

# One School's Journey



Peaceful Schools: Everybody's  
Responsibility  
Volume III

Kathryn Sharpe

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**Peaceful Schools: Everybody's Responsibility**  
**Volume Three: One School's Journey**

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Dedicated to Jacob Brennan Hewitt

September 12, 1999 – September 9, 2000

for whom I will continue to work to make the world a safer place for all children



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## Acknowledgements

Each year Parkview Public School moves closer to becoming a place where incidents of physical and verbal aggression are rare. Together, we are learning what it means to be part of a peaceful environment and now that we know, there is no turning back. It has been a long and, at times, very difficult journey, and we are committed to on-going improvement. None of our accomplishments would have been possible without the hard work and dedication of the Parkview Public School community.

I extend special thanks to each staff member, student and parent/guardian who has contributed to the establishment of our safe and peaceful school. Thank you, Ann Wong, for teaching me the importance of seeing another perspective. Thank you also, Fran Brown, for your vision and leadership and to your successors Dave Hessey, Richard Donaldson and Heather Coughlin for embracing and enhancing Parkview's Peaceful School Program.

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In everyone's life, there are those special people without whom many things would not be possible; those people who give love, unconditional support and unshakable faith and who make the difference between giving up and giving it more than you ever thought you could. I am fortunate to have these special people in my life.

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These words of thanks seem inadequate to express my love and appreciation for the people who have contributed greatly to this book and to the better parts of who I am becoming. But, thank you. My journey continues.

## Introduction

April 15, 2003 was an amazing day for Parkview Public School. This was the day when Hetty van Gulp welcomed us officially into the Peaceful Schools International (PSI) family. As I watched Ben and Katelyn, the Safe School Student Committee co-chairs, accept the PSI flag on behalf of the students and the staff, my mind was filled with memories of the long journey that had brought us to this day.

Since the inception of our Safe School Committee in 1994, we weathered many changes, any of which could have meant the end of, or at the very least, a lessening of emphasis on safe school initiatives. The Middlesex County Board of Education, a small, friendly, rural board, had been amalgamated into the Thames Valley District School Board, the fourth-largest board in Ontario. Teachers had implemented new curriculum in every subject area, mastered new provincial report cards and software, survived a work stoppage, a work-to-rule campaign and coped with constant pressure from the government, media teacher-bashing and severe fiscal restraint; yet through it all, our staff continued to find ways to do more with less.

Five principals have administered Parkview Public School since 1994; staff members have transferred in and out or retired, and committee members have changed. Every new committee member, teacher and administrator embraced our safe school initiatives, making invaluable contributions to enhance the climate we have established and to help us to move forward, each year expanding and improving in some way.

But after so many years of working toward our goal of achieving a safe, positive learning environment for everyone in the school community, I was feeling that I had run out of energy and creativity. Although my commitment to maintaining an emotionally and physically safe school has never wavered, nine years is a long time to keep ideas fresh and motivating.

In the spring of 2002, I attended the "Safer Schools, Safer Communities" conference in Kitchener, Ontario. The conference was helpful in many ways but the most riveting presentation was by one of the plenary speakers, Hetty van Gulp, an educator from Nova Scotia. Listening to her that morning, I was in awe of this very special person who spoke gently but with great conviction about safety in our schools and about teaching students to live well together. As I took in her words, I knew that I had just been given a very special gift. Learning about Peaceful Schools International, Hetty's organization, was just what I need to rejuvenate myself.

Driving back from the conference, I knew that membership in PSI would be the perfect initiative for the coming academic year and would infuse new life and direction into the good work already being done by the students, staff and parents in our school.

As soon as I got home, I emailed Hetty to inquire about membership requirements. Her reply was immediate and enthusiastic. She would forward the application forms that day, and since there was not an Ontario contact for PSI, would I consider coming to Nova Scotia for training to become a Regional Coordinator for Peaceful Schools International? In a word, YES!

In December 2002, I spent an incredible week in Clementsport, Nova Scotia at the head office of Peaceful Schools International with Hetty, teachers from Serbia and educators from other parts of Canada. It was a time filled with laughter, poignancy, sharing, learning, professional

and personal growth. Each day, as I listened to the animated, creative discussions and looked into the eyes of people who were committed to making a difference - one student and one school at a time, I knew I was experiencing something unique.

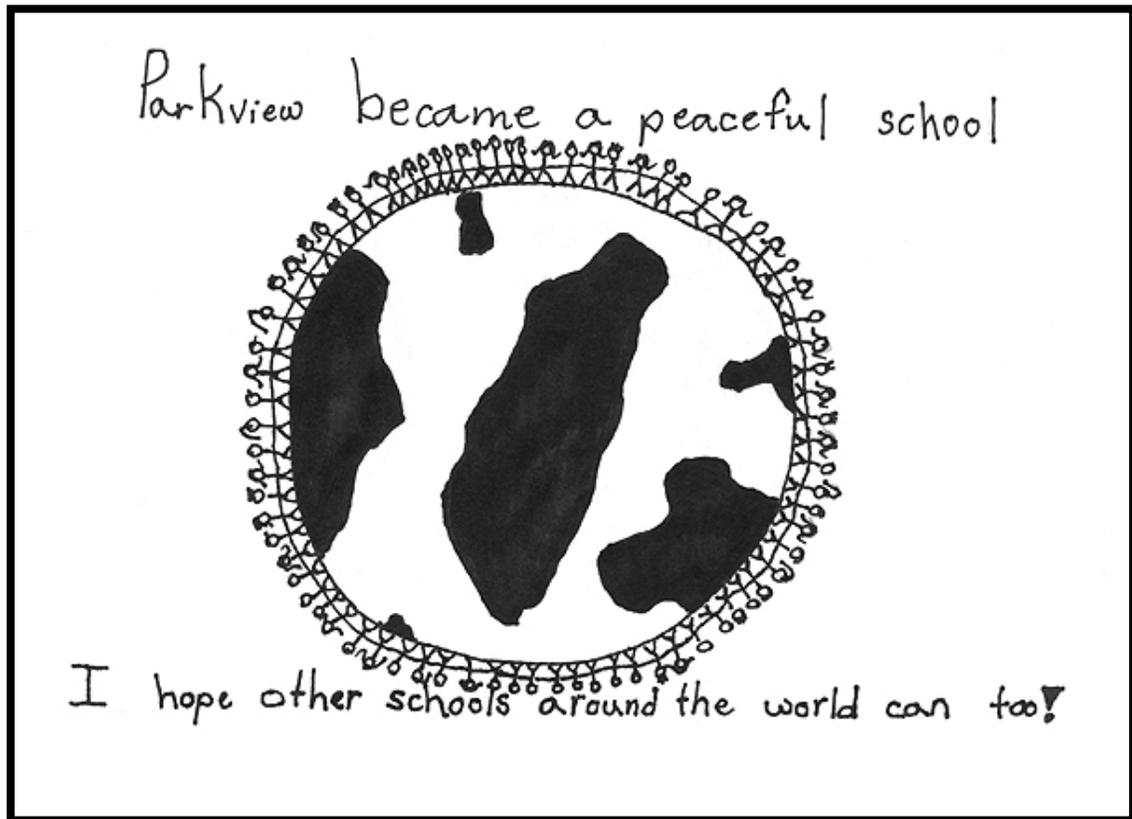
Our school was granted membership in PSI and Hetty planned to present me with the PSI flag during the final morning of training; however, since we were the first school in Ontario to become part of the PSI family, she generously offered to come and present the flag to the students and staff herself. So on a sunny and warm spring day in 2003, the Parkview Public School community was given the gift of time with Hetty. Her words of encouragement and her pride in the accomplishments of our school touched everyone's heart and reaffirmed our commitment to making our school the best it can be.

Now we proudly fly the Peaceful Schools International flag and continue the journey toward maintaining and enhancing our culture of peace.



**The Peaceful Schools International flag**

# Beginning the Journey



**Samantha Radley**  
**Grade Four**



## 1994: Getting Started

We all have them – those weeks when the students seem unsettled, restless and irritable, testing the limits and testing us. There had been too many of these weeks since school had begun six weeks earlier and the staff was beginning to feel the same way as the students. During a recess break on a dreary Friday afternoon, I entered the staff room, sat down wearily and listened to teachers discussing the behaviour of two students with whom I had spoken earlier in the week. Three other teachers chimed in that they too had dealt with these students for the same aggressive play. None of us knew what the others had said and done while intervening in these acts of inappropriate behaviour. I thought to myself: what a waste of valuable time and how ineffective we were being in teaching our children how to make good decisions.

Although we all were doing the right thing and becoming involved when necessary, we were also unintentionally teaching these students something we surely did not want them to learn: that they could bounce from recess to recess and teacher to teacher, continuing to do and say hurtful things to others, secure in the knowledge that the only thing that would happen was a time out or another lecture. Then off they would go to repeat the same patterns of behaviour over and over. We were doing nothing to help these children or their victims. It was an unsettling and disturbing end to a very long week.

On Monday morning, I asked to speak with my principal, Fran Brown, after school; as always, she was available and interested in my concerns. Having taught a long time, I knew better than to come with a problem and no plan to address it, so over the weekend I had spent some time ruminating about what we could do to ensure we were not just disciplining students and maintaining control, but really helping them to learn the skills they needed to get along. My mind was swirling with ideas – intervention, prevention, education, tracking systems, explicit teaching of skills; there was so much we could be doing but were not.

Fran was a good listener and very receptive to any constructive suggestions to address my concerns (which, as it turned out, were her concerns as well). We decided that any changes to established practices and procedures would be made only in consultation with staff, students, and parents. There would be no top-down decisions from administration, a practice our school still supports, several principals and several years later. Ownership in every part of the process was critical to the success of whatever it was we were going to do. We did not know what that was yet; we just knew we had to do something.

We decided to form a committee with representation from all groups within the school: teachers, students, parents and administrators. So in November 1994, our first Safe School Committee was formed. We sent a letter to the community asking for volunteers willing to help us make decisions regarding safety issues at school (Appendix A "Sample Invitation to Join the Safe School Committee" p. 87). Several mothers and fathers were interested in working with us. Also part of the group were teachers representing the primary, junior, and intermediate divisions. The grade eight teachers selected one male and one female student with leadership potential who would give voice to student issues and concerns. We had our committee.

## The Safe School Committee Survey

Our first meeting was held at the end of November 1994. Fran and I welcomed a very quiet and somewhat nervous collection of caring people. We outlined our reasons for forming the committee, our concerns regarding the physical and emotional violence occurring in our school, and the need for effective intervention and prevention. As the discussion progressed, parents tentatively began to express their concerns, as did staff and students. What immediately struck us was that although everyone's comments related to student safety, there was huge diversity in the issues brought forth. If this small group had such differing opinions, imagine what knowledge we would gain by ascertaining the feelings of the entire school community.

The first formal decision of the newly-formed Safe School Committee was to design a questionnaire and to conduct a survey to find out what issues were of concern to all members of the community. Each committee member made a list of the questions s/he wanted included on the survey, and a sub-committee formed voluntarily to design the questionnaire. The group presented its draft version to the entire committee and minor revisions were made. This process of collaboration was and continues to be the foundation for the success of the Safe School Committee. Members of the school community feel a sense of ownership in our work because they participate actively and have responsibility for the decisions that are made.

The survey was sent to each family in January 1995, and by traditional standards, we received a very large number of responses, indicating that the survey decision had been a good one. Each teacher, administrator, support-staff member and bus driver completed the survey, as did every student from Grades Four to Eight. Children who required assistance with reading and/or recording their responses were provided with parent, teacher or student helpers. Teachers of students in kindergarten, Grades One, Two and Three helped the children in their classes to complete cooperative responses to the survey.

Conducting the survey provided us with a wealth of information. It appeared that the school community had been anxious to share its opinions and concerns and to see changes made, but had not come forth with ideas and suggestions until invited to do so. One committee member volunteered to analyze the data and prepare a report. The task was a daunting one and took many hours of her personal time to complete, but the knowledge gained was our place to begin. At a subsequent meeting, she presented her report to the committee, which then made recommendations regarding where to go from there.

In most boards of education today, there is a research department that can assist with the administrative tasks related to conducting a survey (identifying the content, designing the format, printing the survey, analyzing the results and preparing a report) but ten years ago in our board, we were our own research department.

## The Safe School Survey January 1995

1. What kinds of activities are okay to play at recess?
2. What kinds of activities are not okay to play at recess?
3. Is it okay to play fight? Why or why not?
4. Why is "We were just playing," not an acceptable answer?
5. What would be unacceptable clothing for children to wear at school?
6. What are some things that should not be brought to school?
7. What are some ways in which children can solve their own problems?
8. What kinds of consequences are acceptable?
9. What kinds of consequences are unacceptable?
10. What should the next step be if the consequences do not stop the behaviour?
11. How should consequences differ for offence one, two and three?
12. How should a teacher determine whether or not an incident is violent?
13. Is our school a safe place? Why or why not?
14. What are your biggest safety concerns (if any)?
15. What are ways in which students can demonstrate respect for self, others, and property?
16. What rules should all students be required to follow?
17. What is a Code of Conduct?
18. What ideas do you have to make our school a safer learning environment?
19. Anything else?

## Communicating the Results

From the very beginning, the Safe School Committee believed that regular sharing of information and requests for input from all members of Parkview were necessary to ensure that we were making decisions and implementing policies and procedures to create a climate that reflected and valued the opinions of everyone in the school. Communication needed to be frequent and clear. A suggestion was made to use a standard, easily recognizable format for all Safe School correspondence: flyers, newsletters, posters and advertisements. We settled on a silhouette logo of a boy and girl outlined with a border of people to surround the text. These choices represented the committee's focus on all members of the community embracing and actively supporting the concept of boys and girls attending a safe school. The logo and border now appear on all Safe School Communications (Appendix A "Safe School Stationery" p. 88).

One of the first uses for the new stationery was to communicate the results of the Safe School Survey to everyone in the Parkview community. A letter was sent to each family, staff member and class to thank them for their input and to share the results of the survey.

### Major Findings

#### Student Survey

99% of students felt that Parkview is a safe place to learn.  
Bus safety and incidents off school property are issues of concern.  
Intermediate students felt that play-fighting was acceptable.  
All students felt that there are consequences for inappropriate behaviour.  
Many students could not define a code of conduct.

#### Recommendations

Develop and promote a school code of conduct.  
Clarify Parkview's position regarding play-fighting.  
Address issues of bus safety.

#### Parent/Guardian Survey

Parkview School is a safe learning environment.  
Play-fighting is an unacceptable activity at school.  
Acceptable consequences preserve self esteem and teach appropriate behaviour.  
Bus safety, bullying and verbal abuse are areas of concern.  
Parkview staff generally tends to be supportive and caring, and to model appropriate behaviour.  
Parents/Guardians are and should continue to be informed of inappropriate behaviours.

#### Recommendations

Address issues of bus safety.  
Develop programs to address inappropriate behaviours such as bullying and harassment.  
Conduct in-service training for staff members regarding intervention and prevention strategies.  
Promote shared responsibility among staff members of Parkview's community for maintaining a safe school.  
Continue to enhance Parkview's safe, positive learning environment.

## Creating a Code of Conduct

In 1994, the Ontario Ministry of Education mandated that each school had to develop a code of conduct to guide the behaviour of its students. Our Safe School Committee had its next task – to create a code of conduct that would reflect the culture and needs of Parkview School, and also fulfill the criteria set forth in the Ministry’s new Safe Schools Policy. This document would have to reflect our values, beliefs and commitment to a violence-free community of learners (Appendix B “Safe School Policy Basic Tenets” p. 119 & “Safe Positive Learning Environments” p. 120).

After lengthy discussion regarding the format of our Code of Conduct, it was decided that we would include sections outlining student, parent, and teacher rights and responsibilities. The committee formed three subcommittees, and each group wrote a first draft that was then presented to all the parents, teachers, and students for their input. After many revisions, we had the three rights-and-responsibilities sections ready. Subsequent meetings focused on the content and wording of the rest of the information to be included in the final document. We then decided upon a three-panel brochure format that would be printed in the school colours and would use our border and logo. The draft copy was presented to the parent, student, and teacher groups for final revisions and validation.

We established a practice of reviewing the Code of Conduct each May to ensure that it truly reflects our school. Due to the committee’s initial assiduous attention to every detail of the original document, only minor wording changes have been made.

The most recent changes to the Code of Conduct reflect our membership in Peaceful Schools International. We added the PSI logo, reworded the belief statements to include peaceful co-existence, and wrote peaceful school statements to add to the rights-and-responsibilities sections for parents, students, and staff.

When the original Code of Conduct was completed, we approached a graphic artist who designed a poster-sized version that included all six panels of the code’s brochure. The poster was framed and now hangs in the front foyer of the school. Although it was expensive to have the artwork done and professionally framed, it was important to have a visual reminder prominently displayed. Codes of Conduct also are located in each classroom in the school.



The Code of Conduct poster, hung beside the Peaceful Schools International certificate, reminds us daily of our part in creating and maintaining a world-wide culture of peace.

After the committee reviews and revises the Code of Conduct, a new order is sent to the printing department and is shipped to the school in August. Parkview's Code of Conduct is sent to each family on the first day of school, with an accompanying letter (Appendix A "Sample Code of Conduct Letter" p. 89 & "Sample Welcome Letter to Parents/Guardians of Kindergarten Children" p. 90).

Each autumn, we review the Code of Conduct with students and staff at divisional assemblies held during the first week of school, post the code in each classroom and refer to its contents when the need arises (Appendix B "Parkview Public School Code of Conduct" p. 115).

## Yard Supervision

The committee and the staff spent considerable time on the development of a set of yard supervision guidelines. These guidelines are reviewed on a yearly basis to ensure that all staff members are consistent in their expectations regarding student behaviour in the yard. This document is helpful to new staff because it delineates the specifics of supervision (Appendix B "Parkview Public School Playground Supervision Guidelines" p. 117).

Each year the committee and the staff review policies, procedures, and forms to ensure that they in fact, meet the changing needs of our school. Sometimes even a minor change in wording or practice results in better interventions, generates more useful data and/or makes us more organized and efficient. For example, adding a place for "time of incident" enables us to monitor inappropriate behaviour of children who are on medication, and so we are able to notify parents if we see any patterns in the data that might suggest a review of medication times or dosages. Again, the focus is on helping children. Without this sort of data we would not be able to provide valuable information to teachers and parents.

With our survey results, Code of Conduct, and Supervision Guidelines, we were now ready to tackle the practicalities of creating and maintaining a safe school.



# Keeping Track



Rachael Pauley  
Grade Seven



## Keeping Track

The catalyst for the creation of the Safe School Committee had been the concern that we really had no idea how many or what types of physically and verbally aggressive behaviours were occurring at the school. The information gathered from the survey provided a starting point for committee recommendations and discussions about next steps; however, until we knew specifically what behaviours were occurring and which students were involved, we would not know exactly where to focus intervention and prevention initiatives.

We also had no data regarding which students were offenders, repeat offenders or victims, and consequently we were able to help neither the perpetrators nor the victims. Developing a comprehensive tracking system was crucial to the success of our intervention and prevention programs.

We have revised and reworked the finer points of this system over the years, but the collection and analysis of data continue to be the basis for teaching children how to develop the skills they need to live well together. The data we gather show clearly what we are doing well and where we need to focus our teaching on a daily, weekly, monthly, and yearly basis.

Since there already was a board-designed form to be used for serious and suspendable incidents, it was decided that we would create an easy-to-use form that staff could take with them while they were on yard duty and use to record information regarding what we termed minor incidents of physical or verbal aggression.

Labelling the occurrences as minor was a mistake and one we eventually corrected through our yearly review and revision of the form. The term was confusing to students, parents and teachers, partly because identifying the incident as minor seemed to some to preclude the need for a report at all. We needed to track all incidents of inappropriate behaviour, no matter what the degree of severity, and to educate the community that no act of physical or verbal aggression was acceptable in our school.

### The Minor Report Form

On the Minor Report form, a simple checklist was used to identify the student and the type of behaviour exhibited. Initially, broad categories of behaviours were used and there was little specificity, but it was a start.

The Minor Report forms were placed on clipboards that were taken outside by the supervising staff members. We established the procedure that yard supervisors would complete the report, sign and photocopy it, and then submit the original to the office and the copy to the classroom teacher. The printing department shipped us the Minor Incident forms on yellow paper, inadvertently creating what came to be known as the yellow ticket. Even our youngest students knew that a yellow ticket was a record of inappropriate behaviour. Incident Reports are referred to as yellow tickets to this day, and are something no student wants to receive.

The committee decided that once a student had been issued three yellow tickets, a letter would be sent home from the principal notifying the parents/guardians and requesting that they

reinforce with their children the concept that incidents of physical or verbal aggression were not acceptable in our safe school. Although the letter has changed over the years and we now mail it rather than send it home with the student (to emphasize its importance), we still continue this practice as part of our commitment to keep parents and guardians informed, thus ensuring they are part of the process of teaching children the skills they need to resolve conflicts peacefully.

### Our First Tracking Form – 1994

<b>Minor Report</b>		
Date: _____		
Name: _____		
Grade: _____	Room: _____	Teacher: _____
<b>TYPE OF INCIDENT</b>		
<input type="checkbox"/> PUSHING OR SHOIVING		
<input type="checkbox"/> CARELESS PLAY		
<input type="checkbox"/> TEASING		
<input type="checkbox"/> ROUGH - HOUSING		
<b>RESULTS</b>		
<input type="checkbox"/> RULES AND CONSEQUENCES EXPLAINED		
<input type="checkbox"/> CHILD ARTICULATED SAME		
<input type="checkbox"/> OTHER		
SIGNATURE _____		
COPIES TO: <input type="checkbox"/> HOME ROOM TEACHER <input type="checkbox"/> OFFICE		
<i>I attend a peaceful school. I have a responsibility to play safely and not to do or say anything that hurts anyone's body feelings or things.</i>		

Yellow tickets and letters home are the two major ways in which we monitor behaviour and keep parents informed of discipline involving their children. The Incident Reports were created as a means to monitor and track behaviour; they then provided us with the information we needed to formulate plans of action. At no time were the yellow tickets created as a

punishment in and of themselves; however, some students and parents have perceived them as such. The tracking system is the vehicle through which we are able to identify students needing help (victims and perpetrators), although the fact that students do not want to receive a yellow ticket means that, for some, it does serve as a deterrent. A record? Yes. A deterrent? For some. A punishment? No. Educating the students and parents about Incident Reports and Parent Notification letters is on-going, reflecting our continued growth, understanding, and commitment to improvement (Appendix A "Sample Parent Notification Letter" p. 91).



**Kindergarten Peace Garden**

## Major Incident Reports

The committee and staff felt there needed to be a middle step between minor and suspendable incidents, a form for more serious occurrences that happened but did not require suspension (and thus use of the Ministry form), but required parent notification and consequences. So the committee and staff collaborated to produce the "Parkview Public School Incident Report" which was the form used for serious but not Ministry-mandated suspendable acts. Completion of this form often resulted in consultation with parents, counselling of students, reflective activities, and/or in-school suspensions. We soon learned that having two forms for more serious inappropriate acts led to even more confusion as teachers wrestled with whether to use the school or Ministry form.

## Parkview Public School Incident Report

Name of Student: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Homeroom Teacher: \_\_\_\_\_

Date of Incident:

Type of Incident:

Location:

Activity: \_\_\_\_\_

Medical Attention:

Injury Involved: Staff \_\_\_ Student \_\_\_ Other \_\_\_

Student Statement:

Witness Statement Attached: Yes \_\_\_ No \_\_\_

Signature of Supervising Staff Member: \_\_\_\_\_

Description of Incident:

Counselling:

Date:

Victim Counselling:

Date:

School Sanctions Applied:

Date:

Parent/Guardian Notified: Yes \_\_\_ No \_\_\_ Date: \_\_\_\_\_

Victim's Parent/Guardian Notified: Yes \_\_\_ No \_\_\_ Date: \_\_\_\_\_

Additional Comments:

Signature: \_\_\_\_\_

Date:

Copies to: Classroom Teacher \_\_\_ Office: \_\_\_

*I attend a peaceful school. I have a responsibility to play safely and not to do or say anything that hurts anyone's body feelings or things.*

## Developing a Common Understanding

Early on in the implementation of the new tracking forms, feedback from the staff indicated that we needed to define specific inappropriate behaviours included on the form. What exactly was rough-housing or careless play? What was the difference between a push and a shove? When did these incidents get reclassified from minor to major to suspendable? Did everyone agree on what constituted being careless? Where did intent fit in? There were so many questions and so few answers. We were experiencing growing pains and they required immediate attention.

The staff knew that tracking incidents of physical and verbal violence was a necessary first step in establishing fair and consistent intervention procedures, but they were struggling with how to do it. One of the earliest professional development activities we planned was to address staff concerns regarding how to classify incidents and which form to use. This exercise illustrated graphically the difficulties inherent in establishing consensus of thought and consistency of action.

Staff members were given a collection of strips of paper which listed inappropriate behaviours that might be exhibited by students in our school. Then they were asked to classify each behaviour according to which of the three forms should be used to record the incident. The strips were taped to the appropriate chart on the wall – Minor Report form, Major Report form, and Ministry form. A classification of Ministry form would result in an automatic, formal out-of-school suspension. (The consequences of using that form were predetermined by Ministry policy.)

The data we collected from that professional development session illustrates how far we were from common understanding, expectations and practices.

### Inappropriate Behaviour Classification Exercise

<b>Behaviour</b>	<b>Minor</b>	<b>Major</b>	<b>Ministry</b>
• called me names	5	5	5
• tried to kick me	8	4	3
• said they'd beat me up	1	8	6
• tried to make me give them money	0	6	9
• tried to scare me	6	9	0
• stopped me from playing a game	13	2	0
• said mean things to me	12	3	0
• told me a lie	8	6	1
• told me a "blonde" joke	7	7	1
• tripped me when I was going to line up	4	10	1
• ganged up on me	0	9	6
• tried to make me hurt someone else	4	8	3
• smirked at me	14	1	0
• tried to get me into trouble	13	1	1
• took something from me	2	10	3
• made a comment about skin colour	14	1	0
• shouted at me	13	1	1

• pushed me	2	10	3
• laughed at me	15	0	0
• broke something of mine	3	10	2
• told a lie about me	8	7	0
• threw a snowball at me	7	5	3
• hit me	0	7	8
• kicked my backpack into the mud	7	8	0
• pulled my hair	3	11	1
• swore at another student	6	8	1
• brought a knife to school	0	0	15
• spray painted the portables	0	0	15
• tore down the soccer posts	0	0	15
• brought "Playboy" magazines to school	2	12	1
• stole snack tickets from student	0	6	9
• grabbed a boy's behind	3	4	8
• commented on a girl's breasts	2	4	9
• excluded someone from a game	12	3	0
• pushed me into the wall	8	6	1
• engaged in play-fighting	6	9	0
• displayed a negative attitude	2	13	0
• refused to comply with teacher request	1	12	2
• demonstrated negative body language	6	7	2
• used an inappropriate tone of voice	8	7	0
• was found in an out-of-bounds area	10	5	0

Identifying unacceptable behaviours was easy. Choosing between the Minor and Major Report forms was more difficult since assessment of severity or seriousness can be subjective and often reflects the observer's personal values, belief systems, attitudes, prior dealings with the child or family, and a host of other variables. We had a lot of work to do to achieve some semblance of consensus about how we were going to assess, classify, and record instances of inappropriate behaviour. We have revisited this activity from time to time over the years, and results indicate we have come a long way in establishing consistency among staff members. Practice, dialogue, and on-going training have made us much better at these necessary skills. Eventually, the problem of which form to use was solved for us when the Ministry of Education and Training implemented a provincial safe school policy.

We discontinued use of the Major Incident Report form, revised our Minor Report form, changed its name to Incident Report and used this form to record all acts of inappropriate behaviour that did not require formal suspension as outlined by Ministry policy. We still use this system today, and the information gathered from our tracking system forms the foundation for all intervention and prevention initiatives. Each year the form is reviewed and revised to reflect the needs and ever-expanding knowledge of what is required to help our students.

Staff and committee suggestions are collated, reviewed, and discussed, and then revisions are made to the Incident Report form before a new order is sent to the printing department.

In 2002-2003, our ninth year of the program, we revised the Incident Report form twice, in September and again in May. The changes in the form reflect our belief that the more information we have, the better able we are to assist students in learning how to make appropriate behavioural choices. The current form provides us with a wealth of information that is critical to identifying students who need help (both perpetrators and victims) and deciding what our areas of focus will be for explicit teaching. The revisions prepared for the Intervention section for 2003 – 2004 require students to communicate more effectively with their parents and to assume ownership for their words and actions. This enables us to track how well the student contributes to the peaceful resolution of the problem.

### No Carbon Required

Five years ago, the administration allocated funds that allowed us to use NCR forms. NCR stands for No Carbon Required, which means that the forms come from the printing department with three copies joined together, and as the staff member writes on the white top sheet, a copy is made automatically on the yellow and pink sheets underneath. The NCR forms eliminated the need for staff to photocopy the reports, thus reducing workload. NCR forms are more expensive but this cost is offset by reduced expenditures for photocopying. Use of these forms also facilitates faster submission of reports since time is not lost on trips to the photocopy room.

Staff members write the Incident Reports immediately following intervention with the students and submit the triplicate NCR forms to the office. The information is entered into the database and signed. The original white copy of the form is filed in the office, the yellow copy is sent home in the student's planner or agenda, and the pink copy is kept by the classroom teacher. Parents/guardians are provided with a copy of every Incident Report issued to their child(ren). A label is affixed to the planner with the copy of the Incident Report, and is signed by the parent/guardians to indicate that they have received the notification. Timely communication enables the school and home to work together to reinforce appropriate behaviours.

### Incident Report Label

#### A Notification From Your Peaceful School Committee

Please find attached to your child's Planner today, a report of an incident that took place recently. You have been provided with a copy of the Incident Report for your information. Your child and a staff member have resolved the problem and **no further discussion and action are required at the school level.** Thank you for your support of our efforts to teach our young people to do the right thing because it's the right thing to do.

---

signature

## 2003-2004 Incident Report

Date \_\_\_\_\_

Name \_\_\_\_\_

Grade \_\_\_\_\_

Gender \_\_\_\_\_

Teacher \_\_\_\_\_

\_\_\_\_\_ In Transit

\_\_\_\_\_ Bus

\_\_\_\_\_ Yard

\_\_\_\_\_ Washroom

\_\_\_\_\_ Hallway

\_\_\_\_\_ Before Nine

\_\_\_\_\_ A.M. Recess

\_\_\_\_\_ Noon Recess

\_\_\_\_\_ Class

\_\_\_\_\_ P.M. Recess

### INCIDENT CLASSIFICATION

### DETAILS

- \_\_\_\_\_ Disrespect for Property
- \_\_\_\_\_ Harassment
- \_\_\_\_\_ Hitting
- \_\_\_\_\_ Inappropriate Clothing
- \_\_\_\_\_ Inappropriate Hands On
- \_\_\_\_\_ Inappropriate Language
- \_\_\_\_\_ Inappropriate Use of Equipment
- \_\_\_\_\_ Intimidation
- \_\_\_\_\_ Lying
- \_\_\_\_\_ Non-compliance
- \_\_\_\_\_ Out of Bounds
- \_\_\_\_\_ Pushing
- \_\_\_\_\_ Snow-related Incidents
- \_\_\_\_\_ Teasing
- \_\_\_\_\_ Theft
- \_\_\_\_\_ Tripping
- \_\_\_\_\_ Verbal Abuse
- \_\_\_\_\_ Other

### INTERVENTION

- Rules reviewed with student. \_\_\_\_\_ yes \_\_\_\_\_ no
- Student demonstrates understanding. \_\_\_\_\_ yes \_\_\_\_\_ no
- Student cooperates in resolving the problem. \_\_\_\_\_ yes \_\_\_\_\_ no
- Student demonstrates a respectful attitude. \_\_\_\_\_ yes \_\_\_\_\_ no
- Student has received prior training. \_\_\_\_\_ yes \_\_\_\_\_ no
- Student will share this information with parent. \_\_\_\_\_ yes \_\_\_\_\_ no

Signature \_\_\_\_\_

Copies to: \_\_\_\_\_ Classroom Teacher      \_\_\_\_\_ Office

## Writing Reports

At the beginning of the year, we review procedures for writing reports to ensure consistency among staff and to train new staff. Staff members receive copies of the requirements so they can refer to them as needed. As reports are entered into the database, a trend might emerge regarding how staff members are recording information, and may reflect a need for another review of procedures for writing Incident Reports. Reminders assist staff to follow the guidelines appropriately, to ensure consistency during interventions, and to facilitate efficient data entry.

### Guidelines for Writing Incident Reports

To ensure that we have reliable data to analyze each month and at the end of the year, we have created guidelines to assist staff members in creating accurate and relevant reports.

1. Use the Intervention Script (or a variant) whenever possible.
2. Complete all sections of the report.
3. Include the student's first and last names, spelled accurately.
4. Do not include other students' names in the report. (Leave a blank.)
5. Include as many details as possible.
6. Record details using "I" statements where possible. ("I told him he's a loser." "I punched him.") This conveys the correct message to the student and to the parent, directing ownership and responsibility where they belong – with the student.
7. Use the student's exact wording, including specifics.
8. Record specifics of any consequences applied. (Learning Packages, restitution, counseling, etc.)
9. Ensure the student knows s/he is receiving the report and why.
10. Have him/her articulate the reason for receiving the report.
11. Remind the student of his/her responsibility to report the incident to parents.
  - Consistency among staff in approach, wording and reporting helps our students greatly as they work through problems and issues that arise.
  - It is important to be fair and to be perceived as fair.
  - Students must believe that it is their behaviour and not the adult on the yard that created the need for an Incident Report to be completed.
  - Incidents that occur at the bell are the responsibility of the yard supervisor.
  - At the beginning of each month you will receive a graph with the statistics for the previous month.
  - Please discuss the results with your students, set goals for the upcoming month and post the graph where it is a daily reminder to students.
  - Thank you for all your hard work to reduce the number of incidents and to continue on-going peace education in your classrooms. It's a job that never ends but one that makes our school a great place to be.
  - Please keep us informed of any issues brought forward by students or parents.

