

Positive Discipline Plans

Prepared for:

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This brief contains three articles on positive discipline plans. The first article stresses decreasing negative behavior by increasing positive behavior. The second article gives six essential components to effective school discipline. The third article discusses a program started throughout Canada to promote unity and peace throughout the school and the community.

School Discipline, by Joan Gaustad, gives very good advice to principals and teachers interested in establishing a positive discipline plan at their school. The author starts off by listing two main goals of school discipline: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. "Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct." The author suggests by decreasing disruptive behavior and increasing positive behavior teachers can teach more effectively. "Research has shown that social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behavior." The key to running a successful school is to convince students that school is interesting and enjoyable. The author also emphasizes that schools the need for consistent administrative and parental support.

The School Discipline Plan: Does It Have All the Right Components?, by Sheri

S. Williams, lists six essential components to an effective school discipline plan:

1. Effective school discipline involves all stakeholders in its design
2. Effective discipline recognizes parents as the first link to prevention
3. Effective discipline evolves when teachers and administrators have access to quality professional development
4. Effective discipline celebrates students for their positive contributions to the school community
5. Effective discipline builds on consistency and teamwork

6. Effective discipline requires ongoing, sustained evaluation

This article is extremely useful.

The League of Peaceful Schools: A Dream Shared, by Helen Castonguay, was first started in 1998 in Halifax, Nova Scotia by educators who wanted to celebrate and support the many schools committed to building and maintaining a culture of peace in schools, communities, and the world. All members of the school community develop a sense of meaning and a sense of purpose related to building and maintaining a culture of peace. The program does acknowledge there is no way to get around conflicts, but suggests resolving conflicts in ways that are respectful, educative, and restoration. The league does conduct conferences throughout Canada for other schools interested in starting a league of peaceful schools in their providence.

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FULL TEXT:

... have two main goals: (1) ensure the safety of students and staff, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve noncriminal student behavior (Moles 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. For example, Gottfredson and others (1989) calculate that in six middle schools in Charleston, South Carolina, students lost 7,932 instructional days--44 years!--to in-school and out-of-school suspensions in a single academic year.

It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

WHAT SCHOOL CHARACTERISTICS ARE ASSOCIATED WITH DISCIPLINE

PROBLEMS?

When Johns Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems: Rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct; teacher-administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching (cited in Gottfredson 1989).

After reviewing dozens of studies on student behavior, Duke agreed with many of the Gottfredsons' conclusions. Orderly schools, he noted, usually balance clearly established and communicated rules with a climate of concern for students as individuals, and small alternative schools often maintain order successfully with fewer formal rules and a more flexible approach to infractions than large schools typically have.

HOW CAN SCHOOLS DECREASE DISRUPTIVE BEHAVIOR?

Working to change the above-mentioned characteristics may decrease disruptive behavior. First, ~~rules~~ and the consequences of breaking them should be clearly specified and communicated to staff, students, and parents by such means as newsletters, student assemblies, and handbooks. Meyers and Pawlas (1989) recommend periodically restating the rules, especially after students return from summer or winter vacation.

Once rules have been communicated, fair and consistent enforcement helps maintain students' respect for the school's discipline system. Consistency will be greater when fewer individuals are responsible for enforcement. Providing a hearing process for students to present their side of the story and establishing an appeal process will also increase students' and parents' perceptions of fairness.

The Gottfredsons suggest creating smaller schools or dividing large schools into several schools-within-schools (cited in Duke). This has been done in several Portland, Oregon, middle schools that have large numbers of at-risk students. For example, as Director of Instruction Leigh Wilcox explained, Lane Middle School has been divided into three minischools, each with a complete age range of students taught by a team of teachers (telephone interview, July 10, 1992).

Discipline policies should distinguish between categories of offenses. Minor infractions may be treated flexibly, depending on the circumstances, while nonnegotiable consequences are set for serious offenses. Actual criminal offenses may be reported to the police as part of a cooperative anticrime effort (Gaustad 1991).

HOW CAN SCHOOLS INCREASE POSITIVE BEHAVIOR?

