REC.</td>
</tr>
<tr>
<td>DEAN - K. RAMIREZ</td>
<td>2.B. REC.</td>
</tr>
<tr>
<td>DEAN - R. RAMIREZ</td>
<td>2.B. REC.</td>
</tr>
<tr>
<td>SAFE OFFICER FILES</td>
<td>2.B. REC.</td>
</tr>
<tr>
<td>DEAN - R. KAWAL</td>
<td>2.B. REC.</td>
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<td>DEAN - R. KAWAL</td>
<td>2.B. REC.</td>
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<tr>
<td>SAFE OFFICER</td>
<td>2.B. REC.</td>
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INCIDENT DATABASE ACADEMIC YEAR SEP 08- JUN 09
SAN FERNANDO SECONDARY COMPREHENSIVE SCHOOL

COMPILED BY
SOURCE

VALUES
<table>
<thead>
<tr>
<th>Date</th>
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<th>Location</th>
<th>Type</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>12/09/2023</td>
<td>2000</td>
<td>Block</td>
<td>Teach</td>
<td>Science</td>
</tr>
<tr>
<td>12/09/2023</td>
<td>2000</td>
<td>Block</td>
<td>Teach</td>
<td>History</td>
</tr>
<tr>
<td>12/09/2023</td>
<td>2000</td>
<td>Block</td>
<td>Teach</td>
<td>Math</td>
</tr>
</tbody>
</table>

**Remarks:**
- Teachers should try to improve lesson plans.
- Parents should attend meetings to discuss student progress.
- Students should study regularly to improve grades.
# VPA Student Survey

**Marking Instructions**
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

| Correct: | Incorrect: ✓ ☓ ☐ |

## 1. What school do you currently attend?
- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Cunupia High School
- El Dorado Secondary Comp
- Five Rivers Secondary
- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantville Secondary Comp
- Princes Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeline Secondary
- Success Laventille Composite
- Tranquility Govt Composite
- Valencia High School
- Williamaville Secondary
- Other

## 2. What form are you in?
- Form 4
- Form 5
- Other

## 3. Are you?
- Male
- Female

## 4. Please choose the ONE answer that BEST describes what you consider yourself to be?
- African
- East Indian
- Afro Indian
- Other

## 5. How old are you?
- 11 or younger
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older

---

Please turn survey over and complete the questions on the back!
**VPA Teacher Survey**

**Job Satisfaction**

6. How do you like your job?
   - [ ] I hate it
   - [ ] I don't like it
   - [ ] I like it
   - [ ] I love it

7. How much of the time do you feel satisfied with your job?
   - [ ] All the time
   - [ ] Most of the time
   - [ ] Some of the time
   - [ ] Almost never

8. How much do you think you like your job compared with other people?
   - [ ] No one likes his or her job better than I like mine.
   - [ ] I like my job better than most people like theirs.
   - [ ] I like my job about as much as most people like theirs.
   - [ ] I dislike my job much more than most people dislike theirs.

**Classroom Orderliness**

9. How much of your time in the classroom is directed to coping with disruptive student behavior?
   - [ ] None of my time
   - [ ] About half of my time
   - [ ] Some time each day
   - [ ] Most of my time

10. How much does the behavior of some students in your classroom (talking, fighting, etc.) keep you from teaching?
    - [ ] A great deal
    - [ ] A fair amount
    - [ ] Not very much at all
    - [ ] Not at all

**Resources**

11. The school supplies me with the material and equipment I need for teaching
    - [ ] Strongly disagree
    - [ ] Disagree
    - [ ] Neither agree nor disagree
    - [ ] Agree
    - [ ] Strongly agree

12. This school building has the space and physical arrangements needed to conduct the kinds of programs we need
    - [ ] Strongly disagree
    - [ ] Disagree
    - [ ] Neither agree nor disagree
    - [ ] Agree
    - [ ] Strongly agree

13. The school’s learning program extends to settings beyond the school building for most students
    - [ ] Strongly disagree
    - [ ] Disagree
    - [ ] Neither agree nor disagree
    - [ ] Agree
    - [ ] Strongly agree

14. Teachers and students are able to get the instructional materials they need at the time they are needed
    - [ ] Strongly disagree
    - [ ] Disagree
    - [ ] Neither agree nor disagree
    - [ ] Agree
    - [ ] Strongly agree
6. Since the beginning of the term, how much of a problem has the following issue been for your school?

<table>
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<th>Not a problem at all</th>
<th>Minor problem</th>
<th>Major problem</th>
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<tr>
<td>Arson</td>
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<tr>
<td>Assault (victim does not fight back)</td>
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<tr>
<td>Bomb threats</td>
<td></td>
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<tr>
<td>Bullying</td>
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<tr>
<td>Cheating on class assignments</td>
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<tr>
<td>Cocaine use</td>
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<tr>
<td>Arriving to school late</td>
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<tr>
<td>Disruptive behavior</td>
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<td>Drug sales</td>
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<td>Extortion/taxing</td>
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<tr>
<td>Fighting</td>
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<td>Forgery</td>
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<td>Unauthorized absence from school or class</td>
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<td>Improper uniform</td>
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<td>Inappropriate sexual contact between students</td>
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<tr>
<td>Nonstudents wearing school uniforms to attend school functions/activities</td>
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Thank you for participating in this study!
### Personal Security

In the past month have any of the following happened to you personally in this school? **YES NO**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>15.</td>
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<tr>
<td>16.</td>
<td>Damage to personal property worth more than $20.00</td>
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<tr>
<td>17.</td>
<td>Theft of personal property worth less than $60.00</td>
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<td></td>
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<tr>
<td>18.</td>
<td>Theft of personal property worth more than $60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Was physically attacked but did not have to see a doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Was physically assaulted and had to see a doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Received cosmetic or gestures from a student</td>
<td></td>
<td></td>
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<tr>
<td>22.</td>
<td>Was threatened in remarks by a student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Had a weapon pulled on me</td>
<td></td>
<td></td>
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</tbody>
</table>

### Safety

24. In your opinion, how much of a problem are vandalism, personal attacks, and theft in your school?

- None or almost none
- A little
- Some
- Fairly much
- Very much

25. Since school started this year, how many times did you hesitate to confront misbehaving students for fear of your own safety?

- Never
- Once or twice
- Many times
- Nearly all the time

### Planning and Action

#### 42. How often do you work on a planning committee with other teachers or administrators from your school?

- Several times a month
- About once a month
- Less than once a month

#### 43. The principal encourages experimentation

#### 44. Teacher evaluation is used in improving teacher performance

#### Are the following statements mostly true or mostly false about the principal of your school?

#### 45. Engages in planning

#### 46. Progressive

#### Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false about the faculty.

- Conservative
- Innovative
- Open to change
- Traditional

### Thank you for your participation!

Please contact The Student Leadership Unit at 622.0836 if you have any questions about this survey.

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### SURVEY FOR STUDENTS ON DISRESPECTFUL BEHAVIOUR

1. Which were you when the incident of disrespectful behavior occurred?

- [ ] Victim
- [ ] Witness
- [ ] Person Causing Incident

2. When did the incident involving disrespectful behavior occur?

- [ ] Before the start of school
- [ ] During Break
SURVEY FOR TEACHERS ON DISRESPECTFUL BEHAVIOUR

1. Since Sept. 07 On how many occasions have you been a victim of disrespect?
   □ Never  □ 1---5 times  □ More than five times

2. Do you think that your actions in anyway may have contributed to a response of disrespectful behavior by students?
   □ YES  □ NO

3. In which of the following locations did the incident of disrespectful behaviour occur?
   □ Classroom  □ Corridors  □ Toilet Area  □ Cafeteria
   □ Elsewhere in School (Specify) ____________________________

4. When did the incident of disrespectful behavior occur?
   □ Before Class Time  □ During Class Time  □ During Break Time
   □ During Lunch Time  □ After School

5. The incident involving disrespectful behavior occurred because
   □ You were reprimanding the student
   □ The student was provoked by other students
   □ The student refused to carry out instructions
   □ Other (Specify) ____________________________
SURVEY INSTRUMENT FOR STAKEHOLDER’S INPUT

WHAT CAN THE ___________________ DO TO HELP REDUCE THE NUMBER
OF INCIDENTS OF DISRESPECTFUL BEHAVIOUR BY STUDENTS ON THE
SCHOOL COMPOUND?
SAN FERNANDO SECONDARY COMPREHENSIVE SCHOOL

Motto : Seek Knowledge, Abide in Truth

Watchwords: Discipline, Perseverance, Excellence

A STUDENT'S HANDBOOK
VISION

We envision a preferred premium institute of learning.

MISSION

A community working together in a safe environment to empower, instil discipline, and inculcate values in our students thereby creating citizens who will excel and lead quality lifestyles in this progressive and technological world.
**SCHOOL BELLS**

**FIRST BELL**  
-  
Assembly (Monday & Friday)  -  8:05 a.m.  
8:10 a.m. to 8:20 a.m.  
Roll Call (Morning)  -  8:10 a.m. to 8:20 a.m.  
Period 1  -  8:20 a.m. to 8:55 a.m.  
Period 2  -  8:55 a.m. to 9:30 a.m.  
Period 3  -  9:35 a.m. to 10:10 a.m.  

**BREAK**  
-  
10:10 a.m. to 10:30 a.m.  
Period 4  -  10:30 a.m. to 11:05 a.m.  
Period 5  -  11:05 a.m. to 11:40 a.m.  

**LUNCH**  
-  
11:40 a.m. to 12:40 p.m.  
Roll Call (Afternoon)  -  12:40 p.m. to 12:45 p.m.  
Period 6  -  12:45 p.m. to 1:20 p.m.  
Period 7  -  1:20 p.m. to 1:55 p.m.  
Period 8  -  1:55 p.m. to 2:30 p.m.  

**DISMISSAL BELL**  
-  
2:30 p.m.  
Emergency / Evacuation  -  Siren  
Early dismissal  -  3 Bells
INTRODUCTION

The guidelines set out here are designed to make your stay at the school worthwhile and enjoyable.

They are intended to help you develop into disciplined and industrious persons who will be able to make worthwhile contribution towards improving the quality of life in your community and country. Due regard for these will help to build School Community of which you will be proud.

ATTENDANCE:

a. A student who is absent must on returning to school, present to the form teacher a written explanation signed by the Parent/Guardian.

b. After a prolonged period of absence – more than one week, a student must return accompanied by a Parent/Guardian,

c. A student who is late must offer an explanation to the form teacher or subject teacher.

d. If a student finds it necessary to leave school before 2.30 p.m. a written request signed by a parent/guardian must be presented to the form teacher, and Parent/Guardian must come in to collect student, and sign the book in the office. Parent/Guardian must be properly attired e.g. no strapless, short pants, tank tops etc.

e. School I.D. must be presented to gain entry into the school.

f. Leaving the school during the lunch hour is not allowed, however students who live in close proximity to the school may be granted permission to go home for lunch provided parents come in and make arrangements with administration.

g. Students who have to do errands for parents (e.g. pay utility bills) must do so after 2.30 p.m.

ASSEMBLY

a. Attendance at assembly is compulsory.

b. Latecomers should join the assembly immediately on arrival at school in designated area.

c. Students must stand at attention during the singing/playing of the National Anthem.
13. No nail polish must be worn while in School Uniform.

14. If a child is not in proper uniform, parent must accompany child to school to request approval from the Principal.

**PHYSICAL EDUCATION**

**BOYS UNIFORM**

Navy blue track pants or shorts
White monogrammed T shirt

**GIRLS UNIFORM**

Navy blue pleated skirt (4 inches above the knee)
Navy blue or black cycling shorts
White monogrammed T shirt

1 Hard Cover Note Book 8” by 10”

**TEE SHIRTS AVAILABLE AT**
KEITH KHAN BOOKS ETC,
NAVET ROAD, SAN FERNANDO
REGULATION ON UNIFORM

BOYS

SHIRT
White monogrammed shirts to be worn inside trousers
Monogrammed shirts are available at Ishmael Khan & Sons, High Street, San Fernando, R.K. Services Book Etc., Mohammed's Book Stores and Unique Store.

TROUSERS
Colour - Navy Blue
Long straight cut with loops for belt
Particular shade of material (Light navy blue) is available at leading book stores in South.

BELT
Black - Not to exceed 1 1/2" in width.

SHOE
Black

SOCKS
Black

N.B.
NO JEWELLERY except a simple wrist watch
NO CAPS to be worn

Hair must be short and combed. NO PLAITS OR DESIGNS. NO JEANS OR HARD PANTS.

Only plain white vest may be worn under shirt.
d. Smoke cigarette, consumes alcohol, be in possession of use weapons and illicit 
Drugs and extort money. 
Students may be suspended for these offences.

3. **EQUIPMENT:** (Text books, pens, markers etc)
   a. Students are expected to acquire all equipment prescribed on the book list.
   b. All homework must be completed before the time it is due
   c. Parents must offer a reasonable explanation for failure of student to 
complete assignments.

4. **REPORTS**
   a. Reports must be signed by the Parent / Guardian and returned to school 
During the first week of each term.
   b. Failure of student to return the Report Book signed by parent by the given 
deadline will result in parents having to visit the school.

5. **SANITATION**
   Students are responsible for ensuring that the classrooms, corridors, 
washrooms and grounds are maintained in a tidy state at all times.
   Deliberate acts that lead to unsanitary conditions in the classroom will be 
disciplined.

6. **CARE OF SCHOOL PROPERTY:**
   a. Students are responsible for the care of any school property or facilities 
that are used by them.
   b. Defacing or willfully damaging school property or stealing such is a 
serious offence, and parent will be liable to cost for repair or replacement.
   c. Walking across the lawns is forbidden.
13. **CLASS PREFECTS:**
Class prefects are elected by the class under the supervision of the Form Teacher.

14. **SCHOOL PREFECT SYSTEM:**
School prefects are recommended from among Form IV and V students by members of staff.

15. **STUDENT COUNCIL:**
Members of the Student Council are elected by the student body.
Representatives from each Form Level are selected to Form the Council.

16. **CO-CURRICULAR ACTIVITIES:**
All co-curricular activities must be approved by the Administration and Supervised by adults at all times.

17. **FIELD TRIPS OUT OF SCHOOL VISITS:**
No student is allowed to attend any school related activity outside of the school compound unless parental approval has been granted on the prescribed form.
INCENTIVE AWARDS

In an effort to recognize and encourage the holistic development of the child, various certificates and awards are presented to those students who have performed with distinction at curricular, co-curricular and extra-curricular activities. Some of these awards are presented at the Annual Children’s Day Program in October each year.

CATEGORIES OF AWARDS

1. **Certificate of Excellence** – presented each term.
   
   Awarded to students who have attained a mark of 75% or more in 7 subject areas in the Form I and II year and 5 subjects in the Form III and IV year.

2. **Certificate of Merit** – presented each term.
   
   Awarded to students who have attained an overall average of 80% and actively participated in any co-curricular or extra-curricular activities.

3. **Golden Awards** – presented once per year in October.
   
   A Challenge Trophy will be awarded to the student with the highest overall average in each Form level. Students of Forms I and II must score over 90% and Form III and IV over 80% to qualify for this award.
CONCLUSION

We sincerely acknowledge that the majority of our students and parents are highly disciplined individuals and that it is only a few students who come out every academic year to disrupt and destroy the school environment. The Ministry of Education has insisted that all parents be duly informed in writing of the rules and sanctions utilized by the school.

To those who are here actively seeking an education please remember.

- Discipline is the key to success.
- To always search for knowledge in a world of constant changes is to be forever prepared for life.
- With God, all things are possible.
CRISIS MANAGEMENT

In the event of major crisis or emergency, the Principal, Vice Principal or Senior Teacher is in charge of the Crisis Management Team (CMT). The Team comprises the Principal, Vice Principal, Senior Teacher, Deans and the Heads of Departments.

An EVACUATION DRILL should be practiced at least once per term to ensure that students are familiar with the evacuation routes to be taken whenever a major crisis or emergency is recognized, under the instruction of the Principal.

PRINCIPAL/VICE PRINCIPAL/OFFICE STAFF - call Police, Fire Services and the Emergency Health Services (EHS) and the local Ministry of Education Office.

MAINTENANCE TRAINING SERVICES (MITS):

1. Secure entrance and exit through front gates.
2. Assist external security services.

SUBJECT TEACHERS:

Assist students to evacuate their classes using the pre-planned evacuation routes. Students will re-assemble on the far end of the playing field/muster point in car park.

DEANS & HEADS OF DEPARTMENTS:

Assist subject teachers/form teachers under their charge in evacuating students.

FORM TEACHERS:

1. Link up with class on the field
2. Take a head count of students to ensure safety of ALL students.
3. Await further instructions from Principal re: re-entry into building or dismissal.

SENIOR TEACHER:

1. Informs parents using students' cell phones
2. Informs parents through the media
3. Informs PTA President
PRINCIPAL:
Secures keys to the buildings and mega phones.

VICE PRINCIPAL:
Secures school office, staff room.

SPECIALIST CLASS TEACHERS:
Secure rooms (Art, Home Economics, Typing, Technical Drawing, Building Tech, etc).

LABORATORY ASSISTANTS:
Secure laboratories.

LIBRARY ASSISTANTS:
Secure library.

MTS:
Secure water supply/electricity supply.

CAFETERIA STAFF:
Secure cafeteria.

IN THE EVENT OF:

1) SHOOTING - on or around the compound - teachers are to inform students to lie on the floor and stay calm.

2) EARTHQUAKE - teachers are to remain with the students or classes closest to them.

3) FREAK STORM - where the roof is blown off, teachers are to assist students to seek shelter at a secured venue.

4) STUDENT VOMITING - The teacher should isolate the students, and immediately inform the Principal/Vice Principal. The Office Staff will then call the EHS to get the students to the Hospital for medical attention. (In the absence of the EHS. Teachers with available cars must be sought.) The Principal will then seek to determine the source of the problem, whether it be the water supply, food poisoning etc.
The parents of the affected students must be informed by the Office.
The Schools Supervisor will be informed by the Principal.

Evacuation Drill

To signal the start of an Evacuation Drill, one long bell will be rung. In the event of an electrical failure, a Bullhorn will be used to make the announcement. All must exit to the Field / Car Park Area at risk is to be evacuated first.

Heads of Departments and Deans will take up positions outlined below:

Block B
Students must exit to Car Park

Block C
Students must exit to Car Park

Block D – students in rooms 12 to 16
Students must exit to playing field

Block D – students in rooms 17 to 20
Students must exit to car park

Block G (Lab Areas) –
Students must exit to playing field

Block J
Students must exit to playing field

Block K
Students must exit to playing field

Administration Building – Exit to car park

Library – exit to playing field

MTS (Maintenance) – exit to playing field

Cafeteria – exit to playing field

B. Birbal / S. Deonarine
R. Craw / Y Rampersad
R.S. Beharry / R. Lalita-Maharajh
A.K. Braham / N. Ramcharan
D. Kissoon / R. Ragoozal
K. Burgess
K. Bridgehal
Principal / Vice Principal / Bursar/Registrar
F. Achoy
Officer In Charge
N. Mohammed

Students must remain with respective Form Teachers on the Field / Car Park until further instructions are given.
VISITOR POLICY GUIDELINES

(1) **ALL** visitors must report to the Security Booth to advise of the
purpose/nature of visit.

(2) Security Officer records the following information:
(a) name(s) of visitor(s)
(b) position, office, status
(c) address
(d) evidence of identification
(e) purpose/reason for visit (written correspondence if available)

(3) If dress code is observed and the visitor in the judgement of the Security
Officer does not appear to be a safety risk, a visitor’s pass is issued to the
visitor to report to the Administration Office for directions. In the
alternative, the Security Officer may deny the visit or accompany the
visitor to the Principal’s office for instructions.

(4) The Administration office will direct the visitor to the office/officer
requested.

