



The Rodef Shalom School Program Certification 2014-15

Welcome to the Rodef Shalom program. This certification process is designed to creatively explore ways to best integrate the values and practices of Rodef Shalom into your middle school program and to acknowledge your school's commitment to and effort toward becoming a Rodef Shalom school. Our vision of a Rodef Shalom school is one in which all members of the school community are mindful of themselves as *rodfei shalom* (pursuers of peace), seeking to understand conflicting needs and perspectives and balance them in a constructive way in the spirit of *machloket l'shem Shamayim* (conflict for the sake of Heaven).

As a Rodef Shalom certified school, you will join the rodfei shalom network, demonstrating that your school cares about and is taking concrete action in terms of how its constituent parts interact with and communicate with one another, based on Jewish values.

The goals of the program are:

- To help schools teach students to be skillful at problem solving social situations, active in the prevention of bullying and committed to creating a more peaceful environment.
- For students to engage with rabbinic texts in ways that are relevant and inspiring to the 21st century learner.

These will be accomplished by integrating Jewish text learning and the development of conflict resolution skills in a holistic way in Jewish middle schools.

In order to earn certification, your school will work throughout the year to complete the five steps below. All parts of Steps 1-4 are required for your preparation and planning. Step 5, *talmidei chachaim marbim shalom b'olam* (Torah scholars increase peace in the world), is the implementation of the program and provides a combination of required and optional activities. You may choose among the optional offerings or submit approved comparable activities, earning points for the completion of each one. Certification is awarded when you have completed the following:

- all required steps and activities



- enough optional activities to earn points in Step 5

B'hatzlacha! We hope that the certification process will serve to help you integrate meaningful Jewish text learning and the development of conflict resolution skills, teaching and supporting the entire school community as they become skillful at problem solving social situations and committed to creating a more peaceful environment that is grounded in a Jewish lens.

THE RODEF SHALOM PROGRAM CERTIFICATION 2014-15

STEP I – SET-UP (REQUIRED)

In Step 1, schools will form a rodef shalom committee who will be responsible for planning and implementing program.

A) Designate a school liaison

Designate a staff member to serve as the Rodef Shalom liaison. The school liaison will oversee the general implementation of the program in your school. The liaison should be someone who has direct contact with students (for example, teaching a Rabbinic unit or advisory) and also has the authority to implement new programs in the school. Responsibilities of the liaison include maintaining monthly contact with your Rodef Shalom coach to process implementation of the program.

B) Form a Rodef Shalom committee

To effectively implement the certification program, you will need to appoint a Rodef Shalom committee that will be involved with the liaison in advising, designing and possibly implementing the program. Ideally the committee will include a member from Judaic studies as well as counseling/advisory. Later on in the year, you may choose to expand this committee to include teachers from different departments, parent(s) and students.

STEP 2 – SCHOOL MAPPING (REQUIRED)

In Step 2, your school's Rodef Shalom committee will reflect on the school's needs, take inventory of what currently exists and make preliminary plans for moving the program forward. Please use the certification appendix to help you complete this step.

A. Reflection on our school's needs

Please address the following questions:

1. Why did we choose this program for our school?
2. What are the successes and challenges students (or others in the school community) face regarding interpersonal interactions?
3. What are some successes and challenges students face in regard to the way they find personal meaning in Jewish text?
4. Please review the goals of our program (listed above and on the attached appendix) and reflect on the extent to which these goals intersect with your school's needs and vision.
5. What do you want to accomplish this year in your school that certification can help you to do?

B. Taking inventory



Carefully read through Step 5: Talmidei Chachaimim Marbim Shalom b'Olam, and then indicate (in the column provided on the certification appendix) what, if any, parts of the certification program you already implement - fully or partially - within your school. In your answer, you might want to include:

1. Are there specific texts (other than those mentioned in the document) that your students already study that can be related back to the core values and concepts of rodef shalom? For example, a Biblical text such as Cain and Abel or Joseph and his brothers.
2. Does your school participate in field trips that could be framed within a larger discussion of being a rodef shalom school? For example, your students might visit a Catholic school or a senior center. Could this visit include a discussion with students about how understanding 'the other' connects to a rodef shalom theme?

