

Program Guide & Toolkit



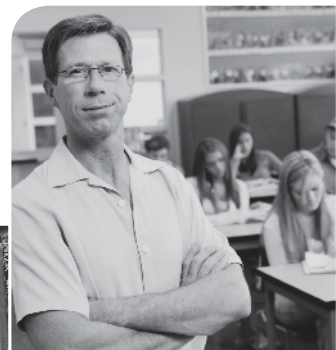
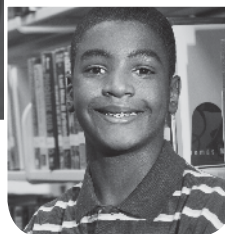
think potential.
respect our
strengths.



A few years ago, the ancient proverb “It takes a village to raise a child” became famous. The wisdom in the proverb is the understanding of the importance of people who in a community with other like-minded adults help our children understand their unique gifts and teach them to realize their full potential.

Contents

Welcome	2
1) Program Guide	
What's the Origin of <i>think.respect</i> .?	P-2
How Will <i>think.respect</i> . Work?	P-4
How Will We Measure Success?	P-5
2) Toolkit	
What's the Plan for My School?	T-3
Recruiting <i>think.respect</i> . Student Leaders	T-11
Recruiting <i>think.respect</i> . Adult Leaders	T-12
Launching <i>think.respect</i>	T-13
Engagement Ideas — Students & Schools	T-13
Engagement Ideas — Parents	T-15
Engagement Ideas — Community	T-16
Keeping the Momentum Going	T-18
<i>think.respect</i> . Guidelines and Templates	T-20
3) Resources	
<i>think.respect</i> . Grant Coaches	R-2
Participating Schools	R-3
Reference Materials	R-4



Welcome

Welcome — Be the Change You Want to See

*On behalf of the Michigan Department of Education, I would like to welcome you to the **think.respect.** Program Guide & Toolkit! Another school year has begun — and already we are seeing it transform right before our eyes. Whether large policy shifts or subtle schedule changes, your school year is starting to take shape. So too are your efforts at improving the conditions for learning to ensure students are safe, healthy, and ready to learn. The department is proud to partner with your school on this important initiative and we appreciate your team's hard work in fostering positive, sustainable change. I encourage your school team to celebrate success, reflect on lessons learned and plan bold steps to remove health and safety barriers standing in the path of your students' academic success.*

*Often, our attention is so focused on program implementation, training and evaluation that we forget an important component to project success — bragging. While that may not be the technical term, articulating the needs, impact, and outcomes of your project is vital. Effectively communicating about your programmatic efforts engages stakeholders, fosters school/community buy-in, and paves the way for long-term sustainability. The **think.respect.** Program Guide & Toolkit was created in this mindset, and is meant to serve as a roadmap to support your school team in articulating your successes. The toolkit is designed to be flexible and align with the communication needs of your school, and help implement your customized communication plan. I encourage you to dive into this toolkit, explore its resources...and brag a bit.*

Kyle Guarrant, L.M.S.W

Director

Office of School Support Services



What's the Origin of *think.respect.*? P-2
How Will *think.respect.* Work? P-4
How Will We Measure Success? P-5



1) program
guide

What's the Origin of *think.respect.*?

In 2010, the United States Department of Education authorized \$155 million in grants to states to measure school safety and implement programmatic interventions to improve conditions for learning. After a competitive grant submission process, 11 states — including Michigan — were selected as grant recipients. Additional states include Arizona, California, Iowa, Louisiana, Kansas, Maryland, South Carolina, Tennessee, West Virginia and Wisconsin.

The goal of the grant is to eliminate health and safety barriers in education. Safe, supportive schools and learning environments increase the opportunity of academic success for all students.

Once selected, Michigan Department of Education (MDE) began selecting the 23 pilot schools where the grant was to be applied. Michigan schools were selected based on their persistently low-achieving status, commitment to participate, and completion of the Michigan Profile for Healthy Youth (MiPHY) survey.

MDE began outreach to schools in March 2011 to implement the grant, which will continue through the 2014-2015 school year. Each of the 23 schools has chosen specific initiatives focusing on areas of need, including student health and wellness, restorative justice, bullying and parent engagement. Each school will deploy a variety of activities to address those areas of concern based on a Coordinated School Health Approach. Utilizing a coordinated school health framework is an efficient means of supporting student learning and school success by increasing student connectedness, helping students establish lifelong healthy behaviors, engaging parents, families and communities, and leveraging resources.

The *think.respect.* campaign will serve as the branding and outward face of the Safe and Supportive Schools grant. The *think.respect.* brand will work to communicate with internal and external audiences to create a familiarity with the grant and activities within the school. *think.respect.* will represent not only the grant but the various activities that happen related to the grant, such as student and parent engagement, school staff support, and community outreach.

think.respect. Initiatives

Bully-Free Schools

The purpose of this initiative is to create a safe, caring environment where children can learn. This initiative will use an evidence-based process to teach children how to behave and function as future citizens, rather than punishing them and hoping their behavior will change.

Eliminating Barriers for Learning

The purpose of this initiative is to create a learning environment that promotes mental health. This initiative will use an evidence-based process for teachers and school staff that emphasizes knowledge and skill development and focuses on mental health issues in the classroom.

Youth Engagement

The purpose of this initiative is to engage students in meaningful involvement in their school reform efforts by creating opportunities for students to assess school need, envision and lead improvement projects and advise adult educators to create positive school change. This initiative will facilitate youth and adult partnerships, develop the skills of today's youth, strengthen adult practices in positive youth development and build the capacity of schools to include student participation in their efforts across the S3 Interventions.

Michigan Model for Health

The purpose of this initiative is to give school-aged children the knowledge and skills to practice and maintain healthy behaviors and lifestyles. This comprehensive K–12 health education curriculum gives students skills that help support the overall safe school culture, such as managing strong feelings, when and how to get help, resolving conflict, etc. Giving students these skills and the opportunities to practice them helps promote healthy students who can focus on learning.



Parent Engagement

The purpose of this initiative is to achieve successful partnerships with parents in order to maximize students' overall well-being and academic success. This initiative is an opportunity to create an inclusive environment where, through knowing and understanding the family, the school can serve the holistic needs of students.

Restorative Justice

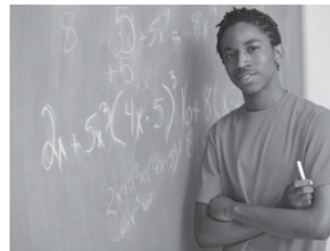
The purpose of this initiative is to enhance student learning and development and to focus on building and repairing relationships while managing student conflicts. This initiative will communicate a culture of care and a philosophy of justice in a school and will keep communication open, flowing and supporting mutual acceptable resolutions to school disruptions.