(5) Upon completion of the purpose of the visit, the visitor reports to the
Security Booth and returns the visitor’s pass.

(6) For deliveries, the Security Officer will record the information requested
in (2) above, and thereafter direct the supplier to the Storekeeper.
SCHOOL DEVELOPMENT PLAN 2008 / 2011

Introduction: The School Profile

On September 8, 1980, the first Principal Mr. Edward Bismuth, eleven (11) teachers and two hundred and eight (208) students occupied the buildings vacated by the former San Fernando Technical Institute. This signalled the genesis of the San Fernando Senior Comprehensive School. At that time, the buildings were already twenty-five (25) years old with signs of wear and tear evident. The campus consisted of fifteen (15) Blocks identified A through R (see Appendix 1), all being single level except Blocks A and C. The upper floor of Block A houses the offices for the Principal, the Vice Principal and the Civil Service staff inclusive of the Bursar/Registrar. Initially the lower floor housed the staff room, then the library and now the Computer Science laboratory. The classrooms were housed in the upper floor of Block C. The subject offerings were Mathematics, English A, English B, Social Studies, History, Geography, Biology, Physics, Chemistry, Typewriting, Economics, Principles of accounts, and Office Procedures.

As the student population increased, the staff increased and the curriculum was expanded. Further subject offerings included Technical Drawing, Agricultural Science, Integrated Science, Human and Social Biology, Visual Arts, Additional Mathematics, Electronic Documentation Preparation Management, Information Technology, Industrial Arts, Physical Education and Theatre Arts.

By 1990, the second Principal, Mr. Allison K. Gosiane had been appointed. The school population had crossed one thousand and the layout of the school changed to reflect the new configuration, as every available room was used to house the students.
SAN FERNANDO WEST SECONDARY

SCHOOL DEVELOPMENT PLAN: SEPTEMBER 2009-2011

Motto : Seek Knowledge, Abide in Truth
In 1997, with the Principal, Mr. Gosine, on leave, the acting Principal Mr. Surujnarine Seegobin partnered with Ste. Madeleine Junior Secondary under the principalship of Mr. Tom Dass and they were successful in having both schools converted to five-year institutions. With this change, the school was re-named the San Fernando Secondary Comprehensive. By this time, the results of the CSEC / GCE showed that just above ten percent (10%) of students were obtaining passes in five subjects or more. By 2004, with the appointment of the third Principal, Mr. Vishnu Dass, over fifty percent (50%) of the students writing the CSEC / GCE examinations obtained passes in five subjects or more. The conversion had made its case.

On April 14, 2008, with Mr. Vishnu Dass on vacation leave and Mr. Seeraj Dhoray acting Principal, a major fire destroyed Block C and with it the school’s library, the audio visual room, twelve classrooms, a dean’s room, the network server room, the staff room and the washroom facilities for the students (male and female) and the female staff, were reduced to ashes.

Present Status

Subsequent to the fire, the Ministry of Education, through the Educational Facilities Company limited has constructed a pre-fab building on the burnt-out site to cater for the minimal and immediate needs to make the school operational. This building houses seven classrooms, a dean’s room and a staff room (inclusive of washrooms). A separate toilet facility for the students was constructed to the west of Block C adjacent to Block J. Other rooms on the compound serve to accommodate all the students and the library. In addition, the completion of the de-shifting of all Junior Secondary Schools in 2008 resulted, yet again, in a name change of our school to the San Fernando West Secondary.
Curriculum

At the Forms 1 and 2 levels, students are exposed to a broad based Curriculum which involves a study of Mathematics, English A, English B, Spanish, Music, Home Economics, Visual Arts, Physical Education, Agricultural Science, Integrated Science, Industrial Arts, Computer Science and Theatre Arts (which was introduced in the academic year 2008 / 2009).

At the Form 3 level, the students are only offered the following subjects at the NCSE level I: Language Arts, Integrated Science, Mathematics, Social Studies and Spanish. Students are also exposed to minimal content in additional subjects that they would pursue for the CSEC examinations.

At the Forms 4 and 5 levels, students pursue courses for CSEC in the five broad categories listed below.

<table>
<thead>
<tr>
<th>Business Studies</th>
<th>Business Maths</th>
<th>Technical Studies</th>
<th>Humanities</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td>Eng. B</td>
<td>P.O.A.</td>
<td>Physics</td>
<td>Eng. B.</td>
<td>Spanish</td>
</tr>
<tr>
<td>P.O.A.</td>
<td>Spanish</td>
<td>O.A.</td>
<td>Geog</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Biology</td>
<td>Tech. Dr.</td>
<td>Spanish</td>
<td>Comp. / IT</td>
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<tr>
<td>EDPM / F &amp; N</td>
<td>Add Maths</td>
<td></td>
<td>H.S.B.</td>
<td>Add Maths</td>
</tr>
</tbody>
</table>

According to Howard Gardner, these subject groupings cater mainly for the socio-linguistic and logical mathematical intelligences of our students. In keeping with the government’s mandate
to achieve developed national status by the year 2020, the Ministry of Education's goal is to provide quality education for all by 2015. According to the Corporate Plan 2008 – 2012, the Ministry of Education recognizes that quality education is assured when "learners and students are provided with the appropriate tools and resources ...............to take them beyond their 'normal' levels of performance into the realms of their ultimate achievement capabilities" (p. 20). We at San Fernando West Secondary are committed to this vision and will work diligently to achieve the same. However, despite the intention of the Ministry of Education to rebuild the school (some time in the future), there are certain immediate needs of the school which have to be met to level the playing field for our students. Therefore, as we aspire to lay the foundation that will create and build the human capital for national growth and development, the following proposals are to be implemented for the period 2008 – 2011.

(i) **Theatre Arts**

The creation of the Theatre Arts post in September 2008 has allowed the introduction of Theatre Arts to the Form 1 level for the academic year 2008 / 2009. We expect to introduce this discipline to other Form levels in the future and ultimately at the CSEC level. In order to achieve this goal, an additional Theatre Arts post has to be created for the academic year 2010 / 2011.

(ii) **Music**

At present, students study music at the Forms 1 and 2 levels. However, the tremendous success attained by our school's steel orchestra and the receipt of Scholarships by some members to study music at the University of the West Indies under the Republic Bank sponsored Pan Minors Music Scholarship Programme identify the need for Music to be
offered at the upper Forms (3, 4 and 5). The school proposes to request the creation of a
graduate music post at our establishment to cater for this need in 2009 / 2010 and initiate
discussions to have Pan in the classroom become a reality.

(iii) **Visual and Performing Arts**

At present Visual Art is offered up to the CSEC level. It is proposed that the necessary
steps be taken to have Drama introduced for the academic year 2009 / 2010.

(iv) **Physical Education**

Physical Education is presently offered to students in Forms 1 and 2. It is not yet offered at
the NCSE Level 1 because of inadequate facilities. It is proposed that a minimum
facility be constructed to address this situation and have students entered for the NCSE
Level examinations for the academic year 2009/2010. The school also proposes to have a
graduate Physical Education post created to expand this course to the CSEC level.

(v) **Information Technology / Computer Studies**

The demands of the twenty first century technological driven society make the need
for a greater amount of students to be given the opportunities to study Information
Technology at the CSEC level than obtains presently. The creation of one Information
Technology / Computer Studies post in October 2008 has begun this expansion process.
It is proposed that the school make representations for the creation for an additional post
for the academic year 2009 / 2010.
(vi) **CAPE**

Over the years, students who attained the requirements for admission to sixth form had to seek admission to other schools / tertiary level institutions, some of whom have even won national scholarships. We intend to take the necessary action for the introduction of sixth form classes beginning the academic year 2009/2010. Initially, the courses would be offered in Modern Studies, Mathematics and Business and Technical Studies departments.

**Staffing / Vacancies**

**Academic**

Our school has a Principal, Vice Principal, five (5) Heads of Department, five (5) Deans of Discipline and forty-eight (48) teachers assigned in the following departments:

**Mathematics / Computer Studies**

Ms. Radica Lalla-Maharaj, HOD (Ag)
Mr. Glen David
Ms. Nandita Maharaj
Ms. Saffiya Baksh
Mr. Haffiz Mohammed
Ms. Allison Commissiong
Ms. Lena Balkaran (Computer Studies)
Ms. Bridget Ramdhun

There are two vacant graduate positions Re Mr. Seeraj Dhoray, Ms. Joy Arjoonsingh both of whom have been promoted.
**Language Arts**

**English**
- Ms. Sandra Deonarine HOD (Ag)
- Ms. Sharda Neeranjjan
- Ms. Camille Hong Ping
- Ms. Reanne Rajnath
- Ms. Lissa Alcide
- Ms. Joanne Ramsingh
- Ms. Arlene Whiteman-Hackett
- Ms. Jacqueline Lutchman

**Music**
- Ms. Peggy-Ann Benjamin

**Theatre Arts**
- Ms. Joanne Husain

**Modern Languages**

**Spanish**
- Ms. Lynne Dowsing
- Ms. Technis Ramdass
- Ms. Grace Belmontes
- Ms. Cintra Bhoila

- Two (2) graduate Spanish Vacancies

**Visual Arts**
- Ms. Wendy James

**Remedial**
- Ms. Savitri Gosine

**Business / Technical Studies**

**Technical Studies**
- Mr. Kenneth Bridgelal, HOD (Ag)
- Mr. Baliram Birbal, Dean (Ag)
- Ms. Ingrid Bramble
- Mr. Karl Ghisyawan

**Food & Nutrition**
- Ms. Farah Ramlakhan

**Science**
- Ms. Nelifer Ramcharitar, HOD
- Mr. Krishna Brahmin, Dean (Ag)
- Ms. Candy Balkissoon
- Mr. Permanand Narsingh
- Ms. Patricia Maharaj
- Mr. Kubair Rampersad
- Ms. Kimberly White

**Business Studies**
- Mr. Ramdath Balkissoon V.P. 11 (Ag)
- Ms. Karol Burgess, Dean
- Ms. Carol Pitt
- Ms. Nalinee Maharaj
- Ms. Roma Beharry, Dean (Ag)
Modern Studies

Ms. Yasmin Rampersad, HOD
Mr. Ronny Kawal, Dean
Ms. Deborah Birjah-Rampersad
Ms. Lavaughn Edoo-Charan
Mr. Prakash Sharma
Ms. Carol Russell
Ms. Loice Donawa

One (1) Geography vacancy

Physical Education

Mr. Emmanuel Andrews
Ms. Indra Ramsingh-Geoffroy

Civil Service

Mr. Steve Deokiesingh, Bursar/Registrar
Ms. Yasmin Khan-Abdool, Clerk 111
Mr. Hamil Khan, Laboratory Technician
Mr. Sheldon Ragoobar, Laboratory Assistant 11
Mr. Dhanraj Kissoon, Laboratory Assistant 11
Mr. Oudit Gajadhar, Stores Keeper 1
Ms. Debra Chandool, Stores Clerk 1
Mr. Deoraj Moonoo, Stores Attendant
Ms. Gloria Bartholomew, Clerk Typist 1
Ms. Allisson Thomas-Cooper, Clerk Typist 1
Ms. Deokie Maharaj-Ali, Clerk Typist 1
Mr. Bansram Neddhan, Workshop Attendant
Mr. Motilal Sookoo, School Farm Attendant
Mr. Mohan Bouchoo, Assistant School Farm Attendant

Library

Mr. Foster Achoy, Librarian 11
Ms. Kelly Williams
Ms. Krystal Mathura

School Safety Officers

Ms. Genevieve Martin
Mr. Neville Cooper
Local School Board

S. Joseph (Chairperson)
N. Ramcharitar (Vice Chairperson)
R. Balkissoon (Teacher representative)
V. Ramberan
D. Chattergoon
M. Deonath (Student representative)
B. Taft (P.T.A.)
A. Samuel-Sealy
S. Dhoray (Ag. Principal)
G. Bartholomew (Secretary)

On The Job Trainees

Mr. Kigan Fraser
Mr. Rodney Seepersad
Ms. Sathiie Rampersad

ICT Technician
Ancil Harracksingh

Guidance Officer

Our school has functioned without the expertise of a Guidance Officer.

Substitute Teachers

Mr. Tom Dass (Spanish)
Mr. Kenrick Singh (Maths)
Mr. Leslie Sirju (Maths)

M.T.S.

(i) Maintenance

Yvette McDavid (Building Supervisor (Ag.))
Chandra Ramdeen (Maintenance Technician II)
Naashad Mohammed (Handy Person)
Ramdeen Manbouah (Grounds Person)
Lutchmin Soekhai (Maintenance Technician I)
Shirley Smith (Maintenance Technician I)
Sharah Richards (Maintenance Technician I)
Wendy M Ramlochan (Maintenance Technician I)
(ii) **Security**

**Male**
- Calvin Charles - Estate Corporal #17344
- Ravindra Bachu - S.O. #6879
- David Boodhram Singh - S.O. #9419
- Denzil Worrel - Estate Constable #4006
- Terrance Baptiste - S.O. #9520
- Himraj Nanum - Estate Constable #22894
- Andrew Glasgow - Estate Constable #13578

**Female**
- Denise Ogis - W.S.O. #7944
- Debra Wilson - W.S.O. #8829
- Sadi Pierre - W.S.O. #7722
- Treven Watson - W.S.O. #7928

**Other Stakeholders**

**URP**

URP workers are assigned to our school to assist in routine maintenance.

**Local School Board**

**PTA**
- Mrs. Beverly R. Taitt - President
- Mr. Stanley Harry - Secretary
- Ms. Arlene Slyvester - Assistance Secretary
- Ms. Angela Alexander - Asst. Secretary
- Ms. Debra Prime - Treasurer
- Mrs. Janice Mathews - Education Officer
- Mrs. Margaret Quintin - Welfare Officer
- Mr. Harold N. Taitt - Trustee 1
- Ms. Earles Allen - Trustee 2
- Ms. Annmarie Jack - Public Relation Officer

Stanley Joseph  }
Merle Cedeno  }
Jenny Fields  }
Patsy Samaro  }
Evenly Rey  }

Co-ordinators
Repair / Rebuilding / Physical Development

The fundamental principle of the Corporate Plan (2008 – 2012) is to endorse Government’s Vision 2020 which is to develop a society of caring, creative and innovative citizens. Toward this end, the Corporate Plan has three (3) major strategic priorities:

- focus on the schools
- change / reform the Ministry
- involve the community

As this strategic agenda seeks to achieve the vision of the Ministry of Education (which is) to attain “Excellence in Education”, effective schools have to be created. This involves, among other things, providing a creative learning environment and sound, appropriate infrastructure. Our school is mindful of the role we have to play as the Ministry of Education seeks to achieve its mandate. In this regard, the following are to be undertaken for the academic year 2008 / 2009.

(i) Repairs

The buildings on our campus are all over fifty years old with the exception of Block C and in need of significant repairs.

Block A  -  (a) ceiling and floors need repairs

(b) the administrative level needs to be re-organized to reflect a more professional environment.

Block B  -  (a) ceiling needs repairs and door replaced.

(b) remodeling of northern corridor to include a Dean’s room.
Block C - Repairs need to be done to correct leaks along the edge of the southern wall.

Block D - (a) Plexi glass need to be repaired and reinforced.
(b) Dean's room need to be upgraded.

Block K - (a) Repairs to ceiling
(b) Repairs to guttering
(c) Upgrade of library
(d) Repairs to stock rooms

Block G - (a) Upgrade as recommended by Board of Surveys (copy enclosed)

Block L - (a) Repairs to roof

Block M - (a) Repairs to windows, doors, cupboard

Block R - Remodel to include, Draughts/chess room

Rebuilding

(i) Agricultural Science

(a) Poultry and Ruminants Facility

The poultry and nursery facility is in urgent need of re-building. In order to meet the growing needs of the curriculum, the present facility needs to be relocated and rebuilt to
include a ruminants facility and compost bin. The present facility is to be rebuilt to
house the chemicals, equipment and feed stock. Development works are due to begin in
July 2009.

(b) Chemicals / Feed Stock Storage

At present, chemicals used by the Agricultural Science department and feedstock
for the poultry are stored in the Agricultural demonstration building. It is
proposed to have a separate structure constructed on the site that presently houses
the poultry pens once the new facilities have been constructed.

(ii) Physical Development

(a) Repainting of buildings

All the buildings on the campus need repainting. In some cases, the walls have to
be prepared and then repainted.

(b) Food Court

Our school has been operating without proper facilities for students to enjoy their
breakfast and lunch, in a collegial atmosphere. A facility to cater for this need is
carmarked for construction west of Block A.

(c) Physical Education

The NCSE level 1 Physical Education examination include Practicals. At
present, there are no facilities available to allow our students to be examined in
this component. A minimum facilities is to be constructed in Block K during the academic year 2008/2009.

Library

Overview of the Development Plan

There are five main areas that we need to look at as the immediate needs for the proper development of the library.

1. The proper development of the physical infrastructure. This includes the replacement of most if not all of the equipment destroyed in the fire.

2. The need for re-introduction of all the services that were previously offered:
   
   (a) Loans
   (b) Reference Material
   (c) Newspaper
   (d) Internet
   (e) Computers
   (f) Magazines
   (g) Photocopies
   (h) Special Services e.g. Research, location of materials outside of the school environment, etc.
   (i) Library Clerical

3. There is also a need to introduce new services in anticipation of further development of both staff and students e.g. CAPE.

4. Staff Development for example in new research material. Its usage and application, teaching methods this area is to be largely facilitated by NALIS. Development of the library collection in books, periodicals, audiovisual materials to ensure the library meets the needs of all patrons.
5. Development of the Physical Infrastructure

There are many concerns with the development of the physical infrastructure as much of this development depends on impact of the Ministry of Education and SEMP.

Having been provided with 840 square feet of space, we have been fortunate to have been supplied with the following:

- Projector
- Laptop
- 2 desktop
- 2 trolleys
- 6 large tables
- 45 chairs
- 12 periodical boxes
- 2 printers
- 12 bookshelves (not designed for Library user)
- 2000 boxes
- 60 magazines

We are awaiting SEMP’s promise to re-supply most of the lost material.

Development of the Library Collection.

We need to attract the attention of the Forms 1 – 3 back to the library and this can only be done by providing materials, books, CD games that interest this age group. Therefore, we need to budget for the immediate development of our core collection to address this deficiency. The teachers’ collections also need to be restored.

The development of the core collection of reference material both West Indian and general reference. Both of which were very exceptional before the fire. We have to address the development of the staff collection. Books that serve to improve the knowledge of our teachers and provide them with reference particularly those teachers doing the Diploma in Education.
The development of a proper newspaper collection and articles has been started but, this
been largely hampered by a lack of storage space.

Library Services
There is an almost immediate need to re-establish library class once again. There has been
some work in this area, but it has been hampered by the fact that all our teaching aids have been
destroyed including the use of a photocopying machine and the ability to download information
from the internet to supplement teaching material.

The reintroduction of computers and internet services as well as photocopying services,
there have been a very large attraction / past students to these studies not attracted by books and
magazines and they go a long way in attracting these students who are not overly academic.

Library Budget book and the Instructional CDs, DVD films, Maps, etc per year.

- Children's Books (fiction and non-fiction) $40,000
- Adult fiction and non-fiction $40,000
- Other materials $20,000

$100,000

Furniture and (immediate needs)
- 12 large shelving units
- 1 magazine shelf
- 1 large double door metal cabinet
- 2 - 4 drawer filing units
- Catalog card filing units 4 draw
- Photocopier
- 2 desk or 1 circulation desk
Staffing

Vacancies

There are five (5) graduate vacant posts that need to be filled, viz:

Spanish (2)
Mathematics (2)
Geography (1)

Investigations need to be conducted to determine the status of the History/Social Studies vacancy created subsequent to the transfer of Mr. Narine Singh to Presentation College, San Fernando.