## The Meaningful Use of Statistical Data

Gathering statistical data regarding inappropriate behaviours in the school was only the beginning. We knew that the information collected from the Incident Reports was valuable. At first we did not know how to manage the data efficiently. Initially, the office kept a running record of students who had received either minor or major reports. The classroom teacher found it helpful to have written records to present to and discuss with parents during conferences. For a student experiencing serious difficulty with behavioural choices, a team meeting was arranged to formulate a specific plan to help the student. Present at the meeting would be the principal, classroom teacher, parent(s)/guardians(s), Safe School Committee chairperson, and any support staff required. Although we have modified the format of team meetings, this strategy still is used for at-risk students (Appendix A "School Team Meeting Request Form" p. 92).

The data collection had begun to do what we had hoped it would do: identify and track those students who were having difficulty in behaving appropriately so we could help them and their victims. What was lacking was an overall picture of what was going on in the school. We needed to identify patterns in the data to create an effective, proactive plan to change attitudes and behaviours.

### Incident Report Database

In 1997, a new principal was assigned to the school, and fortunately this meant only a change in principals and not a change in principles. He was supportive of our work and had valuable suggestions to enhance the program. One of his important ideas was to create a database to manage information in an efficient way. As a result we created a database using Microsoft Access. The fields in the database match those on the Incident Report form; when the white copy is submitted to the office, the details are entered and the hard copy is placed in a file created for each student who receives a report. These files are kept in the office and are updated once information from the white paper copy of the Incident Report has been entered into the database.

Incident Reports for most students are destroyed at the end of the school year because it is important that students know there is closure from one year to the next. The principal reserves the right to retain copies of Incident Reports for at-risk students because the information contained in them provides important data that can be used in the preparation of the paperwork needed to refer students to psychological, social, or psychometric services.

The creation of an Incident Report database simplifies the organization of data and makes accessing formative or summative information quick and easy. For example, statistical information about an individual student, grade, or month can be accessed quickly through a query, and a printout can be provided. This has been of enormous help to teachers when presenting information during parent conferences or team meetings.

At the end of the year, all data is analyzed and a final year-end report is prepared. This document summarizes the information in a concise Power Point presentation that is printed in a formal report. Charts and graphs effectively illustrate patterns, comparisons, areas of concern,

and improvements. A copy of the annual report can be obtained by contacting Parkview School.

The report is presented to the Safe School Committee in the fall. The members review the data and make recommendations regarding directions for the current school year. The summative statistical information also is presented to the staff, the Parkview School Association (our version of Home and School), the Parkview School Council, and the local Community Policing Committee.

Each group makes recommendations based on the data presented and these suggestions are incorporated into the plans for the year. This open and regular sharing of information with the various groups that make up the school community reflects our long-standing commitment to the belief that maintaining a safe and peaceful school is a responsibility shared by everyone. Dialogue and collaboration are integral factors contributing to our continued growth as a committee and the on-going expansion of the program.

Data collected over several years provide comparisons and identify trends. In the early years we thought it was important to make comparisons from year to year; however, now we are at a point in our development where there is minimal value in looking back. There are too many factors (many of which are beyond our control) that can account for an increase or decrease in the number of Incident Reports filed for any given year.

It was discouraging to see totals rise in three consecutive years despite our proactive approach; however, we continually remind ourselves that in a school of four hundred students, having fewer than five hundred incidents (none major) in a year is a very low number given the opportunities students have to choose unwisely. If each student in the school received one Incident Report per term, in other words, if they made one bad decision, the yearly total would be 1200 reports. Factoring in recess, noon-hour, in-transit, in-class, before-and-after-school opportunities to behave inappropriately and multiply that by almost two hundred school days, the possible number of incidents that could occur is astronomical.

Even if the total number of incidents is up somewhat from the previous year, we do not view this as a failure or as proof that what we are doing is not working. The yearly totals serve to reinforce the belief that our students do a very good job of living well together and of resolving their conflicts in a peaceful way. We do not just say we have a safe school - we can prove it. Empirically. We now focus on this school year, this group of students, this set of data, and what we need to do to improve.

## Defining the Problem and Developing a Solution

At first, the system of compiling data, analyzing it, preparing a year-end report and then presenting the findings to various groups within our school population seemed to work quite well. As time went on, we discovered a serious flaw in this system of presenting the previous year's statistics at the beginning of the new school year. We could analyze the numbers and be proactive in planning to teach to the problem, but not until several months later.

For example, one year the data revealed that Grade Two boys and snow were not a good combination. In the yearly report we could see the spike in snow-related incidents for boys in

Grade Two during the month of January, so the next year it was easy to be proactive. We taught the children new games to play in the snow, enlisted the help of the intermediate Safe School Class Representatives to organize and supervise the games, purchased snow toys with funds generously donated by the PSA and presented daily Safe Snow reminders on the morning announcements. The combination of these preventative measures resulted in a significant drop in snow-related incident reports the following January. Of course, this was a positive result, but there was a huge gap between the emergence of the problem and the solution. We knew we needed to address problems in a more timely fashion. But how?

When I was in Nova Scotia for the Peaceful Schools International training session, the principal of Annapolis East Elementary School generously shared with us the genesis of her school's journey. Prominently displayed on a hallway wall was the solution to our time lag. Heather Harris's idea was to graph the number of violent incidents that occurred on a weekly basis. The peaks and valleys depicted by the red vertical bars left no doubt as to how well the school was doing in relation to reducing acts of physical and verbal aggression from week to week.

One good idea leads to another and during the flight back from Halifax, I created a tentative plan for a permanent Safe School Bulletin Board that would display not only our version of a weekly graph, but also summative graphs representing the total number of incidents by grade, by division and by school for term one. At our January Safe School meeting I presented this idea to the committee for discussion, and the members enthusiastically approved the plan. The next day, the graphs appeared on a bulletin board in the main hall in a high traffic area. A banner above the board stated, "We can all learn from each other."

The weekly graph is the centre of interest; its green bars effectively show students how well we are doing. Copies of the grade (not individual class), division and school graphs also are posted on the board and in each classroom. Teachers and students discuss each month's and each term's data; classes make plans to do their part to reduce the number of reports in the coming month or term. Each teacher, each class and each student is part of the solution, and everyone is able to see on a weekly and monthly basis the results of their own efforts to contribute to our peaceful school.

There was immediate interest in the information presented on the bulletin board. Teachers brought their classes to analyze the data and draw relevant conclusions. Parents picking up or dropping off their young people could be found standing in front of the board, discussing its contents with their children. Students of all ages were heard explaining to mothers and fathers what plans their classes had made to improve their statistics in the coming month. Students with one or more reports made plans to help improve their own results and to help their classes reduce the number of incidents in the coming week or month. Never before had there been such positive interest in yellow tickets.

At times we hear from parents who are unhappy with or have questions about the circumstances surrounding the issuance of an Incident Report. Sometimes parents disagree with the reason why the report has been written. Most of the time, however, we hear nothing. In a way we are victims of our own success: the system works and because it does, there are few concerns raised. Students and parents understand the system and, with rare exceptions, support its basic tenets and premises.

The weekly and monthly statistics, posted for all to see, generate meaningful dialogue among students, between students and teachers, between students and parents, and among teachers. It was such a simple idea, but modified to reflect Parkview's needs and culture, it has changed attitudes, publicized our efforts and helped us make immediate and meaningful use of the data, as no other initiative has. Thank you, Heather Harris!



**Safe School Bulletin Board**

## Communicating with the School Community

Frequently, students and/or their parents want to know how a situation was handled with the other student(s) involved. We do not provide this information under any circumstances. The Freedom of Information Act precludes disclosure, and both perpetrators and victims have a right to privacy.

We do reassure students and parents that conflicts are resolved and appropriate discipline is part of the intervention process for all children involved. There is a standard process for intervention; however, the details related to the discipline involved are specific, directly related to the incident and private. It is important to be fair; however, fair does not always mean equal.

To assist staff members during interventions, they have been provided with and trained in the use of an Intervention Script when dealing with incidents of inappropriate behaviour. This consistency of language creates a positive interaction between staff and students during interventions because students have clear expectations; they know they will be disciplined with dignity and that it is their behavioural choices at issue, not who they are. Focusing on the

behaviour and not the person is integral to a discipline-with-dignity approach.<sup>1</sup> The script is intended to provide a framework for discussion; it may be used verbatim or modified as the staff member sees fit.

## Incident Report Script

*“Hi \_\_\_\_\_. There are some things we need to talk about. Our school is a safe and peaceful place. What is your responsibility as a member of Parkview School?”*

*“I have a responsibility to play safely, and not to do or say anything that hurts anyone’s feelings or things.”*

*“That’s right. What are our three respect rules?”*

*“Respect myself, respect others and respect property.”*

*“That’s right. Have you added to our school being a safe and peaceful place today or have you taken away from it?”*

*“I took away from it.”*

*“What did you do or say that took away from our safety or peace?”*

*“I \_\_\_\_\_.”*

*“Which respect rule didn’t you follow?”*

*“I didn’t respect \_\_\_\_\_.”*

*“That’s right. Because of the choices you made today, I have to write an Incident Report. Is there anything else I need to know before I write the report? Thank you for your honesty. (Listen actively here.) Tell me why you have received an Incident Report today. (Clarify as necessary.) What is your plan to make a better decision next time? That sounds reasonable. When are you going to do this? Great. It is your responsibility to tell your parents about your behaviour today and that you have received an Incident Report. Be sure you do that tonight. Thank you.”*

## Staff Developed Resources

Recording incidents of inappropriate behaviour is an integral part of the intervention process, and over the years staff members have spent considerable time learning how to become better at intervention skills. This continual process of refining our techniques and strategies reflects each administrator’s and staff member’s commitment to our program. Everyone contributes valuable ideas during divisional and school-wide professional development sessions. Sharing ownership in the development of a common belief system and a consistent approach to intervention and prevention have contributed to the success of the program.

Providing staff members with training and with opportunities to custom-design their own resources are valuable ways to develop consistency in approach, interactions and interventions with students. These resources are reviewed regularly to ensure that they reflect current

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<sup>1</sup> The term “Discipline with Dignity” was originated by Dr. Allen Mendler who has created resources for and conducts training sessions in this approach to managing inappropriate behaviour. [www.disciplineassociates.com](http://www.disciplineassociates.com)

student and staff needs. Staff members are given copies of all documents to post in their classrooms. Violence prevention, intervention and peace education are part of each year's in-school professional development.

## Changing Behaviour by Changing Attitudes

With a comprehensive intervention process in place and staff members trained in its use, the question became, "Now what?" It was time to begin the hardest part of all - changing attitudes. Change is often difficult and we needed to bring about initiatives carefully and gently. In addition to implementing new policies and procedures, we were attempting to change some long-held attitudes, values and beliefs regarding physical and verbal aggression in our school; this was not going to be easy, nor was it going to happen quickly.

Educating the various groups within the school community regarding the changes that were about to be implemented was first on the agenda. All staff had been consulted regarding the design of the Incident Reports, Code of Conduct and Supervision Guidelines, and the concept of having a consistent set of expectations for all students was embraced enthusiastically. Teachers saw the value of this system and realized its potential; however, none of us could have predicted that our program would evolve to where it is now.

In the early autumn of 1994, the Ontario Ministry of Education published its Safe School Policy outlining expectations of each board of education and each school within the province of Ontario, but no in-service sessions had been conducted to familiarize administrators and teachers with its basic tenets. Although we did not know it at the time, our committee was moving in the direction specified by this new policy.

In December 1994, we began a series of training sessions for all teaching staff, educational assistants, support staff, bus drivers, custodians, secretaries, and supply teachers frequently employed in our school. The format and content of these sessions were the same for each group. These in-services were the first in a long list of professional development opportunities provided to staff over the years. Initially, these sessions involved dissemination of information regarding new Ministry, Board and school policies and procedures, but over time came to involve training on a variety of staff-suggested topics.

Next on the list was a series of information nights for parents and guardians. We had a core group of very interested mothers and fathers who were pleased at the proactive measures the school was taking to make it a safer place for their children. The information presented at these parent-information nights was the same as that provided to the staff. Initially, we focused on explaining the new Ministry policies and outlining some of our plans for the school.

For students to acquire the knowledge, skills and attitudes needed to become responsible members of our school, our community and our world, they must be provided with accurate information and opportunities to practise decision-making and conflict-resolution skills. After we had in-serviced the staff and introduced the parents/guardians to the changes about to be implemented, we organized a series of divisional assemblies to ensure that students from kindergarten to Grade Eight understood what was about to happen and why.

Each assembly was designed specifically to take into account the age and stage of development of the students in attendance. These sessions would be the first in a series of many assemblies and student training sessions conducted over the years. We had begun the journey in earnest.

### Primary Assembly Questions

What are some things you do to make our school a safe and happy place?

What are some things the teachers do to make our school a safe and happy place?

What are some things that you are not allowed to do at our school?

What happens when someone does something s/he is not supposed to do?

Where can you get help when you need it?

### The Importance of Professional Development

The more we know, the more we need to know, and staff/student/parent training is integral to the success of our program. Each year, despite budget cuts, time restraints and any other obstacles we encounter, we remain committed to on-going professional development in the areas of violence prevention, intervention and peace education. Professional development must meet the needs of the participants, and in order to facilitate meaningful training, staff members are asked to identify those areas in which they want training. A focus for each training session is established in collaboration with administration and staff.

Nine years later we continue to support the original decision not to impose top-down decisions regarding professional development. Staff members identify those areas in which they require training, and then in-service sessions are planned and conducted to address these needs during regularly scheduled professional development days and Early Dismissal Days, at staff meetings and divisional meetings.

Each year, training involves a review of basic policies and procedures and includes areas of interest suggested by staff members. On-going in-service is a required component of comprehensive and effective violence prevention/peace education programs. Staff members enjoy planning, presenting and participating in these professional development sessions.

## Staff Developed Resource

### Response Guidelines

Accept.

Be kind, firm and judicious.

Care.

Focus on discipline not punishment.

Employ discipline with dignity (yours and theirs).

Don't take it personally.

Ensure accountability.

Ensure closure.

Hold no grudges.

Maintain civility.

Maintain confidentiality.

Make consequences meaningful.

Provide chances.

Provide choices.

Provide encouragement.

Respond rather than react.

Treat mistakes as learning experiences.

Use consistent language.

Complete a detailed Incident Report.

Ensure the child knows and understands the report.

Ensure appropriate follow up.

## Staff Developed Resource

### Incident Reports

Incident Reports are essential.

Consequences depend on circumstances.

Some consequences are pre-determined.

Some consequences are determined by staff.

We must be consistent in our expectations.

We must be perceived to be consistent in our expectations.

We must be consistent in our approach.

We must be perceived to be consistent in our approach.

Use of the intervention script facilitates consistency.

Discipline is an integral part of our job.

Use discipline not punishment.

Incident Reports and follow-up take time.

We must make the time to resolve incidents.

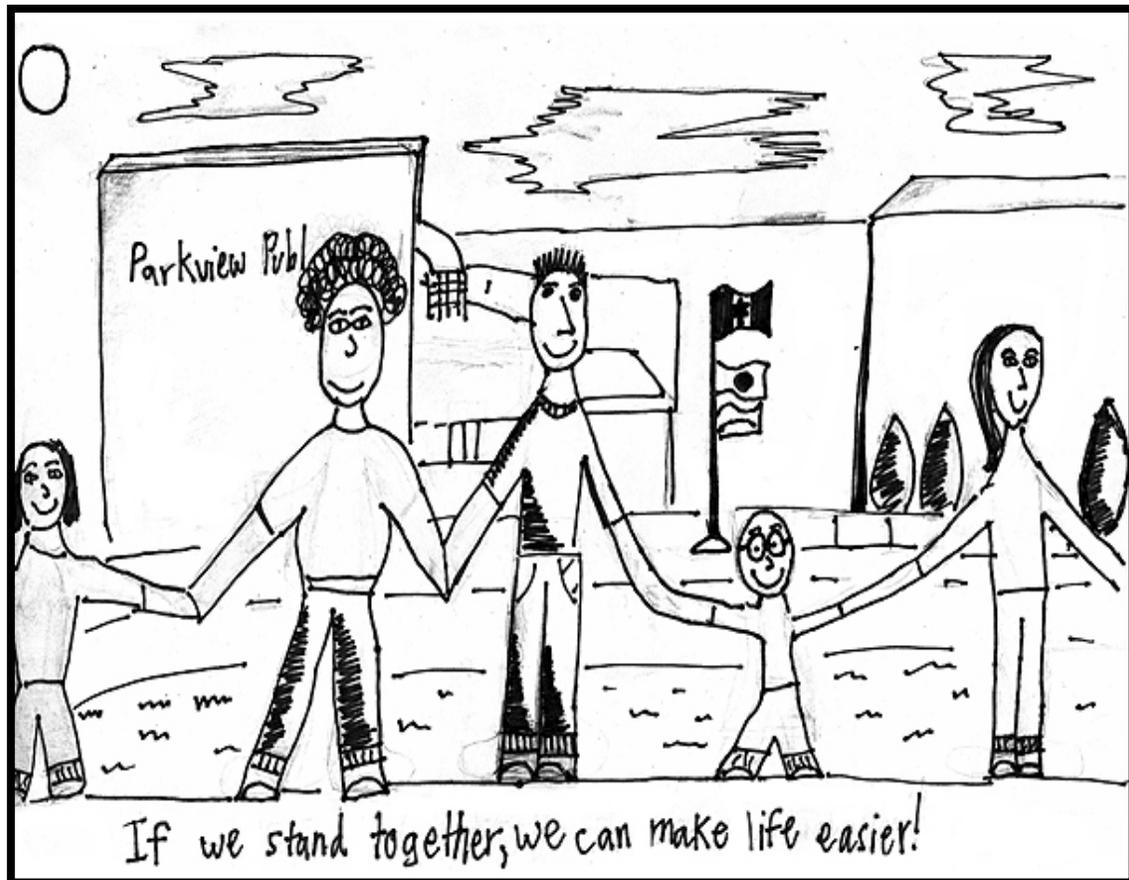
Downloading of responsibility is not an option.

If you need help, ask.

Decisions regarding appropriate consequences must be made with consideration given to the age and stage of development of the student, special circumstances, policies, and procedures of the board/school and legislation.



# Violence Prevention & Peace Education



*If we stand together, we can make life easier!*

**Ben Favro  
Grade Seven**



## Educating for Peace

By the spring of 1995, we had intervention procedures and a tracking system solidly in place, and we had begun to train staff, students and parents in the new policies and procedures. It was time to turn our attention to prevention. Since the reduction and elimination of physical and verbal violence can be accomplished only through education, the school's violence-prevention and peace-education programs have evolved to meet the changing needs of our school community.

Initially, education focused on aspects of physical safety. We then began to focus on physical violence. Although there are still incidents involving pushing, tripping and inappropriate hands-on, we have not had a physical fight in our school in over six years. Now the emphasis is on the insidious problem of verbal violence, and in this area we have a very long way to go. Our students live in a world where verbal put-downs, insults, derogatory language, profanity and verbal bullying often are glorified on television and in movies. Educating them about the long-lasting and harmful effects of ill-chosen words is an arduous task.

In creating a school where students learn to live well together, it is important that the teachings permeate every aspect of school life. These expectations do not just exist on the playground; they apply to the bus, washroom and hallway, the walk to and from school, library, computer lab, and classroom. We want students to internalize doing the right thing because it is the right thing to do (instead doing the right thing because someone is watching). All behaviours exhibited in a school, both appropriate and inappropriate, are teachable moments.

We spend considerable time on the explicit teaching of the knowledge and skills students require in order for them to make informed, empathetic decisions about their behaviour. School-wide, divisional and class emphases are diverse and directly related to the needs demonstrated or articulated by students and staff.



**Rachel Hawkins  
Grade Seven**

## Assemblies

During the first week of school each year, the Safe School Committee conducts divisional assemblies to review basic procedures and expectations with the students. This eliminates the "I did not know I was not allowed to..." excuse students might attempt to use to explain their inappropriate behaviour. Topics discussed include but are not limited to:

- the three respect rules
- "do the right thing because it's the right thing to do"
- commitment to a peaceful school
- physical safety
- physical boundaries
- entry procedures
- bus behaviour
- bike racks
- parking lots
- wheels (bicycles, roller blades, scooters, skateboards)
- sports equipment
- protective equipment (helmets, goggles etc.)
- red/green signs
- washroom passes
- office passes
- peaceful conflict resolution
- using "I" statements
- asking for help versus tattling
- how to get help when I need it
- change of destination forms
- late arrivals
- Incident Reports
- discipline with dignity
- community service
- restitution
- pride in our school

The school secretary tracks admissions to the school and each month compiles a list of students who are new to Parkview and have not received the basic training and information they need to know in order to make good decisions regarding their behaviour. These students meet to learn about our rules of respect, our motto, our commitment to resolve conflicts peacefully and our determination to have a safe school where everyone is respected and valued for who they are. This training also eliminates the problem of new students attempting to deny, diminish or deflect their inappropriate choices by using the excuse, "I just moved here. I am new. I did not know that." Education must be and is on-going.

## Focus

The Safe School Committee and the staff annually decide on the year's focus or theme. Then the division teachers meet and decide on what specific lessons will be taught. Activities are planned for individual classes and divisions. Over the years these lessons have covered a broad range of topics but all focus on the goal of behaving in a way that ensures a safe and peaceful school. Violence prevention and peace education are not add-ons to the curriculum; they are an integral part of every aspect of life at our school.

## Student Input

When students have ownership in the creation of policies, procedures and resources, they know their ideas and opinions are valued. They feel part of the process because they are involved actively in all aspects of maintaining a safe and peaceful learning environment. Students also feel a sense of pride and accomplishment when their artistic creations, songs, poems, letters and posters are displayed in prominent locations in the school.



**Craig Fisher  
Grade Seven**

It is important that children learn, very early in their school life, some basic premises of being a member of a peaceful school. Telling the truth is of utmost importance; often when students lie about incidents it is out of fear of punishment. In a school where discipline rather than punishment is the guaranteed intervention, the likelihood of lying is reduced significantly.

Students also need to understand that any attempts to diminish or deflect their behaviour are not acceptable. The number of times the behaviour occurs does not minimize the seriousness or effects of inappropriate words or actions. The frequency and severity of the behaviour does, should and will impact on the form of discipline used. In addition, the fact that others are involved in the incident is irrelevant to resolving the issue with the specific student in question at the time. Attempts to spread out the responsibility among various students, use of quantification or responsibility-absolving excuses are never acceptable explanations for inappropriate behaviour in our school.

# **Inappropriate Behaviour What's My Reason?**

- For Revenge?**
- As A Dare?**
- For Fun?**
- Because of Peer Pressure?**
- For Attention?**
- To Hurt Someone?**
- To Look Cool?**
- To Make Others Laugh?**
- Because I Was Angry?**
- To Show Off?**
- To Be Irritating?**
- To Get Something?**
- To Make Someone Afraid?**
- For Sympathy?**
- For Power?**
- For Control?**
- To Embarrass Someone?**



**Do the right thing because it's the right thing to do.**



**Parkview School is a proud member of Peaceful Schools International.**

## Student Created Resource

### Things I Can Do to Make Parkview a Better Place

Do the right thing because it is the right thing to do.  
Follow the Code of Conduct.  
Ask for help when I cannot solve the problem peacefully by myself.  
Tell the truth right away when I make a mistake.  
Remember to include all the important details.  
Accept responsibility for my actions.  
Avoid excuses. ("I was play-fighting." "I was just kidding." "I didn't mean it.")  
Do not try to quantify my actions. ("I only hit him once.")  
Do not try to minimize my actions by including others. ("She was doing it too.")  
Be patient with the adults who are trying to understand what happened and who will help me.  
Remember to respect myself, respect others and respect property.  
Remember my responsibilities as a student in a peaceful school.

## Student Created Resource

### Our Ideas for Decreasing Verbal Violence

Remember the three Respect Rules  
Think before I speak.  
Say only positive things or say nothing at all.  
Accept people for who they are.  
Stay away from people who use verbal violence.  
Speak up against teasing and bullying.  
Understand that words can hurt.  
Treat people the way I want to be treated.  
Be a messenger of good things to say.  
Stay out of other people's disagreements.  
Tell the truth.  
Be a good friend to everyone.  
Ask for or give help when it is needed.  
Encourage people.  
Show compassion for others.  
Demonstrate self-discipline.  
Be responsible.  
Use my manners.  
Be kind in what I say.  
Let others join my activity.  
Learn about others so I can understand them better.  
Keep trying to reduce verbal violence.  
Honour our peaceful school.  
Respect myself.  
Respect others.  
Respect property.

Children in the primary grades understand and practise what they call the “Hands Off!” rule. This simple sign is an important and helpful reminder that even our junior kindergarten students can read and explain. (i.e. Hands are for helping, not hurting.)



# Hands Off!



This is the most important poster in our collection. It has been adapted from a sign at Annapolis East Elementary School in Nova Scotia. This simple poster identifies for everyone entering our building a shared responsibility and commitment to maintaining a peaceful school.



**Parkview is a proud member of Peaceful Schools International.**

**I attend a peaceful school.**

**It is my responsibility to play safely,  
and not to do or say anything that hurts  
anyone's body, feelings or things.**



**Respect myself.  
Respect others.  
Respect property.**

**Do the right thing because it's the right thing to do!**

## Repeat Offenders

The issue of repeat offenders is a problem for every school. Often there is a core group of students that continues to make inappropriate behavioural choices, engaging in the same hurtful behaviours repeatedly. It can be frustrating and disheartening to witness these children use their words or actions to harm others, despite our diligent efforts to help them learn to “do the right thing because it’s the right thing to do.”

Some of the most valuable data gathered by our tracking system identifies students who are repeat offenders (those students with three or more Incident Reports in a given school year). Many incidents are committed by a very small percentage of students. In the 2000 – 2001 school year, 43% of the acts of inappropriate behaviour were committed by less than 8% of the school population. The database allows us to monitor the repeat offenders closely; a query instantly can provide data regarding dates, times, locations, types of incidents and interventions.

Repeat offenders require a disproportionate amount of time; frequently gains are small and inconsistently maintained. Significant expenditures of time and effort are devoted to helping these students learn the life skills they need to get along in a regular school setting. They represent our biggest challenges and our biggest worries. Traditional methods of intervention have proven ineffective with these students. Here we face a huge challenge.

There is no quick fix or miracle solution to the repeat-offender problem. There are many reasons for recidivism, and the baggage and burden some of these students bring with them to the school setting at times make helping them difficult. Many of these students experience difficulty learning to live with a double standard: what is acceptable or the norm at home is unacceptable at school. These students have trouble adjusting their behaviour to reflect what is appropriate in a peaceful school when they are living lives at home that do not reflect peaceful conflict resolution.

We continually develop strategies and resources to help one-time offenders or repeat offenders to make better behavioural choices. Of course, input is requested from the students themselves, their parents, the committee, and the staff.

### Request for Staff Input on Repeat Offender Assistance Plan

We have several students in each division who are repeat offenders with anywhere from three to ten incident reports. At the third, sixth, etc. report, Heather sends a letter to the parents (copies of Incident Reports are included). At times, Discipline Advantage Packages are completed, detentions served, restitution made; however, none of these strategies has been effective with this group of students. As a division or perhaps by grades, please brainstorm a list of practical ideas and solutions to this recurring and time-consuming issue. Keep in mind that our goal is always education. At Parkview, we choose discipline rather than punishment.

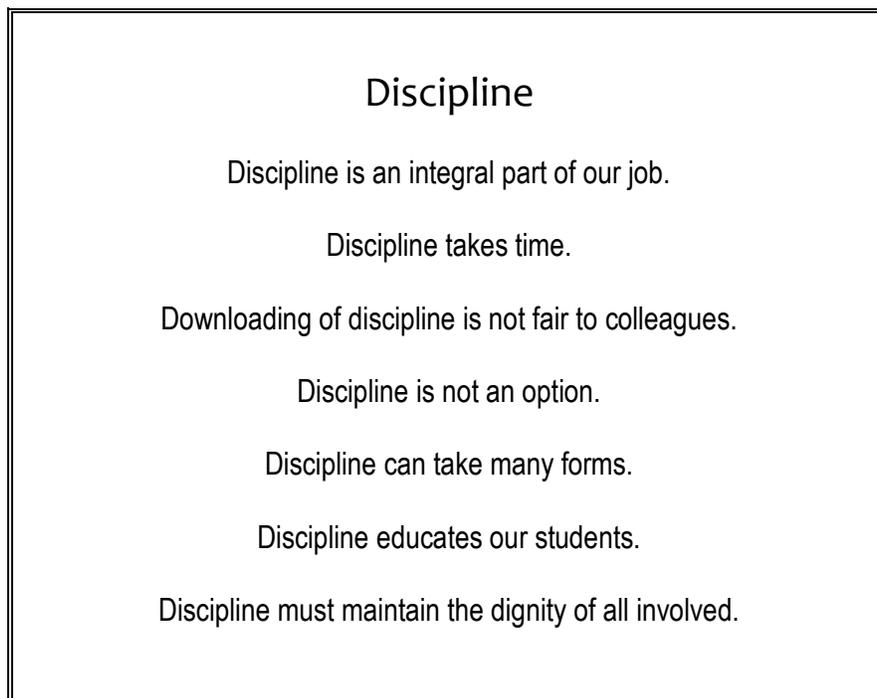
## Discipline vs. Punishment

Peace-education and violence prevention measures must reflect the school's beliefs regarding punishment and discipline. The issue of punishment versus discipline is one that garners a lot of attention and discussion. The *New Oxford Dictionary* defines **punishment** as "the infliction or imposition of a penalty for an offence." Punishment is intended to exert power, to exact revenge, to stop or to control behaviour. Punishment can result in the cessation of behaviour temporarily, but rarely does imposition of punishment result in children learning to do the right thing. Often, punishment teaches them to be more skilled at avoiding detection and intervention.

Our penal system is based on punishment. Overcrowded jails and high recidivism rates indicate that merely applying sanctions for inappropriate choices, without the education component, does little or nothing to make our world a better place in which to live.

Once again, the committee and staff had various opinions regarding the punishment/discipline issue, but everyone agreed the goal was to teach students to be responsible members of our school and community.

If we were going to teach children how to behave, we had to choose discipline over punishment. **Discipline** is defined as "the practice of training people to obey rules or a code of behaviour." We knew we also had to agree on some basic tenets about discipline at Parkview.



Choosing discipline over punishment represented a paradigm shift for Parkview and this choice would require time, effort, creativity, education, and the use of in-school suspensions whenever possible. We weren't sure how we were going to manage it all, but we knew it was the right decision.

Use of the Ministry form necessitates suspension (punishment). Of course, there are also some acts that, by their very nature, clearly require formal suspension as mandated by Ministry policy; but from the very beginning, it has been the belief of the staff, administration and committee that although we want to address serious violent incidents in a consistent and reasonable manner, we want to avoid out-of-school suspensions if at all possible.

It was and is our belief that suspension (rewarding students with vacation time) for harming someone else is at odds with our commitment to helping children learn the skills they need to become responsible citizens. Suspensions are punitive and behaviours are rarely changed through punishment. Discipline teaches children to learn from their mistakes and helps them to acquire useful life skills.

In the 2003-2004 school year, we implemented a *Choices* program for repeat offenders, those students who have received six or more Incident Reports. These students are required to spend time working through practical activities, role-playing, completing reflective writing activities, viewing of videos and discussing ways to make better behavioural choices. Of course, the *Choices* program requires staff members willing to give of their non-instructional time to do this work. Staff members who recognize the value of such efforts will find creative ways to find this time. For example, the teacher working with students in the *Choices* program or any other intervention/education programs might be assigned fewer supervisory duties or might be provided with additional prep time, during which these programs could operate. Working with this small percentage of the school's population in such a program benefits every staff member, since the time they will have to expend on intervention and discipline will be reduced and the time available for academics will be increased (Appendix C "Choices" p. 123).

## Parent Education

Parent education is also an important component of any program to help repeat offenders. The Sunburst Company has a good selection of videos focusing on a variety of parenting issues, and each year we try to add to our collection of resources that parents can use to develop the skills they need to help their children. There are several ways in which parents become aware of the availability of these resources. The titles are listed on the school's website, and we plan to have a video review column in the monthly school newsletter in the coming year. A parent on the Safe School Committee has volunteered to preview the videos and write the articles. Often we request the assistance of the parents when we are working through an intervention or discipline process with their children, and part of that process involves watching a parenting video. The feedback we get is usually positive and sometimes requests are made for further videos. Parent information nights, special guest speakers and presentations provide opportunities for parents to acquire new knowledge and skills that will enable them to help their children.

When inappropriate student behaviour does not necessitate formal suspension as specified in Ministry policy, our school uses a variety of disciplinary strategies to address the behavioural choices students make. In-school suspensions and interventions involve much more time, effort and commitment on the part of the school staff. Space must be found for the student to complete his or her daily assignments; personnel must be available to counsel, to work with the child as s/he completes the activities planned to address the inappropriate behaviours, to supervise community service and to teach the student how to make better decisions in the future. Often discipline involves some sort of restitution and this also requires staff to supervise,

mediate or assist. A choice of discipline over punishment means a commitment to find a way to make it work.

