

## AREA I: CREATING A *TARBUT SHEL REDIFAT SHALOM* (a culture of pursuing peace)

**Guiding Question:** How can one create and sustain a school culture of *Redifat Shalom*?

	PORTFOLIO REQUIREMENT	MAXIMUM POINTS
<p>© <b>1.1 Has the school created a <i>Rodef Shalom</i> leadership team?</b></p> <p>The leadership team helps steer the school's certification process. On a fundamental level, it helps make bring the vision of the <i>Rodef Shalom</i> program to life. The more diverse the leadership team, the more likely the program will impact the school community. As such, schools might consider having administrators, lead teachers, guidance counsellors/social workers, parents/lay leaders, local clergy and student council leaders on the committee.</p> <p><i>Scoring: Score 0.5 points for the inclusion of each of the following: teachers, administration, guidance counsellors/social workers, students, parents/lay leaders and clergy.</i></p>	<p>Submit one line reflection by each team member.</p>	2
<p>© <b>1.2 Has the school <i>Rodef Shalom</i> leadership team created and submitted an action plan?</b></p> <p>The leadership team must submit their action plan to their mentor by November 1<sup>st</sup>. The "Action Plan Template" can be found in Appendix A.</p>	<p>Submit a copy of the action plan.</p>	2
<p><b>1.3 Does the school <i>Rodef Shalom</i> leadership team meet regularly to plan and assign roles?</b></p> <p><i>Scoring: Score 0.5 points for each meeting.</i></p>	<p>Submit minutes or a very brief summary from each meeting</p>	3

<p><b>1.4 Has the school's <i>Rodef Shalom</i> leadership team worked to create a <i>haskamah</i> (community agreement) to promote peace? Has the <i>haskamah</i> been taught to all students, educational staff and parents?</b></p> <p>The school's <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> <p>Examples of <i>haskamah</i> items might be:</p> <p><i>... always speaking privately to someone we are upset with</i></p> <p><i>... seeking the help of a third party when we are too upset to talk</i></p> <p><i>... alerting an adult when one witnesses cyberbullying at home</i></p> <p>Members of the leadership team might wish to collect information from their constituents as part of this process (ex. at a staff meeting, in advisory)</p>	<p>Submit the <i>haskamah</i> and indicate how it was communicated to students, educators, and parents.</p>	<p>5</p>
<p><b>1.5 Have educators been trained in a method of engaging in <i>Machloket L'Shem Shamayim</i>?</b></p> <p><i>Machloket L'Shem Shamayim</i> is literally "Conflict in the name of Heaven". Within the context of the <i>Rodef Shalom</i> program, <i>Machloket l'Shem Shamayim</i> is defined as engagement in constructive conflict. This action item challenges all educators to know and to use the principles of modern conflict resolution in their interactions with students and colleagues. Learning about conflict resolution can be done in a variety of professional learning contexts ranging from staff meeting presentations by experts to a book study. If you wish, your mentor can help advise you on an approach that might suit your context. It is advisable to align the</p>	<p>Submit form indicating how this was implemented</p>	<p>3</p>

<p>methodology with that in section 4.2.</p> <p><i>To be counted, teachers must have been engaged in a minimum of 3 hours of professional development in this area per year.</i></p>		
<p><b>1.6 Does the school maintain [and enforce] an anti-bullying policy?</b></p> <p>Schools committed to constructive conflict resolution also have policies for dealing with destructive conflict. The school’s anti-bullying policy should minimally include a school wide commitment to address situations of bullying, an approach for intervention that addresses both the bully and the victim, and an educational component where students learn about bullying and whom they can turn to if they feel unsafe at school.</p>	<p>Submit form indicating how this was implemented.</p> <p>Submit policy as an appendix.</p>	<p>2</p>
<p><b>1.7 Does the school maintain a “Reshut Harabim” (public space) gallery where the values of <i>redifat shalom</i> are promoted?</b></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"> <li>- Create a <i>Rodef Shalom</i> bulletin board where passers by can learn about what makes a hero a <i>rodef shalom</i>. Periodically feature heroes who were or are <i>rodfei shalom</i></li> <li>- 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.</li> </ul> <p><i>Score 1 point for each display that was created over the course of the year.</i></p>	<p>Submit a photographs for each display (up to three)</p>	<p>3</p>
<p><b>1.8 Has the school worked to mobilize parents through parent education?</b></p> <p>This section recognizes that parents work in partnership with the school to promote the value of <i>redifat shalom</i>. Credit is given for programs where</p>	<p>Submit advertisement for each event</p>	<p>2</p>

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- bullying prevention
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