Additional posts to be created

Teaching

Theatre Arts (1) 2010/2011
Music (1) 2009/2010
Drama (1) 2009/2010
Physical Education (2) 2009/2010
Information Technology (1) 2009/2010

Non-Teaching

Food & Nutrition Laboratory Technician (1)
Guidance Officer (1)

Paramedic

A paramedic personnel needs to be assigned to deal with related situations at school.

Guidance Officer

The office of Guidance Officer needs to be re-introduced at this school.
Time Line for Development Works 2008 / 2011

Phase 1: September to December 2008
(i) Repair and re-enforce plexi-glass windows in Block D.
(ii) Twelve (12) fans to be acquired for the following classrooms:
    2:4, 4:1, 4:5, 5:2, 5:3, and 5:5
(iii) Securing tank stand in Block J.

Phase 2: January to April 2009
(i) Construction of a Dean’s room in Block B.
(ii) Repairs to the Dean’s room in Block D.
(iii) Repair to the door in the Library.
(iv) Construction of Physical Education facilities for female students.

Phase 3: April to August 2009
(i) Burglar proof doors in rooms 12, 13, 14 (Block D).
(ii) Repainting of Blocks A, B, D, J, and K.
(iii) Construction of Agricultural Science poultry and ruminants facility.
(iv) Refurbish Theatre Arts Room.
(v) Install fire hoses at strategic points on Campus.
(vi) Construct draughts/chess room
(vii) Increase water storage capacity
Phase 4:  September to December 2010

(i) Upgrade Art Room
(ii) Upgrade Food and Nutrition laboratory
(iii) Upgrade Agricultural Science Demonstration Room
(iv) Construction of Breakfast / Lunch facilities.

Phase 5:  January 2011

(i) Repair walkway to playing field.
(ii) Construction of Pan Theatre.
(iii) Upgrade store rooms.
(iv) Repair to stock rooms.
SCHOOL PRAYER

Eternal father, we come to You with Praise and Thanksgiving in our hearts. We acknowledge Your sovereignty over our lives and we rejoice in the tender mercies which You bestow on us daily.

Awake in us, O Lord, the consciousness that we belong to the brotherhood of man in that we are all Your children. May we be transcended from the bonds of race, colour and creed and brought to the understanding that in Your sight all men are equal.

 Deliver us from anger, hatred, malice, envy and from all harsh thoughts and unlovely manners. Instill in us the virtues of honesty and fairplay, truth and justice. Guide us in the formation of worthy goals and stimulate in us a spirit of inquiry as we seek knowledge.

May we who work and study here, make full use each day of all opportunities which come our way. We pray that You will keep us within Your protective hands as we go about our duties and grant that we may always abide in Your peace and love.

For these blessings, we thank You.
APPENDIX II

ESTIMATED COST OF REPAIRS

Phase I - September to December 2008
(i) Repair and reinforce plexi-glass windows in Block D - $18,000.00
(ii) Twelve (12) fans for classrooms - $3,000.00
(iii) Securing tank stand in Block J - $2,500.00

Phase II - January to April 2009
(i) Construction of Dean’s Room in Block B - $30,000.00
(ii) Repairs to Dean’s Room in Block D - $3,500.00
(iii) Repairs to door in Library - $3,000.00
(iv) Construction of P.E. facilities for female students - $20,000.00

Phase III – April to August 2009
(i) Burglar proof doors in rooms 12, 13, 14 (Block D) - $7,000.00
(ii) Repainting of Blocks A, B, D, J and K - $18,000.00
(iii) Construction of Agricultural Science Poultry and ruminants facility - $150,000.00
(iv) Refurbish Theatre Arts room - $30,000.00
(v) Install fire hoses at strategic points on Campus - $8,000.00
(vi) Construct draughts / chess rooms - $2,500.00
(vii) Increase water storage capacity - $9,000.00
<table>
<thead>
<tr>
<th>Phase IV - September to December 2010</th>
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<tr>
<td>(i) Upgrade Art room</td>
<td>$12,000.00</td>
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<tr>
<td>(ii) Upgrade Food and Nutrition laboratory</td>
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<tr>
<td>(iii) Upgrade Agricultural Science Demonstration room</td>
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<tr>
<td>(iv) Construction of Breakfast / Lunch facilities</td>
<td>$90,000.00</td>
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<th>Phase V – January 2011</th>
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<tr>
<td>(i) Repair walkway to playing field</td>
<td>$55,000.00</td>
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<tr>
<td>(ii) Construction of Pan Theatre</td>
<td>$450,000.00</td>
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<tr>
<td>(iii) Upgrade Store rooms</td>
<td>$25,000.00</td>
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<tr>
<td>(iv) Repair stock rooms</td>
<td>$35,000.00</td>
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DISPUTE RESOLUTION WITH STUDENTS

Step 1: Subject teacher uses various classroom management skills and tools of persuasion.

Step 2: Discuss problems with Form Teacher seeking their assistance if not resolved at step (1).

Step 3: If problem persist—Refer matter to Dean on the prescribed form.

Step 4: Conference will be held with teacher, student and Dean and parents if necessary.

Step 5: Matter referred to V P for further action, if not resolved by step (4).

Step 6: If not resolved at step 5—refer to Principal for solution.

At each step, the following should be explained to the student:

1) What he/she is doing that is wrong.

2) Why the action/activity is wrong, and how it impacts others.

3) Why sanctions are necessary.

Please note that the earlier parents are involved in the process, the earlier the resolution of problems.

School Culture:

It is our hope and aspiration to develop a school culture of peace and harmony, where everyone on the compound develop a sense of belonging and a spirit of community reaching out always to others.

R. Kawel

DEAN OF DISCIPLINE
SAN FERNANDO SECONDARY
COMPREHENSIVE SCHOOL
HAVE A GOOD ATTITUDE!

- Be open to change.
- Your work ethic.
- Respect your colleagues.
- Understand your role.
- Be a team player.
- Learn from others.
- Cooperate with others.
- Be optimistic.
- Be enthusiastic.
- Think positively.
- Take initiative.
- Always learn from your mistakes.
- Someone who is ready to work is essential.
- A positive attitude.
- People around you.
- Ask questions in class.
- Learn to accept differences among people and appreciate the differences among people.
- A good team can lead to greater accomplishments.
- Your work ethic.
- Be flexible enough to accommodate changes.
- Your role.
- Respect your colleagues.
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‘Youths don’t know what love is’

TUESDAY’s incident in Picton, Laverstoke involving residents and police over Trevlyn Harry was not supported by all residents of the area.

One elderly female resident said she was appalled by the behaviour displayed that day by residents towards the police.

‘Respect your elders and those in authority. These words are obscene language here.’

‘Nowadays you cannot tell these youths anything cause they coming armed and ready to kill you.

‘Some of these children who acting up, I used to hold them from baby and it is hard to believe how they turn out. When you look at the protest, I see children, their parents cussing away at the police and they, the children, in turn mirroring this and taking suit. Things real change from my day.’

Saying that the sound of gunshots has become like a doorbell in the area, the woman said that every day before leaving her home, ‘I pray, cause I do not know whether when I step outside if I will become the next victim in this gang and rival mess that going on’.

‘When you ask the youths what they fighting for it always this one diss me, he watch my girl too hard, he not supposed to be on this side.

‘Imagine a fella cannot go over on the other side to look for his girlfriend, not even love making people do that now. And that’s the problem, these youths do not know what love is, most of them are the products of jaded men and women and they only know one kind of life,’ the woman said. She disagreed with last Tuesday’s protest action.

‘I would like to see them come out and protest when innocent people get shot dead. The same way how they could describe the police vehicle, police officer and other aspects of the police, the same way they could tell you who shoot who, who have gun, who have drugs.

‘Right now I have to walk on tip-toe in my own home and cannot even enjoy some breeze in the night in the gallery, because yuh always hearing shots, always hearing cussing,’ the woman added.

The woman also said following Tuesday’s incident, several of the male youths in the area have become “celebrities” among their own clique, basking in the attention they are getting.

‘If yuh hear them in the nights talking “bout how they have de police uneasy, causing de police to get transfer. It is disgusting. “They are not afraid of the police nor do they respect them and this is sad,”’ the woman said.
**Letter of the day**

We must work together to better T&T

DESPITE all the crime and nonsense that has plagued the country, as of late, I am glad to be a Trinbagonian. We have such a rich and waru culture that is loved widely across the world. However, it is with great dismay and sadness that we as a people sit by and watch this country fall apart. At every institutional level, we have failed as a people.

We have failed to teach our children the right ways as we encourage Lewd behaviour and no longer place importance on education. It is way easier to pick up a gun and rob, sell drugs or prostitute oneself for a quick buck instead of following the path of educational reform. It seems that anything is better than school these days.

On the block, in the mall or in somebody’s yard “tiefing mango” is “youthmen claim to fame”. Literally anything that can make one famous on Youtube. But who can blame them?

Trinidadians are not the type who like to work. We like everything to be handed to us when we know it is not that simple. “Free ting is de best ting” as we would say. But like my Chinese friend used to say, “cheap ting no good and good ting no cheap”.

However, the battle that Trinidadians face for jobs is a cause for concern. It seems that our beloved Government seems all too delighted to hire foreigners over their seemingly favoured local. Where is the justice? The same place where the leprechauns do backflips, that is, nowhere (sorry kids).

Folks from the USA, Bolivia, China, Japan, Nigeria and Venezuela have been walking our streets in the best clothes and driving the best cars as a result of having the best jobs. My guess is that they all came in on boats at Cedros and convinced the Coast Guard to let them through. Maybe they offer the officers on guard a better overtime rate than the Government does. Our children have absolutely nothing to look forward to. Then again, there might be an opening for a few translators in the future.

But who cares? Go ahead! Scratch your head long and hard and hope someone comes to mind because the truth is, no one does. So evidently, we must take control of our own destiny.

Only we can make a difference. We must not fail ourselves or our children anymore. We must stand for something and stand firm. We must speak out against wrong doing. We must testify against those who have done others harm. We must strive to maintain loving communities and help out our neighbour. We must believe that things can change and Trinidadd and Tobago will be a beautiful place once again. We must not “tief” our neighbour mangoes. We must not try to sell our neighbour his own mango after “tiefing” it. My last wish is that we stand together. Together we aspire, together we achieve. Wasn’t that our watchwords?

D Machado

European

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TRINIDAD EXPRESS NEWSPAPER
May 09 Date Unknown.
Teach manners to our young people in school

DEAR Ms Le Genter (Minister of Education),

I would also like to suggest that a new subject be introduced in the school curriculum entitled “Manners and Behaviour” to be taught at elementary level. This can take the form of printed booklets for distribution to the primary schools. This, I believe, will go a long way in encouraging better behaviour, good values, and improved self-esteem of our children.

Many will disagree with me thinking that it is the parents who should teach manners and values at home. Sadly, many of these parents themselves are lacking in these traits, and they cannot teach what they do not know. Many parents, however, will benefit if this subject is taught to their children at school.

Things like road rage, swearing, disrespectful behaviour, improper use of cell phones and violence are all a result of ignorance. Many educated persons do not know the value of an apology, saying “please” and “thank you”, simply because they were not taught this.

This initiative will certainly bring about better student-teacher relationships and will ease the stress of teaching and parenting. Also, the children will feel encouraged each time they are praised for good behaviour and good manners, and this will benefit every area of their lives, right through to adulthood.

Nimaya Mahanji-Gosine
via email

DATE UNKNOWN
MAY 09.
Archbishop condemns ‘the disrespect for life’

Aabida Allaham

HUMAN trafficking is simply another vicious way of disrespecting human life and it starts when people want to decide who lives and who dies, Archbishop Edward Gilbert says.

“The disrespect for life and the dignity for each human person has taken on a new degree of depravity with the growing international practice of human trafficking, especially of women and children,” he said yesterday, while addressing more than 2,000 people at an anti-abortion march at the Queen’s Park Savannah, Port of Spain.

The Archbishop said it was the view of the Catholic Church that no one could make it right to destroy the life of another human being, to solve either personal problems, or harvest stem cells for medical research, because logically once that happens, all the other forms of violence follow.

He said human trafficking was often done to facilitate sex slavery, forced labour, child labour, prostitution and medical experimentation to harvest body parts.

“Human trafficking is a particularly vicious form of disrespect for human life and human dignity, because it clearly views people as things for profit,” Gilbert said.

Gilbert added that God sustained every life he created, and it showed even after death because people’s soul remained. However, he said modern society was trying to change the way people thought about life by saying it was all right to kill unborn babies.

“We live in a world that is secularised, it’s moving to secularism, it’s moving to neo-paganism, it’s moving to atheism, and one of the goals of those is to privatise religion. So be very alert to that,” he said.

Gilbert, however, added that the Catholic Church was fighting to ensure that they remained supportive of a pregnant woman who felt trapped by her pregnancy.

In an interview with the Express during the rally, Gilbert said the church has a programme where they journey with the pregnant women by providing them with shelter and even taking in the child as their own in an effort to reduce the number of abortions.

In the case of a complicated pregnancy, he said it was ironic, because pro-choice people wanted women to believe that they had no choice when things like that occur.

“It is so rare that a pregnancy is so complicated that modern medicine can’t handle it, and certainly here in Trinidad and Tobago and certain parts of the Caribbean, medical care is available, maybe not in certain sections of Asia and Africa, but certainly here,” he said.

Former Inter-Religious Organisation (IRO) president, Dr Nobel Khan, said while a woman was wronged by being raped, it would be wrong for her to terminate that pregnancy. Instead, he advised family members to be supportive and look after the woman throughout the pregnancy, but if they still couldn’t deal with the idea of keeping the baby, give it up for adoption.
Students must learn to respect life—minister

SASCHA WILSON
Guardian South Bureau

Education Minister Esther Le Gendre said yesterday that respect for human life was among the values they were trying to instill in the nation’s students at all levels in the education system.

Le Gendre was speaking at the handover ceremony of the $4.85 million San Fernando Anglican Early Childhood Care and Education (ECCE) Centre at Ruth Avenue, San Fernando.

Le Gendre said that was the 12th ECCE centre to be built but the first to accommodate 70 students as opposed to 40 in other centres.

Recently, she said, the ministry awarded funding for the construction of 50 new schools for which they would turn the sod by the second quarter of the year.

The minister said they also acquired a loan from the Inter-American Bank to construct another 50 schools in areas in which it was difficult to access ECCE centres whether formal or non-formal.

In an effort to maintain the quality of interfaces between teachers and pupils, she said, the ministry did not join to construct centres for more than 75 children.

However, she said, they would consider centres for more than 50 children where land was available and where the population of pre-schoolers was large.

She said the ministry was entrusted with the responsibility of developing well-rounded, innovative, productive and caring people.

Therefore, she said, the ministry’s objective was that teachers at all levels of the education system create a situation where they embedded in students, among of values, respect for human life, a high level of confidence, respect for culture and religion, and democratic values.

Said Le Gendre: “This is the reason why the ministry continues to support the call for participation in schools after the Carnival holiday. Any relaxation of the drive to establish discipline and to maintain the balance of work and play can only impact negatively on the productivity of our citizens of the future.”
THE CURRICULUM IS THE PROBLEM

HOLISTIC/ALL-ROUND EDUCATION IS A JOKE THOUGH TOUTED AS POLICY FOR OVER 40 YEARS. WHERE IS THE "ALL-ROUNDNESS" IN A CURRICULUM ALMOST ENTIRELY OF ACADEMIC SUBJECTS FOR EXTERNAL EXAMINATION? THE RESULTS ARE CLEAR: VIOLENCE AN SCHOOLS AND HIGH DROP-OUT RATES (MANY YOUTHS ARE REPULLED BY THE ACADEMIC AND SUFFER FROM VIOLENCE AT HOME AND SCHOOL), THE POOR ATTITUDE OF SO MANY YOUTHS (WHO GIVES THEM A MEANINGFUL, WORTHWILE VIEW OF LIFE WHEN WE COMPLAIN OF THE DECLINING QUALITY OF PARENTING?), THE SPREAD OF GANGDOM AMONG OUR YOUTHS (NO ORGANISED PROGRAMMES OR TEACHING TO COUNTER THE DARK DANGEROUS MAGNETS IN OUR MODERN WORLD), ETC.

REFORMING ADULTS IS FAR MORE DIFFICULT THAN EDUCATING YOUTHS, FOR YOUTH IS THE NATURAL PERIOD FOR FORMATION. WHEN WILL OUR YOUTH LEARN MANNERS AND THE SOCIAL GRACES, OR BEGIN TO UNDERSTAND MONEY, INVESTMENT, WORK ATTITUDES, LOVE, FAMILY, SEX, RELATIONSHIPS, CIVIL RESPONSIBILITY, CREATIVITY, ETC AND MAKE THEM PART OF THEIR HABITS, THEIR CHARACTER AND MODE OF LIFE?
SOME SCHOOLS TRY HARD, GOOD PARENTS TRY WITHIN THEIR LIMITS, BANKS AND OTHER AGENCIES INTRODUCE PROGRAMMES IN SCHOOLS (THANK GOD FOR THEM). SCHOOLS HAVE BEEN CREATED TO "EDUCATE"/FORM OUR YOUTH, BUT WE ARE UNFORTUNATELY IN AN EARLY INDUSTRIAL AGE THINKING WHERE SCHOOL IS DESIGNED TO PRODUCE SKILLS FOR INDUSTRY.

THIS IS COMPLEX, CONVOLUTED TIME WHEN ADULTS AND YOUTHS MUST COPE WITH WORK REQUIREMENTS THAT DEPEND AT TIMES MORE ON ATTITUDES THAN ON SKILLS, AS WELL WITH LOTS OF LEISURE, WILD CONTRADICTORY PHILOSOPHIES AND A SEX REVOLUTION GONE WILD, AMONG OTHER THINGS.

WHY ARE WE WAITING? THE ROTTENESS IS ALREADY IN OUR PRIMARY SCHOOLS! ADD LIFE SKILLS EDUCATION TO THE CURRICULUM.

NEWS OAT
DATE UNKNOWN
MAY 09
From: Todd Armstrong, Ph.D.
To: The Ministry of Education
Re: Violence Prevention Academy site visit to San Fernando West Secondary School

This memo highlights elements from the site visit to San Fernando West Secondary School. The Violence Prevention Academy team at San Fernando West Secondary School has identified disrespect as the problem that it will address. The team has already developed a plan to begin to address disrespect in the Spring of 2009. This plan should be further developed to include a clear statement of how instances of disrespect will be handled by teachers and other school staff. It is suggested that clear standards for how to handle disrespect should be articulated and instances of disrespect should be disciplined in a consistent manner with sanctions increasing if the student continues with a pattern of disrespect. The VPA team may also want to consider focusing on disrespect from a student that is directed towards teachers.

At San Fernando West Secondary School deans offices are in classroom buildings. This increases the capable guardianship in these classroom buildings. This policy should be implemented in schools where it is not already implemented. Team members feel that they would benefit if the school could offer a more full range of classes more directly tailored to the perceived needs of their students. Team members suggested that this would include an increased focus on Vocational/Technical education and less of a focus on academics.

Major Issues:

- Campus layout is not conducive to the supervision of students by teachers, administration, and MTS officers.
- San Fernando West Secondary School rarely has a full compliment of MTS officers. Often officers will sign on in the morning and then leave.
- Students eat in unsupervised classrooms during lunch time.
- Classrooms are unlocked before teachers arrive. This results in students without supervision in the classrooms prior to the arrival of a teacher.
- There is a substantial amount of graffiti and vandalism.
- There are a number of areas on campus suitable for violence and other antisocial behaviors. These areas provide cover for students participating in behaviors and long sight lines for lookouts. To a certain extent, the suitability of these areas for violence and other antisocial behaviors may be decreased through the installation of parabolic mirrors.
- The athletic field is shared with San Fernando Central. This has lead to conflicts between students from the respective schools.