## Intervention

In addition to incidents attributed to a core group of repeat offenders, there are occurrences that are one-time events and must be dealt with using an intervention specific to the act. The following is a sample of a three-day intervention activity for a group of Grade Six students involved in behaviours demeaning to some members of their class; they were “pantsing” certain other members of their class, i.e., pulling down someone’s pants from behind.

Rather than suspend these students (punishment), a disciplinary intervention was designed specifically to address the problem. This intervention involved both the perpetrators and the victims. Initially, the victims did not understand why they needed to be involved in this activity since they had done nothing wrong. Lengthy discussions took place to ensure victims, perpetrators and their parents understood why the victims were required to be active participants in resolving the problem.

Eventually, the victims understood that although they had not behaved inappropriately, they were involved and thus had to be part of the solution. During our discussions, one insightful student compared the situation to having his possessions stolen by burglars. Although he was innocent, he still would have to give up personal time to meet with police officers, to go to court, to work with insurance people and to purchase new items to replace those stolen. He would have to be part of a solution to a problem he had not created. By the end of the intervention, some of the victims realized that by remaining silent they had contributed to the escalation of the problem.

Students were required to complete this personal reflection activity during two noon-hour sessions.



**Jenna Fisher  
Grade Seven**

## Grade Six Personal Reflection Activity

I must think carefully about the following questions and record DETAILED, THOUGHTFUL responses. This assignment will help me to understand my feelings and assist me to resolve some issues in a safe, peaceful way that respects my dignity and the dignity of my classmates.

What are the problems in my class right now?

What part (if any) do I play in these problems? Remember that bystanders have a role too.

Why am I doing the things I am doing?

What do I hope to get out of what I am doing?

How are my actions affected by the opinions of my peers?

Why do their opinions matter so much to me?

How do I feel about coming to school these days?

What effects are the problems having on me and/or my classmates?

How do I think these problems are affecting learning?

What are my rights and responsibilities as a student at Parkview School?

What changes would I like to see in my behaviour and in the behaviour of others?

What can I do to help make these changes happen?

I attend a peaceful school. I have a responsibility not to do or say anything that will hurt anyone's body, feelings, or things. If I choose unwisely and make a mistake, what help is available to me at school?

What reasons do I have for not asking for help when I need it?

What is the difference between telling on someone and asking for help?

Pulling down someone's pants is a form of bullying and harassment. What reasons did I have for choosing this behaviour? What reasons did my classmates have?

What other solutions could I have tried to solve these problems?

Why is Mrs. Sharpe spending so much time helping us with these problems?

What ideas do I have to help Mrs. Sharpe resolve our problems?

Once the students completed the assignment, the principal and I read and signed each one. A summative report of student answers for each question was prepared. The students and I met to read and discuss the anonymous responses. Each student took home his/her individual assignment and the summative responses to review with parents.

## Sample Student Response to Reflective Activity

### Reasons Why I Did What I Did:

All my friends were doing it.  
Revenge.  
I thought I'd be called a tattletale.  
Everyone else was laughing.  
To be similar to everybody else.  
I was dared.  
I want to fit in.  
Everybody else was doing it.  
Someone embarrassed me.  
I think it is funny.  
Because of peer pressure.  
I didn't want to feel left out.  
Afraid my friends wouldn't be my friends anymore.

### Why I Didn't Ask for Help:

I don't want to get my friends in trouble.  
They'd get in more trouble when the teachers find out.  
More and more people do it and more and more people get into trouble.  
I was embarrassed.  
If I told anyone they wouldn't like me as a friend which is all I ever wanted.  
I didn't think it was a big deal at the time but the problem got bigger and bigger and didn't stop.  
Because of peer pressure.  
I was afraid of them not liking me after.  
I think they would hurt me.  
Sticking up for my friends and classmates.  
I won't ever tell on my friend.  
Because I thought it would die down and everybody would forget about it.  
They won't be my friend.  
I thought my classmates would be angry with me and keep bugging me.  
Since so many were involved I thought I would lose some friends.

### Feelings About Coming to School:

I feel okay but I worry about it happening again.  
I enjoy school most of the time.  
Lately I have been a bit embarrassed about being pantsed.  
People are scared to come to school.  
Now I feel fine about coming to school because Mrs. Sharpe did something about it but when this was happening I felt nervous and stressed because I thought someone would yank my pants down.  
I've felt afraid of even my friends and I have felt disturbed that I can't wear shorts that can be pulled down.  
I feel fine because this is a safe place to be and I'm not worried about people pulling my pants down because it's not a big deal.  
I feel worried because if you are playing something someone could come up behind you and pull down your pants.

### Effects on Learning:

When people are trying to work they can't because they are making sure no one will pants them. Some students feel stressed or nervous because they thought in class someone would yank down their shorts. They would also be so embarrassed they would have trouble doing work. I think that sometimes kids are too worried about being embarrassed or hurt to concentrate. It might affect the learning of people because they might not feel safe. They have to talk about these problems in class which wastes time. They are scared it is going to happen to them so they don't pay attention. Some people are affected because they are scared. Other people are not affected because they are in power.

### Other Solutions I Could Have Tried:

Telling them no and asking a teacher for help.  
Tell someone and walk away.  
Think before I make the wrong decision.  
Talk it out between your friends.  
I could have told them I was uncomfortable.  
I could have told any adult in the school.  
I could have tried to tell people not to do it.  
I could have told the bullies how I feel and what I was going through  
I could have told them not to do it.  
I could have asked for help and tried to stop them myself.  
I could have told my parents.  
I could have talked to the person who did it and asked them to stop.

### Changes Wanted:

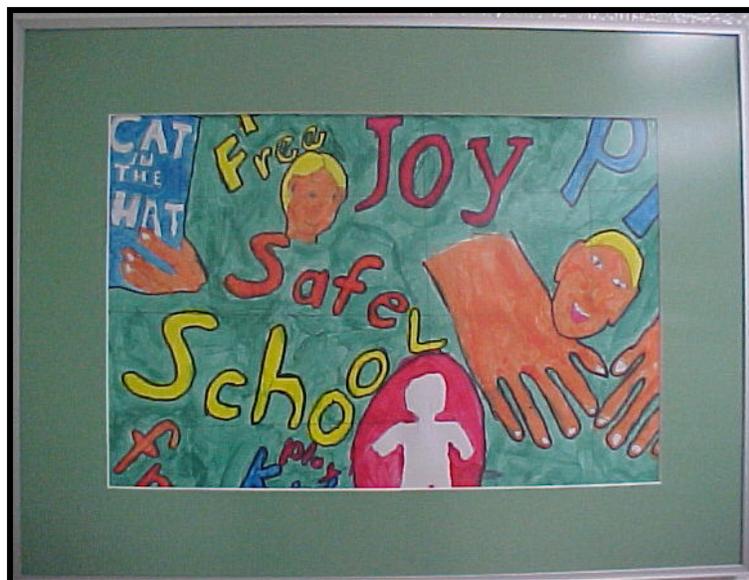
Don't have hands-on.  
Be respectful to others.  
Tell teachers when I need help.  
I would like to have dignity and respect.  
Stop hurting each other.  
Stop pantsing and behave like a 12 year old not a 1 year old.  
Start respecting each other more.  
Stop the silly games that they play and to respect me and everyone else more.  
See myself being more open to the teachers and tell them about my problems.  
Everyone should just walk away and tell someone.  
Make better choices.  
I want to feel safe coming to school.  
Respect the code that we have in the school.  
Have the teasing and embarrassing stop.  
Respect each other and start acting like a school family.

By sharing their feelings and ideas, both the perpetrators and the victims were able to see how their actions had contributed to the problem. Especially interesting were the comments from the victims who realized that by not asking for help when they needed it (the familiar tattling-versus-telling syndrome), the problem escalated in severity. These students learned a valuable lesson that problems often do not just go away. The perpetrators learned about the effects of their actions on their classmates. Together, the group created a reasonable and workable solution to the problem.

Disciplinary interventions such as the one described above take considerable time; however, the positive results and understanding gained by both victims and perpetrators are worth the time. Dialogue among students during the intervention and between students and their parents when the individual and summative responses were sent home resulted in an invaluable learning experience for everyone. Punishment cannot result in understanding of the impact of the inappropriate actions, nor can it provide an opportunity for shared ownership in the problem and the solution.

Violence prevention and peace education take time, patience and commitment, and often the gains are not immediate or readily visible. Of course, interventions such as the one described above do not, cannot and will not ensure that this or other inappropriate incidents will not happen again or that the students involved will not make unwise behavioural choices in the future. However, if the time spent has helped even one of these students to become more aware, more empathetic, more understanding, and more committed to making our school a better place, then we truly are making a difference, one student at a time.

Teachers and students are also encouraged to request specific training, interventions or counselling sessions for their classes or themselves on a scheduled or as-needed basis. These lessons are custom-designed to address issues that are of concern to the teacher and/or students. In addition, weekly and monthly analyses of our incident data alert us to issues that are addressed immediately during divisional or school-wide assemblies.



**Jaclyn Cullen**  
**Grade Six**

## Web Quest

One creative way in which students can learn about various aspects of violence prevention and peace education is through creation or completion of a web quest. A web quest is an inquiry-oriented activity in which most or all of the information used by learners is researched using the World Wide Web. It is an efficient way for students to research information; rather than encouraging unstructured surfing of the Web, it specifies which websites are to be used to gather the necessary data. The web quest model was developed in 1995 by Bernie Dodge of San Diego State University.

Students require access to a computer and the Internet to complete a web quest, but if these resources are not available, a teacher may print the web quest from the website and have the assignment completed by hand, gathering information from books, newspapers, magazines, videos and CD-ROMS. For those unfamiliar with web quests, an excellent introduction can be found at <http://www.ozline.com/webquests/intro.html>.

Thousands of web quests can be found on the web; however, there are few related to peace education or violence prevention, although some very good sites contain accurate information. Completing or creating a web quest provides excellent opportunities for students to develop a wide range of higher-order thinking skills. Once they are familiar with the format of a web quest, teachers and students can create their own violence-prevention and peace-education quests. The web quest we created is intended for use with junior level students (Grades 4, 5 and 6); however, it could be used by or adapted for students in higher grades (Appendix C "Bullies Be Gone" p. 137).

Violence prevention and peace education must involve all members of the school community and must reflect the needs of staff, students and parents. Development of specific lessons and/or programs for classrooms, divisions and the entire school population must be planned cooperatively to ensure their timeliness and relevance. Integration of violence prevention and peace education into all curriculum areas, events and activities creates a culture of peace. The strategies for educating students in peaceful living skills are virtually without limit.



## The Broken Toy Project

“Broken Toy” is an excellent video which is part of the Broken Toy Project. It dramatically illustrates the effects of bullying. The “Broken Toy” video is produced by a company that creates violence prevention/anti-bullying educational films and presents bullying-awareness programs. There are several films available for purchase online.

[www.brokentoyproject\\_1.tripod.com/brokentoyproject/id1.html](http://www.brokentoyproject_1.tripod.com/brokentoyproject/id1.html)

### Broken Toy Assignment

Watch the video “Broken Toy.” Answer the following questions in detail. This assignment will be evaluated and the assessment will be part of your Health and Physical Education marks for the third term report.

What feelings or emotions did I experience while I was watching the video? Why did I have these feelings?

Which specific scene had meaning for me? How and why did it affect me?

How does being bullied in school affect the victims, the people who do the bullying and those who are bystanders?

How can being bullied as a child affect someone as an adult?

What are some problems that might cause someone to become a bully?

How can teasing lead to bigger problems? What bigger problems could result from teasing?

Has the video changed my ideas about bullies and victims? Explain.

What can I do to stop bullying when I see it?

What help is available at Parkview School to help bullies and their victims?

What can bullies do to help themselves?

What can victims do to help themselves?

What else can the staff at Parkview School do to help both bullies and victims?

I am fortunate to work in a school where the staff and administration value discipline over punishment, and constantly seek creative and innovative ways to make the time required for educational interventions and explicit teaching of life skills. Any school committed to violence prevention and peace education will have to find ways to make optimal use of time, personnel and resources to teach its children how to live well together. Time can be found; it is just a matter of appreciating the need to find it and making it happen.

## A Covenant for Honouring Children By Raffi<sup>2</sup>

We find these joys to be self evident:  
That all children are created whole, endowed with innate  
intelligence, with dignity and wonder, worthy of respect.

The embodiment of life, liberty and happiness,  
children are original blessings,  
here to learn their own song.

Every girl and boy is entitled  
to love, to dream and belong to a loving "village."  
And to pursue a life of purpose.

We affirm our duty  
to nourish and nurture the young,  
to honour their caring ideals as the heart of being human.

To recognize the early years as the foundation of life,  
and to cherish the contribution of young children  
to human evolution.

We commit ourselves to peaceful ways  
and vow to keep from harm or neglect  
these, our most vulnerable citizens.

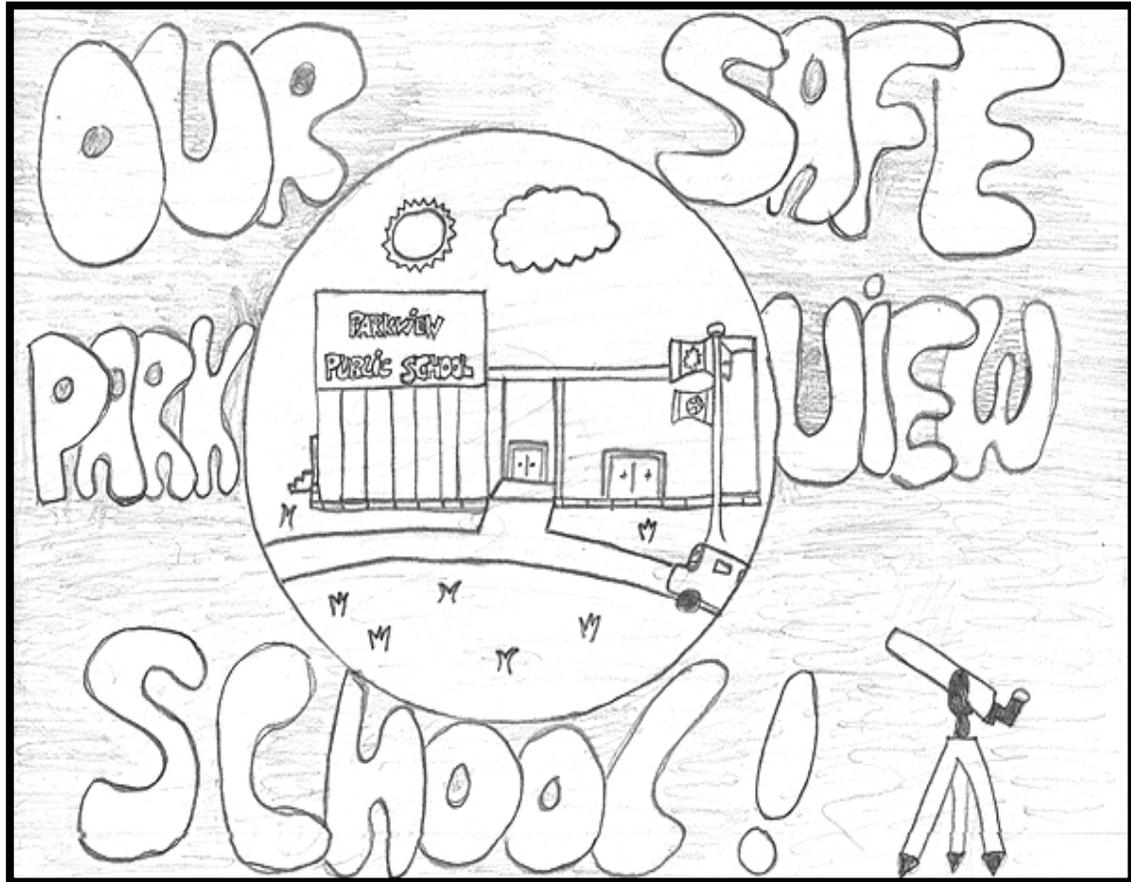
As guardians of their prosperity  
we honour the bountiful Earth  
whose diversity sustains us.

Thus we pledge our love  
for generations to come.

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<sup>2</sup> - <http://www.raffinews.com/ABOUT/advocacy.html>

# Comprehensive Planning



**Eric Neves**  
**Grade Six**



## Planning to Live Well Together

Prior to embarking on the journey toward a becoming a safe and peaceful school, the most important question to be asked is "Why do we want to do this?" If the answer is "We are required by Ministry and Board policies to have violence-prevention programs in place," then it is unlikely a school will develop a warm, caring and peaceful environment for its community of learners. If the answer is "We want to teach our students to live well together in a climate of peace," the journey has begun.

Governments and boards of education have mandated policies under a variety of names: Zero Tolerance, Anti-Violence, Safe and Positive Learning Environments, Safe Schools. These policies stipulate what schools must have in place to address the issue of violence. Standard expectations would be educational programs, codes of conduct, professional development and intervention and prevention strategies. Merely having detailed policies, extensive plans and programs does not ensure that a school is a welcoming, caring, peaceful place where students feel respected and safe.

Establishing and maintaining a culture of peace require much more than plans. What is required is an unwavering belief that without such a climate, whatever else is accomplished will be less than it could be if it happened in a school where students feel safe and feel confident that they are accepted unconditionally and honoured for who they are.



**Jenny Staines  
Grade Eight**

As with all new initiatives, the first steps are the hardest and the most important. Developing a vision for the school and then creating a plan for attaining that vision require many hours of thought, dialogue and planning. Ensuring that all members of the school community share responsibility requires coordination. It is important to begin as one intends to go on. Shared

ownership and responsibility in all aspects of the development and maintenance of a safe and peaceful school are critical to ensure success.

Changing the climate or culture of a school is a huge undertaking, the success of which will depend in large part on the preparatory work that is done. Effective and lasting changes in attitudes and behaviours take time and patience. One cannot expect a quick fix.

Start at the beginning. A thorough evaluation of a school's violence-prevention and intervention policies and procedures is required. Assess where your school is now on the road to becoming a peaceful school. School communities must develop a comprehensive plan. *The Peaceful School – Models That Work* by Hetty van Gurp, includes an outstanding planning resource. Any school embarking on the journey toward a peaceful place will find this an invaluable planning tool (Appendix C "The Peaceful School Planning Document" p. 149).

There are requirements mandated by every Ministry and board of education, and schools must ensure that these are incorporated into plans. Once policies have been addressed, it is time to plan the specifics of how the journey will begin. Any peace-education/violence-prevention plans that are implemented must reflect a school's uniqueness. What works in one school might not be successful in another school within the same board or even within the same city.

## Roles and Responsibilities

Every school needs at least one champion: the person (or persons) who will take on the leadership role in conjunction with the administration. A peaceful school is a shared responsibility; however, there does need to be someone to coordinate the various components of the program.

Taking on this role can be a daunting task; especially for schools just beginning to develop intervention, prevention and education programs, and principals will need to find creative ways to provide at least some in-school time for the staff member(s) to complete the list of tasks involved. A safe and peaceful school benefits everyone, and often other staff members are willing to assume more supervisory duties or extra-curricular activities to free up some time for those who have volunteered to take on this leadership role, and to ensure that the important work moves forward.

As our program has expanded, so have the roles of the chairperson and committee members. The program and responsibilities continue to change and evolve as we grow in knowledge and understanding of what we want for the school.

Remaining true to a common belief system and a common set of intervention practices requires commitment to doing the right things right and making sure we are being as consistent as possible given varying teaching styles and personalities. One of the most important ways we have continued to revise, refine and enhance our program is to seek regular feedback and input from the staff, students and parents. Students on the committees and those in classes or assemblies and during interventions are asked for their advice and opinions regarding how we can do better. Safe School presentations and discussions are regular items on School Council agendas, providing opportunities for regular input from parents and community members.

## Responsibilities of the Safe School Chairperson

- Liaise with local community groups and the Ontario Provincial Police.
- Prepare and distribute meeting agendas.
- Chair Safe School Committee meetings.
- Proofread and distribute minutes of each meeting.
- Organize the Student Safe School election and committee.
- Act as an advisor to the Student Safe School Committee.
- Oversee all Student Safe School Committee initiatives and projects.
- Represent Parkview on the Community Policing Committee.
- Maintain the Safe Schools Bulletin Board.
- Organize composition, production and distribution of the annual Safe School Newsletter.
- Conduct a yearly review of the Code of Conduct, Safe School Plan and Incident Report Form.
- Order new resources as required.
- Maintain a presence on buses and at bus stops.
- Assist teachers with intervention and prevention strategies.
- Make classroom presentations as requested.
- Provide advice and resources to staff members and parents.
- Work with repeat offenders to help them learn to make better choices.
- Maintain daily contact with bus drivers to address issues and concerns.
- Be knowledgeable about new and innovative violence prevention and peace initiatives.
- Work closely with the administration in the creation and implementation of all Safe School, violence-prevention, child-abuse-prevention, peace initiatives, policies and procedures.
- Be knowledgeable about new and innovative violence-prevention and peace initiatives.
- Maintain the Incident Report Database.
- Prepare weekly Incident Report updates.
- Prepare professional development materials for staff members.
- Prepare and distribute school designed resources.
- Maintain the Safe School section of the Parkview website ([www.tvdsb.on.ca/parvview/index.html](http://www.tvdsb.on.ca/parvview/index.html)).
- Organize and conduct divisional and school-wide assemblies.
- Be a member of the school's Emergency Response Team.

Each year staff members are asked to complete a survey and provide their opinions and ideas regarding Safe School policies and procedures. This on-going gathering of information demonstrates our belief that a safe and peaceful school is a shared responsibility among all its members and the opinion of each person is desired, respected and considered seriously when plans are formulated.

A wealth of information is collected from this survey and teachers are very interested to read their colleagues' ideas and opinions. The information is collated and prepared in a report given to all staff. It also assists the staff and Safe School Committee in planning for the coming year. The report given to staff is a replication of the responses submitted (Appendix A "Safe School Staff Survey and Responses" p. 93).

A list of work to be done is compiled and committee members volunteer their assistance. Some of the work, by its nature, must be completed by the principal and the Safe School Committee Chairperson (Appendix A "Sample Task List" p. 96).

The data from the statistical report and staff surveys provide the basis for the development of plans for the coming year. Many initiatives are maintained from year to year; however, we continue to revise or expand the program to reflect the changing needs of our school population and the community. This plan is published with the annual report and distributed to staff members, to the Parkview School Association, to the School Council and to the Community Policing Committee. Revisions to the plan are made throughout the year as needed (Appendix A "Safe School Committee Year End Report 2000 – 2001" p. 98).

Since 1994, some of the activities and programs we use to teach students the skills they need to live well together have changed. We have remained constant in our belief that the maintenance of an ethos of peace at Parkview is a responsibility shared among all members of the school community and one that requires on-going commitment, creativity and hard work.

### The Importance of Communication

Communication is an essential component of any comprehensive Safe School program. If a safe and peaceful school is a shared responsibility, we must ensure that opinions are sought and expectations and information are communicated clearly. Once students and parents understand the rationale for changes or decisions, support is forthcoming. When difficulties arise, usually the cause can be traced to a lack of clear communication between school and home. We have remained firm in the belief that on-going communication with parents is essential to the success of our school's violence-prevention and peace-education initiatives.



## Safety Issues

In the early days, by necessity, we needed to focus on ensuring that our community understood the need and reasons for the changes we were making and the actual specifics of the new policies and procedures. We initially focused on the physical safety of our students. Many procedures were implemented to ensure students were safe inside the building and out. Each change was explained in the school's monthly newsletter and in special flyers that were sent home. Regular reminders were featured on the morning announcements, alerting students to be cautious or more aware. These safety precautions are still in effect today; however, they are now such an integral part of our school that rarely do we need to remind students or parents of them. Of course, education of new staff and families is essential.

We have several procedures in place to protect the safety of everyone in the building. On each set of doors in the school there is a permanent brass sign that asks all visitors to report to the office upon entering the building so we know who is in the school at all times. Visitors sign in and pick up a visitor's badge that identifies them to students and staff. Long before the Ministry of Education implemented its Safe Arrival Policy, our school was a model of best practice, making calls to ascertain the whereabouts of students who were inexplicably absent. We implemented Change of Destination forms that require parents to send a written note if a child is to go somewhere other than home after school. Students arriving late or leaving early must be signed in at the office by a parent. We have restricted parking and vehicle-movement patterns before and after school. Not all these new procedures have been greeted with great enthusiasm; however, with time and regular communication, parents and guardians have come to understand and support our efforts to ensure their children's safety.



## Working with Parents

Over the years, our communication with parents has become more proactive. We hope that providing parents with good information will be helpful to them as they instill in their children values of compassion, understanding and peaceful co-existence, as well as the need to be vigilant about their personal safety (Appendix A "Important Information from Your Safe School Committee" p.100).

We communicate with parents through assemblies, letters, flyers, articles in the monthly school newsletter and when possible, through the local newspapers.

It is important to thank parents for their assistance in bringing to our attention, problems or issues that occur at school or in transit. Often, we would not be aware of difficulties at bus stops or on the walk to and from school if these situations were not communicated to the school. When an issue is raised, it is investigated and dealt with in as timely a manner as is possible; phone calls are made to clarify details and to ensure the situation is resolved. We are grateful to parents who share with us their concerns and notes are sent to convey this appreciation and to thank them for sharing the responsibility of maintaining a safe and peaceful school.

Many parents are unable to attend special celebrations at school during the day, so we publicize these events in the monthly school newsletter, in special flyers and in the annual Safe School Newspaper. In this way, parents are informed about the good things happening at school and gain perspective, understanding and appreciation for our on-going efforts to make the school the very best it can be.

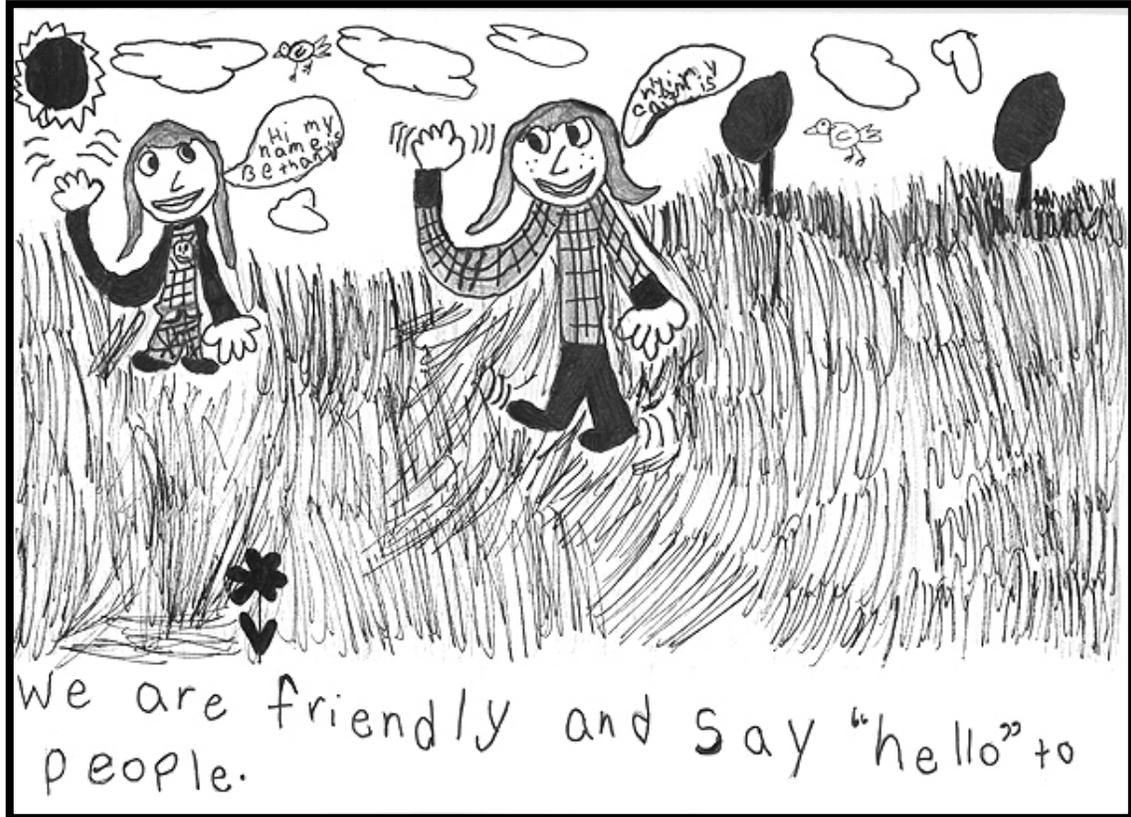
## Safe School Newspaper

One of the most important ways in which we share information with our community is through the publication of our annual Safe School Newspaper. Every adult and student involved in the Safe School Committee submits articles for the paper. They write from their hearts about what it has meant to them to be part of the committees, decisions and special events that make Parkview such a great place.

The publication of the annual newspaper is an important record of the year's work. It is a huge undertaking and an excellent summary of the year's activities and initiatives. Each year we receive very positive feedback about the latest edition (Appendix C "Parkview's Fourth Annual Safe School Newspaper" p. 154).



# Resources



**Bethany Rogers**  
**Grade Two**



## Then and Now

At the beginning of our safe school initiatives in 1994, we spent a lot of time working out which behaviours were acceptable and which were not, how we would track incidents and the ways in which we would intervene. At first the focus needed to be on intervention; after that we began to use *Lessons in Living*. These lessons explicitly teach skills children need to get along, to solve conflicts in a peaceful way and to develop into responsible young people.

By necessity, our initial work reflected the need to educate staff, students and parents that physical aggression was not acceptable in our school. Inappropriate acts of violence no longer would be trivialized by explanations of "Boys will boys," or "It is to be expected." The 2003-2004 graduating class is the first to have completed nine years of violence-prevention education. The fact that we have not had a physical fight in our school in over six years is reassurance that what we are doing is working.

As part of our Peaceful School Celebration in April of 2003, a television crew arrived to film Hetty van Gorp's visit to Parkview. The students did not know the crew was coming or that they would select several students at random to interview. When asked if we truly do have a safe school, a Grade Eight student and a Grade Seven student responded respectively, "Yeah, it is true. It is a good school. It is safe here"; and "No one gets into fights here." This spontaneous student affirmation of the culture of our school illustrates clearly that we have made huge gains in changing some attitudes and behaviours over the years. We are on the right track.

In recent years we have maintained the initiatives related to physical violence, but our focus has shifted to addressing the serious issues of verbal aggression and teasing. These acts of violence are much more difficult to address; they are subtle, and usually occur well out of view or hearing of supervisory staff. In addition, students and their parents have long believed that teasing is a normal part of going to school and frequently do not report these incidents or ask for help.

We still have much more work to do to reduce incidents of hurt through words. In September 2003 we continued our work with the "Don't Laugh at Me" program (<http://www.operationrespect.org/curricula/>) to educate our students about using their words to help and heal rather than to harm. In a world where many movies and television shows rely on put-downs for their humour, this is an onerous task but one in which we believe and to which we are committed.

Children need to understand that it is okay to make mistakes; that is where the greatest learning takes place. But children also need to learn that they are responsible for everything they do and for everything they say and that there are consequences for their words and actions. Students do not acquire the knowledge, skills and attitudes to live well together without explicit teaching and opportunities to practise these skills daily.

## Acquiring Teaching Materials

Frequently, the response of parents and teachers to problems of physical and verbal aggression is to acquire resources to be used to address the issues. This is a logical solution and the

acquisition of a variety of print and non-print resources is important in the development of a safe and peaceful school; however, no resource or program used in isolation will be, or more important, can be the panacea for violence prevention and peaceful living.

Programs purchased and used in isolation and without a strong underlying set of premises and beliefs have proven to be ineffective. At their worst, commercial programs become little more than items to be checked off on a year-end review, or part of a Ministry-mandated violence-prevention plan that reflects theory rather than practice. At their best (and there are some excellent programs available), these resources are valuable tools that provide a variety of interesting and motivating educational activities to foster a climate of peaceful co-existence and provide opportunities for practising life skills through a multiplicity of strategies.

Over the years, our school has acquired a large collection of materials to support violence-prevention and peace-education programs: picture books, kits, videos, puppets, games, computer programs, posters, banners, consumable workbooks, and programs that are helpful resources to assist staff and parents in teaching explicitly the skills for peaceful living. They also provide students with a variety of interesting and creative learning opportunities. However, these resources are just that – program support. They are not the program, nor should they be. Our safe and peaceful school program is comprehensive and composed of many components that maintain and enhance our culture of peace. It is the sum of the parts, not the parts that contribute to our success.



**Peaceful School Resources**

## Learning through Reflection

One of the most important components of our intervention practices is to have students complete activities that require them to reflect upon their behaviours, to learn from their mistakes, and to acquire skills to enable them to make better decisions in the future. Initially, we created grade-level-appropriate reflection activity sheets designed specifically to address whatever behaviour had been inappropriate. (The assignment completed after the pantsing

incident is an example of a custom-designed activity.) This was a time-consuming process and often resources could not be developed or accessed quickly to ensure maximum effectiveness. Eventually, we began to use a generic form to gather initial information after an incident had occurred.

### Sample Junior Intervention Activity

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Describe the activities in which you were involved just before the supervisor intervened.

If you had been allowed to carry on with this activity, list the possible consequences that may have resulted.

Why do you think the supervisor stopped you?

Which part of our Code of Conduct have you not followed by choosing this behaviour?