Silent Crisis — Creating Safe Choices for Sexual Minority Youth (LGBTQ, also referred to as “sexual minority youth” or “SMY”)

The purpose of this initiative is to help educators understand, assess, and improve school climate for all youth, including those who identify as lesbian, gay, bisexual, transgender or questioning. While this initiative focuses on LGBTQ population, the whole school will feel its positive impact as systems develop to support all marginalized students. The initiative can be tailored to your school's readiness and needs. Through this initiative, school staff will sharpen skills they already possess to better serve the LGBTQ population.

The focal points of the think.respect. campaign are helping students engage in protective, health-enhancing behaviors while avoiding risky behaviors, and improving school climate.

*– Janie Colton,
Regional Coach*



How Will *think.respect.* Work?

The goal of *think.respect.* is to improve academic achievement and school climate in select Michigan high schools through ongoing engagement with students, staff, parents, community-based organizations and other local partners.

think.respect. is designed to coordinate school safety programs and their implementation for each high school.

The heart of *think.respect.* is about students. We want to educate and encourage them to make smart decisions about academics, personal choices and relationships. By experiencing the benefits of *think.respect.*, we believe students will realize their potential in school...and in life.

We've developed a number of ideas to help *think.respect.* achieve success in your school, given your specific goals, situations and opportunities, and collected them into this *think.respect.* Program Guide & Toolkit.

We realize, however, that a number of other student influences — teachers, administrators, parents, community leaders and community-based organizations — must partner with us for *think.respect.* to succeed. That's why we're using engagement with these constituents as a key implementation strategy.

There are a number of ideas to help you partner with parents, the school and community in the *think.respect.* toolkit. They are designed to help you extend the reach of *think.respect.* to your school's families and community.

Before you begin reviewing these ideas, and creating some of your own, we encourage you to carefully review the next section in this Program Guide, "How Will We Measure Success?"

think.respect. allows us to connect with the community and communicate what we're doing. Schools that are struggling need the opportunity for people to look again and see the good things we're doing.

– Marcus,
Assistant High School Principal
Harper Woods High School



How Will We Measure Success?

Rationale

As with any strategy, it's important to think about how to measure success as your school communicates *think.respect.* to your targeted audiences. While you will be establishing goals to determine if the grant has been successful and students' lives positively impacted, evaluating what you've already done is a critical way to determining the best way for your efforts to move forward.

As the grant moves forward and you implement components of *think.respect.*, you also know that effective strategies and tactics may change along the way. As with communication activities, the initiatives you choose to do as part of this program will have varying degrees of success. Evaluating those activities will go a long way toward determining if they are working.

Evaluation doesn't have to be complicated. You don't need a giant spreadsheet with movable variables and action items to evaluate how you're doing. What it does mean is that you should put some thought into your communication goals before you implement the plan so you can gauge if the effort was effective.

The bottom line is that evaluation improves the effectiveness of your communication. Developing a usable communications plan is a necessary first step toward success, but without integrating an evaluation component, communications efforts are doomed to fail.

Finally, evaluation will ensure your school is using limited communications resources most effectively. Sometimes, a redistribution of those resources can help to ensure you are achieving your desired results.

This section offers coaches, building liaisons, parents, school staff, and *think.respect.* volunteers some examples of what to measure as a result of your communications efforts.



Evaluation Tools

Staff survey — At some point, it might be helpful to develop a small survey to gauge what staff not directly involved with *think.respect.* think about your work. Typically, you would conduct a survey at the beginning of the work, with periodic follow-up surveys to determine if your efforts were successful. You can ask multiple-choice questions of staff or you can ask open ended questions to receive feedback on issues important to the work. There are simple, online, free tools you can use to conduct a survey — www.surveymonkey.com is a common one.

Community survey — The community plays a critical role in the perception of your school. Inviting members of the community to take a similar survey as your staff is an important step toward understanding the attitudes and feelings of the community.

Community feedback at public events — Any time your grant staff is out in public, they should offer the opportunity to solicit feedback about the program from the community. Always offer a sign-in sheet to attendees (along with the best way to contact them such as email, phone numbers, addresses) so you can begin to build a database for communications efforts. If a community member came to your event, he or she obviously has interest. If you have more time, create a half-sheet of paper with questions so people can offer feedback associated with your event.

Website hits and traffic reports — While not the only way you can evaluate your efforts, most web content management systems offer tools that allow you to track individuals who visited your website and what pages they spend time on. Use website hits and traffic reports as a measure for communications feedback, but pay particular attention to reports that tell you where they visited. If you can learn what interests them most, you can streamline your website to make it more usable and increasingly visited. Take time to monitor your website (and other social media tools) when you announce new developments or breaking news about *think.respect.* You will see in those reports — over time — peaks and valleys in web activity. Try and determine what you did during the peak periods and apply lessons learned to the valleys.

Focus groups — A focus group can be one of the best ways to evaluate program effectiveness. Constructing a focus group involves inviting a small group of people (no more than six or seven) with varying levels of understanding of the grant program to come in and talk to you about progress. A focus group doesn't involve pressure; it's more about listening to the responses given to the questions you ask to get the best feedback. As always, face-to-face communication is important, and a focus group usually gives you unique insight you didn't have before. Focus groups aren't complaining sessions — they need to be facilitated so you can seek the feedback that is beneficial to your efforts in the long run.

Parent Satisfaction Surveys — Because Parent Engagement is a focus at most schools, it is important to reach out to parents to gauge their opinions, satisfaction or concerns with the *think.respect.* campaign. Parent Action for Healthy Kids has created quick satisfaction surveys for all schools to use for parent teacher conferences, parent workshops or other school events and a general satisfaction card for visitors to the building. All parent surveys can be facilitated through Parent Action for Healthy Kids.

Media coverage — Articles in newspapers and local publications aren't always the best way to determine if your messaging has been successful, but comparing media clips to the rest of your work is critical to understanding if your messages are breaking through to general audiences. Media clips are tangible; they are something you can hand to various groups to help tell your story and something you can use to demonstrate effectiveness of your efforts. Further, it's important to track media coverage to determine if reporters who are covering the program truly understand what your school is trying to accomplish. It is important for you to develop a good reputation with reporters and work with them to convey the importance of the grant.

We are hoping to learn some new lessons associated with a holistic approach to education through the course of this unique new grant.

*– Mike Flanagan,
State Superintendent of Public Instruction*



What's the Plan for My School? T-3

Recruiting *think.respect.* Student Leaders T-11

Recruiting *think.respect.* Adult Leaders T-12

Launching *think.respect.* T-13

Keeping the Momentum Going T-18

think.respect. Guidelines and Templates T-20





*Through **think.respect.**, we hope to expand students' horizons; integrate physical, emotional, and social health into the school day. We need to better understand health inequities, and how they affect school culture and climate.*

What's the Plan for My School?