Other Issues:

- Signage is limited.
- Old, broken and unused equipment is stored on site rather than discarded. This material should be removed.
• Team members feel that they would benefit if the school could offer a more full range of classes more directly tailored to the perceived needs of their students. Team members suggested that this would include an increased focus on Vocational/Technical education and less of a focus on academics.

- Team members feel that inadequate curriculum facilities, e.g. P.E., language lab, etc., coupled with staff shortage have combined to contribute to existing patterns of student behaviour and that these concerns should receive priority attention from the ministry of education.

Sincerely: Dr. Ted Armstrong.
SAN FERNANDO WEST SECONDARY

SOCIAL SKILLS

20th JULY 2009- 24th JULY 2009

AGENDA

Monday 20th July 2009
Opening Prayer
Co-ordinator Remarks
Principal Address- Mr. Dhoray

Presenter: Ms. Morena Martin Frederick

**Communication

Tuesday

Presenter: Ms. Ingrid Bramble

**Decision Making

Presenter: Mr. Neville Cooper

**Nature of Conflict

PRACTICAL~ Mrs. Martin

Wednesday

Presenter: Ms. Ingrid Tenia & Ms. Marita Diaz

**Protocol & Table Etiquette

PRACTICAL~ Mrs. Martin

Thursday

Presenter: Ms. Carol Pitt & Ms. Karol Burgess

**Self Esteem

PRACTICAL~ Mrs. Martin

Friday

Role Play & Evaluation
SOCIAL SKILLS PROGRAMME

AIM:
At the end of this programme participants would better understand what is meant by the term 'social skills' and how these said skills can be of benefit to them. Thus, preparing them for more productive and fulfilling lives.

OBJECTIVES:
Social skills are grace/protocol skills. By this we mean simple gestures such as

✓ Saying please
✓ Thank you
✓ Welcome
✓ I am sorry

Social skills teaches us to

✓ Respect
✓ Respond and be
✓ Resilient

It helps us to

✓ Better understand ourselves
✓ Better understand others
✓ Be able to see another person's point of view
✓ Control our anger by transferring it into something meaningful rather than physical distress.
✓ Be independent and not fall for peer pressure by our friends.
✓ Build self-esteem and self confidence
STUDENT'S SURVEY

NOVEMBER 2009

(1) Are your interactions with the security officers at the gate on mornings:

☐ More positive and friendly than last term
☐ More regular and unfriendly than last term
☐ No change noticeable

(2) Do you think teachers' attitude towards students have:

☐ improved this term ☐ gotten worse this term ☐ not changed this term

Give reasons for your choice ____________________________________________

(3) How many of your teachers have set basic rules for entering and leaving class?

☐ all ☐ most of them ☐ a few ☐ none of them

(4) Do you think our project on respectful behavior has helped reduce the number of incidents of disrespectful behavior in school?

☐ yes ☐ no

(5) What activities do you think the school can undertake to reduce incidents of disrespectful behavior?

(a) ____________________________________________

(b) ____________________________________________

(c) ____________________________________________
Violence Prevention Academy

Report on Siparia Secondary East

Compiled by:

Ms. V. Thomas (Acting Vice Principal and Team Leader)

Mr. C. Ramphal (Dean)

Mr. J. Kadir (Teacher)

Mrs. L Robinson (Safety Officer)
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Statement of Problem:

Response:

Assessment: Explanation of the assessment to evaluate to success / failure

Suitability Plan:

Mock Media Release:
Participant School:

SIPARIA EAST SECONDARY SCHOOL
La Brea Trace Siparia

Violence Prevention Academy Participants:

• Lisa Robinson
• Vicky Thomas
Introduction

VIOLENCE PREVENTION has become a critical issue in schools in Trinidad and Tobago. It is the view of many analysts (professors, sociologist, politician, priests) that the schools today mirror the larger society. The mind boggling statistics of criminal activities (an increase of 41% in the murder rate) is cause for serious concern by all citizens but more so for those in the education system.

Since schools are the formal training ground for future leaders and citizens in general, it is imperative that methods and systems be developed to combat this constantly evolving menace. Corporal punishment was for decades used as corrective device for addressing indiscipline in schools. In 1998, the Ministry of Education advised educators that it will no longer support this device as an educational tool for ensuring discipline. Teachers in particular were advised to discontinue the use of the “rod”. No immediate recommendations were made to replace this now regarded obsolete system. In the last five years, the Ministry of Education has attempted through the School Guidance Unit and other non governmental Organisations to address the issue of violence in schools. As the years passed, it became clear that the “new approach” was failing since the statistics revealed a disturbing upsurge in violence in schools.

Our school, Siparia East Secondary is regarded as a sub-urban, but its catchment area is mainly rural. It is located in Quarry Village, which is close to the town of Siparia. We have witnessed an increase in violence by students in the last ten years. There are certain peculiar circumstances that one must be aware, of before determining any corrective action. They are:

1. A new school is being constructed presently on the same compound. This has had the effect of leaving students, teachers and all other personnel to operate in cramped conditions. For example, there is a shortage of classroom space and no playing field.
2. The school was de-shifted four years ago in a most disorganised way. Many of the promises made by the Ministry of Education remain unfulfilled.
3. The school continues to receive underperformers in the S.E.A exam. (A high percentage is remedial).
4. The support systems are woefully inadequate (Guidance, Health, Police, etc)
5. There are few opportunities for in-service training and upgrade.
6. The teachers are committed to ensuring that students succeed.

School History

The establishment of Siparia East Secondary School (formerly called Siparia Junior Secondary School) was part of the government’s thrust in the 1970’s to make Junior Secondary Level education available on a double shift system, to all students who merited such a placement after writing the Secondary Examination Assessment. (Previously called Common Entrance Examination)

In 1972, a few pilot schools were opened with one in the county of St Patrick at Penal. In order to accommodate most of the students, in the area while another building was being constructed in Siparia, in September 1973, the students of Siparia were housed in the ground floor of Block B of the Penal school. There were six hundred and forty (640) Form 1 students with a Principal, and a staff comprising of two Vice Principals and thirty (30) teachers. At the completion of the school building in September 1974, the staff and students were moved over.

The Siparia East Secondary School presently a new vision in the educational context of Secondary Schools in the area offering subjects such as Music, Agricultural Science, Art and Craft, Physical Education, Home Economics, Social Studies and Industrial Arts, which were not on the curriculum of the other two secondary schools in the area. It was a showpiece in South Trinidad. Its teaching staff, non teaching staff, students and parents were dedicated to ensuring a high standard of excellence.

Throughout the years, the students and staff excelled in various areas. In 2004, the school recorded its highest academic achievement of a graduate when Marciline Fitzwilliam attained her doctorate of philosophy in Pharmacology (??). It is safe to conclude that Siparia East Secondary School has been in the forefront in sports, winning medals and cups and producing outstanding sportsman and women. Success in the cultural field has also been phenomenal.

Today, the school staff (teaching) is sixty three (63) while the student enrollment is six hundred and twenty four (624).
Scanning and Analysis

The Violence Prevention Academy (VPA) was designed and implemented by the Ministry of Education (MOE in an attempt to curtail the increasing incidents of school violence). Twenty five Secondary Schools targeted as high risk schools for violence were identified to attend workshop sessions over a period of 1 year. At the end, it is hoped that these schools would be better equipped to deal with violence and prevent its occurrence.

The process employed by the Violence Prevention academy was the SARA process. This process entails the scanning of the target population through various means to gather information pertaining to different areas of study, in this instance, school disruptions. This data is then analyzed to look for trends and appropriate responses or remediation methods employed to arrest the problems identified. These responses are then reviewed to see whether the expected effect was achieved or if further work is necessary.

The data collected for the SARA process was by means of the schools’ incident log where misdemeanors and cases of indiscipline were reported. Four surveys were also given to the school, two targeting the students’ view on the schools indiscipline problems while the other two tested the teachers’ view. The surveys for each group were given separately over a time period of 6 months, to compare changes if any in the views over time.

These three forms of data were analyzed separately, with each undergoing simple statistical analysis to formulate major and common parameters from each data set. These parameters were the most common forms of indiscipline, the top offenders, the top victims, the top offenses, the hotspot areas in the school for indiscipline and the times for most cases of offenses in each school. These results were compared to each other as they represented how the views of the students contrasted with the views of the teachers and how these two compared to the facts given by the student incident data.
Results

See appendix for data sheets

From the generated data sheets, we were able to identify:

Teacher survey (1)

1) 3 most unsafe areas (teacher perception)
   The assembly area
   Empty classrooms
   Parking lot

2) 3 highest teacher victimization
   Weapons pulled (10%)
   Threats and Obscene remarks (10%)
   Physical attacks with doctor (7.8%)

Student survey (1)
Findings (examples)
Problem type

The major offenses for Siparia Secondary are obscene language, disrespect, littering, fighting, disruptive behaviour and gambling. Of these offenses loitering, disrespect, fighting and disruptive behaviour were deemed to be the most important for immediate remediation.

Time of day
Not applicable from school incident data sheet.

Location of problem

The main areas for misconduct are the corridors, auditorium and empty classrooms. This was determined from the student incident data and it did show some similarity to the teacher survey data.

Repeat offenders

The main repeat offenders are:

Ian Gaspard for cases of theft (repeatedly), incendiary devices, fighting (repeatedly), disorderly conduct and obscene language.

Fane Scipio for cases of fighting (repeatedly), disorderly conduct (repeatedly), and sexual offenses.

Mickel Bazzey for cases of gambling (repeatedly), physical violence, assault, fighting and disorderly conduct.

Kareem Duntin for assault, theft, obscene language (repeatedly) and disorderly conduct.

Repeat victims

Not applicable from incident data sheet.

Problem statement

In determining the major problems in Siparia Secondary East, the level of incidence as well as the level of harm by that particular incident was used. The surveys showed that there is very good reason to believe that the school is burdened by violent and disruptive behaviour that will affect the proper running of school activities. It was also determined however that there are only a small proportion of the student body that can be called problem cases due to the regularity and seriousness of their offenses.

For further assistance in the curtailing of the escalating disorderly behaviour by students of Siparia Secondary it was deemed that in the cases of some of the students
who appear to be impossible to control further information and assistance are necessary. This information is any medical history of the individual as well as criminal records. A family background of these students is also necessary to help in understanding why the child behaves as he or she does. It is also necessary that other agencies show full support for this endeavor. Some of these agencies are the Police Service and Social Security Services.

Responses and Implementations

1) Greater effort in patrols by Deans and Safety Officers on hotspot areas during peak times, based on survey results.
2) Efforts to paint over areas with very obscene graffiti.
3) Clearing of thick vegetation to promote visibility.
4) Cutting down of trees where students congregated without constant monitoring.
5) Gateways built over back stairwell.
6) Use of Government programs for students more inclined in non academic activities, example MUST, HYPE and SERVOL.
7) Placement of safety signs and non littering signs on compound.
8) Implementation and use of electronic scanning devices on hotspot areas and access areas.

Impacts. Impacts were difficult to discern without substantial assessment of data. The last student and teacher survey were not done, neither were the results of the second survey released. This resulted in these impacts being more or less decided on overall reports of Deans and Safety Officers records.

1) The program itself had a greater awareness on the importance of record keeping of incidents. As a result a more consistent and scientific approach was developed for intervention.
2) Cutting down of vegetation and trees at main congregating points had a positive effect with regard to loitering and thereby fighting and disorderly conduct. However, after some time the students found new areas to congregate.
3) The use of HYPE, MUST and SERVOL resulted in removal of key gang leaders from the school which had a great effect on reducing overall school incidents of
fighting and disrespect. Unfortunately, new blood has quickly begun to take the place of those removed.

4) The increased efforts of the Deans and Safety Officers did result in reduced loitering of students and as a result reduced fighting and disrespect.

Limitations and Shortcomings.

1) The program overall resulted in a reduction in school incidents and also an awareness of most of the Deans and Safety Officers. Unfortunately, internally there was a lack of substantive effort to get the entire program onboard to Staff by the Administration. If this was done, a greater positive result might have been the outcome.

2) The program would have been better managed by the supervision of the School Supervisors during various stages. This was supposed to be the initial plan, but in our case the Supervisors presence was lacking throughout. This made it difficult to “sell” the program to the Staff and the Administration as the team members lacked the authority to dictate meetings and responses.

3) The failure of the VPA team to provide the results of the second survey as well as releasing the third survey to assess the impact of the responses made by the school weakened the overall scientific approach to the program that was initially begun. This led to disenchantment of the overall team in the sustainability of the program. This can be seen in the submittal of 13 out of 25 school reports at the last meeting.

4) With respect to the recommendation by the VPA site visitor on Safety drills and evacuation procedures, it was found that due to overall construction of the school there was no possible muster point. This problem persists today despite repeated requests with EFCL representatives.
Sustainability Plan
In our effort to sustain the V.P.A programme at our school, we intend to do the following:

1. Encourage other school personnel to join the team.
2. Hold training sessions and regular meetings.
3. Slightly modify the student/teacher questionnaires and administer as required.

To attract other stakeholders, we plan to issue advisory inviting persons to join the V.P.A team, to be either trained in the model, to render computer–related expertise, to assist in the analysis of data or to assist in any way possible. Through our Parents’ Day, one of which is held every term, we hope to sensitize parents on a phased basis, as well as hold consultations with the Local School Board.

To support our effort at sustainability, we expect the Ministry of Education to continue to endorse the Academy so that stakeholders, especially those the school may have been unable to reach, are fully informed eg. through the Media.

For the programme to attract the importance and significance it deserves, it must be given a high level of prominence in the Ministry’s promotional thrust.

We also feel that School Supervisors, who had been invited to the launch, should be part of the monitoring of its sustainability. Otherwise, there is a strong possibility it may collapse.

Additionally, we would welcome the assistance of the Student Support Services, in developing a Response that could target some of the issues faced by repeat offenders.

The team also recommends that an OJT with advanced Computer Skills or the Schools ICT Technician be an integral member of the V.P.A team in future.
It is our further recommendation that the foreign consultants or the appropriate Unit at the Ministry of Education prepare a module on the SARA model for use in schools as well as a standardized booklet for recording disciplinary incidents, be issued to every school.

This booklet it is expected will be structured along the lines of the data required by the SARA model.

Appendix

Student Incident Data

<table>
<thead>
<tr>
<th>ID</th>
<th>Date</th>
<th>Time</th>
<th>Location/Offer</th>
<th>Victim</th>
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<th>Form</th>
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DISRUPTIVE BEHAVIOUR

Percentage

TIME ONE
TIME TWO
TIME THREE

TIME ONE
TIME TWO
TIME THREE
Summary

We at the Siparia East Secondary, feel strongly that the Violence Prevention Academy is an initiative, once implemented properly, could have tremendous benefits and achieve its ultimate goal of significantly reducing the level of violence and indiscipline in our school, as well as schools throughout the country.

The SARA Model, which we were professionally trained, highlighted not only the importance of the systematic recording of incidents, but also the critical trends that could be identified when such data is analyzed. Armed with this kind of information, the task of implementing a response is made easier and more meaningful.

We realized also, that the student’s voice, which we sometimes take for granted, is extremely critical, especially when the programme is aimed at enhancing their own personal well-being and that of their school.

What also became crystal clear to us is their Co-operation is a key component to the success of any venture. In fact the more personnel on board, the more enjoyable the task and the greater the level of success.

The execution of the programme called for the consultation and communication among team members, to get different tasks
accomplished, which included sensitizing staff, distributing Questionnaires, Completing the SIRF form, implementing the responses, doing the statistical analysis utilizing other and computer skills.

We feel confident that the implementation of the V.P.A programme at our school has resulted in tangible improvement. The overall tone of the school is better and there is an air of peacefulness generally, which is broken only at very irregular intervals.

Both teachers and students feel safer and more secure through increased guardianship and other initiatives we believe that the V.P.A had a positive impact at our school and we wish to support the Ministry’s move to have all schools exposed to the SARA model, as one of the strategies in dealing with indiscipline and violence in schools.

In closing, we wish to express our view regarding the sustainability of the V.P.A programme. We believe that its long-term success will depend heavily on the extent to which it is institutionalized, to the point where all stakeholders know that a Violence Prevention Academy exists in the Secondary School system of Trinidad and Tobago.
Siparia West Secondary School

(Formerly Siparia Senior Comprehensive School)

Key personnel:-

Co – leader
Donna N. Dhanie 762-7701

Co – leader
Margot Herbert –Maharaj 657-0735

School Safety Officer
Mr. Andy Aziz

Vice Principal
Mrs. Sabita Maharaj

DATE
May 23rd, 2010.
ACKNOWLEDGEMENTS

The members of the V.P.A. would like to thank the members of staff of Siparia West Secondary for their willingness to participate in the collection of data and their generosity to assist where necessary. We would also like to thank the students who contributed willingly to give of their opinions and time in data collection. The members of the V.P.A. expresses sincere gratitude to all members of the Student Council who gave valuable suggestions that were used to complete this report. Above all else, we thank God Almighty for the strength, patience and guidance given to us, to better understand our students, colleagues, work environment and ultimately, ourselves.
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INTRODUCTION

This report is based on the findings of a statistical analysis of indiscipline at Siparia West Secondary School, utilizing the S.A.R.A. (Scanning Analysis Response Assessment) process. The statistics used in the study were taken during an eight month period, spanning September 2007 to May 2010, during which time, the participants attended the Violence Prevention Academy.
PRESS RELEASE:
SIPARIA WEST SECONDARY SCHOOL

In September, 2007, the Ministry of Education launched the *Violence Prevention Academy* at the Arthur Lok Jack Institute of Business. This initiative was taken to help develop strategies to curb and deal with violence within the secondary school system.

Twenty four schools were involved, with each school having a team of four to five members. The participants were both hopeful but skeptical, that this team of facilitators head by Dr. Katz had the solutions. After all, how can a team of criminologists from the United States of America instruct teachers from the Caribbean on dealing with indiscipline? However, Dr. Katz and his team set out over the next two years to do just that.

Participants of the programme were exposed to the SARA process, which involved data collection, analysis of said data, formulating a response and then assessing the outcome of implementation of the response. By utilizing this process, participants were able to focus on problems rather than symptoms. Solutions and responses could then be tailored to meet the needs of the school.

Schools were instructed to focus on one major problem and to suggest strategies that may be used to alleviate the problem. Then by using surveys and collecting data, officials were able to evaluate the success of their interventions and make recommendations to improve their results. At *Siparia West Secondary School*, the lack of official data on indiscipline was evident, as it is now realized how important such a tool is.

It became apparent that such a system was invaluable to schools, especially as it enabled school officials to keep track of “deviant” students and to identify hot spots within the school compound. The team of facilitators listened attentively, shared experiences and humbly offered solutions. However, they acknowledged that strategies that may be useful in their environment, may be difficult to implement in our schools, due to the different nature of our educational system.

The last two years have been a rewarding educational experience for all participants. The shortcomings in our system were highlighted, and it became apparent that educators
must be proactive in finding solutions to the challenges that we all face in maintaining discipline in our nation’s schools.
BACKGROUND OF SIPARIA WEST SECONDARY SCHOOL

Siparia West Secondary School is a seven year, coeducational institution located at La Brea Trace, Siparia, south Trinidad. The school is housed on a large, sprawling compound comprising of sixteen acres of land, and thirteen well spaced buildings. See appendix I for plan.

There are one hundred and four members of teaching staff which includes six remedial teachers, five deans of discipline and nine heads of department.

There are six hundred and thirty seven students registered, of which 52% are Afro-Trinidadian, 49% Indo-Trinidadian and 9% mixed. These students attend school from forms one to six. The forms one to five are largely housed in a single three story building, whilst the forms six students are housed elsewhere. The students do not have a separate gym or an enclosed cafeteria. Most of the students entering are remedial, based on their low scores at S.E.A., i.e. below 30%. Many students enter form one at fifteen years of age, whilst a few start school at seventeen years old. This disparity in age among students results in situations of conflict.