What are three other ways you could have chosen to solve the problem?

If you could wave a magic wand and have this recess over again, what would you do differently?

### Commercial Resources

We purchased some resources to use as part of our intervention and counseling programs. For example, students watch a video appropriate to their situation and then discuss or write their answers as part of a reflective assignment. We make up the questions based on the video. Many of the videos we use are purchased from the Sunburst Company (<http://www.sunburst.com/>). Sunburst has an excellent collection of violence-prevention, peace-education and conflict-resolution videos appropriate for students of all ages, for parents and for teachers. Videos can be previewed prior to purchasing either online or by ordering the videos by phone. Sunburst also has free resources for schools. We try to augment our video collection each year if we have the funds.

We have found one resource valuable in assisting children to think about their choices, to suggest alternative ways in which to resolve issues, and to make plans for the future. This program is called "The Discipline Advantage" and we use it as part of in-school suspensions, counselling, and as an assignment the child can complete at home with parental involvement. This resource is available from Advantage Press ([www.advantagepress.com](http://www.advantagepress.com)). Advantage Press is a publisher of behaviour-improvement products and resources. Schools can sign up for an excellent and free monthly newsletter. Products can be purchased and downloaded digitally from the website or purchased on CD (with in-school printing rights) or in hard-copy binder format. Sample products can be accessed from the website for preview purposes. Using the CD format enables the user to modify the activities and materials if desired.

We opted for the grade-level binders and keep them in a central location for staff to access for classroom lessons, and as part of intervention strategies. This resource contains a series of stories and reflective questions that can be completed independently, with staff members or with parents. The text for each package is grade-level appropriate and different reading levels are provided. We use these resources as part of our intervention strategies, and students either complete them at school with staff or at home with parents.

If the package is to be completed at home with parental assistance or supervision, a photocopy of the incident report and a cover letter are sent home (Appendix A "Sample Parental Support and Assistance Request Letter" p. 101).

In a collaborative approach to teaching children to reflect upon and make changes in their behaviour, parental support and assistance often are requested. It is important to recognize the valuable contribution parents make (Appendix A "Sample Thank You Letter to Parents/Guardians" p. 102).

Prior to the expenditure of valuable and ever-diminishing Ministry funds and/or money raised from the hard work of parent groups to purchase violence-prevention or peace-education resources, a school community must identify the principles for which it stands. There must be consensus. People must agree in theory to the basic tenets of whatever plan is created for intervention and prevention. There must be commitment, not only to establishing programs but also to establishing and maintaining an ethos of peace. Without commitment, success will be elusive.

Schools are places of learning, but even the most expensively designed and equipped, modern, high-tech schools staffed with exemplary teachers and filled to the rafters with the best or most expensive resources and programs will not be successful academically if its children are afraid of being hurt physically or emotionally. If students do not possess the knowledge and skills they need to resolve conflicts peacefully and independently, and to get help when they need it, there will be an insidious climate of anxiety, fear and uncertainty that effectively will preclude the likelihood of the level of academic success possible in a safe, nurturing and peaceful environment.

Unless and until a plan is developed that reflects the concerns and ideas of all groups in the school community, there is no point in purchasing resources. Once a school has declared a commitment to peace and has identified its unique needs, purchasing commercial programs can be a part of the peace program, but resources are only that – a part, and certainly not the most important part.

One of the best things about becoming a member of Peaceful Schools International is the access it provides to a multiplicity of human, print and non-print resources from around the world. Often, school staff members spend valuable time developing materials that already exist; PSI's global network of schools and educators willingly share what they have, often at little or no cost.

## Funding

Frequently, education ministries mandate violence prevention policies that boards of education must implement, and often the ministries do not provide adequate funding for training staff and implementing initiatives. Developing and implementing new curriculum and programs usually are long and costly processes.

The good news about the development of a comprehensive violence-prevention/peace-education program is that it requires significant expenditures of time and commitment, but minimal financial support, especially in its infancy. For schools just beginning the journey toward a safe and peaceful learning environment, a lack of funds need not preclude getting started.

For many years now, schools have been managing with severe cut-backs. Initially, at Parkview, we began with ideas and a desire to be more proactive in helping students resolve conflicts peacefully. As the school's program expanded, we began to collect resources and to arrange for special entertainers, speakers, performances and activities, so some funding was required. To continue to provide students with interesting, motivating and innovative learning experiences we needed to find creative ways to raise money.

Our Safe School Committee is supported by two groups: the Parkview School Association and the Optimists of Komoka-Kilworth, a local service group. Both organizations support our initiatives by donating funds each year. This money has been used to pay for publication of the Safe School Newspaper, playground equipment, anger-management and anti-bullying kits, videos, print resources, special performances, guest speakers, stationery, lapel pins and certificates.

In the coming school year, we are hoping to augment our small budget by finding a benefactor who will donate funds to the committee. We want to provide partial scholarships to students who wish to attend the annual PSI Summer Camp: *Way to Peace – Taking Care of Ourselves, Our Neighbours and Our World* in Nova Scotia. In addition to giving financial assistance to students from our own school to go to Nova Scotia and receive training, we hope to be able to support one of PSI's major projects and help a student from another country to attend the camp as well.

Schools must work within the guidelines set by their boards for accessing and using raised or donated funds; however, there are many creative ways in which money can be generated to support violence-prevention and peaceful-school initiatives. Often, local service groups enthusiastically support this work by donating money. It always must be remembered, though, that the successful development and maintenance of a safe and peaceful school is not dependent on funding; it is related directly to the commitment and hard work of the entire school community (Appendix A "Sample Funding Request Letter" p. 103).

It is important to thank the hard-working organizations that support our initiatives each year. Thank-you letters are sent directly to the presidents of these groups, and the groups are recognized on the school's website and in the annual Safe School Newspaper (Appendix A "Sample Funding Thank You Letter" p. 104).

I always am amazed at the creativity of staff members and parents as they continually find new and enjoyable ways in which to raise money for the purchase of resources. We ensure that the staff and the parent/guardian community are informed of fundraisers, and we enlist their invaluable help and support. It is important that the school community understands the reason for the fundraiser and also how the money will be spent (Appendix A "Sample Information Letter for Parents/Guardians" p. 105).

Safe School events are sponsored to raise money to augment our program but also to help others. The annual food collection for victims of violence teaches students the joy of giving. Fundraising for violence prevention, peace-education projects, and resource materials can be a wonderful way not only to promote the initiatives, but also to involve the entire school community in a common goal. Dances, raffles, special presentations, speakers and activities promote emotionally and physically safe fun for everyone. Being a member of a safe and peaceful school means being a part of many special and enjoyable events. The students and their parents look forward to these special events, and their frequency and popularity ensure that a culture of peace remains the foundation for everything we do. The added bonus is, of course, that funds are raised to support additional safe and peaceful school initiatives.



**Food collected for children affected by violence**

Celebrate!



Emma Redfearn  
Grade One



## Celebrating Learning

One of the best ways to educate students is to make learning a celebration. We teach violence prevention, safety and peace education in our classrooms and we celebrate learning through frequent divisional and school-wide assemblies. Safe School presentations planned and conducted by the students generate enthusiasm, interest and publicity for our program.

Each year the committee and staff decide upon a school focus for the year. Teachers meet to plan lessons and activities for individual classes and for divisions. Each year the focus has been different but the goal has remained the same – to teach students how to live well together. Frequently, these lessons evolve into assemblies or presentations that not only provide opportunities to share knowledge and skills with the entire school, but also serve as celebrations. The exemplary teaching and creativity of our staff are evident in the diversity of yearly plans undertaken. We have come a long way from the days when the usual intervention was another lecture.

We have used several strategies over the years, and have found diversity useful in maintaining interest and enthusiasm. One popular method of celebration has been to have a monthly theme. Each classroom teacher selects one of the themes, and the students design and conduct a school-wide assembly once during the school year, at which violence-prevention and peace-education ideas and information are presented in creative and entertaining ways.

Safe School assemblies are very popular with students and parents. By involving all students in every class at some point in the year, and by inviting parents and community members to these events, we are sharing our learning, practising appropriate audience behaviours, fostering positive interactions among students, publicizing and celebrating the good things we are doing to enhance the climate of safety and peace at Parkview.

Since we have more than ten classes in the school, often an older class pairs up with a younger class to plan and conduct the assembly. (The positive relationships that develop among the students carry over to the playground as well.) Usually, assemblies involving the kindergarten and grade one children are presented later in the year to give these young peacemakers time to learn the skills necessary to plan, participate in and conduct an assembly. It is amazing to watch the confidence of these very young learners when they speak clearly into the microphone as they teach us about what they have learned. It also is special to observe the rest of the students watching and listening intently to these tiny presenters.

Violence prevention, safety and peace education are integral components of each classroom program, not add-ons. In a very crowded curriculum, teachers are able to address several specific outcomes in the health, English, music, dance, drama, social studies and art curricula in their peace-education lessons and preparations for assemblies. Integration of knowledge, skills and attitudes within and across subject-specific disciplines is the norm in our school.

The ideas presented here represent some of the ways in which we have celebrated learning.

## Sample Monthly Themes

**September** – Bus Safety  
**October** – Halloween Safety  
**November** – Railway Safety  
**December** – Fire Safety  
**January** – Snow Safety  
**February** – Stranger Safety  
**March** – Home Alone Safety  
**April** – Bicycle Safety  
**May** – Sun Safety  
**June** – Water Safety

**September** – Perseverance  
**October** – Community Service  
**November** – Self Discipline  
**December** – Generosity  
**January** – Honesty  
**February** – Compassion  
**March** – Respect  
**April** – Sportsmanship  
**May** – Working Together  
**June** – Safe Play

## Sample Spirit Day Ideas

Wacky Hair Day  
Career Day  
Bubble Gum Day  
Team Jersey Day  
Dress Alike Day  
Wacky Hat Day  
Backwards Day  
Pajama Day  
Famous Person Day  
Colour Days  
Hawaiian Day

## Sample Monthly Assembly Themes Y2K – Year of 2000 Words of Kindness

**September** – Keeping the Focus  
**October** – Kindling New Friendships  
**November** – Kaleidoscope of Differences  
**December** – Kindness to Others  
**January** – Kind Words  
**February** – Kids Helping Kids  
**March** – Keys to Cooperation  
**April** – Kick-off to Safe Schools Month  
**May** – Knowing What's Right  
**June** – Keeping Up the Good Work



## Student Safe School Committee

Many of the celebrations of safety and peace in the school are planned, organized and conducted by a special group of students. In addition to establishing the Safe School Committee comprised of parents, teachers, administration and two grade eight student representatives, we also created the Student Safe School Committee. This group of students, chosen by their peers for their leadership skills, works throughout the year to plan emotionally and physically safe activities for the entire school. It is through this committee that student concerns are brought forward and activities are organized and conducted. The activities planned and carried out by the Student Safe School Committee are learning experiences but also are celebrations of fun, safety and peace.

### Safe School Class Representative Criteria

Students must be willing to:

- Demonstrate safe and peaceful behaviours.
- Attend all meetings and events.
- Bring new ideas to promote our safe and peaceful school.
- Develop communication skills through writing and presenting announcements.
- Assume any tasks required.
- Be a positive role model for other students in the school.
- Participate fully in all Safe School Committee initiatives.
- Develop leadership skills.

This committee replaces the traditional Students' Council found in many schools. Special activities or events in our school are sponsored by the Safe School Committee. The high profile of these students and their work on the committee ensure that safe, peaceful living is at the forefront of everything we do. A safe and peaceful school is not something we do for a special day, week or event. It is the ethos of our school. Students hear regularly, "This event/announcement/presentation/dance/concert/spirit day is sponsored by your Student Safe School Committee."

A parent volunteer and a staff member are the adult advisors on the student committee that works throughout the year to make it fun to attend a safe and peaceful school. The co-chairs prepare meeting agendas and minutes of each meeting. Students on the committee are given Safe School Student Committee binders in which to keep their notes. Older students on the committee are paired with the younger representatives and help them with the various tasks required of them as members of the committee. The meetings are organized and conducted entirely by the students under the supervision and guidance of the advisors.

In the fall, students interested in serving as class representatives on the Student Safe School Committee put forth their names, and elections are held in each classroom to choose a male and female representative for each class from junior kindergarten to grade eight.

The dedicated and caring boys and girls who are members of the Student Safe School Committee work hard throughout the year organizing spirit days, special presentations, guest speakers, assemblies, dances, special events, the Safe School Newspaper and donations for our two charities – Kids Helping Kids (food for victims of violence) and toys for the Children’s Hospital of Western Ontario. Spirit Days and work for our charities also are times of celebration.

At the end of the year, students who have served on the Student Safe School Committee are honoured at a special assembly where they are presented with certificates and lapel pins in recognition of their year-long commitments. Each year the pin is different; two years ago it said, “Respect myself. Respect others. Respect my school”. In 2003, in honour of Hetty van Gorp’s visit, and our membership in Peaceful Schools International, we presented the Safe School Student and Adult Committee representatives with their certificates and pins at Our Peaceful School Celebration in April. This pin was in a circle shape and depicted children holding hands across the world.

**Parkview Public School**

This certificate is presented to

for contributing to our peaceful school by being a member of the Student Safe School Committee for the 2002-2003 school year.

Thank you for helping to make our school a better place in which to learn.

Do the right thing because it’s the right thing to do.

Chairperson	Principal
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Parkview is a proud member of  
Peaceful Schools International



The grade eight co-chairs for this committee are selected by the Intermediate Division teachers at the end of their grade seven year, and serve as role models for the entire student population. It is an honour to be chosen by the staff for this position, and with the job comes a variety of opportunities for the students to improve their leadership, communication and personal interaction skills.

## The Importance of Recognition

In the early stages of the development of our Safe School Program, we needed to focus on intervention strategies and tracking. We then turned our attention to the issue of how we would recognize those students who always did the right thing, who made good decisions and did not receive Incident Reports.

Committee members and staff researched methods used in other schools and presented them for consideration. Just as we initially experienced a wide range of opinions regarding how to classify incidents and which form to use, we had an equally diverse set of ideas about this issue. Some committee members were concerned about rewarding students for behaviours that were expected and were just plain good manners. Some schools have given out coupons when students were observed doing something positive. The coupons were entered in a weekly draw for a prize, but the committee was not prepared to award prizes for appropriate behaviour. What about the students who performed good deeds but did so subtly and were not observed?

The committee struggled to find a system that was easy to manage, was not subjective, and would not inadvertently overlook some children. One idea we tried for a while was to extend a Friday afternoon recess for those students who had not received Incident Reports in the preceding week. The database made retrieving this information quick and easy. Those students who had been issued reports gathered in the gym to reflect on their inappropriate choices. This plan was abandoned once we realized it was having no effect on repeat offenders, was punishment not discipline, and violated their privacy. In addition, these were the very children for whom time outside to be active physically was likely most important.

Another idea we tried for a year was to award a Safe School certificate and a book to each classroom that had no Incident Reports for a given period of time (usually a month). This was also ineffective. There was at least one student in many of the classes for whom a month without an Incident Report was an eternity. We discussed excluding these students from the statistics but abandoned that idea since it was not honest and conveyed to the rest of the students (who usually were aware that the student had made inappropriate choices, since they often were the victims) that these students did not have to follow the rules, that their behaviours were overlooked. We then tried awarding the certificate and book to the classes with the lowest number of incident reports, which was a positive strategy of individual recognition, but that idea did not solve the problem.

And so it went, round and round with no solution in sight. We had an efficient and successful system in place to identify, track and assist students who made mistakes, but we could not seem to come up with a workable solution to the problem of recognition for the rest – the significant majority of our student population.

As I was preparing the materials for the new Safe School Bulletin Board it suddenly occurred to me that if we knew which students had received Incident Reports in a given month or term, we also could access information about which students had not received them. The answer to our recognition problem was right in the empirical evidence in the database. A query produced a

grade-by-grade list of all students who had completed the first four months of school without receiving an Incident Report. Either a student had a report or s/he did not.

We could publish a grade-by-grade list of students who had not received a report for term one. The idea was presented to the Safe School Committee and it was accepted unanimously. The students' names were posted by a grade (not class) on the bulletin board with a sign that thanked the children for being Parkview Peacemakers.

Once again there was huge interest in this new data displayed on the bulletin board. Students who knew they had no Incident Reports finally were being recognized, honoured and thanked for contributing to our school's safe and peaceful learning environment. Students were observed looking at their names over and over again. Students whose names were not on the board were overheard setting goals to get their names listed in term two. Parents stood with their children, and either congratulated them for being honoured or encouraged them to work toward that recognition in the coming term.

Through our struggles to come up with a fair and objective way to recognize appropriate behaviour, we knew that it was impossible to please everyone; but the committee was surprised and unprepared to receive a complaint that the Parkview Peacemaker Wall was demeaning to those students whose names did not appear and should be taken down. The committee met to discuss the concern that had been raised and decided the honour had been long overdue. The Peacemaker Wall would stay. Each term we would post the names of those students who had not received an Incident Report. They would be thanked publicly for their good choices and for helping to make our school a better place. To address the concern that some children would feel left out if their names did not appear on the bulletin board, we would make a concerted effort to recognize weekly achievements of students and classes through visits by the principal, verbal encouragement, and class certificates recognizing improvements over past performance. Students were commended for helping to lower the number of Incident Reports issued in their classrooms and for contributing to the school's ethos of peace.

In term two we posted the names of the students who had not received reports, sent them letters, and also listed those students who were incident free for the first two terms. Again, it was wonderful to see the students running their fingers over their names, checking frequently to be sure they were still there.

Students who receive no Incident Reports for the entire school year are recognized, honoured, thanked, and presented with this certificate at an assembly at the end of June.

# Parkview Public School

The Parkview Peacemaker Award is presented to

for doing the right thing because it's the right thing to do and receiving no Incident Reports for the 2002-2003 school year.



Thank you for helping us to make our school a better place.

\_\_\_\_\_  
Safe School Chairperson

\_\_\_\_\_  
Principal



Parkview is a proud member of  
Peaceful Schools International



At long last these students were getting the recognition they deserved. Perhaps it is not a perfect system, but it is as close to it as we have been able to come in a very long time. We continue to look for ways to ensure all our students feel valued and appreciated, and one of the best ways we have found to do this is through recognition of improvements by individual students and classes, participation in Safe School Committee-sponsored events, presentations and assemblies.

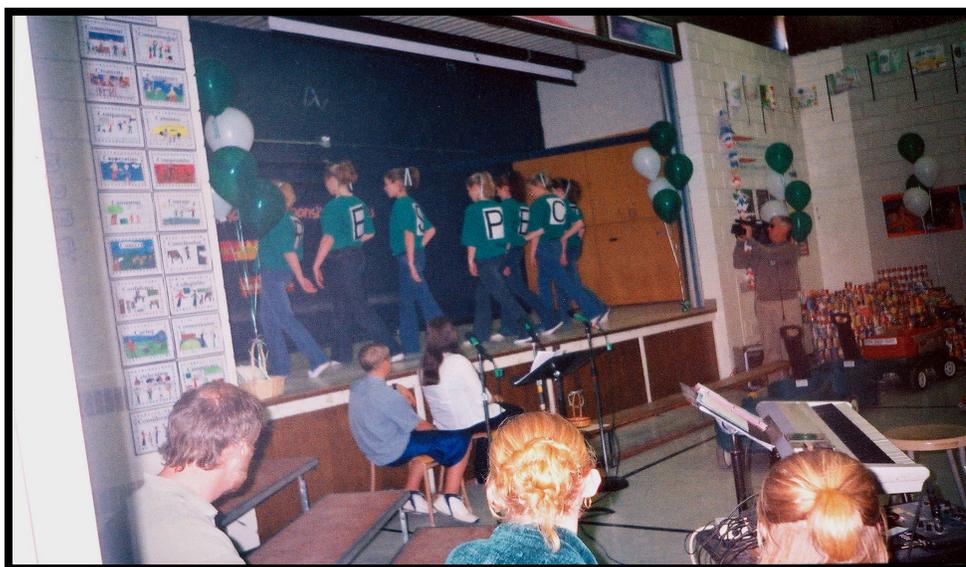


### **Honouring Students with No Incident Reports**

#### The Celebrations

In 1995, the Ministry of Education and Training designated April as Safe Schools Month. To celebrate the first year of our program, the committee, staff and students planned a series of classroom, divisional and school-wide activities to recognize the contributions of every member of the school. Every April since 1995, we have celebrated the gains we have made on our journey toward becoming a safe and peaceful school. Beginning in 2004, our Peaceful Schools yearly celebration will take place in mid-June, and serve as the culminating school-wide activity for the year.

Each celebration is unique and represents the hard work everyone has done over the year; however, we have established a few favourite traditions that are anticipated eagerly every year, such as the slide show of the best moments of the last ten months, Grade eight R-E-S-P-E-C-T dancers who choreograph and boogie their way through Aretha Franklin's famous song, the donation of non-perishable food items to help children who are victims of violence, and the parade of toys presented to the doctors from the Child Life Department of the Children's Hospital of Western Ontario.



### **R-E-S-P-E-C-T Dancers**

Over the last nine years, the ways in which the school celebrates its learning of peaceful living skills through artwork, music, writing, dance and drama continue to reflect the talent and creativity of our staff, students and parents. The ideas to celebrate our accomplishments appear to be limitless. Each year everyone gathers excitedly in a gym filled with artwork and happy faces as we complete another year of good work.

Involving the media is a very important component of any celebration. So often radio, television and news programs focus on violence in schools. Each year we have sent out press releases to the local media but it has been difficult to generate much interest when we have asked them to report on the amazing things the students are doing to make our school and community better (Appendix A "Sample Invitation to Peaceful Schools Celebration 2003" p. 106).

With our acceptance into Peaceful Schools International, the 2003 assembly was a celebration of Parkview's journey toward a peaceful school.

### **Peaceful Schools International Flag Ceremony**

Our Peaceful School Celebration in April, 2003, garnered the most media interest we ever had in our safe school initiatives. We received excellent coverage in the two area newspapers, on the local television station, and in Thames Valley District School Board publications. There is no doubt that being the first Ontario school to meet the criteria for acceptance into Peaceful Schools International, and Hetty van Gorp's visit to present the flag to the staff and students ensured the media focused on the positives.

The culminating celebration assembly is a big event in our school and one to which the students, staff and parents look forward with great anticipation. The Safe School Student Committee plans and runs the entire event. Its members are active participants in every aspect

of the program and perform their parts with confidence (Appendix A "Peaceful School Celebration Script Used By Student Committee Co-Chairs" p. 107).

The annual final celebration requires the contribution of every student and staff member in the school. Everyone plays an important part and does so enthusiastically. Over the years the staff and students have established some traditions which are anticipated eagerly by the audience. Every year, something new and special is included in the day. Such a huge event requires the cooperation, assistance and support of everyone. The 2003 celebration was our most special one. Imagine a gym decorated with a peace theme, with the writing and artwork of four hundred students, balloons, one thousand items of food in a huge corner display, wagon loads of toys for sick kids, excited students dressed in the school colours of green and white, and in the front row of the special guest section, Hetty van Gorp.

Celebrations are a wonderful way to learn, to recognize achievements, to publicize the good things happening in our school, to develop life-long of skills in our students, and to have fun.



**April 2003 Peaceful Schools International Celebration**



# Our Journey Continues



**Jenny Staines**  
**Grade Eight**



## Continuing the Journey

At Parkview, we have worked tirelessly for nine years to establish and maintain a physically and emotionally safe school. We continually review and revise every aspect of the program to reflect our improved understanding of how to teach students the skills they need to live peacefully together.

It is impossible to know the full extent of the impact this work has had on Parkview students; however, we have visible and empirical evidence that demonstrates an ethos of peace. We cannot know how students will apply what they have learned once they leave Parkview School. Of course, we hope that the knowledge, skills and attitudes they have acquired through our peace-education programs have become integral to who they are and to how they choose to conduct themselves at school and in society.

Aristotle said, "Anyone can become angry. That is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy." Children need to learn that it is natural to be angry and they need to be taught ways to deal with their anger, to respond rather than to react.

We must teach by example. We must model peaceful conflict resolution. We must ensure that we refrain from the use of ridicule or sarcasm. We must provide children with the tools they need to solve their own problems – negotiation and compromise. We must make the best use of teachable moments – those naturally occurring events that are perfect opportunities for practising independent problem-solving. Not every strategy will work for every student, teacher, parent, family or school, but some strategies will work for everyone.

If Parkview students do the right thing because it is the right thing to do, if they employ internal rather than external control to solve their problems in a peaceful way independent of adult intervention or supervision, they have acquired valuable life-long skills.

We have been working at violence-prevention and peace-education initiatives for so long that many things now are just what we do at Parkview. This is how we choose to live together. This is how we choose to treat each other. This is how we solve conflicts. It has become the Parkview way.

It is not until we welcome a visitor to the school and listen to his or her comments regarding how well our students behave, how polite they are, how happy they seem, how friendly and welcoming the school is, that we take a step back and appreciate how far we have come since that frustrating Friday afternoon nine years ago.

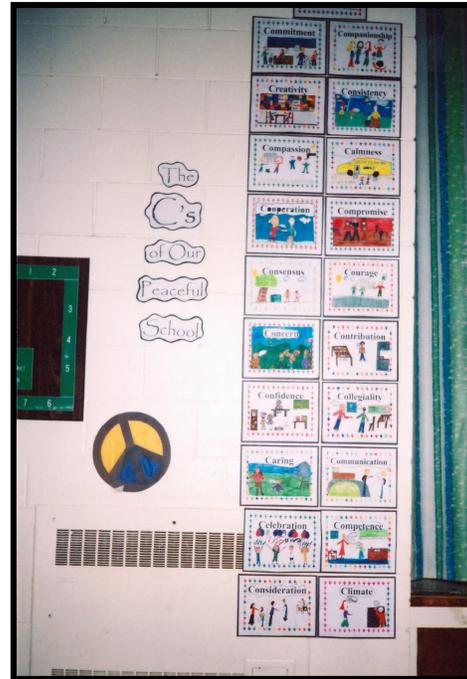
Parkview Public School is not problem free, not violence free, not harassment free, not bullying free; however, it is a school that is fiercely committed to addressing all these issues and perhaps that is what makes our school special. We are dedicated to violence prevention and peace education, and we are determined to make the school the best it can be. A safe and peaceful school is a responsibility shared equally among staff, administration, students, parents and members of the community; it is a responsibility we all take seriously.

We have made mistakes and we will continue to make mistakes, just like our students. But we and they understand it is through our mistakes that we learn to do things better the next time. Maya Angelou said, ""You did what you knew how to do, and when you knew better, you did better." Each year we know better and we do better.

When I am asked to describe our school, it is a difficult task to complete succinctly because so many images come to my mind. Any school that has established a peaceful climate will show visible evidence of what we now call the, "*Cs of Our Peaceful School.*"

### Cs of Our Peaceful School

- Calmness
- Caring
- Celebration
- Climate
- Coexistence
- Collegiality
- Commitment
- Communication
- Companionship
- Compassion
- Competence
- Compromise
- Concern
- Confidence
- Consensus
- Consideration
- Consistency
- Contribution
- Cooperation
- Courage
- Creativity



**The Cs of Our Peaceful School**

The road to establishing a safe and peaceful school is one filled with exciting highs and discouraging lows. When I met Hetty van Gorp at the "Safer Schools, Safer Communities" conference in May of 2002, I was feeling the effects of one of the low periods. We seemed to be stuck. We were doing good work but we had exhausted the safety aspect of the program. We had addressed issues of physical and emotional safety, made the physical aspects of the school safe, put into place safe arrival and dismissal routines, taught and reinforced every kind of safety issue one could imagine, worked on the elimination of all forms of violence, celebrated through art, music, dance, drama, integrated studies, on-site and off-site activities. We continued to address the insidious issues of teasing and verbal abuse.

All of us still were committed to the goals we had established many years ago but we needed to find some new and creative ways to maintain focus and interest. Becoming a member of

Peaceful Schools International and attending the week-long training session at Peaceful Schools International in Clementsport, Nova Scotia, provided me with a whole new world of ideas.

The PSI course gives participants information, ideas, strategies and contacts that are invaluable in establishing or enhancing a school's violence-prevention/peace-education programs. Each school's plan for achieving a culture of peace will be unique and personal. Frequently, principals, teachers and parents are not sure where to begin. They already are doing good things in relation to violence prevention and peace education. For many schools, the problem seems to be how to tie all the parts together.

Fulfillment of the six basic criteria for membership in Peaceful Schools International will assist schools to develop a comprehensive peace-education program. Because PSI's criteria are guiding principles and not prescriptive, they are appropriate for any school anywhere in the world. For schools to be granted membership to PSI, they must demonstrate some degree of commitment to and evidence of:

- A collaborative approach to school-based decision-making
- Curricular and/or extracurricular peace-education initiatives
- Teaching methods that stress participation, cooperation, problem-solving and respect for differences
- Student and community-centered conflict-resolution strategies such as peer mediation
- Community-service projects
- Opportunities for professional development of all staff, focused on creating a positive school climate

Although participation in the Peaceful Schools International training course is not required for membership in PSI, I strongly recommend it. Attending the PSI training session was the most meaningful and worthwhile professional-development experience of my entire teaching career. Those who receive the Peaceful Schools International training with Hetty will understand immediately that they are a part of something unique.

Peaceful Schools International is Hetty's gift not only to her sons Ben and Joe, but to the world. As the PSI family grows worldwide, children and adults in many countries will come to know this special friend whose vision of a world of peaceful schools is becoming a reality.

Hetty is an incredible person whose kindness, generosity, experience and expertise inspire those who are fortunate to know her. At the end of our week together, we sat in a circle and Hetty held a starfish in her hand. She told us the story of a man who made a difference by helping one little starfish at a time. It was a lovely way to begin the final morning together since that is exactly what had happened over the week. We all been helped and we all had learned to help each other, one person and thus, one school at a time.

Hetty then shared her feelings about our time together. She spoke from her heart and told us how much the time with us meant to her and to Peaceful Schools International. Then the delicate sea creature was passed gently from one participant to another, each person sharing his or her feelings about the PSI experience. It was an emotional time for all of us as we began to feel the impact of the past few days. Some of us would never see each other again, but we all had learned from each other, we all had shared a part of ourselves. We had gained new

perspectives, renewed enthusiasm and reaffirmed our commitment to working toward peaceful schools. Each of us had been inspired and changed by our time together. It was an unforgettable experience.

Thinking back to that time in Nova Scotia – at Peaceful Schools International where we learned how to do everything better, at Annapolis East School where Heather Harris taught us how her school had learned to be a peaceful place, at Government House where PSI's Founding Patron Myra Freeman, Lieutenant Governor of Nova Scotia, welcomed and encouraged us, at Hetty's home where we all gathered to share a Nova Scotian meal of chowder, lobster and laughter, at the Starfish Circle where we all realized we had been changed forever by the educational opportunities we had been given, reminds me of the unique experience of watching a cactus flower bloom.

The cactus is a plant that grows in the Arizona desert. It blooms for one night only, in late June or early July. Its exquisite white flower opens around midnight and closes again with the coming of the morning light, not to blossom again for another year. It is a rare privilege for anyone to experience this astonishingly beautiful sight, and those who are fortunate enough to participate in this amazing event never will forget its beauty. My time at PSI truly was a cactus experience.

As each educator returns to his or her school and shares the philosophy of Peaceful Schools International, more and more people around the world will be given the privilege of being a part of something truly life-changing.

At Parkview Public School we have come a long way in nine years and yet we still have a long way to go. Learning to live well together requires constant effort and determination. As John F. Kennedy said, "Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures." The path to achieving a safe and peaceful school is filled with joy and sorrow, frustration and elation, but it is truly an incredible journey. It is exciting to imagine what it will be like to arrive.

With Parkview's membership in and, commitment to Peaceful Schools International, we are honoured to share our experiences with students, parents and teachers the world over. This book, documenting Parkview's journey toward becoming a peaceful school is a way to achieve this ethos; it is not the only way.

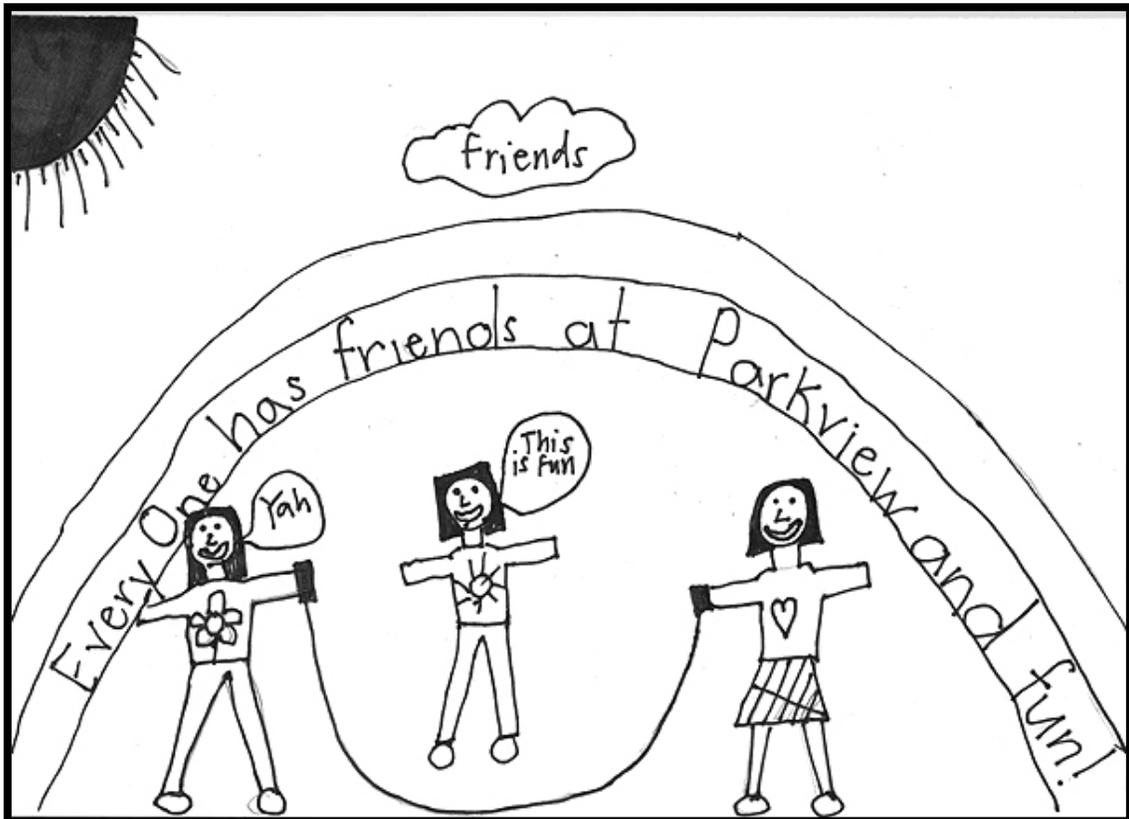
And our journey continues...