Coming soon.....your school's communications plan.

Recruiting *think.respect.* Student Leaders

For behaviorally based programs like *think.respect.* to succeed, we know credibility with students is critical, especially when the goal is to inform and inspire them to help make their schools safer and more supportive. That's why recruiting the right student leaders for your *think.respect.* activities is invaluable.

We believe the best way to think about student leaders is as *think.respect.* ambassadors. They are best equipped to be your advocates in school, modeling the desired behaviors and outcomes by encouraging fellow students to "follow the leader" and, when appropriate, intervening on behalf of students who need help.

Leader engagement is the single best proof that *think.respect.* is worthy of your students' consideration. Encouraging broad-based student participation helps us achieve the desired outcomes.

While a comprehensive student recruitment plan is beyond the scope of this Toolkit, published studies have shown the following steps are essential:

- Use a team approach
- Recruit and form teams before training
- Provide clear reasons to participate
- Define expectations and time commitments
- Reduce risks of participation
- Create a statement of understanding
- Create intake and feedback mechanisms
- Conduct an orientation session
- Hold regular review sessions
- Mentor roles and responsibilities

In the upcoming sections "Engagement Ideas — Schools & Students" and "Keeping the Momentum Going," we'll offer suggestions for you to consider. We encourage you to develop ideas that will work best for your school and circumstances. Please make sure to share your experiences and progress with us and other schools. Coordinate your engagement efforts with the Communications Plan developed specifically for your school. It includes the key messages for engaging parents, community-based organizations, local businesses and residents.



Recruiting *think.respect.* Adult Leaders

In the same way student leaders can make the best *think.respect.* ambassadors, adult leaders can become its best promoters. Through partnerships with parents, community-based organizations and local businesses, we have the opportunity to expand the reach, impact and effectiveness of *think.respect.*

Please know we've chosen the word 'partnership' purposefully. By joining with others who are also concerned about school climate issues like bullying, healthy lifestyles and youth engagement, we can inspire the larger community in ways we typically can't achieve on our own.

By allowing students to see *think.respect.* in a variety of local venues, its messaging is reinforced and enriched. Both students and adults are motivated to learn, participate and become engaged. The prospects for favorable outcomes are significantly enhanced.

From a strategy standpoint, there are three proven ways to recruit and utilize adult leaders:

1. **Hands-on help.** Enlisting parents, youth development professionals and others to work with you, directly with students.
2. **Sponsorship.** Extending *think.respect.* into places beyond the school building and campus through joint programming.
3. **Hosting.** Encouraging like-minded organizations and businesses to offer their facilities, and exhibit *think.respect.* programs in the local community.

Schools need every tool at their disposal to deliver a high quality education to students across Michigan.

– Mike Flanagan,
State Superintendent of
Public Instruction

In the upcoming sections "Engagement Ideas — Parents & Community" and "Keeping the Momentum Going," we'll offer suggestions for you to consider. We encourage you to develop ideas that will work best for your community and circumstances. Be sure to share your experiences and progress with us and other schools.

Coordinate your engagement efforts with the Communications Plan developed specifically for your school. It includes the key messages for engaging parents, community-based organizations, local businesses and residents.



Launching *think.respect.*

Engagement Ideas — Students & Schools

Our goal with providing these *think.respect.* student and school engagement ideas is to help you with your messaging. In reviewing marketing and communication practices and prevention best practices, we feel confident these ideas can work well for you.

Your school's situation is unique. You're working with a specific *think.respect.* plan for your school, families and community. You have other efforts in place or planned for the near future. That's good, because we want you to use them as part of a comprehensive *think.respect.* initiative.

For *think.respect.* to achieve its full potential, we also know there's power in all of us speaking with one voice. We encourage you to follow the *think.respect.* templates and guidelines that are included with this Toolkit. They've been designed to make it easy for you to adapt for your school, and to create your own programs.

That said, here are five student engagement ideas for your consideration:



I Think

When conducting *think.respect.* research with students, we saw how easily they could write headlines of their own. In fact, many of these headlines were as good or better than the ones developed by communication professionals!

We encourage you to get students involved in writing *think.respect.* headlines. The possibilities are endless, be it for:

- One of the *think.respect.* initiatives
- A small group *think.respect.* discussion activity
- A *think.respect.* short story or essay
- A student *think.respect.* headline competition

I Respect

We're excited about how this activity could complement your "I Think" writing activities. Here, students would be asked to vote on their favorite *think.respect.* headline, essay, etc.

This activity could begin at a grassroots level, or be launched as a school-wide competition. Or it could begin with student groups, who would select their winning ideas, and share them with the larger student population. You could also have a competition among these group submissions, potentially allowing students to choose a unifying *think.respect.* theme for their school.



I See

This activity is another creative way for students to express *think.respect.* It utilizes photography as the medium for creative expression.

Given all of the mobile phones with cameras in your school, there are students who are ready to participate. They could work by themselves or in small groups. Perhaps you could also loan students a digital camera or purchase some single-use cameras.

All of the implementation suggestions we've made with "I Think" apply here. We also believe photography could make a great addition to the "We Respect" activity ideas noted above.

I Feel

This activity allows students to interpret *think.respect.* as posters, paintings, sculpture, interpretive dance, poetry, videos, or any other visual art.

We say this because it lends itself to collaboration with school art and tech departments, as well as like-minded community artists and groups. We encourage you to explore the possibilities, and also see how community-based organizations and local business can host the students' *think.respect.* work.



*The goal of the **think.respect.** grant is to develop concrete strategies in these schools that lead to a climate of greater school improvement over time for students.*

*– Kyle Guarrant,
Director, Office of School Support Services*

My Take

This activity extends itself to the world of social media, such as Facebook, Twitter, Tumblr and Pinterest. We realize social media may not be appropriate for every *think.respect.* school or situation. But for those willing, the upside potential is pretty exciting.

An important benefit of using social media is the ability to share *think.respect.* ideas among students and between schools throughout Michigan. This idea was requested by students in the *think.respect.* research. And we know it's being used successfully by similar teen-based programs across the country.

Student Engagement Requests

As we mentioned previously, the potential of *think.respect.* will be maximized when all of us speak with one voice. Whenever possible, use the *think.respect.* templates supplied with this toolkit.

Ensure all submissions can be used without controversy. This means no profanities, no corporate logos or name brands, no overt symbols of violence, or violating any other rules you know apply in your community. We thank you in advance for your understanding and cooperation.

Engagement Ideas — Parents

As we mentioned earlier, we want you to use these engagement ideas for parents primarily as thought starters. We say this knowing every school is unique, and that a 'one-size-fits-all' approach won't work as effectively.