Our students originate from Siparia, Penal, Palo Seco and Point Fortin. They are predominantly from the lower socio-economic bracket. A significant percentage of our students are from single parent families or under guardianship. Statistics indicate that the students are low performers and lower achievers consequently our CXC examination results show a ten percent pass or less.

There is a deviant subculture that exists in this school, due to an inability of students to cope with academic offerings. These ‘problem’ students try to earn respect from peers by fighting, disrespecting teachers as well as their fellow students, and breaking classes. Issues of indiscipline are dealt with a disciplinary matrix with can be seen in appendix II.
THE VIOLENCE PREVENTION ACADEMY (V. P. A.)

Our school was first introduced to the V. P. A. as an initiative by the Ministry of Education to curb violence at chosen high risk secondary schools.

The program sought to empower and train members to develop and implement a Violence Prevention plan, which was tailor made to suit their individual schools. This plan required the involvement of all the stakeholders to be cost effective, realistic and relatively easy to implement.

This problem solving plan utilized the S.A.R.A. process that is Scanning, Analysis, Response and Assessment. Scanning involved collecting data from Vice Principal’s Diary, S.S.O. diary, interviews with staff and students as well as two rounds of surveys from both staff and students.

The data collected was analyzed to determine the frequency of fights, “hot spots”, repeat victims as well as repeat offenders. This information was helpful in order to develop responses.

The responses that were developed targeted the specific problem of fighting, while at the same time, focusing on “hot spots” in an effort to increase guardianship of these specific areas. It is hoped that by increasing the risk of being caught, offenders will defer from committing these acts.

The agreed upon strategies had a time frame to allow for the last stage of SARA, that is, implementation and assessment. During this time, the effectiveness of the intervention was assessed as well as any problems dealt with.

It is hoped that by empowering the members of staff with a workable problem solving strategy, acts of violence such as fights, would reduce. The desired result is that our school will be a safer and more productive work environment for all stakeholders involved.

Members of the Violence Prevention Academy are:

Co – leader Donn N. Dhanie
Co – leader Margot Herbert – Maharaj
School Safety Officer Mr. Andy Aziz
Vice Principal Mrs. Sabita Maharaj
SCANNING AND ANALYSIS

Time Frames

Assembly 8:10 am – 8:30 am

Period

1. 8:30 – 9:10
2. 9:10 – 9:50
3. 10:10 – 10:50
4. 10:50 – 11:30
5. 12:30 – 1:10
6. 1:10 – 1:50
7. 1:50 – 2:30

Mid Morning Break: 9:50 – 10:10
Lunch: 11:30 – 12:30

Time Frames Fights Occur Most Often

<table>
<thead>
<tr>
<th>Type of fights</th>
<th>No. of fights</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:10</td>
<td>13%</td>
</tr>
<tr>
<td>9:10 - 9:50</td>
<td>10%</td>
</tr>
<tr>
<td>9:50 - 10:10</td>
<td>15%</td>
</tr>
<tr>
<td>10:10 - 10:50</td>
<td>20%</td>
</tr>
<tr>
<td>10:50 - 11:30</td>
<td>18%</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>3%</td>
</tr>
<tr>
<td>12:30 - 1:10</td>
<td>2%</td>
</tr>
<tr>
<td>1:10 - 1:50</td>
<td>3%</td>
</tr>
<tr>
<td>1:50 - 2:30</td>
<td>5%</td>
</tr>
<tr>
<td>Missing/Unclear Data</td>
<td>3%</td>
</tr>
</tbody>
</table>

No. of fights

0% 10% 20% 30%
The highest percentage of fights occurred during the lunch and mid morning breaks and peaked again between the last period and the end of school. This was probably due to the high concentration of students with low or no guardians present. Last period before school ends students breaking class and hiding in groups seek to disrupt classes.

Fights occur most often in Block E and the classroom area because there is a higher concentration of students there. More of the deviant students are also located in this area.
INTERVIEWS WITH THE TEACHERS REVEALED THE FOLLOWING POINTS:-

Number of teachers interviewed – 20.

- They agreed that fighting was a major problem
- That incidents of fighting was handled in a timely manner
- That fighting disrupted classes and valuable teaching time lost
- However a major concern was that pockets of deviant students were constantly disrupting the smooth operation of classes on a daily basis
- Looking at the statistics disruptive behavior is not often reported and properly documented
- It was difficult to catch the offenders and teachers were not willing to write reports about these students for the following reasons:-
  - New teachers and teachers who re-entered the system often felt threatened by these students
  - Parents and Guardians of the offenders seldom came to Parent-Teacher conferences
  - The system does not deal effectively with these students who are usually in trouble for more than one offence
  - When these deviants break classes the teacher feels more confident and in control of their classes
  - The school has implemented and taught several programs aimed to help difficult students adjust. Still the pockets of deviant students continue to disrupt school
  - Male teachers seldom report deviant behavior to the office
  - A high degree of absenteeism among teachers occurred on Thursday with the highest percentage on Friday. (Information obtained from the teacher registrar book)
• Friday was the day most interruptions occurred (Programs and functions are now being scheduled for Monday or Wednesday in the hope of breaking this culture)

• Student population falls before and after holidays with deviant students more likely to attend school and engage in illicit activities on these days

**SUMMARY OF FINDINGS**

Time Frame: \( Y \ M \ D ---- Y \ M \ D \)

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>261</td>
<td>Incidents contained in Database</td>
</tr>
<tr>
<td>304</td>
<td>Students listed as offenders</td>
</tr>
<tr>
<td>77</td>
<td>Victims – students</td>
</tr>
<tr>
<td>34</td>
<td>Victims – teachers</td>
</tr>
<tr>
<td>51</td>
<td>Repeat offenders</td>
</tr>
<tr>
<td>7</td>
<td>Repeat victims</td>
</tr>
<tr>
<td>15</td>
<td>Victims who were once offenders</td>
</tr>
<tr>
<td>7</td>
<td>Incidents where deans were victims</td>
</tr>
</tbody>
</table>

**Temporal Analysis** – Majority of fights occurred during lunch time.

**Spatial Analysis** - Most fights occurred on ground Floor block E.

**Repeat Offenders**

**Female** – C. M. was responsible for 13% of incidents during 8 month period.

**Male** – A. J. was responsible for 8% of incidents during 8 month period.
Repeat Victims - Male – A. S.

D. M. (both were victims three times)

**PROBLEM TYPE**

The Top problems -

- Disrespect 83%
- Fighting 74.5%
- Bullying 68.2%

This information was collated from data derived from student surveys.

Degree of harm –

1) These issues resulted in the most disruption of teaching time.
2) The high student percentages.
3) They are deep seated issues that result in violence.

Interrelation - These issues are interrelated since bullying and Disrespect can lead to fighting (Physical Confrontation).

Other data needed –

- Student interviews
- Data collection from forms 1-4, that a wider cross section of the student population.

Benefits –

1) Student input will provide valuable information to assist in dealing with the problem.
2) Broader picture to better evaluate the situation

TIME OF DAY

PROBLEM - Fighting

Temporal Signature

During the eight month period, forty six fights were recorded. When the time was broken up into one (1) hour blocks, it was following data was recorded.

Most fights occurred lunchtime.

Explanations for Temporal Analysis

1. 7:30 – 8:30 - a) Students arrive to school angry due to domestic situation. 
   b) Students settle arguments from day before. 
   c) Not many teachers present.
2. 9:30 – 10:30 - During break, there are a concentration of students with minimal supervision.
3. 11:30 – 12:30 - High concentration of students with minimal supervision at lunch Time.
4. 1:30 – 2:30 - a) Sometimes no teacher present in class. 
   b) To settle a grudge before home time.

Solutions For: Temporal Patterns

1. Increase guardianship during times of most fights.
2. Cameras on Block E.
3. Patrols to ensure no class is unsupervised.
4. Change the timetable – five periods in the morning session and two periods in the evening session. This will hopefully alleviate the problem of too many unsupervised classes in the afternoon session of teacher take a half day.
LOCATION OF PROBLEM

PROBLEM – Fighting

Spatial Concentration

- Block E ground floor
- Toilets
- Cafeteria
- “Hot Spots” are classrooms E29, E49, E39

Majority of fights occurred in Block E.

Reasons:-

1. Highest concentration of students
2. Too many unsupervised classes
3. Late arrival of teachers causes students to break class
4. Poor layout of buildings makes monitoring difficult
5. Not enough patrols by security officers.

Solutions:-

1. Deans and Heads timetabled to supervise Block E at both ends.
2. Teachers are registered for classroom supervision
3. Heads monitor to ensure classes are not supervised
4. Cameras in “Hot Spots”
5. Communication devices distributed to deans, to allow communication.
6. No cafeteria sales during class time
7. Increased patrols on block

**REPEAT OFFENDERS**

OFFENDER: A. P.    AGE: 17YRS    SEX: M

OFFENCES:

- Out Of Class (3)
- Gambling (1)
- Fighting (2)
- Sexual Misconduct (1)

LOCATIONS:

- Out of class Hiding on the Compound
- Gambling Top floor block E classroom 46
- Sexual misconduct Block E Classroom 46 At 3:00

Action Taken: Parental Request Had Police Officer Speak To Student Suspension.

Solution:-

- Counseling for student
- Increased presence of Community Police on compound
- Parental request and conference with Principal
- Suspension

Problems:-
[To be filled]

Unavailability of problems
Indifference of the student
Little recourse other than suspension

VICTIM PROFILE

Incidents – Fighting (1) / Assault with a Weapon (2)

Occurrences - 1 Reported Fight
2 Assault With weapon

No Serious Injury Sustained

Victim – Student Name: C. M.
Age – 15 years
Sex – F

Locations – Assaults in the toilet
Fights in classroom Block E Room 43 Top Floor

Description: 1st Assault with a piece of wood, took money from student – 3 Girls Form 5/5
2nd assault in the toilet by 1 girl form 5
Fight with - 3 girls Form 5/5

Solution:

- Counseling for student
- Parent conference to appraise parents about situation
- Student spoken to about avoidance of tense situations
# ANALYSIS OF STUDENT SURVEY

Comparison of Student survey 1 and Student survey 3 (March 2010)  
See appendix II

1. Student’s views on disrespect changed slightly from time  
   Time 1 | Time 3  
   2.6    | 2.74  
   (1-not a problem  2-minor problem  3-major problem)  
   - This change could be attributed to different students answering the surveys after the two year gap between surveys.  
   - An increase in disrespect could be due to new, inexperienced teachers in the classroom.

2. Disruptive behavior in the classroom.  
   Time 1 | Time 3  
   2.7    | 2.65  
   (1-not a problem  2-minor problem  3-major problem)  
   - Student’s views about disruptive behavior remained the same.

3. Fighting which was viewed as the major issue affecting students showed a slight decline  
   Time 1 | Time 3  
   2.5    | 2.47  
   (1-not a problem  2-minor problem  3-major problem)  
   - This slight decrease in fighting could be due to withdrawal of problem students by parents who then pursue alternate paths of education  
   - This minor change could also be due to different students answering survey
ANALYSIS OF TEACHER SURVEY

– A comparison of survey one (October 2008) to survey two (December) and survey three (March 2010)
  See appendix III

1. Victimization reduced from 12% to 6.7% - a difference of 5.3%
   This could be due to the car park being fenced which resulted in damage to personal property.

2. Fear of attacks reduced from
   \[
   2\% \quad \rightarrow \quad 0\% \\
   9\% \quad \rightarrow \quad 2.3\%
   \]
   → This could be due to regular offenders being identified at this point and disciplinary actions being put in place, e.g. suspensions, personal talks, and parental requests.
   → Another reason could be that after a year with teacher, student gain trust of teacher, therefore leading to less confrontation.

   Teacher perception of safety increased slightly from fairly unsafe to average.
   Example:
   → Perception of safety at cafeteria increased from 3.0% to 3.13 %.
   → Perception of safety in classroom increased from 2.19% to 2.53%.
   → Perception of safety in the parking lot increased from 2.78% to 3.28%.
   This could be due to increased fencing and increased attention by MTS officer to parking lot.

4. Disruptive behavior
   There was a marginal increase in the time spent in dealing with disruptive behavior.
   \[
   \begin{array}{ccc}
   \text{Time 1} & \text{Time 2} & \text{Time 3} \\
   2.60 & 2.74 & 2.9
   \end{array}
   \]
   → This could be because disruptive behavior within classroom has increased as students have made new friends within classes and are also more familiar with teacher.
Students probably realize that being disruptive may allow them to escape class with no major consequences. (negative rewards)

Disruptive behavior increased during class increased at time 3 possibly due to a rapid turnover of staff as a number of older heads retired. This resulted in an increase in the number of young, untrained members of staff. Therefore there was a change in disciplinary measures within the class as well as an inability to deal with stressful situations in the classroom.

5. Time spent in classroom reducing teaching time.

There was no change

<table>
<thead>
<tr>
<th>Time</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.94</td>
<td>1.94</td>
<td>1.95</td>
<td></td>
</tr>
</tbody>
</table>

This may be the results of students being put out of class for being disruptive.

6. Perception of vandalism, personal attacks and theft in school.

The perception of problem increased from

<table>
<thead>
<tr>
<th>Time</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.77</td>
<td>3.91</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

This could be due to increased abuse to furniture and blackboards of students due to a lack of guardianship.

This figure dropped in survey 3 due to fencing of the car park as well as increased vigilance of teachers with regards to personal effects.

7. Other

There was a major decrease in teacher perception of safety when confronting students.

<table>
<thead>
<tr>
<th>Time</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21</td>
<td>2.70</td>
<td>3.8</td>
<td></td>
</tr>
</tbody>
</table>

This could be due to increased familiarity between teachers and students. Teachers feel safer to confront students that they now know and have a better knowledge of student and behavior.

This value rose at the time of the third survey possibly because new teachers were completing the survey, many of who were untrained and inexperienced.
PROBLEM STATEMENT

Fighting is intrinsically intertwined with disrespect and bullying. These physical confrontations impact negatively on the teaching and learning experiences.

Fighting was chosen as our main problem, due to the fact that it was highlighted by both student and teacher surveys as a major concern. The incident data revealed that the school’s percentage is higher than the national average. We have felt it caused the most harm, not only physically, but psychologically as well.

We believe that all shareholders within the school are affected on a daily basis and that everyone involved is committed to finding solutions to improve the school’s environment. In this essay deans, security and safety officers can focus on the more challenging and serious forms of student conduct. Once this is achieved, it is hoped that our school would be more conducive to learning and that the school culture would encompass positive values such as honesty, integrity, compassion and discipline.
RESPONSE DEVELOPMENT

Potential Responses - These responses were collated from staff meetings and meetings of the student council.

1. Restructuring timetable – scheduling five periods in the a.m. session and two periods in the p.m. session.
   **Justification**
   This will harness the most productive time of the day which is the a.m. session, at the same time shorten the p.m. session thus lessening the opportunity for disruptive behavior. Easy to implement.

2. Disciplinary Detention – to be conducted during the luncheon period, supervised by teacher, with a program of work being done by students. This will deter students from problem behavior.
   **Justification**
   This is sanction to be imposed on student in an effort to cut down on fights and other negative behaviors. Easy to implement.

3. Locked classrooms when they are unoccupied. This will decrease opportunities for vandalism and deviant behavior.
   **Justification**
   This reduces the opportunity for illicit behavior by student.

4. Floor supervision – In addition to classroom supervision, each floor should be monitored by two teachers at both ends.
   **Justification**
   This would dissuade students from loitering on the corridor of Block E, harassing other students in class and assembling on the corners of Block E for disruptive behavior.
5. Construction of a fence behind Blocks L, E, F and C, thus separating “up the hill from down the hill.” This will require an increased effort to engage in targeted behavior.

**Justification**
This would eliminate the movement of students from “up the hill to down the hill” for illicit activities. This is a manageable cost that has maximum benefits.

6. Stronger regulation of the cafeteria hours by the office.

**Justification**
The sale of food during class hours has led to the cafeteria to be a hot spot for fighting and taxing stronger regulation is needed. Easy to implement with no cost.

7. Construction/Conversion of a dean’s room close to Block E.

**Justification**
This increases guardianship over the entire block at all times. The lost of this construction will have maximum benefit.

8. Lunchtime supervision by S.S.O.

**Justification**
Again, this leads to increased guardianship by a different authority at no cost.

9. Cameras to be installed in strategic hot spots. Increase the risk involved in committing a crime.

**Justification**
Cameras increase guardianship and effective monitoring at all times therefore reducing opportunity for disruptive behavior. In this modern era, the use of technology should be maximized.
## RESPONSE IMPLEMENTATION

<table>
<thead>
<tr>
<th>Response Step</th>
<th>Implementation Step</th>
<th>Date</th>
<th>Person’s Responsible</th>
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</thead>
<tbody>
<tr>
<td>1. Restructuring of timetable</td>
<td>1. Present policy to Administration</td>
<td>12th May, 2009</td>
<td>Members of VPA.</td>
</tr>
<tr>
<td></td>
<td>2. Present to key personnel, heads of department and deans.</td>
<td>19th May, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>3. Present to members of staff</td>
<td>3rd June, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>4. Implement policy</td>
<td>1st September, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>5. Monitor implementation</td>
<td>Monthly</td>
<td>Deans</td>
</tr>
<tr>
<td>2. Disciplinary Detention</td>
<td>1. Present to Administration</td>
<td>12th May, 2009</td>
<td>Members of VPA</td>
</tr>
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<td></td>
<td>2. Present to key personnel – Heads of department and deans</td>
<td>19th May, 2009</td>
<td>Principal</td>
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<tr>
<td></td>
<td>3. Present to members of staff</td>
<td>8th June, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td>Response</td>
<td>Implementation Step</td>
<td>Date</td>
<td>Person’s Responsible</td>
</tr>
<tr>
<td>----------</td>
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<td>----------------------</td>
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<tr>
<td>4. Implement policy</td>
<td>1st September, 2009</td>
<td>Principal</td>
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<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Person’s Responsible</th>
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<tr>
<td>5. Monitor implementation</td>
<td>Monthly</td>
<td>Deans</td>
</tr>
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<table>
<thead>
<tr>
<th>3. Floor Supervision</th>
<th>1. Present to administration</th>
<th>12th May, 2009</th>
<th>Members of VPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Present to key personnel – Heads of department and deans</td>
<td>19th May, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>3. Present to members of staff</td>
<td>26th May, 2009</td>
<td>Heads of department and Deans</td>
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<td>4. Implement Policy</td>
<td>1st June</td>
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<td></td>
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<tr>
<td>5. Monitor Implementation</td>
<td>Monthly</td>
<td>Deans</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>4. Stronger regulation of cafeteria hours</th>
<th>1. Present policy to administration</th>
<th>12th May, 2009</th>
<th>Members of VPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Administration approaching cafeteria manager</td>
<td>15th May, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>3. Monitoring</td>
<td>Weekly</td>
<td>Deans</td>
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<table>
<thead>
<tr>
<th>5. Lunchtime Supervision by S.S.O.</th>
<th>1. Present policy to administration</th>
<th>12th May, 2009</th>
<th>Members of VPA</th>
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<tr>
<td></td>
<td>2. Policy presented to key personnel</td>
<td>15th May, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td>Response</td>
<td>Implementation Step</td>
<td>Date</td>
<td>Person’s Responsible</td>
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<tr>
<td>------------------------------</td>
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</tr>
<tr>
<td>6. Cameras</td>
<td>1. Ideas presented to administration</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; May, 2009</td>
<td>Members of VPA</td>
</tr>
<tr>
<td>Fence</td>
<td>2. Administration present ideas to key personnel – deans and heads of department</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; May, 2009</td>
<td>Principal</td>
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<tr>
<td>Re-location of Deans Office</td>
<td>3. Suggestions presented to staff</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; June, 2009</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>4. implementation of suggestions dependant on cost</td>
<td></td>
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**COSTING**

<table>
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<th>Resources Needed</th>
<th>Estimated Cost</th>
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<tr>
<td>Fencing-Materials and labor</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Construction of Pre-fabricated Dean’s Room</td>
<td>$90,000.00-$95,000.00</td>
</tr>
<tr>
<td>Camera-Material and labor(Refer to OPNET technologies)</td>
<td>$295,000.00</td>
</tr>
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</table>
RESPONSE IMPLEMENTATION

- The School timetable was restructured in September 2009 to allow five periods before lunch and two periods after lunch.
- Cafeteria hours are being monitored more stringently by Deans and Vice Principal.
- Floor supervision was implemented in September 2009, as well as class supervision. This has continued, once there is sufficient staff available.
- Disciplinary detention was implemented in September 2009; however it was discontinued after two months. This proved ineffective as a means of disciplinary action due to a lack of availability of a suitable room, to house students on lunchtime, as well as due to the large amount of time wasted looking for the students who are supposed to be in detention. The author feels that Detention is a worthwhile instrument in maintaining discipline and administration needs to revisit this idea and revise it in the future.
- Financial constraints have prevented the implementation of cameras and the relocation of the Deans’ office. It is hoped, however, that when the funds are made available with the authorization of the Ministry of Education, these changes can be made.
EVALUATION

During the period May 2009, until January 2010, a number of responses have been implemented and their success evaluated. It was not possible, however, to implement a number of the suggested responses, due to a number of factors.