"Imagine all the people living life in peace.  
You may say I'm a dreamer, but I'm not the only one.  
I hope someday you'll join us, and the world will live as one."

**John Lennon**

# Appendix A

## Sample Letters, Forms & Invitations



**Katrina Mickanuck  
Grade Three**



## Sample Invitation to Join the Safe School Committee

Dear Parents/Guardians:

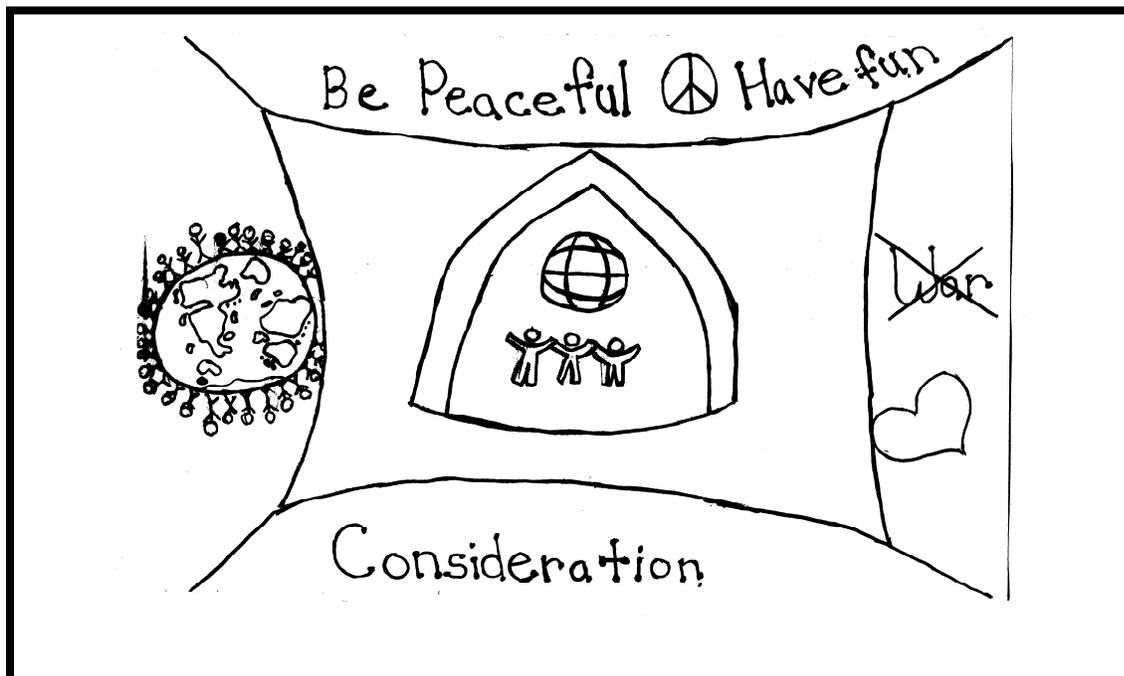
Education is a life-long process involving academic, social, emotional and physical development. At Parkview Public School, our mission is to provide a caring environment to assist students in developing self-esteem, a love of learning, divergent thinking, problem-solving skills, conflict-resolution skills and a respect for all.

We are committed to maintaining and enhancing a positive learning environment and a safe school. If you are interested in helping us to develop policies, procedures and programs that will assist our students in developing the skills they need to become responsible citizens of our school, our community and our world, please become a member of our Safe School Committee. Please contact the school before October 31 and add your name to the list of parents interested in making our school a better place in which to grow and learn.

We look forward to working with you as we begin this important work.

Sincerely,

Kathryn Sharpe, Chairperson - Safe School Committee  
Regional Coordinator – Peaceful Schools International



**Alicia Lenny  
Grade Six**

Safe School Stationery

**Parkview Public School  
10008 Oxbow Drive  
Komoka, Ontario  
N0L 1R0  
519-657-3868**



**Do the right thing because it is the right thing to do.**

**Respect myself. Respect others. Respect property.**



**Parkview School is a proud member of Peaceful Schools International.**

## Sample Code of Conduct Letter

Dear Parents/Guardians:

Welcome to another school year! Your Safe School Committee has begun its work for 2000 – 2001. Already we have held divisional assemblies to review the procedures and policies related to maintaining our safe, positive learning environment. Reviewed with our students were the positive gains made during the last school year in regard to demonstration of appropriate verbal and physical behaviours. We also discussed designated play areas in the yard, out-of-bounds areas, entry procedures, use of equipment, yard supervisors, the importance of respecting the property of our neighbours, bus safety and reporting procedures. Kindergarten students who were not at school for this assembly have received this information through presentations within their classrooms.

Elections have been held in each classroom to select representatives who will form our Student Safe School Committee. This group will plan and sponsor several school-wide and divisional activities which promote safe fun for all members of our community. The main Safe School Committee, composed of parents/guardians, staff, administration and students, is working on several initiatives to ensure that we continue to provide a safe learning community.

Over the past nine years, our committee has worked diligently to address issues related to the physical and emotional well-being of our students. All Safe School practices, policies and procedures reflect two basic premises: a) When a violent action takes place and there are no apparent consequences for the perpetrator and/or no action taken for the protection of the victim, the perception is that violence is being condoned; and b) If we are to reduce the physical and verbal violence in our school and in society, incidents at all points along the continuum, even those which seem minor, must be stopped or prevented. If ignored, these incidents can and do escalate in severity.

The yellow ticket reporting system, which has been in place for several years now, monitors and tracks incidents of inappropriate behaviour. This tracking system enables us to identify and help students who require assistance to make appropriate behavioural choices. We also use the information from this database to make policy and procedural changes. By addressing the small things, we have been successful in controlling major violent incidents within our school; however, last year's Statistical Report does show an increase in serious incidents such as threats, fighting and sexual harassment. Plans are underway to address these issues in all grades. The Statistical Report will be presented at both the PSC and PSA meetings. You are most welcome to attend and learn more about the policies, procedures and initiatives which our committee oversees to ensure the emotional and physical safety of your child(ren).

Our committee meets five times a year to review, revise, plan and implement safe schools initiatives and activities. Meetings are held on the first Monday of September after school starts, and the first Monday in November, January, March and May from 6:30 – 8:30. All meetings are open to the public, and we enthusiastically welcome new members to join us in our work.

Attached to this letter you will find a copy of our school's Code of Conduct. We ask that you review this document with your child(ren) and support its basic tenets. If you have any questions or concerns regarding our Safe School policies and procedures, please contact your child's teacher, Mrs. \_\_\_\_\_ or me by phone, letter or fax.

Thank you for your interest in and support of our safe school initiatives.

## Sample Welcome Letter to Parents/Guardians of Kindergarten Children

Dear Kindergarten Parents/Guardians:

On behalf of Parkview's Safe School Committee, I welcome you and your children to our community. Over the past six years, our committee has worked diligently to address issues related to the physical and emotional well-being of our students. All Safe Schools practices, policies and procedures reflect two basic premises:

- a) When a violent action takes place and there are no apparent consequences for the perpetrator and/or no action taken for the protection of the victim, the perception is that violence is being condoned; and
- b) If we are to reduce the physical and verbal violence in our school and in society, incidents at all points along the continuum, even those which seem minor must be stopped or prevented. If ignored, these incidents can and do escalate in severity.

The yellow ticket reporting system, which has been in place for several years now, monitors and tracks incidents of inappropriate behaviour. This tracking system enables us to identify and help students who require assistance to make appropriate behavioural choices. We also use the information from this database to make policy and procedural changes. By addressing the small things, we have been successful in reducing and almost eliminating major violent incidents within our school.

Attached to this letter you will find a copy of our school's Code of Conduct. We ask that you review this document with your child(ren) and support its basic tenets. If you have any questions or concerns regarding our safe school policies and procedures, please contact your child's teacher, Mrs. Coughlin or me by phone, letter or fax.

Parkview School has become well known throughout the Thames Valley Board of Education, as a leader in safe schools initiatives, and many of our policies and procedures are being adopted by schools throughout the system. This is due, in large part, to the involvement and commitment of parents/guardians, students and staff. Our committee meets on the first Monday of September, November, March and May. All meetings are open to the public. We welcome new members and invite you to become an active part of this important and on-going work to protect the emotional and physical safety of all members of Parkview's school community.

Thank you for your interest in and support of our safe school initiatives. Working together, we can achieve so much that benefits us all.

Sincerely,

Kathryn Sharpe, Chairperson - Safe School Committee  
Regional Coordinator – Peaceful Schools International

## Sample Parent Notification Letter - Revised May 2003

Dear Parents/Guardians:

Over the past nine years, our Safe School Committee has worked diligently to ensure that we maintain a safe, positive learning environment for all members of the community. Our Code of Conduct, written by students, parents and staff and reviewed yearly, outlines clearly the rights, responsibilities and expectations of everyone at Parkview. Ministry, Board and school policies determine the ways in which we respond to inappropriate or unsafe behaviours.

Part of our intervention procedures involves recording and analyzing the details, trends and timing of incidents that occur, working with students to review school rules and discussing better choices that could have been made. At the time of the occurrence, the student is directed to and agrees to speak with you regarding the incident and also to discuss the positive resolution of the situation. In some instances, depending on the nature of the incident, discussion with staff and student takes place and an appropriate consequence occurs at school. When a student receives three or more Incident Reports, parents are notified by letter.

Your child has been issued three or more Incident Reports in the area(s) of:

Inappropriate Physical Behaviour  
 Lack of Adherence to School Rules

Inappropriate Verbal Behaviour  
 Inappropriate Problem Solving

These incidents have been dealt with by the staff and your son/daughter and are considered to be resolved. We provide this information to ensure that you are part of the intervention and education process. This notification is meant to bring to your attention incidents of inappropriate choices, decisions or actions, in order to provide you with information that will be useful when you are teaching responsible citizenship to your child.

Thank you for your continued support and assistance, as together we maintain a safe and peaceful learning environment for everyone at our school. Please contact us by phone, fax or email if you have any questions or if we can be of further assistance.

Sincerely,

Heather Coughlin  
Principal

## School Team Meeting Request Form

Student: \_\_\_\_\_  
Grade: \_\_\_\_\_ Room: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Date of Request: \_\_\_\_\_ Team Meeting Date: \_\_\_\_\_

### Section A – Identification of Problem

\_\_\_\_\_ has accumulated \_\_\_ Incident Reports since September involving behaviours that violate the Safe School Policy. The interventions and consequences that have been used do not seem to be effective in changing behaviour. \_\_\_\_\_'s behaviours endanger the safety and sense of well-being of other students.

### Section B – Interventions and Consequences Applied

\_\_\_\_\_ has been removed from the yard for short periods of time, has performed community service, has completed reflective activities and has received counselling.

### Section C – Student Strengths

- Very intelligent student
- Identified as gifted
- Works well in structured situations
- Demonstrates leadership skills
- Interacts well with adults in some situations
- Artistic
- Works well with some younger students
- Takes risks
- Participates actively in Scouts
- Demonstrates good social skills at times

### Section D – Details of Team Meeting:

### Section E – Specific Plan of Action:

## Safe School Staff Survey and Responses

Our Safe School Committee has begun planning for our 2002 - 2003 initiatives. Your input is invaluable in assessing the current intervention strategies, and prevention programs, identifying issues of concern and providing us with your ideas and suggestions for ways in which we can improve upon current practices. The following is a summary of responses received.

### **1. What things do you feel are working well in regard to our Safe School policies, procedures and initiatives?**

- The division-by-division activities and presentations have been a great proactive step.
- The use of the Incident Report form makes intervention less subjective.
- The classroom posters are excellent visual reminders.
- Common language, procedures and the Intervention Script are helping with consistency. All students are getting the same message.
- Announcements in the morning are positive reminders about doing the right thing!
- The clearly defined expectations for students make yard duty easier.
- Each year we have more parents who express their understanding and support for what we are doing to help children.
- Primary students feel it is okay and the right thing to do to speak up about bullying.
- Concepts taught are meaningful so students and teachers can plan together to ensure what we are doing is working.
- There is follow-up to incidents of inappropriate behaviour.
- There are consistent rules and procedures no matter who looks after an issue, and the students realize that.
- We have a consistent philosophy that is "owned" by staff, students and parents.
- Yard duty is a pleasure.
- Students want a safe school environment.
- The student involvement in assemblies and presentations teaches not only safe school concepts but leadership skills.
- We have a progressive program with clear expectations.
- The new hallway routines are helping to make entry and dismissal efficient and orderly.
- Awarding certificates to classes is an excellent way to recognize effort and provides incentive and motivation to set goals for next month.
- Most students are able to articulate rules, to identify reasons for their misbehaviour and to suggest alternative solutions to problems.
- Staff members support the initiatives and most work consistently to maintain and improve the atmosphere of safety and respect in the classrooms, halls and on the playground.
- Students are more aware that they are responsible for their actions and that the Safe School policy is theirs.
- Students are safe and aware of behaviours that have potential to harm others physically or emotionally. They also respond positively when issues arise, particularly in the yard.
- The community-service projects are excellent and they bring the whole school together as we work hard to give to others.
- In-school field trips (having the presenters come to us) save money and time. They are an excellent way to provide educational opportunities for an entire division or the whole school.

- Reviewing rules with students at divisional assemblies each September is an excellent practice and a good refresher for students and staff members.
- Students are coming forward in an appropriate manner to correct some action that they identify as wrong.
- Each year there is increased community/parent membership.
- Riding the buses is very effective in monitoring behaviour and is a practice I have not seen in other schools.
- The relationship between younger and older students starts with Safe School activities but I see it carrying over to the yard as well.
- Divisional assemblies facilitate staff working together to make the topics age-appropriate for all students and allow for continuity from year to year.

## **2. What things would you like to see changed, eliminated, or included?**

- We need some sort of procedure for students who are sent to the office for assistance with yard injuries or behaviour problems.
- Extra reminders about appropriate behaviours might be a good idea just before recess.
- Provide each classroom with a map of school boundaries.
- Once a term everyone in the school could get together to celebrate good behaviour or talk about Safe Schools.
- We need to review our fire/tornado/emergencies procedures.
- Introduce anger-management classes for those kids who constantly cause problems.
- Do more cross-divisional activities to promote leadership among older students and trust among younger ones.
- There must be more done to work with students who are repeat offenders.
- We need to have a supervised place for students to go if they are removed from the yard.
- Include a school-wide assembly per term. Each division would be responsible for preparing one assembly per year. This would be in addition to our own divisional assemblies/initiatives.
- We need to review the conditions under which students receive an Incident Report or a warning.
- Provide more recognition for students who participate in spirit days. This could be a group picture of all participants posted on a recognition wall in the school and published in the newsletter as well.
- Something as simple as reading buddies allows students from different grades to develop friendships and empathy for younger and older children. Providing more opportunities for this type of interaction might be used as a means of restitution.
- Students need more opportunities to observe and practise effective conflict-resolution skills.
- We need to work harder on consistency among staff when dealing with issues.
- We could train students to be bus monitors to assist with issues that arise on the buses.
- We need to review the supervision guidelines and make sure that all staff members are being consistent and enforcing the rules to which we have agreed.

### **3. What suggestions do you have for improving our Safe School Program?**

- We must continue to build on our strengths and keep focusing on the bullying issue. I think we might be close to a breakthrough!
- We should keep working on verbal abuse!
- Add more incentives for students or classes to acquire no yellow slips.
- Have the parents get more involved.
- Tie a pen to the clipboard.
- Replace the consumable items (chalk) in each classroom's playground equipment bucket.
- To encourage the development of a positive relationship between younger and older students, perhaps we could organize a play/sport day involving the house teams of the past.

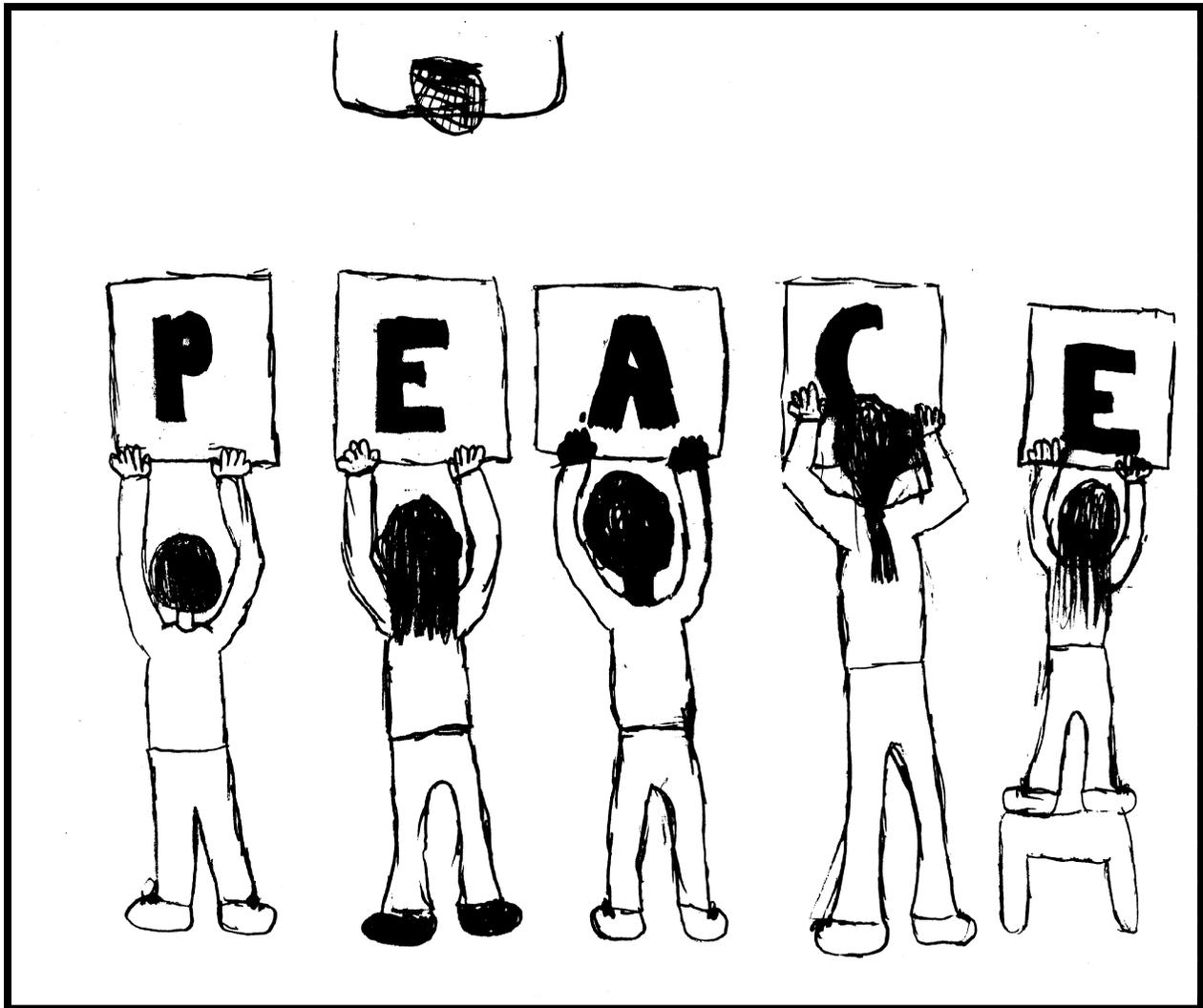
### **4. Anything Else?**

- Our Safe School policies, procedures and initiatives are better than any I have ever seen.
- The school seems to be run very well in terms of Safe School policies.
- This school has more routines and expectations than others I have seen, and as a result there are very few incidents.
- I think everyone is working hard to maintain the high standards set already!
- Keep up the outstanding work!
- Committee members are making good decisions and are sensitive to needs of students.
- Keep smiling! You do a wonderful job!
- It is great to work in a school where the kids are respectful!
- The teachers/staff at this school show a lot of care and interest!
- It is great to have a whole school involved and using the same language, with each teacher reinforcing the same set of values.
- Despite all our efforts, I wish there were some magical way to ensure recognition by the Board/community, press etc. If we had a major violent incident here, the media would be here instantly. We have major non-violent, exciting and innovative things going on here but they don't seem to capture the interest of television or newspapers.
- I am proud to be part of the Parkview team.

## Sample Safe School Chairperson Task List

<b>Task</b>	<b>Responsibility</b>
1. Conduct Divisional Assemblies to review rules and address issues.	
2. Conduct elections for Safe School Representatives.	
3. In-service new students regarding rules, procedures and policies.	
4. Advise and work with the Student Safe School Committee.	
5. Supervise Intermediate Safe School dances.	
6. Plan, organize and publicize spirit days.	
7. Plan and conduct divisional activities and assemblies.	
8. Distribute the Code of Conduct to each family.	
9. In-service staff regarding Intervention and Prevention best practices.	
10. Provide counselling to students and classes as needed.	
11. Organize the collection and banking for Coins For Kids Campaign.	
12. Publicize Safe School activities through the newsletter.	
13. Maintain the Sage School pages on the Parkview website.	
14. Prepare the statistical report for the 2001-2002 school year.	
15. Present the yearly statistical report to PSA, PSC, Police Committee.	
16. Organize Ontario Provincial Police presentations for classrooms.	
17. Maintain the Incident Report Database.	
18. Graph weekly Incident Report statistics.	
19. Be a presence on the buses and at bus stops.	
20. Review the school's Emergency Response Procedures.	
21. Gather news for the Safe School Newspaper.	
22. Type the newspaper.	
23. Photocopy and distribute the newspaper.	
24. Supervise the RESPECT dancers' rehearsals.	
25. Investigate the cost of new benches for the intermediate students.	
26. Acquire keyboard covers for students with peanut allergies.	
27. Continue to promote our No Peanut zones.	
28. Design and create more quiet areas on the yards.	
29. Investigate sources of funding or donations of plants and tools.	
30. Re-visit the idea of a media-review column of resources.	
31. Build partnerships within the community to help with projects.	
32. Publish a complete list of print and non-print Safe School resources.	
33. Create ways to recognize good deeds and incident free classes.	
34. Take minutes at meetings, prepare copies and distribute them.	
35. Address the issue of repeat offenders.	
36. Notify parents in writing when students receive 3 Incident Reports.	
37. Conduct noon-hour behaviour classes for students with 4+ reports.	
38. Organize the kick off and finale Safe School Assemblies.	
39. Publicize Safe School Month.	
40. Send out invitations to Finale Assembly.	
41. Decorate the gym.	
42. Prepare slide show.	
43. Prepare signs and posters to remind students of our beliefs.	

44. Create gardens and quiet areas in the yard for students to use.	
45. Purchase year end pins for committee members.	
46. Purchase pop for intermediate dances.	
47. Prepare certificates for student committee members.	
48. Design and create divisional resource materials.	
49. Assist other schools as they develop their Safe School programs.	



**Samantha Halloran  
Grade Eight**

## Safe School Committee Year End Report 2000 – 2001

Parkview's Safe School Committee was composed of two student representatives, six parents, three teachers and one administrator. The committee met five times over the school year in the months of September, November, January, March and May. The following is a summary of the initiatives undertaken during 2000 - 2001 and directions for the coming school year.

### **2000 - 2001 Initiatives Review**

- Conducted divisional assemblies to commend students for their work last year and to review policy, rules, reporting procedures and plans for the coming school year
- Conducted our Second Annual Coin Rolling Bee
- Conducted a television survey of students' top ten television shows
- Conducted safety/behaviour assemblies throughout the year on an as-needed basis
- Continued to in-service new students in regard to Safe School policies and procedures
- Continued to in-service staff in relation to Safe School prevention and intervention strategies based on a discipline-with-dignity approach
- Continued to enhance the positive, safe learning environment at Parkview School through visible initiatives - posters, announcements, events, videos, banners, newspaper articles, assemblies, guest speakers, bulletin-board displays etc.
- Held elections in each classroom to elect a new Safe School Student Committee
- In-serviced staff regarding child-abuse prevention, intervention, statistics, reporting procedures
- Provided counselling to various classes and students upon teacher request
- Reviewed with staff the procedures for completing incidents reports
- Reviewed with staff its responsibilities under the Freedom of Information Act and the requirements in relation to Incident Reports
- Reviewed and revised the Code of Conduct and sent in a new print order
- Reviewed with staff and students, procedures for absenteeism and late arrivals
- Reviewed and revised School Handbook to reflect Ministry, Board and school policies
- Reviewed and purchased new videos and print materials to support programs
- Involved Board-office personnel, PSA and local community groups in our initiatives
- Promoted the Safe School theme of "Do the right thing because it is the right thing to do."
- Supported the Women's Rural Resource Centre of Strathroy and Area with a food drive
- Supported Child Life of the Children's Hospital of Western Ontario with a coin drive
- Purchased and presented gifts to Child Life Representatives
- Purchased "The Discipline Advantage" intervention package
- Purchased equipment for students to use on the yard
- Purchased posters, banners and other visual materials to promote Safe Schools
- Responded to student/parent/staff/community concerns and issues
- Sent thank-you letter to the Optimists for their donation
- Sponsored spirit days to promote emotionally and physically safe fun
- Sponsored divisional assemblies regarding railroad safety, presented by CN Rail Police
- Sponsored intermediate dances to promote positive interactions and safe fun
- Sponsored a series of OPP presentations for intermediate classes
- Sponsored Disc Golf lessons for all grades
- Sponsored fundraising activities for Jesse's Journey

- Sponsored a cake raffle to raise funds for Safe School activities
- Provided Safe School updates in the monthly school newsletter
- Maintained our database to track minor/major incidents and to identify at-risk students
- Maintained membership on the local Community Policing Committee
- Maintained a monthly Safe School bulletin board
- Maintained a Safe School page on Parkview's website
- Prepared a letter to accompany distribution of the Code of Conduct to each family in September
- Prepared an information package and letter to send to Board office personnel, trustees, and local community leaders to encourage their support
- Prepared a detailed statistical report of incidents for 2000 – 2001
- Presented the statistical report to staff, SAC/PSA and the Community Policing Committee
- Presented our school's policies and procedures to various school councils upon request
- Addressed recommendations, concerns and suggestions generated by the presentations
- Focused on the reduction of verbal violence through education
- Continued to celebrate Safe School Month
- Continued to promote our safe school initiatives through our website/newsletter updates
- Continued to promote and acquire community support for our work
- Continued to represent Parkview at events such as the S.A.V.E. Conference and through invitations by other schools and community groups to share our expertise and practices
- Continued to address issues and concerns as they were raised
- Continued a presence at bus stops and on buses
- Established a database of Safe School print and non-print resources
- Planned for the implementation of a lending library for parents/guardians
- Began the creation of student quiet areas on the yard
- Published the "Second Annual Safe School Newspaper"

## Important Information from Your Safe School Committee

### **Do the right thing because it's the right thing to do.**

Throughout our school year, the staff participates in a variety of Safe School Professional Development In-service sessions. Activities include a review of the year's statistics, policies and procedures, prevention and intervention strategies, as well as divisional and school-wide plans to address areas of concern and to plan activities to promote peace.

All Safe School policies, procedures and rules are in place to protect your children from intentional or accidental harm. We ask for your support as we maintain and enhance our peaceful, safe and positive learning environment.

Please assist us to keep all children safe by following these precautions.

- Do not leave children unattended in vehicles at any time for any reason.
- Drive slowly on school property and park only in designated areas.
- Check in at the office prior to going to your child's classroom.
- Do not appear in the yard to collect your child; the office will locate him/her.
- Refrain from appearing at school to play with your children during recess times.
- Use only the front entrance to the building and proceed directly to the office.
- Ensure your child does not arrive at school prior to 8:45 yard supervision.
- Ensure your child wears a helmet if s/he is riding a bicycle to school.
- Do not grant permission for your child to contravene the helmet law.
- Ensure after-school plans are made before children arrive at school.
- Provide a note if there is any change in destination or routine.
- Check with the office prior to taking students off the bus once they have boarded.
- Ensure that your child does not bring to school CD players, Walkmans, cell phones, walkie talkies, large amounts of money or valuable possessions.
- Ensure your child follows the requirements of the school Dress Code.

Please understand that although ours is a small school and several staff know most or all of the parents, we have many staff members who do not know you or your children. For the protection of all students, any non-staff adult appearing in the yard will be asked to check in at the office where you will be assisted to locate your child.

If you have any questions or concerns regarding our Safe and Peaceful School Initiatives, please contact your child's teacher, Mrs. Coughlin or me by phone, fax or letter. The Safe School Committee appreciates your interest in and support of our efforts to keep your children safe while we teach them life-long strategies they need to live well together.

## Sample Parental Support and Assistance Request Letter

Dear Mr. and Mrs. \_\_\_\_\_:

Recently, your son/daughter experienced some difficulty in choosing appropriate behaviours (see attached Incident Report). Part of our intervention procedures includes working with students and their families to help the students learn appropriate ways in which to handle problems when they occur on the yard, in class and on the bus.

Maintaining a safe, positive learning environment for all members of our community is a shared responsibility. We have spent time with your son/daughter discussing his/her behaviours and alternative solutions. At this time, we request your assistance as well.

Attached to this letter you will find a Behaviour Learning Package, the completion of which will assist your child in:

- Understanding why s/he misbehaved and what must be done in the future;
- Developing a cooperative and responsible attitude;
- Learning from past mistakes in order to avoid making future mistakes;
- Accepting and incorporating constructive suggestions into future choices; and
- Encouraging him or her to set goals to improve behaviour.

Please work with or supervise your child as s/he completes this important reflective work. Sign the letter and return the entire package to Mrs. Coughlin or Mrs. Sharpe the next school day. Then we will spend time with your child reviewing his/her responses and discussing ways in which to resolve conflicts peacefully.

Thank you for your continued interest in and support of our Safe School Initiatives. Working together we can ensure that Parkview School continues to be a safe, peaceful and positive learning environment for everyone. If you have any questions or concerns or if we can be of further assistance, please contact us by phone, fax or email.

Sincerely,

Heather Coughlin, Principal  
Kathryn Sharpe, Chairperson - Safe School Committee  
Regional Coordinator – Peaceful Schools International

\_\_\_\_\_ (parent/guardian signature) \_\_\_\_\_ (date)

## Sample Thank You Letter to Parents/Guardians

Dear Mr. and Mrs. Smith:

Recently, you and Mary worked together to complete a Discipline Advantage Package to assist her to reflect upon her inappropriate behavioural choices. This assignment has been reviewed with your daughter and her responses have been discussed. Mary now demonstrates improved understanding of how to make appropriate choices and how to ask for help in order to avoid such incidents in the future.

Thank you for your support of our efforts to help Mary in making good decisions regarding appropriate behaviours. Helping or supervising her as she completed the Discipline Advantage Package provided her with an opportunity to reflect upon and improve behaviour. Teaching young people to become good citizens of our school, our community and our world is a shared responsibility and we thank you for taking an active role. Working together we can ensure that Parkview School continues to be a safe, peaceful learning environment for us all.

If at any time you have questions or concerns regarding Safe School issues, please contact us immediately.

Sincerely,

Heather Coughlin, Principal  
Kathryn Sharpe, Chairperson - Safe School Committee  
Regional Coordinator – Peaceful Schools International

## Sample Funding Request Letter

Dear Parkview School Association:

As you know from previous presentations I have made to your organization, the Safe School Committee has worked diligently over the past nine years to ensure that we maintain a safe, positive learning environment for all members of our community. We have developed policies and procedures that assist our students to grow into responsible citizens not only of our school but also of our community.

Each year the Safe School Committee strives to improve its programs and to find innovative ways to keep our educational initiatives current. This year our school plans to become a member of Peaceful Schools International. Membership in this organization will provide the catalyst for new and exciting ways to foster peaceful conflict resolution in our school and to address the issues related to bullying.

Neither the Ministry of Education and Training nor the Thames Valley District School Board allocates funds for Safe School projects or initiatives, although they do mandate the implementation and explicit teaching of anti-violence programs. With the budget difficulties currently being experienced by our Board, it is unlikely that this situation will change in the foreseeable future. At this point, our committee has no operating budget for this year. We do not require substantial amounts of money to run our program, but it is not possible to move forward each year without some financial assistance.

The Safe School Committee respectfully asks for your financial assistance to support our work this year. Specifically we are looking for funding in three areas:

- A one-time fee for membership in Peaceful Schools International (\$150.00);
- Purchase of parent education videos; and
- Operating expenses (Safe School Newspaper, recognition pins etc.).