Before we get into the ideas, a resource we recommend for background information is the publication "Parent Engagement Information and Tools: Moving Beyond Parent Involvement to Parent Engagement" from MDE. Please use the link below:

http://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf

In it, you'll find helpful information on topics including:

- Communicating
- Student learning
- Volunteering
- School decision-making and advocacy
- Collaborating with community

You can download a full description, detailing how to build authentic parent engagement plans, as well as developing, implementing and assessing the highest priority parent engagement strategies.

When engaging with parents, also remember to use Parent Action for Healthy Kids as a resource (www.parentactionforhealthykids.org) to improve communication and engagement with parents — please use this resource and integrate with messaging and outreach tactics in this toolkit.

In addition to these background resources, we offer the following four *think.respect.* parent engagement ideas for your consideration:

We Think

This idea is a companion to one you can implement with students. As we've learned, people can write terrific *think.respect.* headlines on their own. So please take advantage of the creativity among your interested and influential parents.

We encourage you to ask parents to submit *think.respect.* headlines for your school's initiatives. These could be included with programs such as:

- A *think.respect.* headline competition
- A *think.respect.* panel discussion at a Parent Association meeting
- A *think.respect.* essay for your school's newsletter
- Extending this essay into social media (as appropriate)
- Submission to local media, such as local newspaper, radio or TV

We Respect

Earlier, we discussed a *think.respect.* competition and voting idea for students. While an internal contest with students is encouraged, we believe there is merit in expanding this idea to parents.

It would be interesting to see how parents associations' votes compare with the students, using the same sets of *think.respect.* entries, be they headlines, essays, photography, art, poetry or dance.



Respect Yourself

This idea is an adaptation of “We Respect,” with an orientation of parents communicating with their children/students. Importantly, this is not about telling teens how to live their lives, but to give them an honest perspective about the risks and rewards of changing their behavior.

To add a level of credibility, we encourage you to consider creating events that are hosted by, and/or feature, a recognized personality or celebrity. We say this based on the learning from our *think.respect.* research with students. They suggested this idea, and defended it when questioned about its effectiveness.

For overall effectiveness and continuity, we suggest these events focus on a single *think.respect.* initiative, be it Bully-Free Schools, the Michigan Model for Health®, etc.



We Congratulate

This idea is an extension of the various *think.respect.* student contests. In addition to recognition by their peers, winning students/groups could also be honored by the Parents Club. This could include them presenting their work at a club meeting, receiving an award/scholarship, etc.

The idea could also be extended to include successful *think.respect.* student-led initiatives. We trust you see the possibilities are endless, and encourage you to encourage parental recognition whenever appropriate.

Parent Engagement Requests

We ask that you honor the engagement requests described earlier. This includes no profanities, no corporate logos or name brands, no overt symbols of violence, or violating any other rules you know apply in your community.

Individual schools can select several interventions from an approved list to implement as part of think.respect. The flexible nature of think.respect. is purposeful — the grant allows each school to concentrate on the efforts teachers, administrators, and parents think have the best chance for long-term success with their individual students.

*– Mike Flanagan,
State Superintendent of Public Instruction*

Engagement Ideas — Community

There are a number of background resources available on this subject, which document successful partnerships between schools, community-based organizations and local businesses. As need be, please feel free to review “Connecting Schools, Families and Communities” from e-Lead, a partnership of the Laboratory for Student Success and the Institute for Educational Leadership. Here’s a link:

<http://www.e-lead.org/principles/connection.asp>

This article contains a detailed review of different subjects including:

- Standards for School, Family, Community Connections
- School/Community/Family Partnerships
- References
- Suggested Readings

In addition to this resource, we offer the following three community engagement ideas for your consideration:

We Support

This idea allows local organizations and businesses to become an ‘underwriting partner’ for your school’s *think.respect.* initiatives. By approaching them as soon as possible, you have the opportunity to co-develop programming that extends from the school campus to the wider community.

Industry co-marketing experts tell us the key to developing a successful partnership with local organizations and businesses is to come with an open mind. Allow your prospective partner the opportunity to state how they envision implementing the program before offering your thoughts.

Remain committed to your *think.respect.* goals and school policies. But whenever possible, foster ‘win-win’ solutions, appreciating the outcomes your partner needs to gain approval for their participation.

For example, consider the upside potential of partnering with a local hospital for a *think.respect.* health-related initiative. And then decide if and how you might proceed in exploring the possibilities with them.

Here are two *think.respect.* ‘platform’ ideas for you to build on with community-based organizations and local businesses:

We Celebrate

The foundation of this idea is partnering with community-based organizations and local businesses to utilize their facilities to host *think.respect.* student events. These could include any of the creative and performance art examples described earlier — essays, poetry, photography, painting, sculpture, dance, etc.

We encourage you to be creative in approaching how these *think.respect.* events could be staged. While the same co-marketing suggestions noted above apply here, we believe the focus with *think.respect.* exhibitions needs to be on the students. And allowing the community to celebrate them and their contributions to making their school safer and more successful.

Respect Yourself

This is the same idea presented previously with Parent Engagement. In this instance, it could be sponsored by a community-based organization or business.

We offer this adaptation, knowing that a number of national companies, such as chain store retailers, have local community engagement budgets, and are looking for new and exciting ways to partner and sponsor events like this.

Another potential opportunity is the access a chain store retailer may have to prominent speakers and celebrities. While not a guarantee, it’s an option worth considering.

Community Engagement Requests

We ask that you honor the engagement requests described earlier. This includes no profanities, no corporate logos or name brands, no overt symbols of violence, or violating any other rules you know apply in your community.



Keeping the Momentum Going

At the beginning of this Program Guide and Toolkit, we talked about how it takes a village to raise a child. The same is true with *think.respect*.

Experience has proven that behaviorally based programs like *think.respect* require time and commitment to succeed. There are no silver bullets or quick fixes. Nor should there be.

That's why this concluding section in the *think.respect* toolkit focuses on keeping the momentum going. Since *think.respect* extends into the 2014–2015 school year, we need to be looking forward over the three years, while remaining grounded in today's needs and priorities.

What follows is a summary of 'best practice' suggestions for you to consider over the next 60 to 90 days. Please feel free to use them, adapt them to your school, or come up with others, using the *think.respect* templates included with this Program Guide and Toolkit.

These suggestions are followed by our plans for reviewing and improving *think.respect* over time. Please know these plans are subject to change. The primary reason for communicating them to you now is to demonstrate our long-term commitment to this program, and to let you know how important your ongoing feedback and sharing are to the success of *think.respect*.

It is MDE's hope that, over time, students in these high schools will develop healthier habits that lead to sustained healthy behaviors and greater academic achievement in school.

– Kyle Guerrant,
Director, Office of School Support Services

think.respect Launch

Based on information we've received so far, we expect most schools will launch *think.respect* with a school-wide assembly. These events are expected to occur soon after the *think.respect* public relations press events planned for late October 2012.