Research has shown that social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behavior.

Citing studies showing that students who dislike school, do poorly academically, and have limited career objectives are more likely to be disruptive, Gottfredson (1989) recommends that schools work to increase academic success for low-achievers. However, this alone is not enough. A comparison of three alternative programs for at-risk youth revealed that while achievement increased in all three, delinquent behavior decreased only in the program that also increased students' social involvement and attachment to school.

Discipline problems will be reduced if students find school enjoyable and interesting. When teachers at Wilson Elementary School in North Carolina changed their instructional practices to accommodate a variety of learning styles, discipline problems decreased dramatically.

Sometimes problem behavior occurs because students simply don't know how to act appropriately. Black and Downs (1992) urge administrators to regard disciplinary referrals as opportunities to teach students valuable social skills that will promote success in future employment as well as in school. They present detailed procedures for "de-escalating disruptive behavior, obtaining and maintaining instructional control, teaching alternative behaviors, and preparing students for classroom re-entry."

HOW IMPORTANT IS ADMINISTRATIVE LEADERSHIP?

The principal plays an important leadership role in establishing school discipline, both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke describes as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked

and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (NAESP 1983).

Duckworth (1984) found that teachers' satisfaction with school discipline policy was related to their relationship with the principal. Good communication and shared values are important elements in this relationship. Ideally, a principal should be able to create consensus among staff on rules and their enforcement. In practice, some principals create consensus by recruiting like-minded staff over the course of years (Duckworth), or by arranging transfers for teachers whose views "don't fit in with goals and plans for their school" (NAESP).

In a study involving eight Charlotte, South Carolina, middle schools, Gottfredson and others concluded that stable and supportive administrative leadership was the "overriding factor" determining whether a discipline program was effective. Schools that successfully implemented a pilot program experienced distinct improvements in discipline.

Strong district leadership can also be crucial, according to Lieutenant Steve Hollingsworth, chief of public schools police in Portland, Oregon. When violent gang activity began to emerge in Portland schools, the superintendent took strong action from the start by creating and publicly announcing firm anti-gang policies. Knowing they "had the support of the people at the top" helped school staff present a united front to this difficult challenge (cited in Gaustad).

HOW SHOULD A SCHOOLWIDE DISCIPLINE PLAN BE DEVELOPED AND IMPLEMENTED?

A school discipline plan must conform to state and federal statutes and to district policy. Meyers and Pawlas suggest that principals consult district administrators beforehand and keep them informed as a schoolwide plan is being developed. Frels and others (1990) review relevant Supreme Court decisions and present sample suspension, discipline, and drug and alcohol policies that may serve as guidelines in policy development.

A plan should be designed around the individual school's learning goals and philosophy of education (NAESP). Grossnickel and Sesko (1990) present sample discipline philosophy, goals, and objectives from which specific regulations can be derived. According to Gottfredson, if a commercially developed program is adopted it should be tailored to local conditions, as obstacles vary greatly among schools. Allowing sufficient time for implementation is also important; new disciplinary practices often fail due to unrealistic time expectations.

A uniform reporting system is an important element of a school discipline plan. Uniform reporting permits assessment of the current extent of criminal and other disciplinary incidents, helps pinpoint problem areas, and enables administrators to evaluate the success of disciplinary actions (Gaustad).

Written policies should be developed with input from everyone who will be affected by them. Teacher input is especially important because their support is crucial to a plan's success. Meyers and Pawlas note that cafeteria and custodial staff may have excellent commonsense suggestions based on their interactions with students. They also suggest consulting parent and community representatives. Student input is also desirable (NAESP).

Once developed, discipline policies must be communicated to staff, students, parents, and community. But a policy on paper is meaningless in itself. Ongoing administrative support, inservice training in new

techniques, continued communication, and periodic evaluation and modification are needed to adapt a school discipline plan to the changing needs of the school community.

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FOR FURTHER INFORMATION

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ABSTRACT

What do effective school *discipline plans* have in common? With the skyrocketing increases in student disruption in classrooms across the nation, workable *plans* must be in place in every school.

