

most of the output from the  
**POWER OF ONE**  
retreat in november 2001 on:

- project get ready
- student drop in center
- commitment & expectations
- role of lead team

and more

**Niagara Falls Power Of One  
Leadership Training Team  
Retreat output - 11/9/2001**

**What do you expect from team members??**

- to be themselves
- honesty
- respect
- trust
- maturity
- ability and willingness to listen
- responsibility
- loyalty
- put differences aside
- commitment
- optimism
- unconditional acceptance
- good morals/values
- ability to joke around with
- sportsmanship
- equality

**What do you expect from Power of One members? part 2**

- ability to accomplish something
- dependability
- diversity
- ability to relax/chill
- cooperation
- someone to “look” up to
- love - to care about each other
- understanding
- support
- positive attitude
- open-minded
- dedication

### **What to do when members do not meet standards agreed upon?**

- don't reject
- confrontation
- private confrontation
- define the problem
- solve it the best way
- ask questions
- look for alternative options

### **Specific Expected Behaviors for Active Membership**

- **Attendance**- go to meetings and events. work around schedule to be there
- **Participation** - do your part and be involved
- **Communication** - think ahead of time, ask what you missed
- **Behavior** -role model
- **Dedication** - don't be in it just for trips, etc. be dedicated to really help

Niagara Falls  
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Drop In Center – **team output** from November 2001 Leadership Retreat – page 1

## **DROP IN CENTER**

**Note:** original “needs assessment” for drop in center is contained in elements of the November 2000 Power of One Focus Groups transcripts. Additional themes/ideas around Drop In Center have been covered in Power of One Meetings, Trainings & additional Focus Groups (Oct. 2001)

### **SERVICES**

- Teacher/ Administration/ Counselor Input -
- Alcohol/drug counseling, teen pregnancy, college information, employment opportunities, job skills..etc..
- go anytime with problem
- peer mediation
- sexual abuse/rape
- depression
- stress
- personal relationship issues
- phone service
- problem box and monthly follow-up
- information services
- (zero tolerance, school issues)
- promotion plan (gain trust)

## PO1 Drop in Center

- work group output from November Leadership Retreat – page 2

### **OPERATIONS**

- Critical problems - immediate attention
- Other problems - dealt with during lunches
- Get pass from teacher
- Peer Counseling
- Student designed atmosphere
- Before and After school hours (7AM to 6PM)
- Rotating Shift of PO1 members to staff center

### **TRAINING ISSUES**

- Confidentiality
- Committed students
- Fund-raising Issues
- Issues that need to be referred to professionals
- monthly evaluation
- time commitment
- include peer mediation and conflict resolution
- Help kids with academics and also cut down on class problems

PO1 Drop In Center

- team output from November Leadership Retreat – page 3

### **GETTING “BUY-IN” FROM THE SCHOOL**

- PO1 talk to administration
- Presentation to teachers and counselors
- Parental involvement - mass mailing
- Media Newspaper/radio/TV/Internet/ Flyers in School

**Ideas on needed training for safe & healthy school environment & additional project & team plans generated during November 2001 Leadership Retreat are being prepared.**

**For specific use will be the list of training needs that focused on students wanting more skills at helping other students with problems, e.g. crisis intervention skills & communication skills**

(let's include these points in all Power of One project discussions, including Drop In Center & Team member training & future planning...)

- generated at the **November Leadership Retreat, 2001** –

**Note:** this list arose from a discussion on suggestions for the training session to be provided by the New York State Center for School Safety – it expanded into a list of needs that look beyond the upcoming training.

## POWER OF ONE - LEAD TEAM - BRAIN STORM RETREAT AT BEAVER HOLLOW - NOVEMBER 9-10, 2001

In discussing the potential bridge building between administration and the student body, the students engaged in intense complaint and debate over the key issues. From there we discussed what the ideal school environment would look like if that bridge were indeed strengthened via a monthly dialogue.

### **The ideal school environment:**

"Not a jail, more organized, more like home/family, relaxed, better surroundings, more comfortable and friendly looking, students would evaluate teachers, teachers would really care and make education fun. Relationships would be comfortable, teachers and admin. would be easy to approach with concerns, they would listen and speak confidentially, they'd have a better attitude, the staff would listen..."

Students would not challenge authority all the time. They would approach school with a positive attitude, there would be no shame feeling generated by teachers, we would learn skills that help people to get along better, two way respect, kids could concentrate more on academics and less on complex people stuff, the disciplinary system would have to be redesigned to suit reality."

Complaints included teachers who don't listen or care. They are negative and shame students. The system of punishment-even regarding lateness- does not suit the real situations of students. Teachers and admin. Don't realize what kids have to deal with every day. They don't feel respected. They feel that relationships are strained and tense. They are often pre-occupied with complex social situations and personality clashes and are distracted from learning. They feel a sense of futility that things will not change. (paraphrased)

This group created a Mission Statement describing the role of the LEAD TEAM: "We will strive to bring about positive changes for students and administration, increased and mutual understanding, building of stronger relationships within the school where everyone can see the big picture. We will aim to create a school environment that everyone is eager to go to everyday.