We encourage you to talk with your *think.respect* building liaison or coach as soon as possible about obtaining the *think.respect* merchandise you'll want to use as part of your school's launch.

There's a wide variety of items to choose from, including:

- School posters
- School banners
- School static-cling signs
- T-shirts
- Wristbands
- Student engagement templates
- Example *think.respect* headlines
- School engagement templates
- Community engagement templates
- E-newsletter template

There are also several media guideline templates for your use, including:

- *think.respect* launch press releases
- Media announcement releases
- Guest opinion letter writing



think.respect. Post-Launch

Once you've launched *think.respect.* in your school, we recommend beginning your student engagement efforts with two powerful ideas; "I Think" and "I Respect". These activities are summarized on page T-13 in this Program Guide and Toolkit.

Based on how easily students can write their own *think.respect.* headlines — and how good many of them are — we believe this activity offers you a high probability of success.

In addition, you can see more than 40 *think.respect.* headlines on pages 30–32 for inspiration as you develop your student engagement activities.

think.respect. Feedback System

Based on our best practices research, a common strategy used by successful behavioral-based programs like *think.respect.* is a robust feedback system that includes:

- Student participant surveys
- Activity facilitator surveys
- Parent input surveys
- Community input surveys
- Quarterly feedback updates

Plans call for a centralized *think.respect.* feedback system to be launched during the first quarter of 2013. As envisioned, this system will be easy to use, and managed by a third-party research firm. Please stay tuned for more information:

think.respect. Toolkit 2.0

As part of the next *think.respect.* conference in May and October 2013, we plan to provide you with a comprehensive update to this Program Guide and Toolkit.

A key source of information to facilitate the development of our *think.respect.* 2.0 Toolkit will be you. That's why it is critical that you share your experiences, successes and frustrations with your *think.respect.* liaison, coaches and MDE staff.

Once the *think.respect.* feedback system comes online early next year, we urge you to have everyone complete an activity or feedback survey. Then, send them to the dedicated *think.respect.* feedback system resource.



think.respect. Guidelines and Templates

As teachers and leaders in education, we appreciate your skills as communicators and we understand the importance of repetition and consistency in the learning process. These same principles hold true with applying brand communications for think.respect.

This section is devoted to outlining important brand standards and helping you launch and maintain this exciting program with consistent activities and communications templates. By working within these guidelines, we all benefit, while offering you the flexibility to incorporate your own ideas and engagement activities.

Brand Identity Standards T-20
 Logo, colors, fonts and stationery package

School & Student Launch Materials T-24
 Poster, banners, signs, merchandise

Student & School Engagement Templates..... T-26
 I respect, I see, I feel, my take and example headlines

School Community Templates T-29
 Poster, press release, media advisory and guest column

Brand Identity Standards

This section is designed to help you produce the most effective think.respect. communications materials possible. This is accomplished by maintaining a distinct think.respect. identity, and extending it consistently across different engagement activities and over time.

These guidelines and templates are intended to be comprehensive, straightforward and easy to use. If you have a situation that does not fit within these described brand standards, please consult with your think.respect. building liaison or coach.

think.respect. Logo

To protect the program’s legal identity and unique look, the think.respect. “thought bubble” and “speak balloon” should always be used to contain the brand name. These visual elements support a consistent theme and improve the impact of all communications when used this way. Below are some examples of what to do, and not to do with the think.respect. logo.

Safe and Supportive Schools ← The Safe and Supportive line of type should accompany logo.

100% Black. 100% Black.

40% Black.

For limited color reproduction and black and white laser prints, use your supplied version of the logo with its defined values.

Safe and Supportive Schools Safe and Supportive Schools

Scale logo no smaller than 1.25 in. wide.

Incorrect Applications of the think.respect. Logo

Do not place the logo on gray or color fields that obscure colors and legibility.

Do not stretch the logo so that it becomes disproportionate.

Do not place the logo on an irregular photo background that reduces legibility.

Do not alter the layout of the logo by repositioning or modifying elements.

Do not place the logo on a patterned or textured background.

think.respect. Name

When authoring documents that use the program name, it should always be typeset in all lowercase, in italic font, and as one word that includes punctuation as noted to the right.



think.respect. Colors

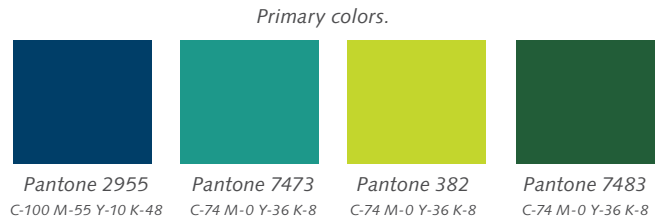
The colors to the right were chosen to give *think.respect.* a vibrant and youthful appeal. All of the templates we've provided include these specific colors. For any new communications you develop, please use the primary and supplemental color listed below.

Primary Colors. The Pantone colors 7473, 382, and 7483 are specifically applied to the logo. Pantone 2955 is the dominant color, to be used most often and included in all *think.respect.* communications.

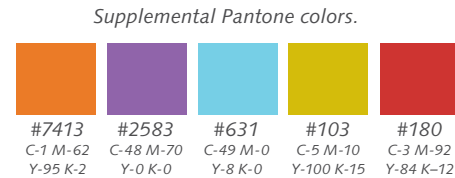
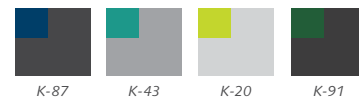
Printing in Black and White. We have provided a variety of communication templates that can be printed directly into black and white. However, many standard software and laser printers will convert primary colors to an acceptable range of gray scales, so please check this as a possible option.

It is not advised to create materials using any of the supplemental colors, if they are to be printed in black and white.

Supplemental Colors. When creating materials that require additional colors, please reference this color palette.



Primary colors converted to grayscale for printing in black and white.



think.respect. Fonts

Open Sans from Google Fonts is a free TrueType font that nicely matches the *think.respect.* brand identity.

All of the templates we've supplied use these fonts and will need to be installed on your computers. Fonts have been included in this toolkit. As a free Google resource, please know you can legally supply this font to outside resources as needed.

Open Sans Regular

Open Sans Italic

Open Sans Bold

Open Sans Bold Italic

Open Sans Extra Bold

Open Sans Extra Bold Italic

Headlines set in Pantone 7469 at 24 points with 28 point leading.

Open Sans Extra Bold

Subheads set in Pantone 7473 at 14 points with 16 point leading.

Open Sans Bold

Body Copy set in 100% black at 11 points with 15 point leading.

Open Sans Regular

Stationery Package

This *think.respect.* stationery package includes a variety of business card, letterhead and envelope templates. It is designed to assist you with branding and unifying your official *think.respect.* communications.