Here are six essential components of an effective school *discipline plan*:

1. EFFECTIVE SCHOOL DISCIPLINE INVOLVES ALL STAKEHOLDERS IN ITS DESIGN:

The principal is responsible for carrying out the school *discipline* program, but to foster success, the *plan* must be custom-designed by all parties. Parents, students, and school and community members should be equally represented in its design. The *discipline plan* should reflect a shared expectancy--indeed, an obligation--to address real school problems in real ways.

Effective *plans* get to the root cause of student misconduct:

* They answer important questions, such as:

What code of behavior is expected?

What set of values should students exemplify?

* They respond with specific measures, such as:

All students will learn to resolve conflicts in socially acceptable ways and without violence.

No student or outsider will be permitted to intimidate or disrupt the work of others.

Whatever its design, an effective *discipline plan* should inspire a climate in which all students take responsibility for their own behavior, treat each other with kindness and respect, and learn the value of productive work and good citizenship.

2. EFFECTIVE DISCIPLINE RECOGNIZES PARENTS AS THE FIRST LINK TO PREVENTION:

Parents who are involved in their child's daily school life have a better understanding of what is acceptable, and expected, in the school climate. Many parents are distressed to find that the classrooms they remember--with orderly rows and quiet attention--now look disorderly and chaotic. Acts of student violence, substance abuse, and intimidation are all too frequent. Turning this picture around requires a partnership between the family and school.

In a study released by the RAND institute, researchers found programs that teach parenting skills prevent almost three times as many aggressive acts for every dollar spent (Greenwood, 1996). Investment in prevention works. The first step is to involve parents in cooperative preschool education programs where parents learn good *discipline* firsthand from early childhood educators. Then parents must be engaged as essential partners throughout their children's school years.

Strategies to involve parents in prevention should be vigorously explored. Effective practices include:

* Parent education that builds on parents' strengths and supports parents' efforts to understand what is normal in the development of their school-aged children

* A parent library at every school with comprehensive health education materials focused on prevention of intimidation, violence, and alcohol and other drug use

* A policy requiring parents to attend school with their students as an alternative to suspension

* A commitment from the community to support early childhood intervention, before and after-school care, and crime-prevention programs.

3. EFFECTIVE DISCIPLINE EVOLVES WHEN TEACHERS AND ADMINISTRATORS HAVE ACCESS TO QUALITY PROFESSIONAL DEVELOPMENT

All members of the teaching and administrative team should have access to quality training that addresses student risk behaviors and promotes prevention. These opportunities should emphasize best

practices in prevention, including attention to equity issues and how to access existing support services.

New teachers should be expected to demonstrate a solid understanding of their role in reinforcing student resiliency skills, positive classroom behavior, and attitudes that show respect and inclusion in a diverse learning community. Veteran teachers should be encouraged to ask and receive help when their classrooms are disrupted by intimidation and disorder.

Time for dialogue and administrative support are key components. Teachers should be given time to engage in conversations about strategies that work, with ample opportunity for peer coaching and refresher courses. All staff members should be assured that habitually disruptive or violent students will be suspended or recommended to an alternative educational program. The climate should be free of intimidation and violence for students and staff members alike.

4. EFFECTIVE *DISCIPLINE* CELEBRATES STUDENTS FOR THEIR POSITIVE CONTRIBUTIONS TO THE SCHOOL COMMUNITY

A strong and viable student recognition program is essential to effective *discipline*. Every opportunity should be taken to reinforce the positive factors that contribute to the learning environment. Acts of student kindness and respect should be visible on school bulletin boards, in classroom displays, in school newsletters, at assemblies, and at year-end awards.

One promising practice that is receiving attention in many schools is to require all students to document their positive behaviors in a portfolio. The portfolio may include evidence of what the student has done to improve the school climate through such indicators as good study habits, positive team spirit, and participation in a service learning project or school pride activity.