Suggestions: The proposed LEAD TEAM would need to be properly trained prior to embarking on their Mission. Specifically, they need airtime to gripe and be heard by us first and one another. Then, they would need to develop a few zones within which live their issues. They would need to practice presenting their views just a bit prior to dialogue, so that they can remove the air of gripe and replace it with constructive sharing of their position and vantage point.

Trainer/facilitator for discussion: Denise E. Ashman

## Next steps / Project Get Ready

### Power of One / Niagara Falls High School

Drafted from notes of meeting with Meg Pietras, Gary Ciurczak & Bob James on December 4<sup>th</sup>.

- December 18<sup>th</sup>:** During member training session, we will seek **16** established Power of One members to deliver the Project Get Ready (PGR) activities and information to Freshmen during lunch periods as being scheduled for February 2002.
- January tba:** P1 PGR Trainers will receive special dedicated training session to prepare them to deliver PGR sessions to Freshmen. The date for this session will be scheduled on 12/18/01.
- February tba:** On 7 dates to be selected, P1 PGR Trainers will lead lunchtime sessions with groups of 12 freshmen, covering the PGR activities. Participating freshmen will receive advance notice of the date and time they are expected to attend PGR session, and they will also be directed to their session by a staff member(s) placed near the cafeterias.

There will be 2 sessions occurring concurrently during each of 4 lunch periods. Each session will run approximately 50 minutes, less a little time for set-up & seating. Freshmen will have lunch during their session.

During the session, freshmen will be asked to complete a brief confidential one page survey, covering “at-risk” behaviors and prevention needs.

Trainers/consultants will be on-site during PGR sessions as support.

- Needed actions:**
1. Select 16 P1 members as PGR trainers during 12/18 session. – **Bob**
  2. Summarize & prep. PGR activities from earlier sessions – **Bob/Gary**
  3. Select January training date (as above) – **Bob/Meg & students**
  4. Select and promote PGR February session dates – **all**.
  5. Design and get approval for one page survey – **Gary/Meg**
  6. Design and carry out plan for freshmen attendance – **Meg/Alexis**
  7. Decide on plans for management of sessions, food, clean-up & set-up between back to back sessions, etc. **all**

**Note:** Background, goals and objectives for PROJECT GET READY are posted on the Power of One website: [www.nfhs.net](http://www.nfhs.net).

one of the discussions during the retreat supported this finding from P1 and other focus groups during 2001

**1.3. Students want intervention & prevention skills:** Students are aware of students struggling with personal and family problems but are not sure what to say or how to say it or when to go to someone for help, like a teacher, counselor or parent. They want to help this classmate directly, but don't want to say or do the wrong thing. They are asking for helping and communication skills.

elements for basic training will include:

- signs of needing help (indicators)
- lethality assessment
- knowing when to seek other involvement
- right things / wrong things to say...

see Bob for more details!

**Niagara Falls  
Power of One  
11/20/01**

**WHY?? WHY?? Exercise**

***WHY ARE YOU HERE* - AT POWER OF ONE?**

1. to meet new an different people
2. to learn how to work in a group better
3. it seemed fun and I like working and creating with a group
4. to make new friends and learn to work together
5. to learn how to become a good leader
6. Mrs. P asked me to sign up
7. to learn leadership skills
8. to teach others
9. to make a change for students
- 10.to improve things in our schools and community
- 11.to become a better person
- 12.because I like to be involved and surrounded by a diverse group of people
- 13.to participate in a positive group
- 14.because I want to apply every skill I can to learn to be successful in life
- 15.to widen my opportunities and be happier in life
- 16.to expand mind and stay positive and enjoy life
- 17.to have fun and build stronger relationships
- 18.to add love to this group
- 19.to learn to cooperate
- 20.to make a better future for myself and others
- 21.to learn responsibility

**page two Power of One Why? exercise**

***WHY IS THAT (the reasons above) IMPORTANT?***

1. to apply the skills in future career
2. because I want to do things I enjoy
3. I want to be able to open up more
4. so when I grow up and get a job I will know by experience how to be a good leader
5. so I know how it is in the real world
6. you need good leadership skills to get ahead in life
7. I want to be someone when I grow up
8. to be better people
9. to learn from others
10. it is important for every person to talk and learn from new people
11. it could make me a better person and more prepared for the real world
12. it helps with people skills and builds positive relationships
13. when you do positive things you receive positive feedback
14. to widen opportunities
15. to spread love and learn relationship skills
16. it will look good on a college application
17. to get a job and be successful
18. getting to know new people helps to know the world around you

**NIAGARA FALLS POWER OF ONE**

TOP ITEMS (OUT OF 125 ITEMS) FROM NOVEMBER TEAM RETREAT ON:

**WHAT IT WILL TAKE TO SUCCEED AS A TEAM & PROJECT**

**TOP ITEM: TRUST**

**NEXT ITEMS:**

**COOPERATION  
LOYALTY  
RESPECT**

**COMMUNICATION  
COURAGE**

**NEXT MOST FREQUENT ITEMS:**

**COMMITMENT  
DETERMINATION  
PATIENCE  
FRIENDSHIP  
ORGANIZATION  
TEAMWORK**

**MOTIVATION  
EFFORT  
OPEN-MINDED  
SUPPORT  
PARTICIPATION  
UNDERSTANDING**

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