During the period May 2009, until January, 2010, Siparia West Secondary School (formerly Siparia Senior Comprehensive School) underwent a number of changes:

- The retirement of two Deans and the promotion of one.
- The retirement of the Principal, which left this position vacant until December 2009.
- The transfer of a number of senior teachers during this time frame.
- Presently there are no appointed Deans on the compound, but five (5) acting Deans.

These events contributed to the unsettling of the students and disallowed the continuity of implementing and monitoring responses.

This is evidenced by the data collected from SIRF Survey which was collected for December 2009 to March 2010. This is represented graphically hereunder.
Graph showing a comparison of School Indicipline for the years 2008/2009 – 2009/2010
Graph showing Incidents of School Indicipline for the years 2008/2009

Graph showing Incidents of School Indicipline for the years 2009/2010
Most observable, is the number of incidents of indiscipline overall, decreased by half. This could be attributed to attempts to increase supervision as well as the shortening of the afternoon session. However there was actually an increase in the number of fights. This can again be due to the rapid turnover of staff which led to a lack of continuity in implementing measures. Presently at Siparia West Secondary School, there are a number of young, untrained and inexperienced members of staff who are unable to deal with indiscipline in the classroom.

There are two responses that have been put in place, and they were evaluated by means of a teacher’s and a student’s survey that are included in the appendix. The results of the teacher’s survey indicated that 64% of teachers felt that the change in timetable was instrumental in alleviating discipline since students were allowed less time for restlessness. 35% felt that change in timetable had no effect in lowering indiscipline. It must be noted, however, that most teachers felt that it was too soon to properly evaluate the worthiness of this intervention. All of the teachers thought that block supervision was an effective tool, but many felt it should include classroom supervision and must be consistent in its utilization.

The results of the student’s survey were very revealing. They approved of the timetable change and block supervision. It was felt that the shortening of the P.M. session curbed restlessness and allowed more work to be done. The students also approved of the presence of more teachers on the block during block supervision. Student suggestions for further reduction in indiscipline include:

- Increased involvement by parents and community police
- Supervised lunchtime activities
- Detention
- Periodic uniform checks

The Violence Prevention Programme was partly successful in Siparia West Secondary as evidenced by a marked decrease in incidents of indiscipline. However, this success was hindered by a lack of continuity in implementation of measures. The true
success came from a realization by the administration that there is a need for School database. The value of research tools such as surveys and questionnaires was also evident and can be used in the future to evaluate other responses.

It is hoped that with the appointment of a Principal, and a second Vice Principal, many of the disciplinary measures already outlined in this report will have continuity. It is recognized, however, that exemplary discipline cannot happen overnight and it is actually a process of trial and error to discover a disciplinary plan that works for each school. Persistence, hard work and consistency are also required to achieve this goal. In the end, having a well disciplined, orderly school that produces productive, polite citizens will be worth the effort.
**RECOMMENDATIONS FOR SUSTAINABILITY**

- The program has highlighted the importance of collecting and updating data on a continuous basis. This database can be used to:
  - Store student information
  - Track deviant behavior amongst students
  - To format data that would be easy to read and useful for statistical analysis

However this process is very time consuming and difficult for the teachers to continuously update information, especially with a class timetable; and it is therefore felt that a data entry clerk can be appointed to schools to ensure that the school’s database is updated.

- It can be noted that many persons volunteer to act in vacant positions of Deans or Heads of Departments in schools while carrying out their other official duties. This affords teachers the opportunity to gain experience and exposure to what these posts entails whilst filling the void left by vacant posts. It is felt that these teachers should be rewarded with monetary compensation for their efforts to ensure discipline whilst maintaining guardianship of the students on a continuous basis.

- Cameras are a necessity on a school compound especially in a very large school compound. The school is impossible to monitor by a handful of Deans and school safety officers.

- The Principal is embarking upon a series of programs in the new academic year in an attempt to improve discipline:
  - Peer Mentoring for teachers-This is where new teachers are assigned a mentor teacher to help them deal with classroom situations.
- Values Education Class- This is primarily aimed at form ones, to change behaviors as they enter school.
CONCLUSION

Fighting is a major problem because of the high degree of harm that can occur. However, the information from data collected, revealed that the majority of disruptions were caused by small pockets of deviant students. These students indulged in illicit activities on a regular basis. The activities are difficult to detect, require a great deal of investigation and sometimes, stress a system that is already heavily burden.

Overall, it is felt that if systems are put in place to deal with this small percentage of the student population, that we can achieve the vision that we would like for our school – a vision where each student is equipped with life-long skills and education, in a safe school environment.
APPENDIX I

MAP OF SCHOOL
## APPENDIX II

<table>
<thead>
<tr>
<th>GROUP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stealing or borrowing without authorization any item or property from another student, staff member or school itself.</td>
</tr>
<tr>
<td>Fighting, violence or the threat of physical harm to any student/staff. Encouraging fighting or assault including the use of insults, taunts or challenges.</td>
</tr>
<tr>
<td>Vandalism, graffiti, destruction of school property, destructive pranks, tampering with school equipment.</td>
</tr>
<tr>
<td>Possession or use of dangerous weapons and instruments.</td>
</tr>
<tr>
<td>Sale, giving or receiving, use of drugs, alcohol, cigarettes illegal or controlled substances.</td>
</tr>
<tr>
<td>Display gang or mob related behavior.</td>
</tr>
<tr>
<td>Other</td>
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</table>

### SCHOOL EXAMINATIONS

Students are assessed on their academic performance at the end of each term. These exams apply to all subjects under study in order to determine students’ progress. The pass mark is usually 45 in each subject and students are required to observe the following instructions regarding examinations:

1. A.M. session begins at 8.30 a.m.
2. P.M. session begins at 12.30 p.m.
3. Students are to attend school only when they are scheduled for examination.
4. On completion of examination students are expected to leave the school compound for their homes.
5. Students without the correct uniform will not be allowed to write the examinations.

### EXAM PAPERS

- The Principal, Vice-Principal, HODs and Deans set deadlines for the submission of exam papers to Heads of Department and determine the period of examinations.
APPENDEXYIII

Violence Prevention Academy
Teacher’s Survey

1) Do you think the change in timetable (two afternoon sessions, five morning sessions) helped in lowering incidents of indiscipline amongst students?

If yes, state reason: __________________________________________________________

If no, state reason: __________________________________________________________

2) Do you think floor supervision assisted in lowering incidents of indiscipline amongst student?

If yes, state reason: __________________________________________________________

If no, state reason: __________________________________________________________

3) Suggestions to curb indiscipline amongst students?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

________________________
APPENDIX IV

Violence Prevention Academy
Student’s Survey

1) Do you think the change in timetable (two afternoon sessions, five morning sessions) helped in lowering incidents of indiscipline amongst students?
   If yes, state reason: ________________________________________________
   If no, state reason: _________________________________________________

2) Do you think floor supervision assisted in lowering incidents of indiscipline amongst student?
   If yes, state reason: _________________________________________________
   If no, state reason: _________________________________________________

3) Suggestions to curb indiscipline amongst students?
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

____________________________
INTRODUCTION

The Trinidad and Tobago Violence Prevention Academy is a response by the Ministry of Education to address the increasing incidents of violence and indiscipline in schools. The aim of the programme is to devise and implement a strategy, either to find a solution to, or to transform the problem of violence in schools to a more desirable situation so that schools would become safe once more.

The Violence Prevention Academy was conceptualized by the Ministry of Education to develop a comprehensive violence prevention plan tailored to the specific needs of schools in Trinidad and Tobago. It recognized that a one size fits all approach cannot be applied and therefore requires a collaborative effort on the part of administration, teachers, deans, safety officers, security and all responsible “guardians” to promote a culture of peace in our nation’s secondary schools.

The Academy is structured into four components which are to be implemented over a school year and involves a training programme that allows the school-based team to analyze the causes of violence and indiscipline and to design solutions for their respective schools.
SCHOOL BACKGROUND

In 1983, Success Laventille Secondary School which was formerly known as Success Laventille Composite School was established in Laventille in the village of Prizgar Lands. The school was built for not only an academic based curriculum but was vocational in nature as well, where the less academically inclined students were taught skills such as Woodwork and Wielding. The subjects being offered on the school’s curriculum are English Language, Mathematics, English Literature, Biology, Human and Social Biology, Chemistry, Physics, Spanish, French, Information Technology, Social Studies, Agricultural Science, Integrated Science, Food Technology, Art, Sewing, Music, Pan, Principles of Business, Principles of Accounts, Geography, Physical Education, Office Procedures and History. The ratio of student to teacher is approximately 12:01.

Success Laventille Secondary School is a unique school with unique problems that is inherited from the community. The school is caught in the middle of warring gang and drug elements which our children have to face everyday, some of whom belong to families which are part of these warring fractions, posing an additional threat to their safety and well being as well as that of the entire school population. Regardless of all the constraints and negativity that are faced, the school have managed to survive and produce students high in excellence, in academics, sports and cultural achievements that can be measured amongst the best in the country.
The school is surrounded by the villages of Success Laventille, the Beetham Gardens, Picton, Prizgar Lands and Quarry Village. The school’s catchment area includes Morvant, Laventille, Belmont, San Juan and Port-of-Spain and Environs. Some of these areas are plagued by issues of violence, single parent families and a culture that does not always support education. There are interested parents, who want to assist but are unable to cope with pressing life issues and many find disciplining their own children a challenging thing. There is much dependence on teachers and the school community to discipline for them. Success Laventille represents a beacon of hope for all the depressed communities that surrounds it, and is known as “The Light on the Hill” to her stakeholders.

The Constituency of Success Laventille comprises mainly of persons of African descent originating mainly from the smaller Caribbean islands such as St Vincent and Grenada. Many hold low-income jobs or are on government funded programs such as CEPEP and URP, which are programs designed to alleviate unemployment and poverty in these low income areas.

At present the school has a population of just over eight hundred (800) students, many of whom not only come from an underprivileged home environment but statistically one in ten students could attest to knowing a close (relative) who has been murdered, incarcerated or a gang member.
The staff of the school is comprised of sixty (60) teachers which includes eight (8) deans, some of whom have been teaching at the school since its inception more that twenty-five years ago. The Current Principal is one of the many teachers who taught at the school and could be said to be one of the founding members of the teaching staff. The turnover rate of the teaching staff is not very high with a fair mixture of both African and East Indian teachers. There are however, more female teachers than their male counterparts. Three (3) administrators, one (1) Guidance Officer, four (4) School Safety Officers and approximately ten (10) non teaching support staff, which includes On-the-Job Trainees completes the School population. The school operates in conjunction with a School Board and the Parent Teachers Association (PTA).

The School is involved in many extra curricular activities such as football, cricket, netball, volleyball, Pan Festivals and Music festivals, Carnival Competitions as well as Drama where we have achieved at the highest level. To instill discipline, honor and service to country, the school with the assistance of the School’s Safety Officers have established a chapter of the Cadet Force where both male and female students are involved. The School boasts of winning many Junior Carnival Competitions and Junior Panorama finals over the years and is one of the schools, if not the only school in Trinidad and Tobago where the Carnival mas’ costumes are made by the students themselves. On entering the Administration Office, the many trophies and plaques on display would attest to our sports and cultural achievements. Our School Song “Reaching for Success” was written by one of our Art Teachers and sung by students of
the school. This song poignantly tells the listener what Success Laventille Secondary School is about – where we came from and where we are going.

The school’s motto: Education: The Key to Success which is supported by the mission statement - To create in collaboration with our social partners a positive secure learner centered environment which inspires and empowers students to achieve their fullest potential and assist in the positive transformation their communities on a global and national level.

Information from founding Administration suggests that Success/Laventille Composite School was established as a Junior Secondary School. In the early years from 1983-2003 onward there were 1,100 students. Space became an issue and that figure has considerably been lessened. There is no playing field, only a hard court, which is in contention with the villagers, and a multipurpose hall. Fifteen classes are based in Block B which can become a noisy conflict area. Proximity of classrooms makes class control difficult. This crowding of students makes for a noisy, restless climate which is not always conducive to peace, tranquility and the required focus.

The students sit the CXC Examinations at the end of form 5 and many of them have to go and seek their chances to get into an Advance level programme at the seven year schools. Those that are unsuccessful either enter the world of work, or enter other tertiary institutions.
IMPLEMENTING THE VIOLENCE PREVENTION PROJECT

The Principal, two teachers which includes a Dean and one School Safety Officer are the members that comprise the Violence Prevention Team at Success Laventille Secondary School. The approach taken by the team requires the use of the SARA problem solving process. The acronym SARA refers to a methodological process of Scanning, Analysis, Response and Action which aims at effectively identifying problems and finding solutions to these problems.
SCANNING AND ANALYSIS

Problems are identified during the scanning phase. The team examined documented incidents over a specified period of time in order to assess groups or clusters of similar incidents. Fighting, disrespect and disruptive behavior stood out as the major issues that were being encountered by both the staff and student population. Data for the confirmation of these issues were gathered from the school’s suspension records, incident reports from the School Safety Officers as well as reports from Deans and Subject Teachers. Student and Teacher surveys were also conducted.

FINDINGS

A review of the data collected was done in order to map incidents by the time of day they occurred, the location in order to establish patterns. This identified and narrowed the scope of the problem as well as developed ideas as to why certain situations occurred and under what specific conditions. The school looked at three types of data; official school data, teacher surveys and student surveys.

The student and teacher surveys sought to determine the frequency of a range of problems experienced by both staff and students to determine the type of incident that was more prevalent. A number of variables such as fighting, bullying, disrespect, disruptive behavior and assault among others were looked at.
Fighting was identified as the main problem. The data revealed that most incidents occurred in the classroom, in most instances when teachers are absent from the classrooms for whatever reason and students are left unsupervised. Incidents also occurred between periods when students are moving from one class to another. JP, a 15 year old male of mixed decent in form 3 and KD a 14 year old male of African decent also of form 3 were the most prevalent offenders. Both were involved in a series of incidents, including fights disruptive and disrespectful behaviour.
STATEMENT OF THE PROBLEM

Based on the data captured in the incident report, fighting has been deemed as the major problem. Disrespect and disruptive behaviour will be also addressed by the Violence Prevention team since they ultimately lead to the more serious offence of fighting being perpetrated. The team found it imperative to address these three major issues, since it will result in a reduction and an alleviation of these incidents thereby leading to an environment which is more conducive to teaching and learning, where the curriculum could be delivered in an efficient and effective manner.
RESPONSE

After analyzing the issue of fighting and its related problems, the Violence Prevention Team came up with the following responses which were discussed by all stakeholders in preparation for the academic year beginning September 2009.

PATROLS

Deans, Safety Officers and MTS personnel are mandated to patrol during the Break and the Lunch Time period since in most instances fights break out during these periods when students are unsupervised. Block B which house the lower forms of 1-3, has been identified as the location for most incidents occurring, during school sessions and at break and lunch time. Safety Officers, Deans and MTS personnel are sensitized to these occurrences. These “guardians” are to patrol periodically in order to prevent these situations from occurring and to deter potential offenders.

ASSESSMENT

The methods of patrolling have worked to a large extent. Students are sent back immediately to their classes when they are seen loitering along the corridors or wanting to go to the washroom room areas without obtaining permission to do so from their teachers. Teachers have also been advised not to send students to the washroom immediately after break or lunch since some students use this as an excuse to be out of
classes, and sometimes get into situations with other students. Only in cases of extreme emergency are students allowed to leave the classroom. With the increase in patrols especially at break time and lunch periods, the fights and small skirmishes has lessen a great deal as the data would show. We need to work as a coercive team, monitor and revise this method in an effort to completely wipe out the unwanted behaviors.

SUPERVISION OF CLASSES

The School Administration has adopted a policy whereby an Administrator is assigned to go through the Teacher’s Register at the beginning of the day and assign teachers to man the classes of teachers that are absent or late for whatever reason. This has prevented students from being left unsupervised and in so doing prevent incidents from occurring, since in most instances, situations occur when teachers are away from the classroom. This method has worked to some extent, but some teachers are of the view, that because they are always regular and punctual, they are given more supervisions that those teachers who are seldom on time. In some instances as well, teachers who are given supervision, either don’t go in a timely manner and this defeats the whole purpose of the supervision, because by the time the teacher reaches the class, the classroom is completely chaotic. More time is then needed to quell situations which could have been avoided. Administration has taken new approaches and measures in order to alleviate this type of behavior in a more favorable manner to the benefit of all.
INTERVENTION SEMINARS AT ALL LEVELS

Students are exposed to seminars where they are taught self-esteem, self-development and are exposed to conflict and anger management skills. Peer mediation workshops were introduced to students for them to develop skills in handling and neutralizing adverse situations between their peer groups. The Student Council is constantly being developed and enhanced so that students can have their views heard.

DEANS MEET WITH CLASS TEACHERS

Classroom Management has been identified as one of the major causes of disruptive and disrespectful behaviour which sometimes lead to fights during the class while the teacher is present. The underlying factor to most of the fights is disruptive behaviors and disrespect which starts in the classroom by somebody calling somebody a name or telling the other person something that the other person does not like. In most instances, if the situation is not diffused by the teacher in a firm and timely manner, the situation could eventually mushroom either during the class while the teacher is present or when the teacher leaves the class. Teachers are mentored by their Deans and Head of Departments about ways to deal with difficult situations and ways to quell disturbances in the classroom. The Administration has mandated that Deans meet with their form teachers to discuss problems and find solutions to these problems that occur. In addition, new teachers, as well as teachers who are weak in classroom management are monitored and
observed on an on going basis and are assisted by their Head of Department. This response is working, but there are still some teachers who need to buy in to the idea. Also some of the older teachers are set in their methods of handling situations. This is an ongoing process that would eventually have full support by all.