C. Creating your school's year plan

Based on your responses above, the rodef shalom committee should convene to discuss creating your school's initial plan for the certification program by answering the questions below. Use the certification appendix to help you.

1. What elements of certification most interest you? (Please refer to Step 5 to help you.)
2. Review your answer to Step 2, Section A, Question 5 to see if there is anything more you now want to add to what you hope to accomplish this year.
3. Outline a plan for achieving certification. In your plan, include a description of programs/events that you already have in place that you will frame within a rodef shalom context as well as identifying new programming that you want to implement.

STEP 3 – COMMUNICATION (REQUIRED)

Step 3 involves publicizing the values and year plan of the Rodef Shalom program to the school community, ensuring that students, parents, faculty and administration are aware of the school's efforts to integrate the values and practices of rodef shalom into the school.

1. Include in the opening faculty meeting of the year a short segment to explain the goals and overall steps of the program to all teachers. (We will provide you with a suggested outline.) Provide information to parents and community leaders as to what it means to be part of the rodef shalom network. (This can be accomplished by posting materials on the school website or by introducing the program at a parent night towards the beginning of the school year).



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2. Post the values of redifat shalom, such as being mindful of ourselves as rodfei shalom (pursuers of peace), or attempting to communicate and balance constructively conflicting needs and perspectives, in a public location within the school, perhaps as part of the school's core values.



STEP 4 – STUDENT PREPARATION (REQUIRED)

*Step 4 requires each student to prepare a machberet (notebook or e-notebook) that they will use to reflect on their experiences in the Rodef Shalom program. **One sample machberet must be submitted for schools to earn certification.***

Students are expected to record their answers to the questions below after every certification program/event.

1. Describe in a few sentences what I studied and/or did today.
2. What is something new I learned that I found interesting?
3. How does what I studied/did relate to being a rodef shalom?
4. What is something that I might change about myself or my behavior after having studied/participated in this event?



STEP 5 – TALMIDEI CHACHAMIM MARBIM SHALOM B’OLAM

*Congratulations! By completing Steps 1-4, you have laid the groundwork for certification. Now it is time for action. Step 5, talmidei chachamim marbin shalom b’olam (Torah scholars increase peace in the world), is divided into two parts: “talmidei chachamim” (Torah scholars, to indicate that all activities in this part are related to the integrated study of **Jewish** texts and conflict resolution theories that inspire towards practice) and “marbim shalom b’olam,” (increase peace in the world, to indicate that these are action items based on what was learned in text study). These two parts are meant to be completed simultaneously, demonstrating that study and action go hand in hand.*

Note that each part includes a menu of options. Choose what is the best fit for your school, keeping in mind that you must earn a total of 10 points in each category.

In order to qualify for certification, schools must demonstrate completion of all steps including those for which they are earning points. Schools must also submit a sample machberet.

Part 1: Talmidei Chachamim

Study can be implemented in a variety of ways depending on the needs of the school. These ways can include study as part of the rabbinic curriculum, advisory and/or as part of special programs (speakers, trips, tefilah, holiday celebrations or 9Adar: Jewish Day of Constructive Conflict). Speak with your Rodef Shalom coach for other resources that may be used to earn points towards study.

MAXIMUM
POINTS

Have students studied about what it means to be a rodef shalom (pursuer of peace)?

(Essential question for Units 1 and 2)

Resources:

Rabbinic Units 1 and 2

Advisory Program Part 1 Lesson 2

Required
for all
middle
school
grades.