The committee has developed an annotated list of print and video resources that we plan to make available to help parents of children who are experiencing difficulties (perpetrators and victims). We would like to expand our limited video collection and to change our focus somewhat this year by providing meaningful training to parents who require help to develop the necessary knowledge and skills they need to help their children. We ask that you consider the purchase of these videos. I have sent along a copy of the catalogue that contains descriptions of the videos and prices.

The committee recognizes that you generously are giving of your time to raise funds that will be directed toward items needed when our addition is complete; however, we would be grateful for any financial assistance you might be able to provide. Thank you for your consideration of our requests.

Sincerely,

Kathryn Sharpe, Chairperson - Safe School Committee  
Regional Coordinator – Peaceful Schools International

## Sample Funding Thank You Letter

Dear Optimists of Komoka-Kilworth:

As another school year comes to a close, we thank those who have made a difference in the lives of all members of our school community. As president of the Komoka-Kilworth Optimists, please accept the thanks of the Safe School Committee, the students, parents/guardians and staff of Parkview School for your generous financial donation. Your gift has enabled us to further the work of our committee and to add to our collection of violence intervention and prevention materials.

Specifically, your donation was used to purchase "The Discipline Advantage" program, appropriate for students from kindergarten to grade eight. The modules in this resource will be used as part of intervention counseling sessions for perpetrators and victims of violence in our school. In addition, the materials will become an integral part of the assistance we provide to parents and guardians as we work together to help our young people learn from their mistakes.

This resource will be identified with a sticker acknowledging it as a donation from the Komoka-Kilworth Optimists. A thank-you has been placed in the Safe School section of our school's website, and additional recognition for your organization appears in Parkview Public School's Second Annual Safe School Newspaper we distributed. A public thank-you to the Optimists was made at our Safe School Assembly, held May 2.

It is through the generous and thoughtful support of organizations such as the Komoka-Kilworth Optimists that in these times of reduced budgets and ever-increasing needs, our school is able to augment programs and to enhance the important work of helping students to develop into responsible citizens, not only of our school, but of society.

Thank you again for your donation, and please extend our thanks to all your members.

Sincerely,

Kathryn Sharpe, Chairperson - Safe School Committee  
Regional Coordinator – Peaceful Schools International

## Sample Information Letter for Parents/Guardians

Dear Parents/Guardians:

On Friday, June 8, your Safe School Committee is sponsoring two events. Both these activities have been planned as part of our on-going efforts to promote emotionally and physically safe fun at our school.

During the morning, we will be holding a Special Cake Raffle to raise money for the committee to purchase new equipment for our students to use on the yard. This equipment will provide several additional activities and, we hope, will reduce behaviour problems during play times. With some of the money raised we also plan to purchase videos and other resources that will be used throughout the school year to raise awareness of the serious issue of bullying and to teach our students appropriate ways to interact with all members of our school community.

At this time we are in need of three families from each classroom to design and create cakes to be raffled off during the morning. We realize that more than three families per classroom might be interested in donating a cake, so we ask that if you wish to donate a cake, please complete the attached form and return it to your student's classroom teacher. Three names will be drawn at random, and you will be notified whether or not your donation is required for this fundraiser. Experience with cake raffles indicates that theme cakes, shape cakes and those decorated with toys or trinkets ensure an exciting and successful raffle. Raffle tickets will cost fifty cents each or five tickets for \$2. Intermediate classroom representatives will organize and manage the selling of the tickets. Special Cake Raffle winners may take their cakes home with them in boxes we will provide or we will call parents/guardians to pick up the cakes prior to six o'clock.

On June 8 each classroom will receive a lesson in Disk Golf. This is a fun and entertaining sport at which children of all ages and athletic abilities can be successful. Disk Golf is sponsored by your Safe School Committee as part of its efforts to teach our students innovative ways to interact with others and to spend their leisure time. Thank you to the Komoka-Kilworth Optimists for their assistance with this event.

Ensuring that our school continues to be a safe place requires significant and on-going expenditures of time, money, effort and commitment. We have come a long way over the past six years in working towards having a school which is emotionally and physically violence free and we have more work to do. Thank you for your interest in and support of all our Safe School Initiatives as we work together to make Parkview the best it can be.

Sincerely,

Kathryn Sharpe, Chairperson - Safe School Committee  
Regional Coordinator – Peaceful Schools International

## Sample Invitation to Peaceful Schools Celebration – 2003

Dear \_\_\_\_\_:

Since 1994, our Safe School Committee has worked diligently to develop and implement programs that address needs, issues and concerns related to the physical and emotional well-being of our students. This year we have enhanced our comprehensive prevention and intervention program by having the honour of becoming the first Ontario school and only the fifteenth school world-wide to meet the criteria for membership into Peaceful Schools International. PSI is a registered charity, and its mission is to provide support to schools that have declared a commitment to creating and maintaining a culture of peace. PSI has member schools around the world, and its programs include educational workshops in Canada and abroad, alternative dispute-resolution books and manuals, educator professional development sessions, student-centred peer-mediation education and responses to requests for educational/motivational speakers.

Over the years Parkview School has become well known throughout the Thames Valley Board of Education as a leader in safe school initiatives; many of our policies and procedures continue to be adopted by schools in our system and other boards of education in Ontario. With our acceptance into the Peaceful Schools International organization, Parkview School will assist schools and host visitors province-wide and world-wide as they work toward developing anti-violence programs. In addition, Parkview will be able to enhance its current initiatives by accessing the knowledge, skills and expertise of teachers, administrators, parents and students around the world.

On Tuesday, April 15, at 1:00 p.m., Hetty van Gurp, President of Peaceful Schools International, will be at our school to participate in our Peaceful School Celebration and to present us with our flag. Hetty is making a special trip from Nova Scotia to share in our accomplishments and to thank us for our efforts to make the world a better place, one school at a time. We are very excited about her visit and plans already are underway for this event. As we do every spring, in addition to regular lessons and activities that teach our children to live well together, we will be participating in special classroom, divisional and school-wide activities. In honour of our acceptance into the PSI family and Ms. van Gurp's visit, the theme this year will be Parkview's Peaceful Place.

In keeping with our school's tradition of giving generously to others, doctors and nurses from the Child Life Division of the Children's Hospital of Western Ontario will be in attendance at our assembly to receive the gifts we have purchased with the money raised from our Safe School Coins For Kids Drive in December. A representative from the Women's Rural Resource Centre also will be present to accept our food donations collected during our annual April Food Drive, which will help children who are victims of violence in their homes.

On behalf of Parkview's Safe School Committee, we extend to you an invitation to share in our Peaceful School Celebration to be held on Tuesday, April 15, at 1:00 p.m. Please R.S.V.P. with your intentions as soon as possible by leaving a message with our secretary.

Thank you for your interest in and support of our Safe School Initiatives. Working together, we continue to make our school the very best it can be.

## Peaceful School Celebration Script Used By Student Committee Co-chairs

Good afternoon and welcome to our Ninth Annual Safe Schools Month celebration of our peaceful school.

As leaders of the Safe School Student Committee, we are your hosts for the afternoon. I am Katelyn.

And I am Ben. We are here today to celebrate of all the good things we do at our school to make sure that it is an emotionally and physically safe and peaceful place to learn.

Our school functions on three simple rules of respect: Respect Myself, Respect Others, and Respect Property. When we do the right thing because it is the right thing to do, we help to make our school a safe and peaceful place for everyone.

Each year a group of grade eight girls gives generously of their free time to prepare for a Parkview Safe Schools Month tradition. This year's students have worked hard to choreograph this dance for you. Please welcome this year's RESPECT dancers:

\_\_\_\_\_.

Although April is designated as Safe School month, at Parkview School, we try to practise positive and peaceful behaviours all the time. The theme for this year has been our peaceful school. We have learned through assemblies, activities, videos, plays, special presentations and classroom lessons, ways that we can resolve problems in a peaceful way that respects the value and dignity of everyone.

In addition to these activities, the Safe School Committee organized monthly spirit days so we could have fun with each other in ways that are emotionally and physically safe for all of us. The level of participation by students in all divisions was impressive. Remember the great hairstyles on Wacky Hair Day?

Or Mr. \_\_\_\_\_'s baseball uniform on Sports Day? How about Mrs. \_\_\_\_\_'s cool jammies on Pyjama Day? We thought it might be fun to take a look back at some of the Safe School Committee-sponsored activities in which we have participated over the last couple of years. We've sure had a lot of fun, as you will see. Please focus your attention on the big screen and spend a few moments enjoying some images of our Safe School activities over the past few months. Please demonstrate your respect through your quiet attention to the slide show.

One of the ways in which we learn to care for each other and for our community and to learn to be good citizens, is by doing things for others. Parkview School is well known for its generosity to UNICEF, the Children's Hospital and the shelters for children who are victims of violence. At this time we ask the Student Safe School Classroom Representatives to assemble in the hallway.

We learn to be better people by giving to others. We are learning to do the right thing because it is the right thing to do. The Safe School Committee sponsors two very worthwhile charities to

which all of you contribute so generously. Both of the charities supported by our school assist children in need.

Every year we collect food to help women and children who are victims of violence. Last year we collected six hundred items of food for children in our area, and this year we have surpassed that total. At this time, please give a Parkview welcome to Ms. \_\_\_\_\_ from the Women's Rural Resource Centre of Strathroy and Area.

Ms. \_\_\_\_\_, on behalf of the students, staff and parents of Parkview School, please accept our donation to the Women's Rural Resource Centre of Strathroy and Area. We hope this food will help you in your efforts to help children who need to stay at the centre until they are able to live peacefully in their homes.

Child Life is a division of the Pediatric Emergency Department at the Children's Hospital of Western Ontario. Parkview is proud to be the school that supports Child Life and the children who are less fortunate than we are and have to spend time in the hospital.

At this time we would like to present to you, representatives from the Pediatric Emergency Department of Child Life at the Children's Hospital of Western Ontario. Please welcome the doctors and nurses who have come to celebrate with us today. Would the Child Life representatives please come and sit on the risers at the front of the stage? *[Wait until they seat themselves.]*

Over the past eight years, our school has worked very hard on behalf of two very special groups – victims of violence and sick kids. Our Coins For Kids Drive, which we held in December, was a huge success.

This year we collected over 50,000 coins and over \$1100. Recently, some members of the Student Safe School Committee went on a shopping spree with Mr. \_\_\_\_\_ and Mr. \_\_\_\_\_ to purchase items for Child Life with the money we raised through our Coins For Sick Kids Campaign. We had a great time selecting gifts for your department.

Doctors, you asked us if it was possible for our school to donate to Child Life items that could be used to make your young patients' stay at the hospital more pleasant. We are really happy to tell you that through the generosity of the Parkview Community and through the hard work of the Safe School Committee, your wish has been granted.

On behalf of the students, staff and parents of Parkview School, we would like to present you with the gifts we purchased with the money donated to our Coins For Sick Kids campaign. We were able to get everything on your wish list! Please accept our gifts for the Pediatric Emergency Department at the Children's Hospital. *[Students bring in wagon-loads of gifts.]*

We would like to thank the staff from the Pediatric Emergency Department – Child Life Division of the Children's Hospital of Western Ontario for taking time out of their very busy day of helping kids to come and celebrate with us today. At this time please welcome Dr. Gary Joubert.

*[Dr. Gary Joubert speaks.]*

Over the year and also this month, each division in the school planned and participated in various activities related to developing and maintaining peace in our school. Would the primary division Safe School class representatives please come to the front to explain what kindergarten to grade three students did to celebrate our peaceful school?

*[Primary students make their presentation.]*

In addition to their primary division dance, the kindergarten, grade one, two and three students have learned a very special song that they will sing for you now. Mr. \_\_\_\_\_?

*[Primary students sing.]*

We ask the junior division safe school representatives to come up and explain a very special video they viewed as part of their preparations for today's Peaceful School Celebration.

*[Junior students make their presentation.]*

In the intermediate division, we spent time this month celebrating our peaceful school and at this time we ask the grade seven and eight class representatives to share their activities with us.

*[Intermediate students make their presentation.]*

So many good things have happened in our school this year to help make it an even better place to grow and to learn. There is one group of students who have given generously of their time this year to make these things happen. This group is your Safe School Student Committee classroom representatives, and at this time we would like to thank them for all their hard work this year. Would parent representatives, Mrs. \_\_\_\_\_ and Mr. \_\_\_\_\_ please come to the front to present the certificates.

*[Parents present certificates.]*

Several adults also work very hard on the Safe School Committee, planning and organizing activities and events to help us to learn ways to become peaceful citizens of Parkview, peaceful citizens of Middlesex Centre, and peaceful citizens of the world. At this time we would like to recognize these adults who give of their time to care about us and to help us. As we call your name, please come to the front and remain here until all members of the committee have been recognized.

*[Make presentations to parents.]*

Every year the Safe School Committee looks for new, innovative and creative ways in which to teach us all how to live well together, to show respect for everyone, and to solve our problems in a responsible and peaceful way.

This year our school applied for membership in an organization called Peaceful Schools International. This is a world-wide organization that provides support to schools that have declared a commitment to creating and maintaining a culture of peace.

The application forms required two parents, two teachers and two students to answer questions about what we have done to make Parkview a peaceful school. Mrs. \_\_\_\_\_, Mr. \_\_\_\_\_, Mrs. \_\_\_\_\_, Mrs. \_\_\_\_\_, Ben and I completed the application forms and sent them off to the Peaceful Schools Headquarters in Nova Scotia.

We were very excited to receive a letter from the president of Peaceful Schools International, Ms. Hetty van Gulp, who approved our application and welcomed us to the PSI family.

Parkview is the first school in Ontario and only the fifteenth school in the world to become a member of PSI!!! In the latest edition of the Peaceful Schools International Newsletter, our school is featured in an article written by Ms. van Gulp. Wow! It is amazing to know people all over the world will know about our school.

Membership in PSI means that our school can learn from other children all over the world and they can learn from us. We can share what we know about how to get along and live peacefully in our school and in our community, and we can learn how children in other parts of the world do too.

Ms. van Gulp gave Mrs. Sharpe a scholarship to go to Nova Scotia and learn to become a Regional Coordinator for Peaceful Schools International and to participate in a week-long training session with other educators from Canada, Serbia and the United States. Mrs. Sharpe said it was the best learning experience of her entire life and that getting to work with and share time with Ms. van Gulp was amazing.

We have worked really hard over the last nine years to do the right thing because it is the right thing to do and to make our school a safe and peaceful place for everyone.

We're not perfect and we are not expected to be. We make mistakes but when we make them, we fix them and try not to make them again. Peace education is a life-long commitment, and every student and staff member at our school works every day to make Parkview a peaceful school.

In honour of our acceptance into Peaceful Schools International, the founder and president of PSI has flown all the way from Nova Scotia to be with us today. At this time we ask \_\_\_\_\_ to introduce our very special guest.

*[\_\_\_\_\_ will thank Ms. van Gulp.]*

*[The grade three/four class will sing.]*

*[Blake van Berlo will make a presentation.]*

This year we have had two principals: Mr. \_\_\_\_\_ and Mrs. Coughlin. Mr. \_\_\_\_\_ was a great addition to our school and we were sad to see him go. But the good news is that we got another great principal when Mrs. Coughlin came here in January.

We have several special guests who have come to celebrate with us this afternoon. At this time we would ask Mrs. Coughlin to come to the front to present our special guests with tokens of our appreciation for their support of our peaceful school initiatives. As guests are introduced, we would ask them to come to the front to be greeted by Mrs. Coughlin and to remain at the front until all introductions are completed.

Mrs. \_\_\_\_\_, Thames Valley District School Board Trustee  
Mr. \_\_\_\_\_, Former Principal of Parkview School  
Mr. \_\_\_\_\_, Principal of \_\_\_\_\_ School  
Mr. \_\_\_\_\_, Violence Prevention Learning Coordinator  
Mrs. \_\_\_\_\_, Co-president of the Parkview School Association  
Mr. \_\_\_\_\_, Co-president of the Parkview School Association  
Mr. \_\_\_\_\_, Correctional Officer – Elgin Middlesex Detention Centre  
Ms. \_\_\_\_\_, Ontario Provincial Police Community Service Officer  
Ms. \_\_\_\_\_, Public Health Nurse  
Mr. \_\_\_\_\_, Chairperson of the Community Policing Committee  
Mrs. \_\_\_\_\_, Representing the Optimists of Komoka-Kilworth  
Mrs. \_\_\_\_\_, Superintendent of Education

For our school to continue to be such a great place, everyone must work together. Everyone must believe that it is important to do the right thing because it is the right thing to do. All of us must work together for our common goal of having a safe and peaceful school.

Everyone has an important job to do to make that a reality. Each and every one of us is responsible for ensuring that Parkview School is a place where all are welcome, where all are accepted unconditionally, and where respect is what we stand for. In all you say and in all you do, respect yourself, respect others and respect property.

We have done good things this year but we still have a long way to go, and already plans are underway for next year to help us become better at doing the right thing because it is the right thing to do. Thank you to every teacher, staff member, student and parent/guardian for your support and help to ensure that our school remains as safe and happy as we can make it.

A peaceful school is a better school, and we are committed to being the best school we possibly can. Peace begins within each of us, and we are confident that every year we will become better at living well together in a peaceful place.

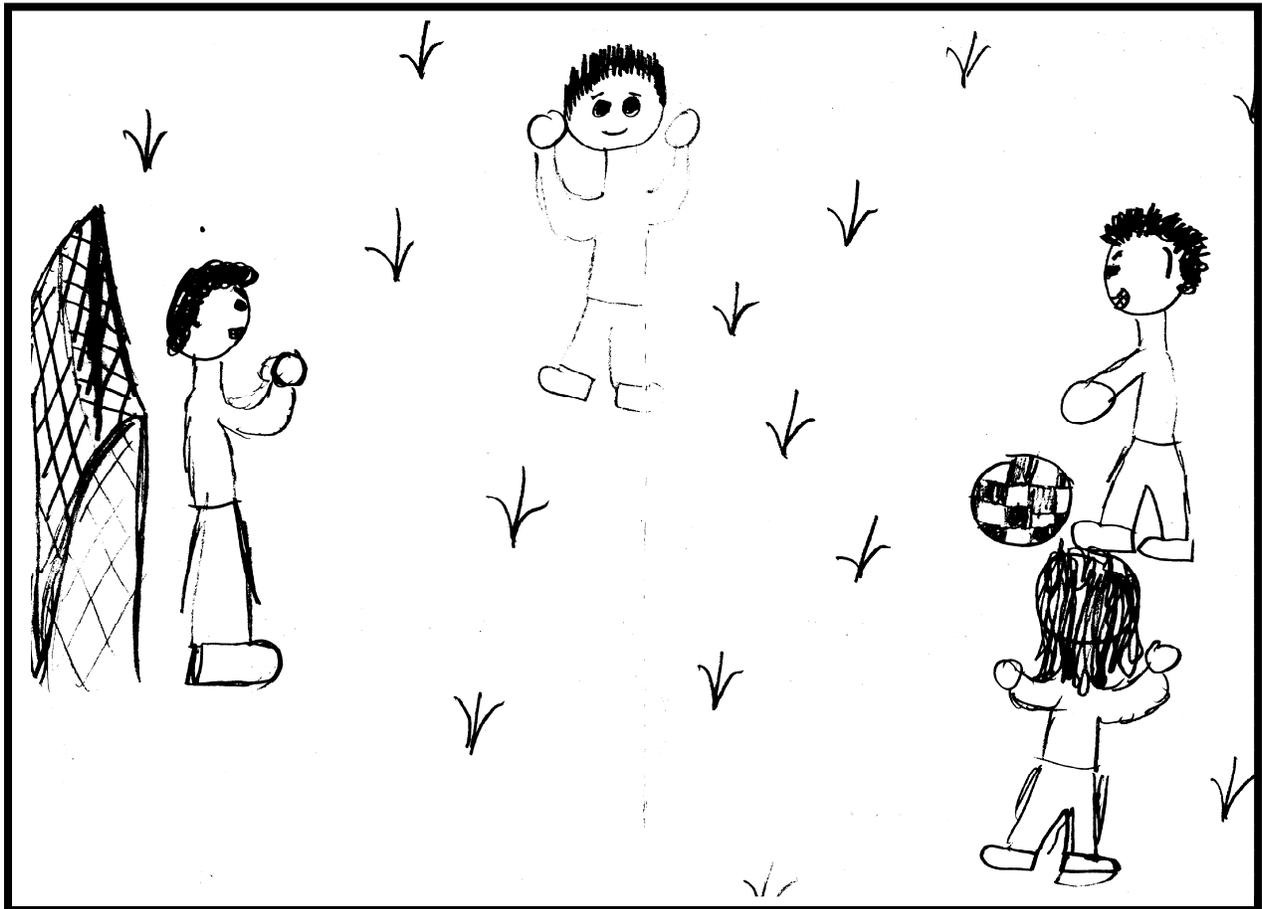
Becoming a member of Peaceful Schools International will help us to learn more about children all over the world and to make new friends in other countries. We have one world and each of us has a responsibility to treat it and those who inhabit it with respect and dignity. Syncopation will now perform a song for you, appropriately titled "One World."

*[Syncopation sings.]*

Students, after recess there will be Peaceful School celebration cupcakes waiting for you in your classrooms. Thank you to the parents who donated their time to bake these special treats for every student in the school.

Our special guests are invited to a reception in the library immediately following this assembly. Teachers are welcome to join us at recess and after school. Please come and share some personal time with our special guests.

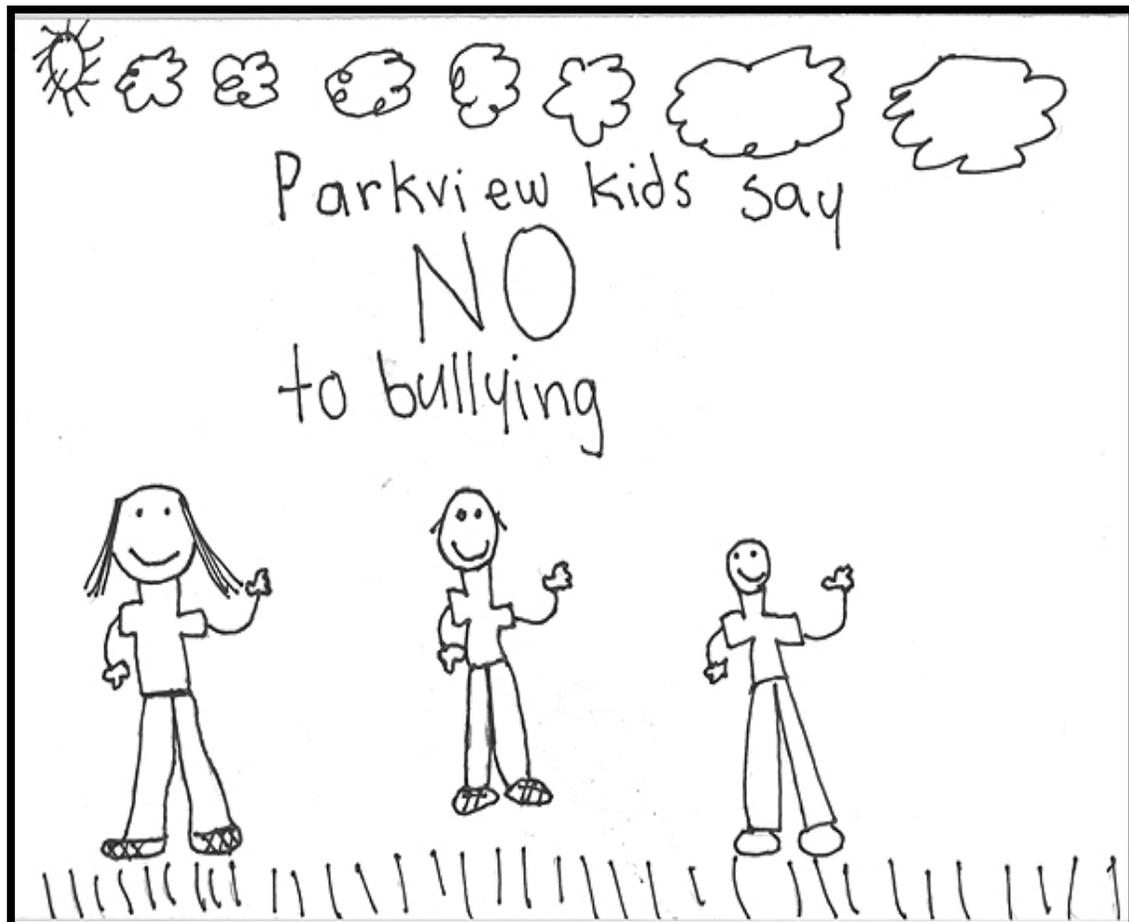
Thank you to the Parkview School Association for its generous funding of our peaceful school initiatives and also for providing today's reception.



**Ben MacDonald  
Grade Eight**

# Appendix B

## Code of Conduct & Other School Policies



**Laura Douglas**  
**Grade Five**



***We believe that:***

- each of us has an obligation for the development and maintenance of a safe and peaceful environment for everyone in our school
- safety includes physical safety, emotional well-being, mutual respect and a sense of security;
- no degree of physical or verbal violence, threat or risk to the safety of students or adults is acceptable in our school
- there must be effective and ongoing education in order for children to acquire the skills and knowledge they need to learn peaceful co-existence;
- intervention, prevention and peaceful living strategies will be components of our program;
- the objectives of safety and peace education programs are to teach children peaceful conflict resolution skills, and to assist students in their development toward becoming responsible citizens;
- teaching our students to live well together is a responsibility shared among all members of Parkview's community;
- we have a responsibility to share our knowledge and experience to help other schools develop their own cultures of peace; and
- each member of our school has a responsibility not to do or say anything that hurts anyone's body, feelings or things.

***Background:***

Since 1994 the staff, students and parents of Parkview School have worked tirelessly to develop, maintain and enhance our safe, peaceful learning environment, free of physical and emotional violence for all members of its community.

It is the mandate of this committee to implement violence intervention and prevention strategies when incidents occur. These strategies will address the age and stage of development of the child; respect for the worth and dignity of all; respect for the rights and responsibilities of both the individual and the group; and the development of each student's potential while respecting the needs and rights of others.

In 2003, Parkview Public School became the first Ontario school accepted for membership into Peaceful Schools International. The mission of this organization is to support schools that have declared a commitment to developing and maintaining a culture of peace. With our acceptance into PSI, Parkview will serve as a model and assist schools and host visitors province and world-wide as they work toward developing their own peaceful living initiatives. In addition, Parkview will continue to expand its own programs by accessing the knowledge, skills and expertise of teachers, administrators, parents and students around the world.

*A publication of  
Parkview Public School's  
Safe School Committee  
Copyright 1996  
Revised May 1999, 2001, 2002, 2003*

# Parkview Public School

## Code of Conduct



**Respect myself.  
Respect others.  
Respect property.**



Parkview School is a proud member of  
Peaceful Schools International.



**Thames Valley  
District School Board**

### ***Parent/Guardian Rights***

- to be full partners in the education of our children
- to receive communication regarding the progress and behaviour of our children
- to be informed when difficulties arise and to be included in problem solving involving our children
- to be confident that all staff will do their best to ensure a safe, positive and peaceful school

### ***Parent/Guardian Responsibilities***

- to reinforce school rules and the Code of Conduct with our children
- to ensure that our children come to school prepared to learn
- to inform the school promptly of any changes in circumstance which may impact on our children's ability to learn
- to co-operate with the school staff as full partners in the education of our children
- to support Safe School policies, programs and initiatives
- to teach our children peaceful ways to solve conflicts

### ***Student Rights***

- to learn
- to become better people
- to be respected as individuals by all members of the Parkview School Community
- to express ourselves without getting laughed at or teased by other people
- to have fun at school
- to feel safe and to be safe
- to attend a peaceful school

### ***Student Responsibilities***

- to try our best at all times
- to contribute positively to our school community
- to be trustworthy and honest
- to follow all school and bus rules
- to help make Parkview School a better place
- to behave safely on the way to and from school
- to co-operate fully with staff to solve problems
- to solve our problems in a peaceful way
- to do and say only things that will add to our peaceful school

### ***Staff Rights***

- to be recognized as professionals in the field of education
- to be treated with respect by all partners in a child's education
- to work in an environment that ensures our emotional and physical well-being as members of the Parkview School Community
- to work in a peaceful school

### ***Staff Responsibilities***

- to support children in their pursuit of individual excellence
- to maintain an atmosphere conducive to learning, characterized by mutual respect, trust and appropriate discipline
- to strive for excellence in the development of policy, program, assessment and evaluation
- to communicate effectively with parents/guardians regarding student growth and development
- to be supportive of Safe School policies and programs
- to teach and model peaceful conflict resolution

## ***Our Goal***

**To promote Parkview's Safe School Policy through education and on-going proactive measures.**

## Parkview Public School Playground Supervision Guidelines

Students are to conduct themselves appropriately, demonstrating at all times respect for self, others and property, in order to maintain our school's safe and peaceful learning environment. All the guidelines listed below are in place to ensure the safety of all students and staff and are in accordance with Ministry, Board and school policies.

### Boundary Areas

- There are two main play areas - the primary yard and the junior/intermediate yard, and students are required to play within their division's designated areas.
- The canopies at the front and junior/intermediate entrances are out of bounds. Bike-rack and parking areas are out of bounds at all times.
- Students are to refrain from entering the areas between or behind the portables.
- The window areas beside rooms 7, 8 and 9 are appropriate areas in which students may sit to seek shade or shelter.
- Climbers are out of bounds when deemed by staff to be unsafe due to weather conditions.
- Snow hills located at roadways or near buildings are out of bounds.
- Students must ask permission to retrieve any equipment that goes out of the designated play areas.
- There are three soccer fields, one for each division. (See map.) There are three baseball diamonds, one for each division. (See map.)

### Playground Equipment

- Primary students may use their designated playground equipment only. (See map.)
- Junior students may use their designated playground equipment only. (See map.)
- Playing tag or any other games on the equipment is not permitted due to the risk of injury.
- Students may only descend the slides feet first.
- Intermediate students may not use the playground equipment at any time.
- The beach volleyball and tetherball are only for use by intermediate students.
- There are two basketball standards for the juniors and two for the intermediates. (See map.)
- The tarmac area beside the basketball standards is for primary students only.
- No equipment (from school or home) is permitted in the yard before 9:00 a.m.
- Non-school equipment must be approved at the office.
- Cell phones, CD players, Walkmans and other electronic devices are not permitted.
- Proper safety equipment must be used at all times. (catcher's mask, helmets, goggles for hockey etc.)
- Throwing of stones, sand or snow is not permitted.
- Sliding on icy patches on the tarmac and field is not permitted.

### Exit and Entry Routines

- Students must wait for the hall signs to be changed to green before exiting the school.

- The red/green signs prevent students from playing in the yard prior to the presence of supervisory staff.
- A student needing to re-enter the school before the end of the recess period must obtain a pass from the yard supervisor.
- Passes must be returned to the supervisor as quickly as possible.
- There are two passes for each yard.
- All activity ceases upon ringing of the bell.
- Students are to move quickly to their appropriate lines and wait quietly for the supervisor to direct them into the school.
- To minimize hall congestion in the junior/intermediate wing, lines will come into the school in order of classrooms farthest down the hall to those right inside the doors.
- There is no free entry, and students must wait for the supervisor.

### Safety Issues

- Administration and staff reserve the right to suspend any activities that they deem to be unsafe.
- Any words or actions that hurt anyone's body, feelings or things are not permitted at any time.
- Incident Reports will be completed for any acts of inappropriate physical or verbal behaviour.
- Staff is required to fill out incident forms with adequate detail, to ensure follow-up and resolution.
- Students will receive appropriate counselling to assist them in making appropriate choices.
- Students who pose a threat to the physical or emotional safety of others will be removed from yard play for an appropriate period of time.
- All head injuries are reported to parents/guardians immediately and an accident report is completed.
- The staff will notify the administration of any unsafe areas or activities observed on the yard.

### Recording of Incidents/Discipline

- Students will receive help to resolve conflicts peacefully.
- The administration will ensure that any concerns of staff or students are addressed appropriately.
- Students violating Safe School rules and policies will be treated respectfully.
- Discipline (not punishment) will be used during any intervention procedures.
- A discipline-with-dignity approach will be used.
- Staff members will use the Intervention Script when working with students to resolve issues.
- Staff members will seek help from Mrs. Coughlin or Mrs. Sharpe as required.

## Safe School Policy Basic Tenets

### VIOLENCE IS:

Any attempt to control or dominate another person.

### VIOLENCE OCCURS WHEN:

Anyone inflicts or threatens to inflict physical or emotional injury upon another person's body, feelings or possessions.

If we are to reduce violence in schools and in society, incidents at all points along the continuum, even those which seem minor, must be stopped or prevented.

If ignored, these incidents can escalate in severity.

It is important that in responding to such incidents, schools investigate and address the underlying causes and deal immediately with the incident itself.

Parents or guardians are key partners in establishing a positive school environment.