THE USE OF CCTV CAMERAS

Stakeholders and responsible “guardians” cannot be all the places all the time, and also because of the layout of the school compound there are blind spots where illicit and unwanted activities can be carried out and stopped before a guardian arrives on the scene. Students have their “lookout” to inform them when a guardian is approaching, and all activities are stopped until the guardian is out of sight. The Administration took the decision to install cameras at strategic locations around the school. The rationale behind the installation of these cameras is that although guardians are in place, they cannot see all the situations that occur all the time. Students have “lookouts,” who inform them of the whereabouts of the guardians which give them enough time to stop whatever they are doing to avoid being caught. Students will be aware that they are being monitored without seeing who is monitoring them. Initially, the school installed two CCTV cameras with the monitoring system placed in the principal’s office. Although these cameras covered a wide area, there were still some blind spots that need to be monitored. The school has since acquired three more cameras with another monitoring system to be placed at a strategic location, so that the premises would be thoroughly monitored. The intervention of this device has reduced some petty offences from occurring and has
deterred students from engaging in illicit and unwanted behaviors. This has acted as a deterrent to committing offences.

DISCIPLINE MATRIX

The School’s Discipline Matrix has been introduced with clear guidelines as to the discipline procedures for each offence and the frequency of such offences.

In an effort to improve the overall tone of the school and reduce the incidents of indiscipline, a proper system of documentation has been implemented. Having been exposed to the Violence Prevention Academy, and realizing the importance of data collection and efficient record keeping methods, Administration have encouraged teachers to adopt proper recording keeping practices. Teachers have been encouraged to keep records for all offenders and fill out the Incident Report Forms and to report matters to the Form teachers who will then report to the Dean or higher authority as necessary. This has encouraged teachers to address unacceptable behaviour in a consistent manner and has also improved the system of record keeping thereby making the system work more efficiently and effectively. The Discipline Matrix stipulates the offences and the punishment that should be meted out for the offences and the frequency of these offences. This has worked very well since teachers would know exactly what punishment is needed for whatever offence that is committed.
ASSESSMENT

In evaluating and assessing the systems that were put in place by the team, we are of the view that the methods we used worked and are working well. Issues of disruptive behavior, disrespect and fighting have decreased as shown by the data from the inception of the program to when all the systems were implemented. Challenges have been encountered, but gradually they are being overcome as the benefits of putting proper procedures in place are being seen as rewarding to all stakeholders. We still have some work to do, since we need everyone to accept the systems that are in place and we need to monitor and evaluate it to derive maximum benefits from what we have learnt.
SUSTAINABILITY PLAN

With greater involvement from Administration and the school Supervisory level, the plan will get greater involvement from staff at all levels when the understand the benefits that are derived from the program.

The systems that are currently in place are working well. Through the weekly meetings with the deans, they will be brought on board as well as through staff meetings the staff will be sensitized to the workings of the plan. With monitoring and constant evaluation of the plan, we know that it will work.

Gathering the information and presenting the data to show relations between what situations are occurring less because of certain interventions that are taking place will effectively allow stakeholders to buy-in to the plan and understand the workings of the plan in favorable terms.
Valencia Secondary School

Violence Prevention Report

Team members
Francois Ottley (Principal)
Kevin Cummings (Dean)
Arlene Barnett (Dean)
Ramesh Sookram (Safety Officer / Project leader)
<table>
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<th>Page</th>
<th>Content</th>
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<td>Strategies put in place</td>
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<td>Sustainability Plan</td>
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<td>Appendix</td>
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MEDIA REPORT

Our participation in the Violence Prevention Academy exposed the team to a greater awareness and understanding of the factors that influence deviant behaviour in our school and enabled us to systematically keep a track of this type of behaviour and in addition formulate strategies to treat the various problems and put long-term measures to effectively reduce instances of deviant behaviour.

During our training we attained an understanding of the ‘Crime Triangle’ and the various factors that contributed to an instance of deviant behaviour. We were shown computer software that can be used to accurately record occurrences of various types of deviant behaviours, from which ‘Temporal Analysis’ can be taken to check for patterns or clusters of certain elements connected to negative activity.

The training received enabled the team to evaluate the school’s physical layout and identify particular areas that were prone to deviant behaviour and the various times of the day that certain negative activities occurred. This allowed us to put certain strategies in place such as increased guardianship (School Safety Officers, Deans & MTS Security Officers) in certain areas and at certain times, increased lighting in poorly lit areas and workshops for all teachers that were geared at effective Classroom Management.
Introduction

The Violence Prevention Academy Team is a group of persons assigned the responsibility to collect, store and analyse data related to problems occurring in the Valencia Secondary School, as well as to develop responses to such problems. This was due to the recent upsurge of violence among the student population in the nation’s secondary schools.

The Violence Prevention Academy has been very instrumental in providing a systematic method of dealing with problems in terms of identifying contributing factors and means of reduction of such problems. By exposure to the SARA model of scanning, analysis, response and assessment we have been able to attain a greater idea of the nature of problems occurring on our compound, in terms of their frequency, location, the perpetrators, victims and times. Other helpful information such gender, age, class is also obtained to further add to the data. From the SARA process we have been able to venture somewhat into the psychology of crime and identify the conditions on our compound that encourage criminal activity. In addition we have also been able to formulate measures to reduce the impact of the influencing factors, and make long term plans to deal with individuals and create a safer environment for learning.
School Background

The Valencia High School was established in October 2000 on Oropouche Road, Valencia. It began with a staff of 14 teachers and approximately 459 students. The catchment area goes as far east as Sangre Grande and as far west as Arima and there have been minor instances of students coming from area outside of the catchment zone such as Manzanilla, La Horquetta, Malabar, Matura, Maloney and Tamana. The physical orientation and the spacious layout of the compound combined with the insufficient staffing led to frequent incidents of fighting, assaults and general disrespect. By 2008, the teaching staff had grown to a compliment of 49, while the student population increased. In 2005 our initial batch of 15 classes graduated, and we have had inconsistent student intake amounts in the years following 2000. The average intake amount over the last six years has been over 150 students and at present we have approximately 600 students and 25 classes.

Based on the data recorded from the beginning of the year 2008, violence was cited as the major problem ranging from ‘perpetrator on victim assaults’ to ‘student on student’ fighting. Fighting made up 32% of violence and disruption on the school’s compound.²

At the Valencia High School, this is a pattern that repeats itself when an incident of violence begins, in spite of the presence of teachers in the immediate vicinity. The teachers in the classes can only maintain a minimum level of control of their respective classes as the noise and the confusion escalate well above the normal threshold. Temporal Analysis of the data revealed concentrations of activity in certain areas of the school’s compound ³. Further observation of these concentrations cited the physical structure as a major contributor to the problem.

¹ See Graphic 1 A1 and Graphic 2 A2
² See Graph 1 A4
⁶ See Graph 3 A6
The SARA Model refers to the processes of Scanning, Analysis, Response and Assessment. Through these processes the VPA Team was able to identify problems and pinpoint particular incidents that may appear as isolated, but share certain characteristics such as common pattern, victim or geographic location.

It also led to the acknowledgment of the ‘Crime Triangle’ – the linkage between victim, perpetrator and location which provided information that would be useful in understanding the influencing factors or conditions, developing and implementing solutions and determining the impact of the responses.
Findings

From the scanning and analysis processes, the VPA Team was able to ascertain the following:

• The acts of deviance that were prevalent
• The areas of the compound where there were concentrations of deviant acts
• The times of the day that certain acts were being committed
• The teachers’ opinion on personal safety
• Victimization of teachers by students
• The repeat offenders

4 See Graph 1 A4
5 See Graph 3 A6
6 See Graph 2 A5
7 See Graph 4 A7
8 See Graph 5 A8
9 See Graph 6 A9
Statement of Problem

The assessment of the records of incidents led the VPA team to focus on the problem of Fighting as this type of deviant behaviour was more prevalent than the other negative activities that were occurring during the recorded periods. During the period 2008 – 2009, the problem of Fighting amounted to 32% of all the recorded incidents of deviant behaviour. This problem was chosen because of its potential for long-term disruption on the school’s environment. When a fight breaks out on the compound, the learning atmosphere is destabilized as students usually leave their classrooms to get first-hand view of the combatants. The noise-level increases significantly as the spectators cheer and shouts thereby getting the attention of students who are in classrooms that are further away from the site of the disturbance. As more students pour into the scene of the fight, the state of the spectating crowd elevates at times to that of a mob that completely throws off the balance of the teaching period. In addition to the disruption of the school day, differences are sometimes settled after school outside the compound and usually take the form of street-fights that at times re-occur for several days.

10 See Graph 1 A4
Preliminary Ideas for addressing the problem of Repeat Offending

- Incident Data Forms/Deans’ log/Safety officers log
- Proper Cumulative Records from the Primary Schools.
- Background information from the community.
- Police Records.
- Judiciary Records.
- Information from Guidance Counselors and other professionals who have prior dealings with student.
- Teachers’ Records: Roll books/Subject rolls
- Increased Guardianship
- Alternative programs apart from the pure Academic Curriculum
- Increased Guidance Unit involvement
- Programs that target Parents: parenting course
- Follow-up interviews with Offenders
- Student progress forms
With the students’ and teachers’ safety being one of the key elements to the successive operation of the plant, the following strategies have been put into place:

(1) Structured supervision rosters. From scanning we have noticed that the after-lunch periods usually have the most amounts of incidents. The Teachers’ Roll is checked daily to identify absent teachers so that teachers who are present and without teachings periods can supervise the classes without a teacher.

(2) Structured patrol rosters. In addition to the continuous patrols carried out by the School Safety Officers and MTS Security Officers, teachers who do not have any afternoon teaching periods are rostered to patrol along identified areas of the compound. This enables an increased presence of ‘guardians’ along the corridors and other areas which are hot spots for students prone to deviant behavior.

11 See Graphic 3 A3
Having implemented the previously mentioned strategies, the team began to devise an instrument of assessment. It was decided that we scan the records to tally the amount of reported fights on a monthly basis in order to determine if the number or occurrences will decrease, which would of course mean that the systems put in place were indeed being effective.

From a thorough scanning of the records after the measures were put in place it was discovered that the number of fights was reduced. Following the first month after the systems came into effect, the team saw a steady decline of fighting. however, the decline of this problem saw the rise of another. In an attempt to avoid breaching the rules or being discovered by the various guardians, many students opted to wait until after the school day had ended at 2.15 pm to settle their differences outside of the compound. The VPA Team discovered a dramatic increase in street fights and reports from the Police and neighbouring community of brawls involving our students in the roadways after school.
To ensure that the use of the SARA Model is sustained, the VPA Team is going to expose all of the Deans (volunteers) to the process of recording, scanning and analyzing for quicker discovery of potential problems. The Team is also conducting minor sessions that are geared at sensitizing all of members of staff to the factors that influence deviant behaviours.

Within the recent months we have been working with the officers of the Valencia Police Post and the Sangre Grande Community Police, businessmen and women and other members of the wider community in the Valencia region in an attempt to foster the spirit of ‘One Community’. We have held several meetings with the key stakeholders to gather ideas from and to encourage a greater involvement of the community. Events such as ‘Career Day’ and ‘Health Fairs’ are being used to get the community to realize the potential that the student population has and the need to foster and preserve positive school habits.
Staircase: 7-step facing west before landing
then 7-step facing east after landing
- Improper lighting
- Stairway orientation creates a blind spot
Toilet Area: Passageway leading into a large room
- Physical layout and positioning creates a ‘BLIND SPOT’
- Overhead floor (1st storey) blocks natural light and artificial lighting is poor
- Location is away from general population thereby having a smaller presence of guardians than other areas
Incident Occurrence for Valencia Secondary School
2008 - 2009

- Fighting: 32%
- Physical Assault: 11%
- Gambling: 9%
- Theft: 6%
- Improper Uniform: 6%
- Disorderly Conduct: 6%
- Issuing Threat: 3%
- Vandalism: 3%
- Obscene Language: 12%
- Truancy: 9%
- Disrespect: 3%
- Physical Assault: 11%
- Gambling: 9%
- Theft: 6%
- Improper Uniform: 6%
- Disorderly Conduct: 6%
- Issuing Threat: 3%
- Vandalism: 3%
- Obscene Language: 12%
- Truancy: 9%
- Disrespect: 3%
Incidents by Time of Day

- Morning Period before school starts: 2%
- Classtime before recess 08:15 - 09:00: 12%
- Recess break 09:45 - 10:00: 9%
- Classtime before lunch 10:00 - 11:30: 12%
- Lunch break 11:30 - 12:00: 17%
- Classtime up to 7th period 12:00 - 13:30: 18%
- Classtime before end of school- 7th period 13:30 - 14:15: 19%
- After school 14:15 - 15:30: 11%
Incidents by Location

- Transport Vehicle
- Southern staircase
- Physics Lab
- Music Room
- Library
- Front Gate
- Dean's Office
- Corridor 4
- Corridor 2
- Form 5 Block
- Form 3 Block
- 1st Floor Washroom
- Form 1 Block
Your classroom while teaching
Empty classrooms
Hallways & locker areas
The cafeteria
The toilets used by students
The gym
Parking lot
The School Hall / Auditorium
Elsewhere outside on school grounds

Valencia %
National %
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APPENDIX

Graph 6

No. of offences

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Mock Media Release

Williamsville Secondary was a proud participant in the pilot programme of violence prevention in schools at the Arthur Lok Jack Graduate School of Business. This programme was launched on November 17, 2008 by the Honourable Minister of Education Esther LeGendre.

Using the SARA model the team process, much data was collected from all available sources (Vice Principal’s Diary, Dean’s Log etc) as far back as 2007 to date.

Subsequently, this information was supplied to the VPA team for further analysis through computer technology at Arizona State University. This led to the identification of patterns of behavior which were at high and unacceptable levels at Williamsville. Through this method we were able to isolate one major area of concern (fighting/use of violence) and to begin a response to deal with this problem. An investigation into the physical plant (hot spots, infrastructural weakness etc) resulted in the installation of gates to prevent unauthorized access as well as in the locking of empty classrooms to minimize vandalism and student misconduct. Adult supervision and vigilance were increased in areas which appeared to be hotspots.

Having done this we continued to examine our environment in a more focused and informed way in order to identify and analyze our reality. We were able to then evaluate our responses and with the re-scanning of new data found that a reasonable level of progress and success had been accomplished through the SARA model.

We the team highly recommend to the use of the model in our schools as it gives an accurate statement on the issues affecting the school and provides the solution through scientific and accurate data sourcing, analysis, response and evaluation.
Team Members

Nadia Samsundar       School Principal

Celestine Ram        Dean           celestine_ram@hotmail.com

Charlene C. Woods    Dean (Ag), PE Teacher    ccw1411@hotmail.com

Harold Gillead       School Safety Officer    haroldgillead@yahoo.com

November 17th 2008 – April 13th 2010
# Table of Content

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Introduction

Williamsville Secondary School, formerly Williamsville Junior Secondary School was de-shifted and converted in September 2006. The change process was accompanied by a host of challenges such as increased student indiscipline and violence, teacher resistance to change, inadequate infrastructure and a generally high level of unpreparedness among stakeholders.

A middle management structure has been established with the appointment of Heads of Department and Deans and the Administrative team is comprised of an appointed Vice-Principal and Principal.

In spite of these overwhelming challenges, the school was able to prepare its first CXC candidates to write exams in 2008. Subsequent results were extremely gratifying to teachers and students.

The school culture is being transformed from one of transience to one of stability and consistency. Since this school is the only secondary school in the area its vision encompasses the desire to provide a more comprehensive and more relevant secondary school education to the community.
School Background

Williamsville Junior Secondary is situated on a hill in Kumar Village Williamsville. Its doors were opened on the 6th September 1976, with a complement of five (5) teachers, two (2) Vice-Principals & one (1) Principal Mr. James Tuitt. It was one of two (2) B type Junior Secondary Schools (Schools that are smaller than the A type Junior Secondary schools, with two storey buildings instead of three storey’s) in the island. In these early days the school was on shift with Ste Madeleine Junior (WJSS on the pm shift). When Ste Madeleine left for their own school, Williamsville got its full complement of 1440 students (720 per shift). The school remained on shift system until September 2006 when we became a five year secondary school (whole day school).

During the time the school was on the shift system a between shift rivalry developed. Most of the fights took place between shifts and at the end of the school day. With the de-shifting process ‘fighters’ from the morning shift were now placed in classrooms with ‘fighters’ from the evening shift causing added tension to an already tense situation.

Although there was a large enough ratio of teachers to students in the year after de-shifting (60 teachers to 636 students) there were problems faced by both teachers and students which manifested in the numerous fights seen.

When the VPA was introduced our staff had reduced somewhat with teachers retiring or being transferred. We went from sixty (60) members on the teaching staff to fifty one (51) to fifty three (53) at present. The student population
was also reduced from six hundred and thirty six (636) to three hundred and eighty eight (388) and then to three hundred and ninety six (396) presently.

All five levels (Forms one to Forms five) are taught at the school. Although the Caribbean Examination Council (CXC) classes were not previously taught our teachers rose to the occasion and were able to have a measure of success at exams. Our teachers are working hard with the students sent to us from the Secondary Entrance Assessment Exams (SEA) to get them ready for CXC.

**History of problems**

The school was de-shifted and converted by the Ministry of Education in 2006. However, this process did not mean that problems long associated with the Junior Secondary School system would simply disappear or even become less critical.

These problems were both student and staff oriented. Student oriented problems were:

1. Indiscipline and delinquency among students caused by poor literacy, negative socio economic factors, single parent homes, barrel children syndrome and a negative attitude towards anyone in authority.
2. Significantly high rates of teenage pregnancy, school drop-outs, drug use and violence. These problems were primarily caused by parental negligence, lack of proper supervision, financial hardships and lack of coping skills among the student population.
3. The shift system gave rise to numerous students who were de-motivated and demoralized (Junior Secondary Schools received the lower percentile of
SEA candidates). Therefore these students were stigmatized by the Junior Sec label.

Teachers at the school were also de-motivated. There was and has been a deep seated sense of in transience between two staffs passing each other on the way. There was an absence of ownership and belongingness even in accountability for classrooms and keys. Nobody seemed to be willing to take charge of school purpose and school development.

Now that the school is a full secondary school, there is a great need for and intervention such as VPA.

This programme offers strategies and a structured approached in dealing with the school’s problems. The SARA approach is also helpful in ascertaining levels of indiscipline and areas of activity which will lead to positive action being taken by the schools VPA programme.

The VPA provides training, information and collaborative approaches to violence prevention in schools.
**NCSE results for the years 2007, 2008, 2009**

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*A - Students Entered* \(^1\)

*B - Students Passed*
### CXC result for 2009

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Scanning and Analysis

The information collected (from the Vice Principals book) on incidents that took place during the suggested period was sorted and carefully scanned to identify problem(s) that are problematic to our school. The results of both the student and teacher surveys were looked at with more emphasis being placed on the information from the students being used to identify our problem.

This information provided the following results, which will be displayed in the appendix: the top five offenders, the top five victims, the hot spots, the hot days, the hottest time of day, the top infractions.

When the surveys were done for a second time, data and survey results were looked at together to identify if a change had occurred in the environment. It was realized that the problem(s) remained but there was a change in the offenders and some victims as there was some form of traffic in and out of the school (some students were either transferred or left the school).

Description of the SARA Model

This programme began with exposing us (teams from 25 schools in Trinidad and Tobago) to a new strategic response to crime approach. This program exposed us to a new way of thinking, to avoid the traditional ways we used to prevent crimes at schools. It allowed us to respect the process and respond with a deeper thinking process known as THE SARA MODEL [SCANNING ANALYSIS RESPONSE AND ASSESSMENT] and applying this to situational crime prevention in our school.
SCANNING

This involves the process of collecting data of incidents that occur on a daily basis and identifying recurring problems at our school. This process demands that we look closely at the problem in a systematic and scientific way. This process exposed us to a more in-depth and precise way of recording the information on each act of indiscipline.

ANALYSIS

The data collected were stored on the computer spreadsheet. This allowed us to use the process of temporal analysis to sort each act into different categories e.g. time, place, repeated victims, repeated offenders, race, etc for a closer examination of the problems. We were walked through processes like Rational Choice Theory, and Routine Activity theory and the Crime Pattern Theory.