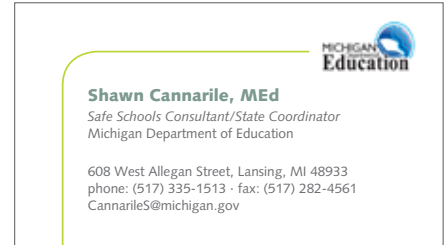
In developing these materials, we've carefully considered the need to maintain the identity of the *think.respect.* brand, while including the identity of your school. As a result, please notice how we've provided space to include your school's logo and/or typeset name.

An electronic version of this stationery package is included with this Program Guide and Toolkit as a Microsoft Word file. Please use the recommended *think.respect.* fonts when using these templates. Also, please talk with your building liaison or coach before ordering printed business cards, letterhead or envelopes to see if/how we can be of help.

Back of business card with prominent display of brand identity.



Example business card for the Michigan Department of Education.



Example of the school liaison business card.

Notice area where your school can be identified.



Example of the school coach business card.



think. respect.
Safe and Supportive Schools

Lansing Eastern High School
220 North Pennsylvania Avenue, Lansing, MI 48912

Notice areas where your school can be identified.

think. respect.
Safe and Supportive Schools

Lansing Eastern High School
220 North Pennsylvania Avenue, Lansing, MI 48912

think potential. respect our strengths.

School & Student Launch Materials

As we've mentioned, our goal in providing school and student engagement ideas is to help you successfully launch *think.respect.* at your school. Either by using these ideas as presented, or adapting them to your needs.

To enhance the impact of these ideas, we've developed a number of posters, banners, signs and merchandise to support your in-school efforts. And by using these templates consistently, the long term value of *think.respect.* will be maximized in your school and for the program as a whole.

Please notice how each of these launch materials provide the ability for you to tailor them to your school's initiative and specific messaging needs.



Composite photo created to illustrate potential implementation.

School Posters

We know that in-school posters are critical to helping you generate awareness of your *think.respect.* initiatives. As a result, the poster template is designed for you to incorporate your specific messaging, such as headlines, descriptions and calls to action.

While we want you to feel free to create your own *think.respect.* headlines and programs, please feel free to review the example headlines in the Student Engagement Templates section which follows.

This copy field is where you can input the title of your initiative.

Two isolated copy fields are established for you to input your think and respect copy lines. These lines are automatically set to be centered and at a prominent size. Keep the lines type set in all lower case and with proper punctuation to match the brand identity.

This copy field allows you an area to put in additional copy to describe your program to students. You are limited to 100 words.

program initiative title

think
passion

respect what
you love.

what do you think?

Body copy from school goes here qui necati consed eaque liqui coratem poreicit lam, verferovit quae quiditis consece pudanda ad quam utemquiam quati arum sam, sum untiis suntos eles et pa comni aut quossumquia volutem. Sanima non consenda voluptam et fugit volorpora intibus nest et voluptatur? Icat ommolupti conminincto iustem inihita vellis sa vel qui ut quis es verore, ipic tem recumquo bere ipsaerae parcilique pa idel eturia quia simillam, elicide est. Sanima non consenda voluptam et fugit volorpora intibus nest et voluptatur? Icat ommolupti conminincto iustem inihita vellis sa vel qui ut quis es verore, ipic tem recumquo bere ipsaerae parcilique pa idel eturia quia simillam, elicide est quis es verore, ipic tem recumquo bere ipsaerae parcilique pa idel simillam.



Safe and Supportive Schools

High School name



Michigan Education

think.respect. is an innovative plan from the Michigan Department of Education, through a Safe & Supportive Schools (SS) grant from the U.S. Department of Education. The goal of think.respect. is to improve academic achievement and school climate.

This poster is designed to include prominent areas

Banners and Signs

Banners and signs are an excellent medium to extend your in-school communication of *think.respect.* and increase its impact with students, staff and visitors.

Banner Template. We encourage you to use this banner template to incorporate headlines or messages that best support your initiatives. As you likely know, printing banners requires large format printing capability. Contact your coach as needed to help you find a resource.

Static Window Cling Signs. Static window cling signs are ideal to apply on smooth surfaces, such as the glass on school entry doors and side windows. They'll help you add excitement to your *think.respect.* launch. A limited number of *think.respect.* launch signs will be provided to your school. If you want to order additional static window cling signs, please contact your coach for assistance.



Merchandise

Our research with students confirmed that wearables like t-shirts and wristbands are an excellent way to drive their engagement, and significantly expand the reach of *think.respect.* Consider using them for leadership recruitment, rewarding program participation, etc.

T-shirts. An artwork file for the front of the t-shirt is supplied as part of this *think.respect.* Toolkit. A template for the back of the t-shirt allows you to customize headlines or messages. Please contact your coach if you need help finding a resource for producing t-shirts.

Wristbands. These can be produced with a type solution (*think.respect.*) or the *think.respect.* logo. As need be, please contact your coach for assistance with acquiring a production resource.

Note the line Safe and Supportive Schools is not applied to merchandise.



Student & Schools Engagement Templates

To help you implement the five Student & Schools Engagement Ideas presented earlier in this Toolkit, we've produced participation templates for your consideration.

These templates are intended to help guide student interaction, and can be used 'as is', or adapted to your needs. Our goal is to provide brand consistency, while giving schools and students the tools they need for authentic creative expression. If all schools use a common *think.respect.* platform, best practices and sharing will be greatly enhanced.

Please contact your coach if you need assistance or resources for printing any of these templates.



Composite photos were created to illustrate potential implementation.

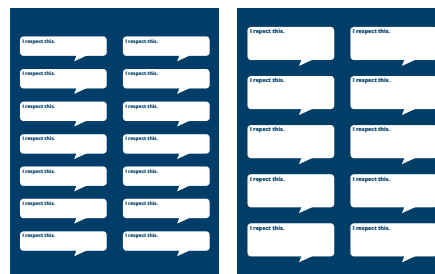
I Think Template

This template can be laser printed or copied at your school. Please use it for students to author their own *think.respect.* headlines, short stories and essays.



I Respect Templates

These templates (in two sizes) can be used to laser print on Avery label stock (Label Nos. 5162 and 5163) or standard letter-sized paper for students to trim out. These can be used to vote in a competition, or to express their support of your school's initiatives. We view this as an all-purpose engagement tool.



I See Template

This template allows student photographers to tag or title their entries. Please note this label can be produced digitally or on paper stock, depending on how you plan to display the students' photos. Beyond displaying at school, we encourage you to consider high traffic facilities (like malls and stores) in your community.



Composite photo created to illustrate potential implementation.

I Feel Template

By virtue of its creative freedom, this idea has no boundaries and is intended to be open to whatever ideas you invent. In keeping with the theme, the *think.respect.* thought bubble and speak balloon are supplied for whatever artful purpose participants in this activity envision.