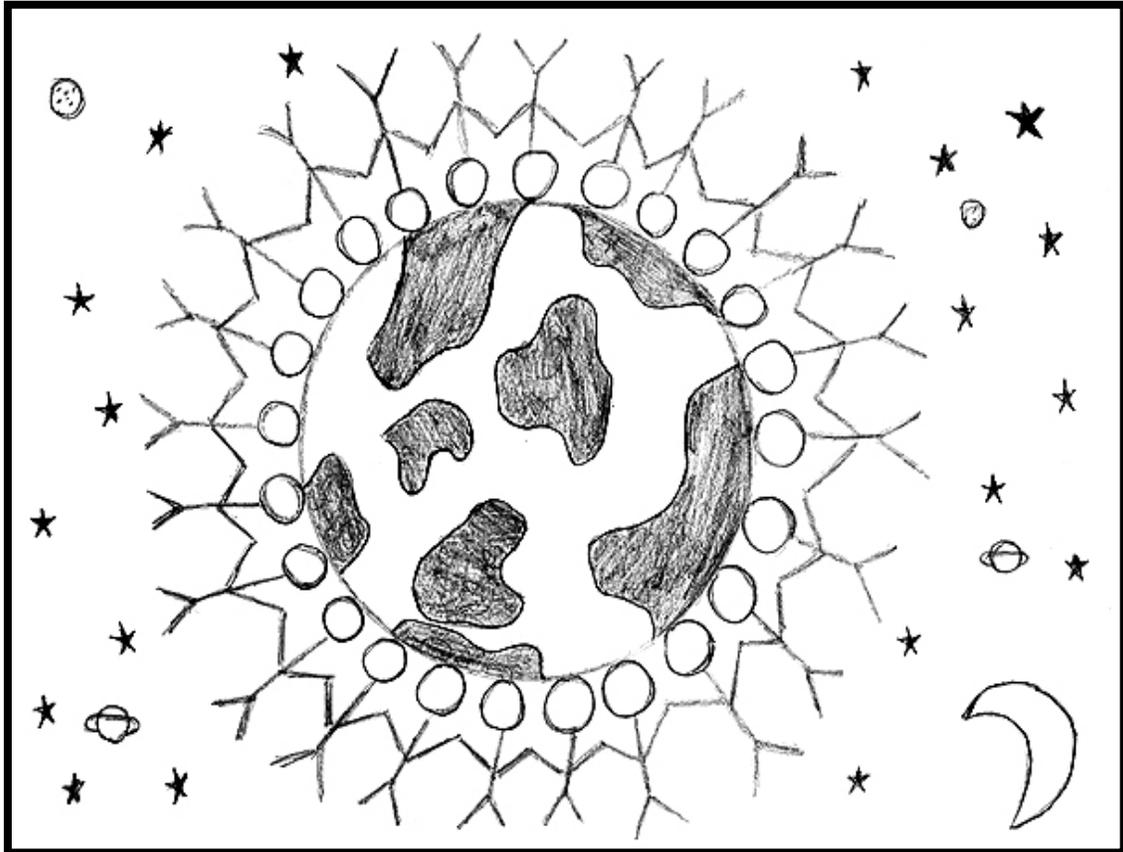
## Safe Positive Learning Environments

In a safe school, these behaviours are inappropriate and must be dealt with according to Ministry, Board and school policies.

Verbal Intimidation  
Racial Intimidation  
Sexual Intimidation  
Verbal Threats  
Racial Threats  
Physical Threats  
Sexual Threats  
Verbal Harassment  
Racial Harassment  
Physical Harassment  
Destruction of Property  
Theft  
Sexually Explicit Materials  
Racist Materials  
Sexist Materials  
Violence-glorifying Materials  
Physical Violence  
Assault  
Stalking  
Threat to Use an Object as a Weapon  
Illicit Drugs  
Illicit Alcohol  
Robbery  
Extortion  
Assault Causing Bodily Harm  
Possession of a Weapon  
Threat to Use a Weapon  
Sexual Assault

# Appendix C

## Educational Resources



**Brittany Kinchen**  
**Grade Eight**



# Choices

Learning to Make Better Decisions

by  
Kathryn Sharpe



Do the right thing because it's the right thing to do.



Peaceful Schools  
International

Parkview School is a proud member of Peaceful Schools International.

# Parkview Public School

## Choices Program

Dear \_\_\_\_\_,

Parkview is a safe and peaceful place. Everyone has a responsibility to do the right thing because it's the right thing to do and to respect self, others and property. Everyone has a responsibility not to do or say anything that hurts anyone's body, feelings or things. Every member of Parkview has the responsibility to behave in a safe and peaceful manner.

I have experienced difficulty in making good decisions and my behaviour has indicated that I need some help to learn how to make better choices. When I received my third Incident Report, you received a letter from the principal notifying you of the kinds of inappropriate behaviour in which I have been involved. I understand that my behaviour is my choice.

Since that time I have continued to make unwise decisions and I am not demonstrating my responsibility as a student of our safe and peaceful school. I have violated several of the student responsibilities listed in the Parkview Code of Conduct and I need some help to make better choices.

Since I now have six or more Incident reports, I am going to work with Mrs. Sharpe to complete the Choices program. This series of lessons will give me opportunities to think about my behaviour, my choices and the effects of my behaviour on others and my school. I will think about the reasons why I continue to choose not to follow Parkview's Code of Conduct and I will make a workable plan to improve my behaviour and to learn how to solve problems and conflicts in a safe, respectful and peaceful way.

I understand that the Choices Program is not a punishment for my mistakes but a way to help me to learn how to make better choices that will help me to contribute positively to my own life and to life at Parkview.

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Student Signature

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Safe School Chairperson

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Date



**Do the right thing because it's the right thing to do.**



## Parkview's Code of Conduct

### Student Rights

- to learn
- to become better people
- to be respected as individuals by all members of the Parkview School Community
- to express ourselves without getting laughed at or teased by other people
- to have fun at school
- to feel safe and to be safe
- to attend a peaceful school

### Student Responsibilities

- to try our best at all times
- to contribute positively to our school community
- to be trustworthy and honest
- to follow all school and bus rules
- to help make Parkview School a better place
- to behave safely on the way to and from school
- to co-operate fully with staff to solve problems
- to solve our problems in a peaceful way

### My Choices So Far ...

So far this year, I have received Incident Reports for the following behaviours:

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**Do the right thing because it's the right thing to do.**



## Thinking about My Choices

Parkview School has three rules: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As a student at Parkview School I have a responsibility not to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

There are many reasons why some might choose to behave inappropriately. Some are:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Put a red star beside the reasons that I have used for my unwise choices.

Where have my inappropriate choices taken place?

yard \_\_\_\_\_ class \_\_\_\_\_ bus \_\_\_\_\_ hallway \_\_\_\_\_ washroom \_\_\_\_\_

When have my inappropriate choices taken place?

before 9:00 am \_\_\_\_\_ am recess \_\_\_\_\_ noon recess \_\_\_\_\_ pm recess \_\_\_\_\_



**Do the right thing because it's the right thing to do.**



## Recognizing My Feelings and Reactions

What makes me upset or angry?

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What are my usual responses when someone does something to hurt me, upset me or make me angry?

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How do I feel physically when I am upset?

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What effect does my way of dealing with problems have?

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How well is my way of dealing with problems working? Explain.

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**Do the right thing because it's the right thing to do.**



## Perceptions

Perceptions are ways of looking at people, behaviour and events.

What is my perception of myself? How would I describe myself?

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What is my perception of my behaviour?

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What do I think my classmates think of me and my behaviour?

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What do I think my teachers think of me and my behaviour?

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Does it matter to me what my classmates and teachers think of me and what they think of my behaviour? Explain.

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How do I want others to think of me?

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**Do the right thing because it's the right thing to do.**



## Anger

Everyone gets angry. They get angry with themselves, angry with other people and angry at situations. Anger is a natural part of life but there is a difference between feeling angry and acting out that anger in inappropriate ways. There are many ways people show their anger.

<hr/>	<hr/>

Put a red star beside the ways I use to show my anger.

What effect does my anger have on me?

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What effect does my anger have on people with whom I'm angry?

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What effect does my anger have on my school?

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Do my ways of showing anger resolve my problems? Explain.

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Do the right thing because it's the right thing to do.



## Learning About Anger

I am going to watch a video about anger and ways to deal with it.

The name of the video is \_\_\_\_\_.

Five things I learned about anger from watching this video are:

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Some ways that I can handle my anger in appropriate ways are:

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Who is responsible for my actions? \_\_\_\_\_

Who is responsible for my words? \_\_\_\_\_

Who is responsible for choices? \_\_\_\_\_

Who is responsible for my decisions? \_\_\_\_\_

Who is responsible for following the rules? \_\_\_\_\_

Who is responsible for solving my problems? \_\_\_\_\_

Who is responsible for asking for help? \_\_\_\_\_

From whom can I get help when I need it?

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**Do the right thing because it's the right thing to do.**



## Learning About Conflict

I am going to watch a video about conflict and ways to deal with it. The name of the video is \_\_\_\_\_.

Five things that I learned about conflict from watching this video are:

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There are three basic ways I can choose to deal with conflict. I can use:

Avoidance - \_\_\_\_\_

Aggression - \_\_\_\_\_

Problem Solving - \_\_\_\_\_

My usual way of dealing with conflict is \_\_\_\_\_.

I choose this way to deal with my problems because

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How effective is my way of dealing with conflict? Explain.

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Sometimes avoidance is the wisest choice but often conflicts get worse if they are avoided. Problem solving is the most effective way to resolve conflicts.

Before I can resolve a problem with someone else I have to calm myself down. Ways I can do this are:

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**Do the right thing because it's the right thing to do.**



## TLC

Resolving a problem requires the TLC approach. I need to TALK, LISTEN and COMPROMISE.

When I TALK I must not:

- blame the other person
- assume the other person understands
- use my words to hurt the other person
- accuse the other person
- speak for the other person
- refer to past conflicts with the other person

When I TALK I must:

- be calm
- use an appropriate tone of voice
- use appropriate language
- use appropriate body language
- state only facts and not my opinions
- ask questions if I don't understand something
- tell the other person how I feel
- tell the other person what I want
- use "I" statements
- focus on the conflict not the person
- look directly at the person

When I LISTEN I must:

- pay attention to the other person
- not interrupt the other person
- try to see the other person's point of view

When I COMPROMISE I must:

- sincerely want to resolve the problem
- be prepared that I won't always get exactly what I want
- offer something so that the other person can get part of what they want too
- ask for help if I need it
- accept that not all conflicts will be resolved to my complete satisfaction



**Do the right thing because it's the right thing to do.**



## A Problem Solving Model

1. Identify the Problem.



2. Suggest possible solutions.



3. Choose a solution.



4. Try out the solution.



5. Evaluate my success.



If the solution does not work, try another one.

Remember that unresolved problems usually get bigger and more serious.

If I am unable to resolve the problem I must ask an adult for help.



**Do the right thing because it's the right thing to do.**



## An Honest Look at Myself

Bring in a photograph of myself and glue it here.

Surround myself with positive adjectives that describe me.

A list of behavioural choices I need to change:

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Now select two choices I need to change right away.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

Why have I chosen these two things to change right away?

#1 \_\_\_\_\_

#2 \_\_\_\_\_



Do the right thing because it's the right thing to do.



## My Plan to Make Better Behavioural Choices

The first thing I want to change is:

#1 \_\_\_\_\_

The steps I have to take to make a better choice are:

Step 1 - \_\_\_\_\_

Step 2 - \_\_\_\_\_

Step 3 - \_\_\_\_\_

The second choice I want to change is:

#2 \_\_\_\_\_

The steps I have to take to make a better choice are:

Step 1 - \_\_\_\_\_

Step 2 - \_\_\_\_\_

Step 3 - \_\_\_\_\_

These are things that my teachers can do to help me make better choices:

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These are things my parents can do to help me make better choices:

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If I follow my plan and make better choices, these are the benefits to me and to others:

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**Do the right thing because it's the right thing to do.**



## From Mrs. Sharpe ...



Do the right thing because it's the right thing to do.

Dear \_\_\_\_\_:

\_\_\_\_\_ and I have spent considerable time over the last few days working together to help him/her learn how to make better behavioural choices. It is hoped that s/he now has some strategies to choose more wisely when problems or conflicts arise and to solve them in safe and peaceful ways.

I have enjoyed sharing this time with \_\_\_\_\_ and I am pleased with his/her efforts to work hard to acquire new knowledge, attitudes and skills. Behaviour is a choice and hopefully \_\_\_\_\_ will make good choices in the future and will contribute more positively to our peaceful school.

I hope you find the information contained in this booklet useful and that it will provide some ideas for you to work with your child in his/her development of these life-long skills.

Thank you for your interest in and support of our Safe Schools Initiatives. If you would like to view any of the videos in our collection, if you have any questions or if I may be of assistance in any way, please contact me at the school by phone, fax or letter.

Sincerely,

Kathryn Sharpe  
Chairperson - Safe School Committee  
Regional Coordinator - Peaceful Schools International



Parkview School is a proud member of Peaceful Schools International



Do the right thing because it's the right thing to do.



# Bullies Be Gone

Web Quest Designed and Created By Kathryn Sharpe

## INTRODUCTION

Bullying is a serious problem in many schools. By completing this Grade Five Web Quest I will learn a lot of information about bullies. I will discover why bullies use their words and actions to threaten, intimidate and harm others. I will learn strategies to deal with bullies and ways in which I can cope effectively with bullies. I can make a difference in my school by becoming a leader in eliminating bullying behaviours.

## PROCESS

Go to the Resources link and review the Guidelines for Appropriate Computer/Internet Use.

There are four tasks to be completed for this Web Quest.

I will complete Internet Research, create an information brochure about bullying and create a "Bully Be Gone" poster.

Before I begin the Web Quest, I need to read each task carefully.

Go to the Resources link, highlight and print out the organizers I need to complete the tasks.

Then I must go to the Evaluation link to read what I need to do to achieve the best marks possible.

When I am researching, I need to record my information accurately in my own words.

I must make sure I do not plagiarize (write down someone else's words and use them as my own).

I am expected to edit my work to correct errors in capitalization, punctuation and spelling.

I must use the editing strategy I have been taught.

There is a copy of the Editing Strategy in the Resources section.

# Bullies Be Gone

## Task #1 - Research Information About Bullying

1. Go to the Resources Link and print out the Research Organizer.
2. Go to the following web sites and read about bullies and bullying behaviour.  
[http://www.police.govt.nz/service/yes/nobully/whats\\_bullying.html](http://www.police.govt.nz/service/yes/nobully/whats_bullying.html)  
<http://www.bullybeware.com/moreinfo.html>  
<http://www.stopbullyingme.ab.ca/bully.shtml>
3. Use the Research Organizer to record my information.
4. Record my information accurately in my own words.
5. Do not plagiarize (write down someone else's words and use them as my own).

## TASK #2 - Research Information About How To Deal With Bullies

1. Go to the Resources Link and print out the Strategies List.
2. Go to the following web sites and discover ways I can deal with bullies and bullying.  
[http://www.bullying.co.uk/children/pupil\\_advice.htm](http://www.bullying.co.uk/children/pupil_advice.htm)  
[http://bullystoppers.com/bullying\\_help\\_for\\_students.htm](http://bullystoppers.com/bullying_help_for_students.htm)  
<http://www.esrnational.org/playgrd.html>  
<http://www.scotland.gov.uk/library2/doc04/laby-00.htm>
3. Use the Strategies List organizer to record my information.
4. Rank the ideas from 1-20 based on how effective I think they would be in dealing with bullies and bullying behaviour in my school.

## TASK #3 - Create An Information Brochure

1. Use the information I have learned about bullies and bullying behaviour to create an information brochure.
2. Go to the Resources Link and print out the three panel brochure template.

3. Use the three panel brochure template included on the Resource page to plan the layout for the information I want to include.
4. Sometimes it is hard to see how all six panels fit together when the brochure is folded, so print out the blank brochure, fold it correctly and then plan each panel on the hard copy.
5. Once I have the entire brochure planned, load Microsoft Publisher and select the template for brochures and follow the steps of the Wizard to enter my information in the correct locations.
6. Use the Editing Strategy to make sure my work has been capitalized, punctuated and spelled correctly.
7. Print out my brochure and add any colour or artwork that will add to its effectiveness.

### **TASK #4 - Create An Anti-bullying Poster**

1. Go to the following web sites and look at art work and posters created by elementary school children.

<http://www.bullying.org/your-drawings.html>

<http://grassroots.mediacentre.com/ocdevincb/Bullymen.htm>

2. Observe the elements of poster design included in the posters (centre of focus, caption, lettering, use of colour).
3. Decide on the aspect of bullying behaviour that will be the focus of my poster.
4. Use a plain sheet of paper to make a plan for my poster.
5. Create an eye-catching caption for the poster.
6. Decide on the placement of the caption.
7. Decide on the graphics or illustrations that will depict the information I want to convey.
8. Sketch out a first draft of my poster.
9. Plan the colours to be used for the lettering, graphics and illustrations. Use bright colours.
10. Create my poster using poster paper.

# Bullies Be Gone

## RESOURCES FOR TASK #1

### Guidelines for Appropriate Computer/Internet Use

1. Follow our school's Code of Conduct regarding respect for self, others and property.
2. Use the technology in a safe, responsible way.
3. Only go to the web sites suggested by this Web Quest.
4. DO NOT surf the Internet.
5. If an inappropriate pop-up or link appears unexpectedly, turn off the monitor and ask for help.

### Task # 1 - Research Organizer

Write a definition of a bully. Begin this way: A bully is someone who....

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List reasons why a person might choose to become a bully.

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<hr/>	<hr/>
<hr/>	<hr/>

Identify characteristics of a bully.

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<hr/>	<hr/>
<hr/>	<hr/>

Record interesting information or statistics I learn about bullies and bullying. Use jot notes.

Put the information in my own words. Do NOT copy text directly. This is called plagiarism and is not acceptable. If I plagiarize, I am taking someone else's words and ideas and calling them my own.

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## Task #2 -Strategies List Organizer

List strategies (ways) to deal with bullies and bullying behaviour in non-violent ways.

Think about each of these strategies and then rank them in order from 1-20 based on whether or not I think they would be effective ways to deal with bullies and bullying behaviour in my school.

-	_____	_____
-	_____	_____
-	_____	_____
-	_____	_____
-	_____	_____
-	_____	_____
-	_____	_____
-	_____	_____
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-	_____	_____
-	_____	_____
-	_____	_____

## Task #3 Information Brochure Template

Back Right Panel	Back Panel	Front Panel

Inside Left Panel	Inside Centre Panel	Inside Right Panel

## Editing My Written Work

Editing means finding and fixing mistakes in capitalization, punctuation, spelling and sentence structure.

To become good at editing, I need to follow these steps.

1. Use the correct editing symbols.
2. Edit using a red pen or pencil.
3. Do not erase what I have written.
4. Make the corrections above the mistake.
5. Edit for only one type of mistake at a time.
6. Edit my work three separate times.
7. First, find and fix errors in capitalization.
8. Second, find and fix errors in punctuation.
9. Third, place a red dot under any word I think is spelled incorrectly.
10. Do not guess when I am correcting spelling mistakes.
11. Use a dictionary to find the correct spelling.
12. If I cannot find the word in the dictionary, I may ask my for help.
13. My parents generally should not spell the word for me.
14. They can help by suggesting the first three letters of the word I am trying to find.
15. When I have found and fixed every mistake I can find, read it again.
16. If I find any mistakes in this final reading, I should fix them.
17. My work should be as correct as I can make it by myself.
18. My parents should not help me to edit because then it is not my work.
19. It is hard for Mrs. Sharpe to evaluate my writing skills if I have had help.
20. Editing takes a while to do and I need to be patient with myself.

**\*The only way I will become a better writer and editor is to practise these skills conscientiously!**

# Bullies Be Gone

## Evaluation

EVALUATION RUBRIC FOR TASKS #1 and #2 - Research

Criteria	Level One	Level Two	Level Three	Level Four
Logging On and Accessing the Sites	I can log on and find the sites only with adult help.	I can log on by myself but need help finding the web sites.	I can usually log on and find the web sites by myself.	I can log on and find the web sites independently.
Using My Time	I need constant reminders from the teacher to stay on task.	I need reminders from time to time to stay on task.	I seldom need reminders from the teacher to stay on task.	I need no reminders to stay on task independently.
Reading Information	I need a lot of help to understand what I am reading.	I need some help to understand what I am reading.	I rarely need help to understand what I am reading.	I understand what I am reading with no help.
Recording Information	I need a lot of adult help to record appropriately.	I need some help to record the information appropriately.	I rarely need help to record the information appropriately.	I can record the information appropriately with no help.

EVALUATION RUBRIC FOR TASK #3 - Information Brochure

Criteria	Level One	Level Two	Level Three	Level Four
Using Microsoft Publisher	I need a lot of help to use the program.	I need help from time to time to use the program.	I can use most of the features by myself.	I am able to use the program independently.
Using My Time	I need constant reminders to stay on task.	I need some reminders to stay on task.	I seldom need reminders to stay on task.	I need no reminders to stay on task.
Organizing My Information Brochure	My information brochure is disorganized.	Some sections of my brochure are organized.	Most sections of my brochure are organized.	My information brochure is well-organized.
Information Accuracy	Much of the information in the brochure is inaccurate.	Some of the information in the brochure is accurate.	Most of the information in the brochure is accurate.	All the information in the brochure is accurate.
Using My Writing Skills	My work contains many errors in capitalization, punctuation and spelling.	My work contains some errors in capitalization, punctuation and spelling.	My work contains few errors in capitalization, punctuation and spelling.	My work contains no errors in capitalization, punctuation and spelling.

EVALUATION RUBRIC FOR TASK #4 - Anti-bullying Poster

Criteria	Level One	Level Two	Level Three	Level Four
Caption	My caption conveys no message.	My caption conveys an unclear message.	My caption conveys a clear message.	My caption conveys a very clear message.
Lettering	My lettering is an unreasonable size, is untidy and hard to read.	My lettering is a reasonable size, somewhat neat and readable.	My lettering is a reasonable size, generally neat and easy to read.	My lettering is big, neat and very easy to read.
Illustration	My illustration does not depict the message clearly.	My illustration depicts the message with some clarity.	My illustration depicts the message with good clarity.	My illustration depicts the message with excellent clarity.
Use of Colour	I chose colours that are dull and I applied them carelessly.	I chose colours that are dull but I applied them neatly.	I chose colours that are bright and I applied them neatly.	I chose colours that are bright and I applied them effectively.
Use of Class Time	I need constant reminders to stay on task.	I need occasional reminders to stay on task.	I seldom need reminders to stay on task.	I need no reminders to stay on task.

## CONCLUSION

I now have completed a series of activities regarding the issue of bullies and bullying behaviour. I have learned about the causes and effects of bullying and strategies to deal with bullies. I have prepared a brochure containing important information that everyone should know and I have used my artistic talents to create a poster.

Now I need to think of ways to use my new knowledge to help others understand the problem bullies and bullying behaviour cause in my school. The more people who understand why bullies do what they do and how to cope with them, the fewer opportunities bullies will have to hurt anyone's feelings, body or things by what they say or do.

If my school has a Safe School Committee or a Student Council, I will ask for time on their next agenda to present my information. If my school does not have a student group, then I will find a teacher who is interested in Safe Schools and ask him or her to help me form a group to help bullies be gone for ever.

I can make a positive difference in my school. I can be a leader in working toward the goal of a safe, peaceful, positive learning environment for everyone in our school community.

For more information, contact Mrs. Kathryn Sharpe, Regional Coordinator for Peaceful Schools International, effective January 6, 2003.

(Parkview Public School 519-657-3868)

shakat@aol.com

<http://www.peacefulschoolsinternational.org/>

# **A Web Quest For Grade Five**

## **BACKGROUND FOR TEACHERS**

This Integrated Web Quest is recommended as an enrichment activity for academically and technologically competent grade five students. It has been designed to be used as an independent quest.

## **EQUIPMENT AND MATERIALS**

- one computer per student or student pair
- one printer per class
- print-outs of resources, templates and rubrics
- Internet connection
- Microsoft Publisher (any version)
- poster paper
- pencils, pencil crayons, markers

## **TIME REQUIRED**

Time to complete the entire Web Quest will vary according to availability of reliable hardware, Internet connection, lab or stand-alone time and student ability. In addition, student interest in and enthusiasm for the project may necessitate the addition of work periods; however, initially students should strive to accomplish each task within the time allotments provided. It is suggested that five periods be provided for the research task, ten periods for the information brochure task and three periods for the poster task. Blocks of one hour are recommended.

## **PREREQUISITE SKILLS**

Students should:

Understand and follow the *Guidelines for Information/Technology use*.

Demonstrate independence in log-on procedures.

Demonstrate competent keyboarding skills.

Access specified web sites independently.

Know what to do should an inappropriate site or pop-up occur.

Be able to read and interpret material with independence.

Employ correct format when recording information.

Understand that plagiarism is not permissible.

Know how to use Microsoft Publisher templates and wizards.

Be competent at creating text and picture frames, changing font styles and sizes.

Demonstrate ability to work independently.

## HEALTH EXPECTATIONS FROM THE ONTARIO CURRICULUM

Students will:

- a) Explain how people's actions (e.g., bullying) can affect the feelings/reactions of others;
- b) Apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g., swarming, threatening, harassment);

## LANGUAGE EXPECTATIONS FROM THE ONTARIO CURRICULUM

Students will:

- locate and interpret information, using various conventions of formal texts;
- read independently, selecting appropriate reading strategies;
- make judgements and draw conclusions about the content in written materials, using evidence from the materials;
- use their knowledge of elements of grammar and oral and written language structures to understand what they read;
- organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- communicate ideas and information for a variety of purposes and to specific audiences;
- use levels of language appropriate to their purpose;
- use correct punctuation in final drafts;
- use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM);
- accurately use graphs and captions;
- use specialized terms in different subject areas, as appropriate;
- revise and edit their work, seeking feedback from others and focusing on content, organization and appropriateness of vocabulary for audience; and
- proofread and correct their final drafts, focusing on grammar, punctuation, and spelling.

# The Peaceful School Planning Document<sup>3</sup>

## INTRODUCTION

### 1. Elements of the School Plan

#### Mission

A clear and concise statement of a school's overall purpose and role of the school

- ✓ Reason for existence of school
- ✓ Focus of all the programs and services a school provides for students

#### Vision

A vision statement looks to the future and describes an ideal to be achieved

- ✓ Describes where a school wants to be, what its students will have achieved and what its services and programs for students will look like over the longer term
- ✓ Called a preferred future
- ✓ Include qualities of respectful and caring school

#### School Profile

A brief description of the school

- ✓ Overviews the characteristics of the school and the students it serves

#### School Goals

Refer to Section C

#### Prevention/Intervention Services

Refer to Section D

### 2. Getting Started

Research has shown that change can take place more effectively if certain questions are asked before the change is introduced. Some are given here. There may be others depending on your circumstances. Taking time to consider these questions and others may be the most important part of the process.

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<sup>3</sup> Hetty van Gorp. The Peaceful School: Models that Work (Winnipeg; Portage & Main Press: 2002)

Key Questions:

1. Who are the potential leaders for a peaceful school initiative in your school?
2. Who makes up the support base for such an initiative? Consider staff, students, parents, board, division personnel, police liaison officers, health care workers, and others in the school community.
3. What first steps are required before starting the peaceful school plan? One step is to recognize what is already happening that helps to create and sustain a peaceful school environment. Make a list.
4. What are the elements and what are the strengths or positives of such a vision? Create a vision for the peaceful school.
5. Will there be “resisters” to the concept, the plan or the implementation? Anticipate the basis of resistance and how you might prepare to deal with it.
6. What events or discussions of the past can be framed as starting points from which to move forward?

**A. SCHOOL MISSION AND VISION STATEMENTS**

**1. School Mission Statement**

**Year Developed:**

**2. School Vision Statement**

**Year Developed:**

**B. SCHOOL PROFILE**

**Statement of the Uniqueness of Your School**

**C. SCHOOL GOALS**

**School Goal**

**What evidence will describe our progress? (Measurable Outcomes)**

## D. SCHOOL-WIDE PREVENTION STRATEGIES AND INTERVENTION SERVICES

### School-wide Discipline Policy

### Prevention Programs

- ✓ Peer Mediation
  
- ✓ Talking Circles
  
- ✓ Counselling
  
- ✓ Family Conferencing
  
- ✓ Mentoring
  
- ✓ Playground Monitors
  
- ✓ Other

**Intervention**

- ✓ Crisis Plan

**Other**

# Parkview's Fourth Annual Safe School Newspaper

## June 2003

RESPECT MYSELF. RESPECT OTHERS. RESPECT PROPERTY.



**Do the right thing because it is the right thing to do.**

### **Parkview Public: An Exemplary School**

**By Hetty van Gorp**  
**President of Peaceful Schools International**

As I sat in the gymnasium of Parkview Public School waiting to make a presentation to this remarkable school, I knew that my words would be inadequate to describe how I was feeling. Parkview Public is an extraordinary school. The school's ethos is one that exudes understanding, compassion and a genuine commitment to creating and sustaining a culture of peace. In a classroom, walking down a hallway or anywhere else in the school, it is evident that students, staff and parents work together to nurture an environment in which everyone is treated with dignity and respect.

Visiting classrooms and speaking with students and teachers, it was clear to me that Parkview is a school where people want to be. It is not simply by virtue of good luck that Parkview has become such an outstanding school. Parkview's commitment to becoming a peaceful school started years ago, and the students and staff have not faltered from their journey to achieve this goal. The results are tangible throughout the school. Smiles, friendly conversation, cheerful classrooms, parent involvement, displays of student work, community outreach projects and a collective vision all contribute to making this school a model of peaceful living.

In my presentations across the country, I now describe Parkview as an exemplary model of a peaceful school. In order to help other schools as they begin a similar journey, Mrs. Sharpe will document for publication, Parkview's journey to becoming a peaceful school. It is with great pride that I welcome Parkview as a member of Peaceful Schools International.



**Parkview School is a proud member of Peaceful Schools International.**



Parkview School is a proud member of Peaceful Schools International.

**I attend a peaceful school.**

**It is my responsibility to play  
safely, and not to do or say  
anything that hurts anyone's  
body,  
feelings or things.**



**Respect myself.  
Respect others.  
Respect property.**

**Do the right thing because it is the right thing to do!**

### Safe School Committee

Parkview's Safe School Committee is a group of dedicated parents, students and staff who meet regularly to ensure that our school continues to be a place in which all members of our community feel accepted and safe.

Over the past eight years, our Safe School Committee has worked diligently to address issues related to the physical and emotional well-being of our students. Parkview School has become well known throughout the Thames Valley Board of Education, as a leader in Safe and Peaceful School initiatives and many of our policies, ideas and procedures are being adopted by schools throughout the system, the province and the world.

Our Safe School Committee meets five times a year to review, revise, plan and implement new Safe School initiatives and activities. All meetings are open to the public and we enthusiastically welcome new members to join us in our work to ensure that our school continues to be the best it can be. Thank you to each committee member for your time, ideas and dedication this year.

Kathryn Sharpe, Committee Chairperson

Joining the Safe School Committee is a time commitment of five nights and ten hours a year. Your knowledge, ideas, opinions and support of our Safe School Program will contribute to the on-going growth and improvement in our school. Please join us for our first Safe School Meeting of the new school year on Monday, September 8th, at 6:30 p.m. in Mrs. Sharpe's classroom.