We were also exposed to using the crime analysis triangle to become a crime expert in environmental criminology. Here we looked at reasons for the incident to occur, incident cluster, cluster criminals and the 80/20 rule and hot spots.

RESPONSE

This aspect is about finding solutions to the identified problem(s). Solutions that would help us deal with the issue in a strategic way. How the students respond to these responses would determine the success or failure of the response.

ASSESSMENT

This part of the process deals with the rate of success or failure. It is the process of evaluating our outcomes from the applied responses.
This will give us the who, the why, the what, the when, the where and the how of incidents occurring at our school.

We will see whether our projects fail or succeed, if our responses were accurate or not and how to identify our flaws, and more importantly we can see whether the incidents were exported to another area of the school or whether the problems were stopped.
PROBLEM STATEMENT

After analyzing the incident data report for the school year September 2007 to July 2008, it has been realized that the problem of assaults has been prevalent. When this was compared to the students’ survey and the teachers’ survey done we saw a similarity. As such we feel that it is necessary for us to address this problem.

It is important for us to address this problem to:

- Improve the general standard of the school.
- reduce the level of fear being experienced by students and Teachers
- improve the working conditions for both staff and students of the school

Further analysis of incidents that occurred during the period September 2008 to July 2009 showed that although there was a decrease in the number of fights and assaults there is still room for change. What was also seen was the increased number of students being absent from the classroom.

Graph: Students survey
Potential Responses

Immediate response:

- All personnel available will go to the scene stopping the fight and clearing the area of all spectators. Disciplinary actions which may range from verbal warning, suspension to being charged by police officers will be taken against the offending students after the matter has been thoroughly investigated.

Long term

- Students are referred to the guidance officer for counseling if they are repeat offenders or victims, or depending on the situation or incident.

System to prevent fights:

Since most of the fights take place at or near block B on the compound during the lunch time or break intervals the following measures were put in place.

1. Several classrooms are locked when not being used sometimes during the lunch period. They are opened by the safety officer when the need arises.
2. Regular patrols of the area are made by the safety officers and security. Random patrols are made of the entire school and also special patrol made to hot spots on a journey cycle. These patrols are made by deans and other officers
3. The back step was burglar proofed to limit access.
4. Repeat offenders restricted from certain rooms.
5. Holes in the fence were mended to make the compound more secure.
These measures have in fact reduced the number of fights in that area. For this effort to be more effective, it was suggested that the following responses are implemented to further reduce the problem.

1. Surveillance system at Block B and other hot spots such as entrance to the toilets and locker areas with monitors in the V.P. office and/or the safety officers’ room. With this system it may be necessary to have around the clock supervision of these monitors. Once students realize that they are being monitored they tend to display their best behavior. This can be used for investigative purposes, to quell rising disturbances and to pinpoint offenders and victims. Although this system would be costly it has become necessary to keep the students where about a priority. These cameras will not be placed in the toilets but at the entrance to observe those coming in to the area.

2. Increase the complement of security officers on the compound from two to four officers during school hours which would reduce response time to any incident. This increase should include a resident corporal to improve discipline and allow for quicker decisions to be made when problems arise.

3. An increase in the number of sporting activities or extra curricular activities as an outlet for excess energy and a way for them to build confidence and self esteem. It was noticed that the level of indiscipline decreased during the lunch period when football and cricket competitions were organized and carried out by the CSEC physical education students.

4. Seek professional help for teachers via workshops to help the teachers to better cope with the situations that may arise. Professional help for students using members of the protective services such as police, fire and prison services. Members from different groups such as Family in Action and others can be contacted to speak to the student body to help them make
better choices in situations which are potentially dangerous. We now have a resident guidance officer so repeat offenders and victims can be referred.

5. Deans equipped with scanners for searches at the gate or in classrooms.

6. Proper fencing of the school compound to prevent students from leaving without permission and other unauthorized persons from entering.

**Evaluation plan**

To measure the impact we looked at the Vice Principal’s book at the number of fights in the period during and following the implementation of our response. This book was used to originally identify the major problem the school was having.

**Response to action taken**

A six week program involving NGO – The Network Community Organization led by Lutalo Masimba (Bro. Resistance) was done with the Form Three’s and Forms Four’s approximately one hundred and thirty (130) students altogether. During the time of this program there were conversations with the students who gave a positive response to the programme in which they were participating.

Looking at the recorded data there seems to be a 75 % decrease in the number of fights taking place. Although there was a decrease in the number of
fights there seemed to be an increase in the number of cases of disrespect. There is now a need for a program to assist the teachers in their management of their classes and of the more aggressive students in those classrooms.

Although the implementation was successful there could have been greater participation by the members of staff. There probably could have been more interaction with staff members on what was being done and what they could have done to help with making the situation more real to everyone.
Sustainability Plan

Steps to be taken to sustain our efforts

1. Ongoing professional development sessions geared towards assisting in building the confidence of teachers in their classroom management.
2. Development of character skills programmes (this has started and will continue) in students upon entry at school to build sense of belonging, fellowship, team spirit and friendly competition.
3. Regular meetings with stakeholders e.g. parents, community and police and other NGOS (Non Governmental Organization) to assist and continually remind them of their roles in school development as it takes a village to raise a child.
4. Continuous scanning and analysis in each problem area as needed to keep on top of situations, implement responses, evaluate and recommend new directions and changes.
5. Revisiting hot spots as the need arise, continued surveillance of the entire compound and establish ways to improve the environment to reduce the occurrences of fights in these areas.
6. Continuous inspection of established environmental protection to ensure they are not vandalized again.
7. Continue discussions with all stakeholders for assistance in making the institution a viable place for improved academic and overall behaviors for the community to be proud of.
8. The introduction of WASP (Williamsville After School Program), READ and the Restoration of the field. These are a group of activities planned to divert student attention from negative behaviors to positive and self-enhancing development.

What help does our school need to sustain our efforts?

1. More trained personnel in dealing with the range of human behavior that triggers violence and at least 4 security officers at all times.
2. A separate financial allocation to safety officers to carry out their work.
3. Better facilities for deans and safety and security officers such as rooms, telephone, computer and a secretary.
4. Surveillance system for Block B as main hot spot.
**How to bring on key stakeholders**

1. Use marketing strategy to get people on board e.g. one on one direct contact.
2. Use of resource personnel to speak at meetings of stakeholders.
3. Increase the awareness of the business community on the impact of crime on business and vice versa. Present and analyze types of partnerships and strategies for forming partnerships for example business-police partnerships and programs that are known to be effective.
4. Print brochures that highlight our problem and use of SARA model and include recommendations for partners that can help us for our future successes in solving our problems.
5. Use of reward and recognition to persons who get involved for their efforts.
APPENDIX

Top Five (5)
Offenders
L F
J G
N C
E R
B S

Top Five (5)
Victims
Mr. A. H
Mrs. P. L
K R
Mr. V. R
Mr. H

Hot Spots
Back Steps of Block A
Hall area
Rm 27
Rm 28
Washroom

Hot Days
Wednesday
Friday
Monday
Tuesday

Time of day
Before start of day (day starts at 8.20am)
Before break (break 9.50 - 10.10am)
Before lunch (11.30 am - 12.10pm)
After school (school ends at 2.30pm)
A profile of the top offenders and victims was compiled as follows:

**OFFENDERS**

1. **L.F – 14 year old African Female**
   a. Fighting – after heated argument L.F fought with another student causing injury to the area above left eye – Parental Request (PR), 7 days suspension.
   b. Fighting – clothes of the other student damaged PR, 5 days suspension.
   c. Obscene Language – directed towards the dean PR, cautioned.
   d. Obscene Language - cursed a teacher before exams was not allowed to write the exam.
   e. Rudeness and obscene language – in a group shouting at the teacher cursing being rude.
   f. Vandalism- emptied bin in classroom.
   g. Vandalism - scattered paper around bin refusing to pick it up.
   h. Assault – struck Webber in ‘defense’ said he tried to kiss her.
   i. Assault – threw water on a teacher and refusing to answer questions.
   j. Pornography on phone – phone taken during assembly 5 days suspension.

2. **J.B – 14 year old East Indian male**
   a. Scratch bomb – bursting scratch bomb in class on two (2) occasions and selling on one occasion PR, 3 days suspension.
b. Class breaking – broke 2nd and 7th period classes in one day PR issued.
c. Truancy - left school through a hole in the fence suspended.
d. No data provided but the student was suspended

3. N.C 14 year old African Female
   a. Class breaking – not going to English classes (once so far)
   b. Fighting – fighting during lunch, 7 days suspension.
   d. Alcohol consumption – consumed on compound, PR issued, 5 days suspension.
   e. Extortion – threatened students and took away their money, PR issued, money returned.
   f. Disrespectful to teacher when cautioned on disruptive behavior

Other information that we feel will be needed

Address of offenders (to check for gang relation)

Socio economic background information

Community service records (if any)

Primary school records (to make comparison)

Preliminary Ideas

Servol program (has already started)

Trip to YTC (done week of November 10th to 14th)

Parental Request,
Suspension,

VICTIMS

1. **V. R – East Indian Male Teacher 5 incidents**
   a. Disrespect
   b. Threats to break windscreen
   c. Disobedience refusal to hand over items they should not have and to leave area

2. **A. H – East Indian male Teacher 4 incidents**
   a. Obscene language
   b. Threat – piece of wood pointed in face.
   c. Abuse – water thrown on him
   d. Disobedience on number of occasions

3. **P.L – East Indian Female Teacher 3 incidents**
   a. Disrespect – inappropriate remarks and obscene gestures, asked if stupid
   b. Disobedient – to instructions

With the collection of new data for the school year 2008 – 2009 it was realized that there was a decrease in the number of fights and extortion incident but an increase in the number of students breaking class and alcohol and cigarette use.
Graph showing Teacher Survey Results

CEPTED SUMMARY REPORT – ISSUES ARISING
<table>
<thead>
<tr>
<th>Problem</th>
<th># Schools</th>
<th>Issues arising</th>
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</thead>
<tbody>
<tr>
<td>Student tardiness/absenteeism</td>
<td>7</td>
<td>Makes continuity of student supervision difficult.</td>
</tr>
<tr>
<td>Teacher tardiness/absenteeism</td>
<td>19</td>
<td>Classrooms/Classes unsupervised.</td>
</tr>
<tr>
<td>MTS absenteeism &amp; staffing</td>
<td>11</td>
<td>Gaps in security.</td>
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<tr>
<td>MTS not adequately trained</td>
<td>6</td>
<td>Unsecure premises, especially at night.</td>
</tr>
<tr>
<td>Need to increase practical application type courses</td>
<td>5</td>
<td>Students not engaged in courses available as they see little or no relevance to them/their future.</td>
</tr>
<tr>
<td>Graffiti &amp; Vandalism</td>
<td>14</td>
<td>Leads to an environment that is conducive to disorderly student behaviour.</td>
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<tr>
<td>Poor Signage</td>
<td>7</td>
<td>No (or unclear) marking of emergency evacuation routes.</td>
</tr>
<tr>
<td>Old/Broken equipment on site</td>
<td>7</td>
<td>Unclean/Disorderly image for the school. Items can be used during outbreaks of violence.</td>
</tr>
<tr>
<td>No monitoring of traffic onto site</td>
<td>2</td>
<td>Free flow of traffic through gates and onto site. Potentially harmful visitors unchecked.</td>
</tr>
<tr>
<td>School layout (low visibility)</td>
<td>15</td>
<td>Difficult student supervision.</td>
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<tr>
<td>Inadequate supervision &amp; communication</td>
<td>18</td>
<td>Many areas of school suitable for anti-social behaviours.</td>
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<td>Lack of technology (CCTV, Convex Mirrors, Walkie-talkies) lead to reduced supervision and communication of issues.</td>
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<tr>
<td>Trees to be trimmed</td>
<td>7</td>
<td>Reduced supervision of students.</td>
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<tr>
<td>Inconsistent discipline</td>
<td>3</td>
<td>Reduced efficacy of disciplinary policies.</td>
</tr>
<tr>
<td>Classrooms unlocked/unsupervised and broken classroom doors</td>
<td>11</td>
<td>Creates areas and opportunity for misbehaviour.</td>
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<tr>
<td>No public phone to contact emergency services</td>
<td>2</td>
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<tr>
<td>Poor perimeter fencing</td>
<td>10</td>
<td>Multiple points of entry onto compound Outsiders and students can come and go without</td>
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<tr>
<td>Perception/Problem</td>
<td>Rating</td>
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<tr>
<td>Lighting needs to be improved</td>
<td>7</td>
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<tr>
<td>Classroom deterioration</td>
<td>6</td>
<td></td>
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<tr>
<td>Unsafe school conditions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No adequate lunch seating</td>
<td>2</td>
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<tr>
<td>Shared physical site</td>
<td>1</td>
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<tr>
<td>Poor after-school transport</td>
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<tr>
<td>Students live in violent community/school situated in violent community</td>
<td>1</td>
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<tr>
<td>Unwanted night visitors are undeterred.</td>
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<td>Security unwilling to patrol at night.</td>
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<tr>
<td>Leads to student generated disorder.</td>
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<tr>
<td>Health and safety of school population at risk.</td>
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<tr>
<td>Unsupervised students during the lunch period.</td>
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<tr>
<td>Conflicts between students of the ‘sharing’ schools.</td>
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<tr>
<td>Students vulnerable to victimization.</td>
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<tr>
<td>Need for Social Workers to deal with students’ ongoing exposure to violence.</td>
<td></td>
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</tr>
</tbody>
</table>
VPA Teacher Survey

MARKING INSTRUCTIONS
- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: 8  INCORRECT: 88

Job Satisfaction

6. How do you like your job?
- I hate it
- I like it
- I don't like it
- I love it

7. How much of the time do you feel satisfied with your job?
- All the time
- Some of the time
- Most of the time
- Almost never

8. How much do you think you like your job compared with other people?
- No one likes his or her job better than I like mine.
- I like my job better than most people like theirs.
- I like my job about as much as most people like theirs.
- I dislike my job much more than most people dislike theirs.

Classroom Orderliness

9. How much of your time in the classroom is directed to coping with disruptive student behavior?
- None of my time
- About half of my time
- Some time each day
- Most of my time

10. How much does the behavior of some students in your classroom (talking, fighting, etc.) keep you from teaching?
- A great deal
- Not very much at all
- A fair amount
- Not at all

Resources

11. The school supplies me with the material and equipment I need for teaching

12. This school building has the space and physical arrangements needed to conduct the kinds of programs we need

13. The school's learning program extends to settings beyond the school building for most students

14. Teachers and students are able to get the instructional materials they need at the time they are needed
VPA STUDENT SURVEY

MARKING INSTRUCTIONS
• Use a No. 2 pencil or a blue or black ink pen only.
• Do not use pens with ink that soaks through the paper.
• Make solid marks that fill the response completely.
• Make no stray marks on this form.

CORRECT:  ☒  INCORRECT:  ✗  ☑

1. What school do you currently attend?
- Aranguez Govt Secondary
- Arima Senior Comp
- Carapichaima Secondary
- Cunupia High School
- El Dorado Secondary Comp
- Five Rivers Secondary
- Marabella Secondary
- Marabella Senior Comp
- Malick Secondary Comp
- Moruga Composite
- Morvant Laventille Secondary
- Mt. Hope Secondary
- Mucurapo Senior Comp
- Pleasantville Secondary Comp
- Princes Town Senior Comp
- San Fernando East Secondary
- San Fernando Secondary Comp
- San Juan Secondary Comp
- Siparia Secondary
- Siparia Senior Comp
- Ste. Madeline Secondary
- Success Laventille Composite
- Tranquility Govt Secondary
- Valencia Govt Secondary
- Williamsville Secondary
- Other

2. What form are you in?
- Form 4
- Form 5
- Other

3. Are you?
- Male
- Female

4. Please choose the ONE answer that BEST describes what you consider yourself to be?
- African
- East Indian
- Afro/Indian
- Other

5. How old are you?
- 11 or younger
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19 or older

Please turn survey over and complete the questions on the back!
School Incident Record Form (SIRF)

Directions: Please complete every question to the best of your ability. When filling out the names please start on the left side, fit as many letters as possible. If the name is unknown, leave it blank. If there is more than one offender or victim please attach as many additional offender/victim forms as needed. Staple all the forms together in the top RIGHT hand corner, the timing marks on the left hand side need to remain undamaged for scanning purposes.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>(School Number)</th>
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<tbody>
<tr>
<td>Aranquez Govt Secondary</td>
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<td>Arima Senior Comp</td>
<td>1002</td>
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<td>Carapichaima Secondary</td>
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<td>Cunupia High School</td>
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<tr>
<td>El Dorado Secondary Comp</td>
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<td>Five Rivers Secondary</td>
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<td>Tranquility Govt Secondary</td>
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<td>Valencia High School</td>
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<tr>
<td>Williamsville Secondary</td>
<td>1025</td>
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<tr>
<td>Other</td>
<td>1026</td>
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About the incident...

<table>
<thead>
<tr>
<th>INCIDENT DATE</th>
<th>Time of incident</th>
<th># OF VICTIMS</th>
<th># OF OFFENDERS</th>
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</thead>
<tbody>
<tr>
<td>MONTH</td>
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</table>

INCIDENT type (Choose ALL that apply)

- Alcohol use/possession
- Arriving to school late
- Arson
- Assault (victim does not fight back)
- Assault with weapon
- Bomb threats
- Bullying
- Cheating on class assignments
- Disrespect
- Disruptive behavior
- Drug sales
- Drug use/possession
- Extortion/taxing
- Fighting
- Forgery
- Gambling
- Guns
- Improper uniform
- Inappropriate sexual contact between students
- Littering
- Loitering
- Obscene language
- Robbery
- Sexual assault
- Stealing
- Threats and intimidation
- Trespassing on school grounds
- Unauthorized absence
- Vandalism
- Weapon possession
- Other

Incident Location...

- Cafeteria
- Toilets used by students
- School field
- Parking lot
- School Hall/Auditorium
- Hallways and locker areas
- Elsewhere outside on school grounds
- Other

Disciplinary Action (Choose ALL that apply)

- Counseling
- Warning given
- Detention
- Confiscated items
- Parents called to pick up student
- Set up meeting with parents
- Suspended 1 Day
- Suspended 2 Days
- Suspended 3 Days
- Suspended 4 Days
- Suspended 5 to 7 days
- Extended Suspension
- In school suspension
- Expelled
- SSO called
- Police called
- Other
ADDITIONAL VICTIM/ OFFENDER FORM

Directions: Please identify if the information is a victim or an offender for each individual. When filling out the names please start on the left side, fit as many letters as possible. If the name is unknown, leave it blank. Staple all Additional Victim/ Offender Forms to the back of the School Incident Record Form for this incident. Be sure to staple the forms together in the top RIGHT hand corner, the timing marks on the left hand side need to remain undamaged for scanning purposes.

<table>
<thead>
<tr>
<th>School Number</th>
<th>INCIDENT DATE</th>
<th>Time of incident</th>
<th># OF VICTIMS</th>
<th># OF OFFENDERS</th>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Please use the "School Number" located next to your school's name on the School Incident Record Form (SIRF).

Is this student a.... ○ VICTIM ○ OFFENDER

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
</table>

In what form is this student?
○ 1st ○ 4th ○ Upper 6
○ 2nd ○ 5th ○ Non-Student
○ 3rd ○ Lower 6 ○ Unknown

Gender ○ Male ○ Female

Age

Please choose the ONE answer that BEST describes this student?
○ African ○ East Indian ○ Afro/Indian ○ Other

ATTENTION: Attach ADDITIONAL OFFENDER/VICTIM FORM as needed

Please use other side for additional victims or offenders