3 points

<p>Have students studied about <i>Machloket L'Shem Shamayim</i> and constructive conflict as an element of what it means to be a rodef shalom?</p> <p>Resources: Rabbinic Units 3 and 4 Advisory Program Part 1 Lesson 3</p>	<p>Required for all middle school grades 3 points</p>
<p>Have students studied about constructive communication through Tochachah? (Essential question for Unit 6)</p> <p>Resources: Rabbinic Unit 6</p>	<p>2</p>
<p>Have students studied about how enemies can be turned into friends?</p> <p>Resources: Rabbinic Unit 7</p>	<p>2</p>
<p>Have students studied about bullying prevention? (Essential question Unit 5)</p> <p>Resources: Rabbinic Unit 5</p>	<p>2</p>
<p>Have students studied about forgiveness and apologizing?</p> <p>Resources: Yom Kippur lesson</p>	<p>2</p>
<p>Which other Jewish texts can inspire students to value and act as <i>Rodfei Shalom</i>?</p> <p>This section allows schools to promote the value of <i>redifat shalom</i> through Jewish learning. To qualify, <i>limmud</i> must meet <u>all</u> of the following criteria:</p> <ul style="list-style-type: none"> - utilize Jewish texts in a way that is significant to the lesson - teach a principle of conflict resolution - be taught to at least one grade of students - be taught over at least two periods of 30 minutes each 	<p>2 (per unit studied)</p>



- have some evidence of student learning	
TOTAL POINTS NEEDED TO BE CERTIFIED	10

Part 2: Marbim shalom b’olam

Practice, in our program, refers to any action inspired by text learning, that promotes the values and theories of Judaism and conflict resolution into the school community and culture as well as impacting the identity and behavior of the students.

**MAXIMUM
POTENTIAL POINTS**

Plan a study evening for parents (with or without students) that includes text study and some mention of conflict resolution skills. Must be presented within a rodef shalom framework.	2 points
Conduct a conflict resolution professional development program with teachers.	2 points
Expand the committee that you formed in Step 1 to include students and parents. Convene the committee monthly.	2 points
<p>Maintain a student created “Reshut Harabim” (public space) gallery where the values of <i>redifat shalom</i> are promoted.</p> <p><i>Reshut Harabim</i> galleries, such as bulletin boards or art exhibits, promote the values of the program. Examples of galleries are:</p> <ul style="list-style-type: none"> - Have students create a <i>Rodef Shalom</i> bulletin board where passersby can learn about what makes a hero a <i>rodef shalom</i>. Periodically feature heroes who were or are <i>rodfei shalom</i> - Have students create anti-bullying posters in art and hold an art display that includes advice on what one can do when one observes bullying. 	2 points

Resources: Unit 1	
<p>Each grade/class should work together to create a <i>haskamah</i> (community agreement) that addresses interpersonal relationships.</p> <p>The <i>haskamah</i> should include a statement of values and a list of practices that are mutually agreed upon. It might take the form:</p> <p><i>We believe... As such, we agree to the following...</i></p>	2 points
<p>Participate in any of the following 4 programs/events, framing them in a rodef shalom lens:</p> <ul style="list-style-type: none"> • Field trips • Tikun Olam projects • Advocacy project • Diversity activities in the school 	2 points per program for up to 6 points
<p>Run a holiday program for students, framing the program in a Rodef Shalom lens.</p>	2 points per program for up to 6 points
<p>Bring in guest speakers who are engaged in constructive conflict resolution. Examples include professional mediators, family therapists or businessmen who engage in collaborative practices. Speakers can talk about how they engage in conflict management to deescalate issues that they confront.</p>	2 points
<p>Participate in other programs committed to promoting peaceful school culture.</p> <p>Such programs may include:</p> <ul style="list-style-type: none"> • Facing History and Ourselves 	1 point per program for up to 2 points



<ul style="list-style-type: none">• BRAVE• Peer mediation program or recess helpers• Responsive classroom• Chanoch l'Naar• Tribes Learning Community• Council in Schools	
TOTAL POINTS NEEDED TO BE CERTIFIED	10