#### Meeting Dates 2003 - 2004

September 8th

November 3rd

January 12th

March 1st

May 3rd



### Safe School Class Reps 2002 - 2003

- Sanah Joseph
- Nicholas Armstrong
- Stephanie Mayne
- Brock Van Berlo
- Meagan Lynch
- Christy Bailey
- Amanda Kay
- Randy Enns
- Savannah Black
- Lexi Vollick
- Blake Van Berlo
- Kristin Lewis
- Clair Fleming
- Mathias Babin
- Rhiannon Carver
- Kristen Lewis
- Stacey van Vliet
- Matthew Halloran
- Faith Fitt-Wilson
- Samantha Halloran
- Jenna Cheval
- Jenny Staines
- Brittany Kinchen
- Leanna Hess
- Eric Frank
- Kelsey Herglotz
- Paige Arnold
- Ben Fournier
- Katelyn Harris

### 2002 - 2003 Committee Members



- Lisa Cianci** (Staff Representative)
- Joan Clinton** Parent Representative)
- Heather Coughlin** (Principal)
- Kevin Culbertson** (Parent Representative)
- Dick Donaldson** (Principal)
- Wendy Douglas** (Parent Representative)
- Andrea Emery** (Parent Representative)
- Ben Fournier** (Student Committee Co-Chair)
- Katelyn Harris** (Student Committee Co-Chair)
- Darcy Kay** (Parent Representative)
- Elizabeth Peterson** (Staff Representative)
- Steve Rogers** (Parent Representative)
- Mary Sammer** (Staff Representative)
- Kathryn Sharpe** (Chairperson)
- Mark Van Berlo** (Parent Representative)



## And the kids say...

The part I liked best about being a Safe School rep was talking about the different Spirit Days and speaking on the PA and in the gym. Another thing I liked was making the poster for the Spirit Day. (Mathias Babin, Grade 3)

What I liked about being a Safe School rep was when the doctors came and we gave them all the toys. I also liked "Breakfast For Lunch" when we got to wear our PJs to school. I am looking forward to being a rep again maybe next year. (Kristen Lewis, Grade 2)

I liked being a Safe School rep because it gave me a chance to be part of picking the Spirit Days. I think that everyone should have a chance to come to a Safe School meeting and tell their classmates what they talked about. I had fun helping the little kids write, spell and put down their ideas. I am happy to have been a Safe School Rep. (Faith-Fitt-Wilson, Grade 4)

Having the opportunity to be on the Safe School Committee was a great experience for me. Helping to choose the Spirit Days and the other activities for the students in the school was a lot of fun. It was great to represent my class and I look forward to doing it next year. (Brittany Kinchen Grade 7)



What I liked about being a Safe School representative was that we got to prepare all the Spirit Days. I also liked it when we worked so hard that we turned out to be only the 15th school in the whole world to be a Peaceful Schools International member. I liked being responsible for the Safe School Committee and I would like to be a member again! (Blake Van Berlo, Grade 2)

Raising money and creating Spirit Days was fun. I liked coming to Mrs. Sharpe's room instead of going outside, especially on cold winter days! I thought that being a Safe School Rep was fun. (Randy Enns, Grade 1)

Being a Safe School rep is a big responsibility but it can also be fun because you get to do special things like making speeches to say on the announcements or for assemblies. We also can decide what Spirit Days to do. I hope I can be a Safe School Rep again. (Rhiannon Carver, Grade 4)

Being a Safe School representative is really neat. You get to report things to your class, ask them what Spirit Days they want and you get to be a part of choosing which days we are going to have. You encourage all your classmates to bring in coins and cans to help others. You go on the announcements and tell the whole school things. I like giving the gifts to the doctors and nurses and seeing how happy they look when we presented the gifts to them. That's why I like being a Safe School rep. (Stacy van Vliet, Grade 5)

I liked it when we had the doctors and nurses from the hospital come here and we gave them the toys. I also liked it when we had "Breakfast For Lunch" because my mom came and I got to wear my jammies. I'd like to be a Safe School rep next year. (Stephanie Mayne, K)

I liked the Canned Food Drive and the Coin Drive  
(Nicholas Armstrong, K)



I liked the can food drive and Coins for Kids. I liked begin a Safe School person because I liked making people happy who aren't happy in hospital  
(Sanah Joseph, K)

## And the kids say even more ...

I liked being a Safe School representative because I like staying indoors on winter recesses and discussing ways to make Parkview a safer school. I also liked making up Spirit Days. I liked "Breakfast For Lunch" because I got to eat a Pop tart and liked wearing my PJ's to school. I look forward to being a Safe School Representative again. (Brock Van Berlo, K)

I liked being a Safe School Rep because I got to have "Breakfast For Lunch". I really liked Pajama Day because I got to wear my pajamas to school. I learned to be good and be safe and help other people this year. It was really fun and I had a ton of fun. (Meagan Lynch, K)

I enjoyed being a Safe School member because I got to make a difference in the school. I liked giving toys to the Children's Hospital. I think this is a better way to use my recesses. This was a great experience. It was fun being a Safe School Representative. (Karen Lewis, Grade 4)

I liked being a Safe School rep because I got to help out choosing the Spirit Days. Pajama Day was my favourite. I liked wearing my pajamas to school. I learned to be safe on the playground and during class. It was a lot of fun this year being on the committee. (Christy Bailey, K)

I really enjoyed my time as a Safe School Representative this year! I loved making up Spirit Days, gathering my coins for kids and canned food. I also loved my time spent working with all ages of the people at Parkview and helping the younger kids with their writing and understanding their ideas. It was really neat to see all the people who dressed up for the Spirit Days. I hope I can be a Safe School rep again. (Samantha Halloran, Grade 6)

This year being on the Safe School Committee we had a lot of good things. It was really fun being a class rep. We collected money for the Children's Hospital. It was great to do so much for other people. I learned a lot about helping people. It was fun giving gifts to the doctors and nurses that work at the hospital. I liked wearing my jammies to school and eating "Breakfast For Lunch". It was great being on the Safe School Committee. (Matthew Halloran, Grade 4)

What being part of the Safe School Committee means is to take on a leadership role for Mr. Vindasius' grade 7/8 class. I have enjoyed my first year being part of the committee and taking on the role of being a leader for my class on our Spirit Days. I think we all had fun on the these days and they helped us to be safer and at the same time, have fun. I thought Pajama Day was the best Spirit Day so we decided to have the day twice. As I leave this school and go into a whole new world I will take my kindness and generosity along with me and share them with others. (Leanna Hess, Grade 8)

Being an intermediate student makes you a leader of the younger students. However, when I decided to run for my class' Safe School representative I knew I would have to be much more of a leader than I already was. This was the main reason I became the representative, to be a leader to my peers. This year I was proud to represent my class and have an opinion on Spirit Days, dances and special days throughout the year. I had never realized or appreciated the hard work that goes into being a representative until I was a part of it and I'm very pleased I decided to be my class' representative. What I have learned this year will be very helpful in my future education. (Eric Frank, Grade 8)

## Emotionally safe. Physically safe. Just plain FUN!

### Spirit Days

By Faith Fitt-Wilson and Samantha Halloran

These days give everyone a chance to participate in fun activities and to be a safer school in a fun way. It was really neat to think up the Spirit Days in which everyone could participate. It was also fun to see how everyone interpreted the theme and how many people participated. We were lucky that everyone got into it and was willing to think up great costumes, hair styles and creations. Parkview is a very eager and motivated school, and we're glad everyone had fun.



### Breakfast For Lunch

by  
Blake Van Berlo

Breakfast for lunch was a great thing! It was like a dream getting to wear our pajamas to school and having a special lunch! It smelled soooooo good. Plus, it tasted good and I think it was a great idea. Thank you to the PSA for donating all the money to the Safe School Committee. Thank you to Kellogg's for donating the cereal and pastries. Thank you to Mrs. Power for doing all that work!

### A BIG THANK YOU!!!

Thank you to Kelloggs for donating food for our "Breakfast For Lunch" fundraiser. Thank you also to Mr. Coughlin and Mr. Candler for building the picnic tables and schlockey games for the intermediate students.

### Shopping Spree...

by Jenny Staines and Brittany Kinchen

Some members of the Student Safe School Committee had the opportunity to go shopping to purchase gifts for the Children's Hospital. We used the money that the school raised to choose these special things. We really thought that the children would enjoy the huge stuffed bunnies that we carefully chose. But it sure was hard to let them go because we liked hugging them so much! We knew that these gifts would be greatly appreciated by the sick children in the hospital and we hoped that they would brighten their days. It is a really great feeling to make other people happy! Thank you to everyone who donated money to this charity. Thank you to Mr. Culbertson and Mr. Kay for driving us to the mall. Thank you to Zellers for giving us a discount so we could buy \$1100 worth of presents instead of \$1000.

### A Few More Thoughts...

I really enjoyed being a Safe School representative this year. I had a great time helping little kids and participating in the coin drive. It was really fun planning spirit days and making signs to put up around the school. This year was a great year to be a Safe School Representative because we became a part of Peaceful Schools International. I'm really proud to have been a Safe School Representative this year.  
(Jenna Cheval, Grade 6)

Being on the Safe School Committee was a really great experience. I had a chance to help other people contribute to the school.  
(Jenny Staines, Grade 7)

## A safe and peaceful school is a fun place to be!

### Great Fun!

Doing the right thing because it is the right thing to do always has consequences in your favour. When intermediate students did good deeds and didn't get yellow slips, we were rewarded. One of our rewards was a bowling trip to London for the entire Intermediate Division. I don't think there was a single student who did not have fun that day, and it really motivated us to always do the right thing because it is the right thing to do and also for future rewards such as this one. Thank you to Mrs. McCracken, Mr. Vindasius and Mrs. Cianci for organizing and supervising us on this activity. Thank you to Mrs. Coughlin for her amazing prizes.

Eric Frank (Grade 8)

### Food For Victims of Violence

by Matthew Halloran and Stacey van Vliet

Every year in April we collect food for children who have to stay at the Women's Rural Resource Centre of Strathroy and Area. Every year we try to collect more food than the year before to beat last year's goal. This year we collected over 1000 items of food. The Centre was very happy with the food we give them. Everyone always tried their best to bring in as much food as possible. People brought in a good variety of foods. We all enjoyed doing this work to help others.

### Dance , Dance, Dance...the Intermediates Boogie

The Intermediate Division had two dances that were organized by the Intermediate Safe School Committee. The first dance we held had Derek Lenzian and Kelsi Dewhurst as D.J.s. The only problem was we had no grade sevens. So the grade eights told the grade sevens what a hit the first dance was and they decided to come to the second dance. We all had a great time including Mrs. Coughlin and her three new dance moves. We got to dance and get out of school to do it! Unfortunately we were unable to have more dances because of the construction going on. I still think we will remember our fun times!

(Leanna Hess, Grade 8 )

### Coins For Kids by Mathias Babin Rhiannon Carver



This year we had big success with our Coins For Sick Kids Drive. We collected \$1000 worth of coins. We are very proud of our generous contributions. People really helped out and we raised all of that money to buy gifts for the Child Life Division of the Pediatric Emergency Department of the Children's Hospital of Western Ontario. Good job, Parkview!!!!



I liked giving the toys to the Children's Hospital because I like to give and help out.

(Amanda Kay, Grade 1)

## Reflections From A Student Safe School Committee Co-Chair by Katelyn Harris

What an incredible year this has been! Most of my grade eight year has been so great for me and this is because of being the co-chair of the Safe School Student Committee. Going into grade eight I thought I would be shy, somewhat of a follower and school would just be a place where I went to class, did my homework and had fun at recess. I never would have expected to grow so much in just a few months. My shy, following personality turned into a confident, leading personality. School was no longer just school. I experienced school life on a whole new level. I became interactive with my teachers. I finally had the opportunity to help make Parkview an even better place.

This year I was involved in several Safe School activities. My favourite was the big assembly held on April 15th. This day was a day to reflect back on the year, on all the fun but safe activities. It was a day when I watched our school so generously give to two organizations to help them in their efforts to aid children. As the doctors from the Child Life Department of the Children's Hospital of Western Ontario and the representative from the Women's Rural Resource Centre of Strathroy and Area accepted the gifts and canned food, shivers ran down my spine and a smile came to my face. I felt so good knowing I had contributed to a great cause. This is just one example of how being on this committee made me feel.

Also on that day I had the honour of meeting Hetty van Gorp. When she presented Ben and me with the Peaceful Schools International Flag I felt so proud of Parkview School. I vaguely remember Parkview School eight years ago when this committee was first created but I do remember how much this school has evolved and it is all thanks to our Safe School Committee, teachers and especially Mrs. Sharpe. It was a pleasure being on such a wonderful committee and I will cherish all of what I learned and take it with me everywhere I go.



**Parkview is proud to be the first Ontario school  
and only the fifteenth school in the world to become  
a member of Peaceful Schools International.**

## Peaceful School Celebration

On April 15th, Parkview School held its eighth annual Safe School Celebration. It was like any other Safe School assembly but this year was even more special. The president of Peaceful Schools International, Hetty van Gurp flew here from Nova Scotia to present Parkview with the PSI flag and to welcome us as a member of PSI. The superintendent of our school also came and presented us with the Thames Valley District School Board flag and told us how proud she was of our accomplishments.

The student representatives from each class presented the doctors and nurses from Child Life, of the Pediatric Emergency Department of the Children's Hospital with the gifts we bought for the sick kids with the money we collected in December. The women's shelter representative gratefully accepted our food donations to help feed children who are victims of violence in their homes and have to stay at the centre for a while.

We also took some time to reflect back on the year's activities by watching a slide show. The RESPECT dancers were a big hit, as usual. This was an exciting celebration enjoyed by the whole school and especially by us.

by Katelyn Harris and Ben Fournier

## Being a Student Committee Co-chair

by Ben Fournier

Being co-chair of the Student Safe School Committee was great. This job gave me a lot of leadership skills and also a lot of responsibility in and out of the school. Within the school this year I had a lot of fun and made a lot of friends. My favourite part of this year was meeting Hetty van Gurp, the president of Peaceful Schools International. I like the Safe School assemblies because they were an opportunity for the kids to become familiar with me. All in all I really enjoyed participating on the Safe School Committee and I will miss it.

## And the staff says...

During this school year, we at Parkview have been able to enjoy a peaceful and positive environment. I have enjoyed our time at the Safe School meetings where I learn more about our community. Our students at Parkview are very proud of being a school that is the first to achieve membership in Peaceful Schools International. We all work very hard to add to our peaceful school environment and work together to solve concerns. Together our students, staff and families are focused on a peaceful and safe school environment.

(Heather Coughlin, principal)

It has been a very positive experience being a member of the Safe School Committee. The students and staff at our school work hard each day to help make Parkview a safe place to be. The collaborative effort of parents, staff and students on the committee is essential to the program. Congratulations on your year, Parkview.

(Lisa Cianci, staff representative )

### Thanks From a Visiting Principal

I was delighted when Mrs. Sharpe invited me to be a part of Parkview's Peaceful School Celebration. I worked with Mrs. Sharpe several years ago at Colborne Street School and I know she has always put the safety and well-being of her students first. It was a delight to find that her focus and that of the rest of the staff and student leaders at Parkview was the same. As a visitor to a school, one usually develops a "feel for the school" within a mere few minutes of entering the building. There is no question that the "feel" at Parkview is warm and inviting. It is obvious that respect is at the centre of all you do.

I thoroughly enjoyed being a member of your audience and listening to the marvelous variety of presentations; I particularly liked your song. I would like to get the words and music to use here at Homedale.

Homedale School is working very hard on anti-bullying focus and we have a real model to study at Parkview. Congratulations to all of the Parkview School Community for your efforts. You truly are a model for others to learn from. Best wishes in your future endeavours.

Scott Hughes, Principal  
Homedale Sr. Elementary School  
St. Thomas , Ontario

## And the staff says...

Each year as the Safe School Committee discussed the goals and focuses we should take for the coming year, I am in a privileged position. I am able to reflect on where we have come and the incredible steps we have taken in dealing with safety at Parkview since the inception of this committee. The kinds of incidents being reported are different. There are fewer serious physically aggressive incidents and more teasing and hurtful remarks. Whatever the type of incident, our students are learning how to deal with their problems. We keep plugging along, striving for respect. Even though we're not always successful the first time, we are definitely headed in the right direction!

(Mary Sammer, staff representative)

It has been exciting to be involved in Parkview's first year of membership in Peaceful Schools International. I found it valuable to see how the Safe School Committee is run and how decisions are made with our students' best interests at the forefront. Around the school I've noticed an increasing awareness by students of their behaviour. Students are really motivated to do the right thing by our keeping track of incidents in class and on the school graph. They want to make it to the end of the term or year with no incidents so they can feel proud of themselves that they have accomplished their goals for a peaceful school.

(Liz Peterson, staff representative)

## And the parents say...

Once again I have thoroughly enjoyed my time with the Parkview Safe School Committee and the Student Safe School Committee. I am very proud of everything we have accomplished this year. Mrs. Sharpe is to be commended for all the hard work involved in our membership in Peaceful Schools International, an Ontario first! The students have proven once more that we have the BEST students of any school anywhere! Our Spirit Days, Coin Drive, Food Drive and well-run Safe School assemblies are only the most visible activities in which our remarkable students exhibited the traits we all know they have: compassion, caring, leadership, generosity and kindness. I look forward to next year and another shopping trip!

(Kevin Culbertson, parent representative)

It has been an exciting year for the Safe School Committee. As a first-year member, I became aware of the daily procedures at Parkview that ensure our children are in a safe, non-violent environment. Students are continually reminded of the choices they can make and how those choices may affect others. Becoming a member of Peaceful Schools International was a highlight; this reinforced the efforts that have been initiated and refined over the years.

Eleanor Roosevelt once said, "It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it." staff, students and parents are definitely working for a safe, peaceful school, and for this I am extremely grateful.

(Wendy Douglas, parent representative)

## And the parents say...

I would like to encourage all parents to attend a Safe School meeting. Working with other parents, staff and especially the students is very rewarding. The students have a different perspective from the adults and the parents a different one from the staff. In the end we are after the same goal - to have a safe and peaceful school for our children to attend and for the staff to work in. Our school's membership in PSI is an amazing opportunity to share ideas with other peaceful schools around the world. Already we have borrowed ideas from other schools and have helped numerous schools begin their journey towards peace. We know Parkview is not perfect as our children are not perfect. The main difference between us and other TVDSB schools is that we track our students' lack of judgment and help them make better choices for the next time. Teasing and bullying have been the focus for the past few years. In the beginning, it was physical violence that concerned us. I think you will agree that Parkview has very little physical violence. I feel secure in knowing that even if my child is teased at school, at least he won't get beaten up. This perhaps seems like a silly thing to say, and people will argue that the words of the verbal violence hurts just as much, but I still feel good knowing he won't be physically hurt. We are working hard as a committee to address the verbal bullying that occurs on our yard. We are trying different strategies and working with the repeat bullies. One day maybe all our students will just be nice to everyone and feel no need to put someone down or insult them. Maybe they will learn the golden rule. It is our job as parents to teach them; the school cannot do it all.

Andrea Emery (parent representative)

Another year of Safe Schools has flown by and now we are a member of Peaceful Schools. Everyone has done a fabulous job, students and staff alike. As a pediatric nurse, being part of the safety and well-being of children has been a fulfilling career. I feel fortunate to continue to be involved in the community and at Parkview in working toward the same end. We must all feel comfortable and safe to be our best. Great job! Have a good summer!

(Joan Clinton, parent representative)

For the past three years I have been fortunate enough to be a member of the adult version of the Safe School Committee. I say adult version as this committee has an outstanding student affiliate Safe School Committee as well. It is a privilege to be able to participate in the day-to-day decisions that make Parkview School such a safe place to be for my children. This has been an especially great year to be involved with the Safe School Committee as this is the year Parkview was accepted into Peaceful Schools International. This is a great honour for our students, teachers and parents. I would like to thank Kathryn Sharpe for her continued dedication in making Parkview a truly safe environment for our children.

(Mark Van Berlo, parent representative)

Over the past two years of my involvement with the Safe School Committee, I've been extremely impressed with the commitment of our teachers and staff at Parkview, the student Safe School members, and the other parent volunteers, to strive towards promoting a safe learning environment for our children. I look forward to many more years of contributing to this initiative.

(Darcy Kay, parent representative)

# Our Year In Review

**Do the right thing because it is the right thing to do!**

This year your Safe School Committee was very busy. Below is a list of some of our initiatives for the school year 2002 - 2003. We:

- conducted divisional assemblies to commend students for their work last year and to review policy rules, reporting procedures and plans for the coming school year;
- conducted assemblies as required to address issues which arose;
- established a permanent Safe School Bulletin Board to track our progress;
- conducted elections in each classroom to elect a new Safe School Student Committee;
- in-serviced new students in regard to Safe School policies and procedures;
- sponsored school-wide spirit-building activities promoting physical/emotional safety and FUN;
- sponsored divisional activities to promote physically and emotionally safe and fun activities;
- distributed a copy of the Code of Conduct;
- in-serviced staff in prevention/intervention strategies based on discipline with dignity;
- provided counseling to students and classes as required or requested;
- used the "The Discipline Advantage" intervention/counseling program;
- enhanced the positive, safe learning environment at Parkview School through visible initiatives;
- focused on the reduction of bullying (physical and verbal) through pro-active measures;
- emphasized, promoted and reinforced Safe School practices;
- supported the Child Life Program at the Children's Hospital through a coin drive;
- supported the Women's Rural Community House through an April food drive;
- promoted our Safe School initiatives through our website and newsletter updates;
- maintained a page on the Parkview website;
- prepared a detailed statistical report for the 2001 - 2002 school year;
- presented our statistical report to the staff, Safe School Committee, PSA, PSC, Com. Policing;
- addressed recommendations, concerns and suggestions generated by these presentations;
- represented Parkview at the "Students Against Violence Everywhere" conference;
- addressed issues as they were raised to administration and/or committee members;
- continued to use our minor and major incident report tracking systems;
- were a presence at the bus stops and on the buses for intervention and prevention purposes;
- used in-school suspensions and within school Community Service for repeat offenders;
- reviewed with staff the offences for which minor incident reports are issued;
- published Safe School Information in the monthly school newsletter;
- made a concerted effort not only to supervise behaviour, but to change attitudes;
- publicized and celebrate our successes;
- purchased pins to award to students and adults who served on the committee;
- were granted membership in Peaceful Schools International;
- celebrated our peaceful school at a school-wide assembly in April;
- shared program information with our director Bill Bryce and our superintendent Karen Wilkinson;
- welcomed Hetty van Gorp, president of Peaceful Schools International
- received coverage for our work on the New PL, in the London Free Press and in the Age Dispatch;
- responded to parental requests to recognize students who remain incident-report free by establishing the Parkview Peacemakers Bulletin Board;
- published our Fourth Annual Safe School Newspaper.

### **Thank You! Thank You! Thank You!**

The success of our Safe School program would not be possible without the interest, ideas, support, expertise and generosity of students, parents/guardians, staff, administration, O.P.P., the Parkview School Council, the PSA, the Optimists of Komoka-Kilworth and the members of our local community. Thank you to the members of our Safe School Committee for their hard work, dedication and wisdom.

Thank you to all the parents/guardians who assist us in our efforts to teach our children to do the right thing because it is the right thing to do. We appreciate your willingness to work with us to instill in your children good decision-making skills, personal safety habits, understanding and compassion for others. Little by little we are making progress in our efforts to reduce and hopefully some day eliminate verbal and physical violence from our school.

Parkview Public School is not problem free, not violence free, not harassment free, not bullying free. But, we are a school that is fiercely committed to addressing all of these issues and perhaps that is what makes our school special. We are dedicated to violence prevention and peace education and we are determined to make our school the best it can be. A safe and peaceful school is a responsibility shared equally among staff, administration, students, parents and members of the community; it is a responsibility we all take seriously.

We have made mistakes and we will continue to make mistakes, just like our students. But we and they understand that it is through our mistakes we learn to do things better the next time. Learning to live well together is a life-long commitment, and now with our membership in Peaceful Schools International we will share the journey with students, parents and teachers the world over.

Our safe and peaceful school truly is a community effort. Thank you all for your continuing interest in and support of our projects and initiatives.

Kathryn Sharpe  
Chairperson - Safe School Committee  
Regional Coordinator - Peaceful Schools International

### **The C's of Parkview's**

#### **Peaceful School**

- calmness**
- caring**
- celebration**
- climate**
- coexistence**
- collegiality**
- commitment**
- communication**
- companionship**
- compassion**
- competence**
- compromise**
- concern**
- confidence**
- consensus**
- consideration**
- consistency**
- contribution**
- cooperation**
- courage**
- creativity**

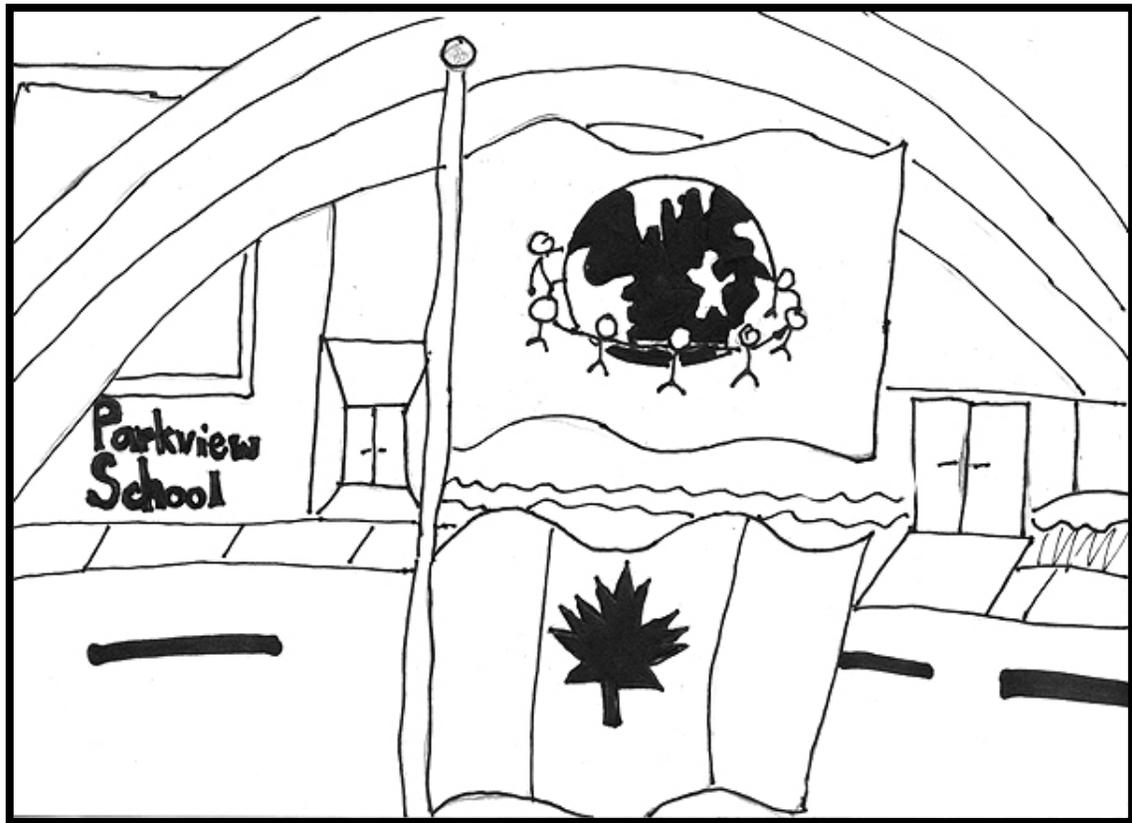
### **We Need Your Help**

Parkview School is committed to helping all of our students with their problems; however, we are unable to help if we are not informed of problems when they occur. We spend countless hours each year working with both victims and perpetrators of verbal and physical incidents. Often it takes several days to resolve a problem. Please be patient with us as we try to teach our children peaceful, reasonable resolutions. We are not infallible and errors or omissions occasionally are made; but never intentionally. Please notify us of problems as they occur and we will address them in as timely a fashion as is possible.



# Appendix D

## Peaceful Schools International



**Cassandra Chaddock  
Grade Five**





## Peaceful Schools International

PO Box 100  
Clementsport, Nova Scotia  
B0S 1E0  
[www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org)

### Mission & Vision

The **mission** of PSI is to provide support to schools that have declared a commitment to creating and maintaining a culture of peace. Our **vision** is to build a global network of peaceful schools.

### Purpose

Creating a culture of peace is more than ensuring the absence of violence; it is about guaranteeing that schools are positive and rewarding environments for students to flourish. **Peaceful Schools International** (PSI) teaches students to “live well together” to achieve a culture of peace at school.

### Goals

Our goals are to act as a clearinghouse for innovative ideas and programs, encourage student-centered conflict resolution strategies, reduce punitive discipline measures, to facilitate networking among peaceful schools, and to promote understanding and appreciation of diversity.

### Background

PSI is a Canadian non-profit organization established by Hetty van Gurp after the death of her elder son Ben as the result of a bullying incident at his school. In the intervening years, as an elementary teacher and principal, she carried out her resolve to devote time and energy towards making schools safer and more peaceful places for students. In 2001, based on her experiences with schools across Canada and overseas, and in response to requests from schools world wide for support, training and resources, she founded Peaceful Schools International. PSI is located at the Cornwallis campus of the Pearson Peacekeeping Centre in Clementsport, Nova Scotia.

Educators around the world are recognizing the need to teach peace. In schools that have declared a commitment to creating and maintaining a culture of peace, staff, students and community members collectively define a common vision and then work diligently to achieve it.

Within these schools a dramatic transformation can take place if there is a common will and effort. Achieving this kind of change has far more to do with attitude than resources.

There are many schools around the world that are working to create a safe and caring environment with little or no support. Often teachers reinvent programs and strategies that have been used successfully elsewhere. There is a need for a clearinghouse for these ideas, programs and strategies as well as a system of support for schools that are struggling on their own. Peaceful Schools International addresses this need.

Membership in PSI is voluntary. As our history books sadly demonstrate, mandating or imposing peace is not an effective means by which to achieve it. PSI is founded on the belief that each school's journey to creating a culture of peace is unique. Consequently, PSI is non-prescriptive in nature. Each school must be given the freedom to set its own course based on its vision and timetable.

PSI currently has over eighty five member schools throughout Canada, the United States, Northern Ireland, Serbia, Jamaica and Russia with others in Germany and Japan in various stages of discussion and preparation for membership.

## Membership

Schools can apply for membership at any time. There is a membership application form available online at [www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org). There is a one time membership fee of \$150.00 (CAD). Once the application has been received, a registration package will be mailed to the school contact person. This package will contain the latest copy of *Peace Talks International*, the PSI newsletter; membership questionnaires; a copy of the PSI School Membership Guide and a copy of *The Peaceful School: Models that Work* by Hetty van Gurp.

Schools are encouraged to meet the following criteria:

- A collaborative approach to school based decision making
- Curricular and/or extracurricular peace education initiatives
- Student and community centred conflict resolution strategies such as peer mediation
- Teaching methods that stress participation, cooperation, problem solving, and respect for differences
- Community service projects
- Opportunities for professional development for all staff focused on creating a positive school climate

## Programs and Services

*Peaceful Schools: Everybody's Responsibility* is the general title of an on going series of PSI publications aimed at the wide distribution of educational principles and practices prevalent in various areas of the world. The first volume in the on-going series, *Peaceful Schools: Everybody's Responsibility – Belfast 2003* features the proceedings of a two day workshop held in that city in late January of 2003. The second volume, *Seeds of Peace: Peace Education in Serbia* offers peace education guidelines and incorporates significant aspects of Serbian educational policy and activities from Serbian teachers that have proven to be effective. The

third volume chronicles the journey of Parkview Public School in Komoka, Ontario, in building a culture of peace.

*Peace@School* is the result of a joint effort by PSI, the National Film Board of Canada, Mount St. Vincent University and the Pearson Peacekeeping Centre. The project is designed to make schools and the wider community more peaceful and safer places. The *Peace@School* toolkit is designed to help educators achieve this goal. Available in March 2004, the kit includes a DVD of the films *Waging Peace* and *Learning Peace* as well as a viewing/resource guide for each. *Waging Peace* chronicles the transformation of Caledonia Junior High in Dartmouth, NS from a place of chaos to a place of relative peace. *Learning Peace* showcases Annapolis East Elementary which has incorporated peace education into the school curriculum. The film follows members of the school community for a year and illustrates that while maintaining peace is hard work, it is well worth the effort.

*Way to Peace Summer Camp* teaches participants not only how to tie knots but to connect communities; where participants and staff leave not just with memories and new friends, but with stronger leadership and mediation skills. The idea behind *Way to Peace* is that the PSI approach to education can be used in many settings to empower individuals to live in peace. The first annual camp was held in the summer of 2003, and featured trips to local historical attractions, mediation workshops, and various other activities. In attendance were twelve Serbian campers as well as sixteen students from different parts of Canada.

*Peace Education in Serbia* is the result of a joint initiative by PSI and the Canadian Bureau for International Education funded by the Canadian International Development Agency (CIDA). The goal of the project is to contribute to the development of a more harmonious society in Serbia and thereby decrease the likelihood that violent conflict will erupt. The project has three main components: to enrol Serbian schools as members of PSI, to design and develop a teacher's guide and peace education curriculum and the creation of a final report outlining lessons learned and recommendations for future action. Teresa MacInnes, a Canadian filmmaker associated with the National Film Board of Canada, accompanied Hetty van Gorp on three of her six trips to Serbia. The result of this collaboration is the film "*Teaching Peace*," which documents the creation of Peaceful Schools International and its efforts in Serbia.

PSI provides support to schools through the facilitation and organization of teacher training workshops. These workshops can be held either offsite or on site at Cornwallis Park, NS. PSI is currently working with the Lester B. Pearson School Board (LBPSB) in Dorval, Quebec to help them build a board-wide culture of peace at school. The goal of the LBPSB will be for each school to meet the membership criteria and to be recognized as a member of PSI. PSI conducted several three day workshops over a year long period which involved representatives from each school in the LBPSB. Workshop activities were designed to help educators understand and think creatively about peace education in their schools. During the three day period, the participants learned about peer mediation, PSI, as well as what is required to create and maintain a culture of peace at school.

For additional information please see our website

[www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org)



“Do the right thing because it’s the right thing to do.”

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“Each year Parkview Public School moves closer to becoming a place where incidents of physical and verbal aggression are rare. Together, we are learning what it means to be part of a peaceful environment and now that we know, there is no turning back.”

***One School’s Journey*** chronicles the transformation of Parkview Public School in Komoka, Ontario, into a safe and caring learning environment. The peaceful and enriching environment at Parkview is the result of many years of hard work and dedication by the staff, students and community members.

This book contains invaluable resources that can help other schools looking to replicate Parkview’s peaceful environment and make their dreams a reality. Included are several innovative ideas and projects implemented at Parkview with great success. Each section addresses a different challenge along the road to a peaceful school – from creating a Safe School Committee to finding an effective method of dealing with violence in school. ***One School’s Journey*** is an insightful and inspiring guide for all schools.

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*In **Peaceful Schools: Everybody’s Responsibility – One School’s Journey**, Kathryn Sharpe has recorded a remarkable account of Parkview’s journey to become a peaceful school. This compelling and comprehensive book will assist other schools as they begin their own journeys. **One School’s Journey** is evidence of Kathryn’s passion and commitment to ensuring that school is a place where all children feel safe – physically and emotionally. It is a book that deserves a place in every school.*

Hetty van Gurp  
President, Peaceful Schools International

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**Kathryn Sharpe**, of London, Ontario, is a teacher who has worked in the field of child abuse prevention and peace education for over twenty years. In 1994, she founded *Parkview Public School’s Safe School Committee* and has served as its chairperson since its inception. During this time she has been instrumental in developing comprehensive and innovative curriculum documents, resource material and a variety of school and board policies. Kathryn regularly conducts child abuse prevention and peace education training sessions for administrators, students, teachers and community members. She is in demand as a guest speaker and frequently is consulted by principals, educators and parents regarding issues related to safe schools. In her role as a Regional Coordinator for **Peaceful Schools International**, Kathryn continues to share her knowledge and expertise with all who are interested in and committed to developing a global network of peaceful schools.