My Take

There is no template needed for this engagement idea. As students experiment with this digital media concept, please make sure to monitor their participation and share the experience with your coach.



Example Headlines

Here are more than 40 headlines that were developed while conducting the *think.respect.* student research. Please consider using these headlines as shown, or to inspire your *think.respect.* team leaders.

Think of tomorrow. Respect today.

Think skills. Respect the drills.

Think forever. Respect today.

Think wealth. Respect your health.

Think original. Respect different.

Think big. Respect small.

Think straight. Respect sober.

Think smart. Respect your brain.

Think bold. Respect boundaries.

Think well. Respect your health.

Think extraordinary. Respect the ordinary.

Think of your fans. Respect your plans.

Think fast. Respect slow.

Think extraordinary. Respect the ordinary.

Think exciting. Respect boring.

Think beautiful. Respect your body.

Think smart. Respect your grades.

Think success. Respect your team.

Think passion. Respect what you love.

Think adventure. Respect your opportunities.

Given the wide range of headlines presented below, we hope you see how flexible a platform like *think.respect.* is, and how easily it can incorporate your school's initiatives and specific messaging needs.

Think big. Respect the little details.

Think brave. Respect the unknown.

Think hard. Respect hard work.

Think confidence. Respect your game.

Think achievement. Respect failure.

Think hard. Respect challenge.

Think it through. Respect the plan.

Think community. Respect different.

Think friendship. Respect feelings.

Think out loud. Respect your voice.

Think big. Respect hard work.

Think attitude. Respect your demeanor.

Think courage. Respect difference.

Think power. Respect your strengths.

Think family. Respect your friends.

Think big. Respect the little things.

Think adventure. Respect the crossroads.

Think fast. Respect study time.

Think fast. Respect your diet.

Think perfection. Respect repetition.

Parent & Community Engagement Templates

As we've noted earlier, a 'one-size-fits-all' approach to engagement won't work with parents, community-based organizations, local businesses and residents.

That's why we've developed a basic, all-purpose poster template for your use. Please feel free to adapt messaging to your needs. If you choose to create your own poster, please follow the brand identity standards for *think.respect.*

We've also included an e-newsletter template for those of you who communicate with parents and the community digitally.

Please contact your coach for help with printing posters or setting up e-newsletter templates.

Community Poster Template

Similar to other *think.respect.* posters, this template allows you to include a variety of information about your specific initiative.

E-newsletter Template

For those who can take advantage of this communications tool, please note how we've formatted it to include your school logo/name and messaging needs.



program initiative title

think. respect.

**think community.
respect the need for change.**

Body copy from school goes here qui necati consed eaque liqui coratem poreicit lam, verferovit quae quiditis consece pudanda ad quam utemquam quati arum sam, sum untis suntio eles et pa comni aut quossumquia volestem. Sanima non consenda voluptam et fugit volorpore intibus nest et voluptatur? Icat ommolupti commimincto iustem inihita vellis sa vel qui ut quis es verore, ipic tem recumquo bere ipsaerae parclique pa idel eturia quia simillam, elicide est.

High School name

think. respect.
Safe and Supportive Schools

MICHIGAN Education

think.respect. is an innovative plan from the Michigan Department of Education, through a Safe & Supportive Schools (SS) grant from the U.S. Department of Education. The goal of think.respect. is to improve academic achievement and school climate.



**true voice.
e-news updates**

December 2012

High School name or Logo

student assembly generates excitement

Body copy from school goes here qui necati consed eaque liqui coratem poreicit lam, verferovit quae quiditis consece pudanda ad quam utemquam quati arum sam, sum untis suntio eles et pa comni aut quossumquia volestem. Sanima non consenda et fugit volorpore intibus nest et voluptatur?

student contest creates awareness

Body copy from school goes here qui necati consed eaque liqui coratem poreicit lam, verferovit quae quiditis consece pudanda ad quam utemquam quati arum sam, sum untis suntio eles et pa comni aut quossumquia volestem. Sanima non consenda et fugit volorpore intibus nest et voluptatur?

local business sponsors student award

Body copy from school goes here qui necati consed eaque liqui coratem poreicit lam, verferovit quae quiditis consece pudanda ad quam utemquam quati arum sam, sum untis suntio eles et pa comni aut quossumquia volestem. Sanima non consenda et fugit volorpore intibus nest et voluptatur?

think. respect.
Safe and Supportive Schools


think.respect. is an innovative plan from the Michigan Department of Education, through a Safe & Supportive Schools (SS) grant from the U.S. Department of Education. The goal of think.respect. is to improve academic achievement and school climate.

Media Guidelines


To help you engage effectively with local media, we've developed a few templates. They include examples for a press release, a media advisory and a guest column.

Press Release Template

High School name or logo



Safe and Supportive Schools



The title should be concise and to the point.

FOR IMMEDIATE RELEASE

Date

The first paragraph should state the most important point. It should contain only factual information, no opinions.

The city where the school is located.

CONTACT: Name
Phone number
E-mail

A quote from a relevant and credible source should follow up your first point. This is where you can add a little "feeling" while still remaining factual.

(School Name) selected as beneficiary of *think.respect.* campaign

CITY, Mich. – **(School Name)** is excited to announce its participation in the *think.respect.* campaign. **(School Name)** is one of 23 pilot schools selected throughout the state to receive grant funding to implement initiatives in the school that will directly impact student's physical, emotional and social well-being.

"**(School Name)** has traditionally focused on academics, similar to many schools in Michigan. The goal of *think.respect.*, however, is to focus on the student as a whole, incorporating their physical, mental and social health into the school setting," said **(School administrator's full name and title)**. "We are pleased with, not only the progress that has been made by our students and staff, but also by the reception *think.respect.* has had from the students."

Each of the 23 pilot schools selected specific initiatives, or focus areas, where their school could benefit from some focused attention. The initiatives selected were based on feedback from students and staff and are focused on student health and safety. **(School Name)** has selected **(list initiatives)** as the areas to focus on in the 2012–2013 school year.

"The teachers, staff and administration at **(School Name)** understand that bullying is an issue in **(School Name)**, as it is in many other schools around the state," said **(School administrator's last name only)**. "We see *think.respect.* as a way to resolve the issue here and hopefully set a model for other schools around the state and country."

The Michigan Department of Education (MDE) is implementing the funding for the grant, which was received from a federal grant, for the program. MDE will be monitoring and evaluating the progress made by each school and will report back at a federal level. The success of the 23 Michigan schools, as well as schools from 10 other states participating in the pilot program, will determine if this grant is made available nationwide in the next decade.

About (School Name)
Include some standard language about the school. School may already have a boilerplate that is used in other press releases. If not, craft some general information 4-5 sentences) about the school and use this on all press releases and media advisories going forward.

#

The following paragraphs should provide more detail to reinforce your original statement. Key messages from the individual school plans can be used in these paragraphs.

Media Advisory

High School name or logo		
<p>FOR IMMEDIATE RELEASE Date</p>	<p>CONTACT: Name Phone number E-mail</p>	
<p>MEDIA ADVISORY</p>		
<p>(School Name) Rolls Out <i>think. respect.</i> campaign to (Community Name) <i>think. respect.</i> grant to focus on physical, emotional and social health of (School Name) students</p>		
<p>WHO: (School Name)</p>	<p>WHAT: <i>think. respect.</i> community roll out event</p>	<p>WHERE: Location Address</p>
<p>WHEN: Date and Time</p>	<p>WHY: (School name) is dedicated to creating a safe environment where students are prepared to become responsible citizens for the 21st century. Students at the 23 targeted <i>think. respect.</i> high schools across Michigan will participate in coordinated school health initiatives — coupled with high quality educational offerings — that equip them with the skills necessary to create prosperous futures for themselves. (School name) has been working diligently to implement the (insert initiative names and is now sharing the comprehensive <i>think. respect.</i> plan with its community in order to grow excitement and gain support for the effort.</p>	
<p>###</p>		

The title should be concise and to the point.

“Who” should reflect anyone involved in the event, whether it be students, teachers, parents, etc. Let the media know who is attending this event.

“What” will simply state the event name or general purpose.

This is a subhead. It does not need to be included but does provide space for further detail.

“Why” should give the reasoning for the event. Key community messages can work here

The purpose of a guest opinion editorial is to give the writer a chance to express his or her opinions, rather than strictly reporting the facts like in a press release. A guest column is placed on the editorial page or opinion page of a newspaper or news website.

The first step, prior to writing the piece, is to contact the Editorial Editor at your local news outlet. The writer will want to contact the editor regarding the length, or word count, of the piece. Typically, a guest op will be around 500 words, however, some outlets allow more.

Guest Column

High School name or logo



FOR IMMEDIATE RELEASE
Date

CONTACT: Name
Phone number
E-mail

think. respect. works for **(School Name)** and **(Community Name)**

(School Name) is currently participating in the *think. respect.* campaign. *think. respect.* is a grant program, administered through the Michigan Department of Education, that focuses on a student's physical, emotional and social well-being, as a way to improve academic performance. **(School Name)** believes that emphasizing education of nutrition and physical activity, sexual health, and the risks of drug and alcohol use, as well as providing them the knowledge and skills to live a healthy life, is just as important as a student's academic growth. A student who is physically healthy will be better able to learn, and less likely to miss school. *think. respect.* will work to remove some of the barriers students face when trying to learn. *think. respect.* works to meet student's most fundamental needs, making learning an easier and more enjoyable goal

(School Name) is dedicated to creating an environment where students feel safe and secure, thus producing students who are less apt to act out within their community. It is the goal of the *think. respect.* campaign to improve the **(School Name)** environment. When those steps are completed, everyone — including employers — directly benefits and the community as a whole improves. As a result of these actions, **(School Name)** students will be more prepared to enter the community as productive, self-sufficient adults, and will be better prepared to become responsible citizens and contributing members of the workforce.

(School Name) is dedicated making change in several areas including **(list initiatives)**. **(Insert language about what the school has already achieved.) (Insert language about progress the school hopes to make in this school year.)**

We look to the **(Community Name)** community to support our young people, as well as our school staff and parents, as we make these changes at **(School Name)** in order to improve the lives of our students and our community.

(Name of Author)
(Title of Author)

###

A guest column is an appropriate outlet to use the 'Community Messages' from your individual school plans. Guest ops can and should reference any current school or community specific messages that are relevant and timely to express his or her opinions, rather than strictly reporting the facts like in a press release.

A guest op is placed on the editorial page or opinion page of a newspaper or news website.

The author of the guest op should be someone who is closely associated with the school and in good standing within the community.

Use the last paragraph to make an "ask" of the reading audience.

think.respect. Grant CoachesR-2
Participating SchoolsR-3
Reference MaterialsR-4



think.respect. Grant Coaches

Polly Brainerd (Lead Coach)

(517) 241-2293 (office)
(517) 230-2731 (cell)
brainerdp@michigan.gov
Marion High School

Janie Colton

(269) 591-2716
ColtonJ1@michigan.gov
*Benton Harbor High School, Bloomingdale High School,
Lee High School, Ross Beatty High School*

Erica Kelley

(313) 516-4533
KelleyE1@michigan.gov
*Mumford High School, Pershing High School,
Southeastern High School*

Amanda Kuechle

(248) 980-4004
KuechleA@michigan.gov
*River Rouge High School, Robichaud High School,
Truman High School*

Amanda Mezuk

(810) 625-9189
MezukA@michigan.gov
*Clintondale High School, Fitzgerald High School,
Harper Woods High School, New Haven High School*

Lara Slee

(517) 819-0929
SleeL@michigan.gov
*Lansing Eastern High School, Pontiac Academy High School,
Willow Run High School, Ypsilanti High School*

Yolanda Urquhart-Williams

(810) 235-2160
Urquhart-WilliamsY@michigan.gov
*Beecher High School, Buena Vista High School,
E.A. Johnson High School, Saginaw High School*

Parent Action for Healthy Kids

Barb Flis

(248) 538-7786
barb@parentactionforhealthykids.org

Lambert, Edwards & Associates

Emily Gerkin Palsrok

(517) 316-0210
epalsrok@lambert-edwards.com

Lisa Gill

(517) 316-0210
lgill@lambert-edwards.com



Participating Schools

Schools participating in *think.respect.* include:

- Beecher High School (Flint)
- Benton Harbor High School (Benton Harbor)
- Bloomingdale High School (Bloomingdale)
- Buena Vista High School (Saginaw)
- Clintondale High School (Clinton Township)
- E. A. Johnson High School (Mt. Morris)
- Fitzgerald High School (Warren)
- Harper Woods High School (Harper Woods)
- Eastern High School (Lansing)
- Lee High School (Wyoming)
- Marion Jr./Sr. High School (Marion)
- Mumford High School (Detroit)
- New Haven High School (New Haven)
- Pershing High School (Detroit)
- Pontiac Academy for Excellence (Pontiac)
- Southeastern High School (Detroit)
- River Rouge High School (River Rouge)
- Truman High School (Taylor)
- Robichaud High School (Westwood)
- Ross Beatty High School (Cassopolis)
- Saginaw High School (Saginaw)
- Willow Run High School (Ypsilanti)
- Ypsilanti High School (Ypsilanti)

For most students, their overall emotional and physical health affects academic performance, and that health is determined by many factors – neighborhood safety, bullying, mental health, alcohol use, obesity, race relations, and other reasons.

*– Kyle Guerrant,
Director, Office of School Support Services*



Reference Materials





Safe and
Supportive Schools



This program guide and toolkit were developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.