5. EFFECTIVE *DISCIPLINE* BUILDS ON CONSISTENCY AND TEAMWORK

Consistency is essential to the school *discipline* program. The staff and administrative team should be expected to reinforce the same behavior for all students and to follow a common *discipline* policy. An undisciplined adult community cannot expect to transmit fair *discipline* to its students. Consistency is most visible when the whole staff commits to the details as well as the design. Ignoring the details brings confusion and failed *discipline* to even the bestcrafted *plan*.

Agreement on the details must include equitable treatment of tardiness, disruptive clothing and possessions, profanity, harassment, vandalism, and fighting.

Students want to know the limits imposed by adults in the school and to be sure they are safe. When a student's disruptive act requires intervention, the entire team of teachers, support staff, and parents or guardians should spend time clarifying the issues and looking for solutions to recurring problems.

6. EFFECTIVE *DISCIPLINE* REQUIRES ONGOING, SUSTAINED EVALUATION

Strategies for reducing school disruption must be assessed continuously for their impact on the school climate. The measures need to be broad enough to answer such questions as:

- * Is there evidence that *discipline* referrals are reduced when students are provided support through general counseling and positive peer mentoring?

- * When adult intervention is required, are the timing and consequences appropriate? Do students maintain self-control when redirected? Do students demonstrate understanding of the consequences?

- * Have focus groups been conducted with at-risk students to identify root causes of disruptive behavior from the student perspective?

- * Are teachers following the school's expectations for learning and respect in every detail?

- * Are all staff members held accountable for effective *discipline* through an evaluation process that holds them responsible for success?

- * Are positive student behaviors reinforced appropriately? Have students been asked for their input on ways to provide meaningful recognition?

- * Can students articulate what is required to be safe and successful at school? Are they displaying the desired behaviors and collecting evidence in student portfolios?

- * Are parents and community members engaged in the *discipline plan* and actively promoting

prevention in the school and community?

* Is information on the prevention of disruptive behavior easily accessible by all members of the school community?

* Are prevention programs, technical resources, and support services used effectively to reduce risky behaviors?

* Are data collected and used to continuously improve the *discipline* program and revise with modifications?

* Is an annual evaluation conducted and reported to the public to identify strengths and root causes of weaknesses in the school *discipline plan*?

ADDED MATERIAL

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The League of Peaceful Schools is a dream shared. With the inspiration of Hetty Van Gorp, Don MacLeod and Frank MacCormick literally breathing life into the idea, the League was dreamt into being in 1998 in Halifax, Nova Scotia by educators who wanted to celebrate and support the many schools committed to building and maintaining a culture of peace in schools, communities, and the world. The rapid expansion of the League to over 200 members within a few years is a clear indication that the dream of peace is on many minds and in many hearts. The League continues to expand today with members and interested schools and communities from sea to sea to sea, from British Columbia to Nunavut to Newfoundland.

As you approach the school, you notice the bright yellow and green flag that designates this school as an active member of the League of Peaceful Schools. Immediately you begin to see evidence of a community that believes we are all connected and peace can be found everywhere. The outdoor gathering areas honour the cycles of nature and the needs of children and adults. Green spaces and sitting areas, cooperative play and learning spaces are maintained and in use by children, youth and adults.

A WELCOME sign greets you as you enter the door and signage throughout the school is clear and inviting. Student artwork representing Peace, Respect, Cooperation, and Community adorns the walls and people are talking to each other in friendly and helpful ways. A conflict arises at the water fountain and both students take responsibility for their behaviour when addressed by a parent volunteer. Two students, unable to resolve their conflict without assistance, are waiting for Peer Mediators in the Mediation room.

KEEPING THE VISION ALIVE AND GROWING

The day-to-day operations of the League of Peaceful Schools are managed by the Executive Director and governed by the Board of Directors, with funding from the Nova Scotia Department of Education, school membership fees, and income generated from annual conferences and donations. In October 2002, the League initiated a network of Regional Facilitators to increase its capacity to support schools and share information, ideas, and inspiration.

In response to our expansion and to expressions of interest from across Canada, the Board of Directors is developing a Licensing Agreement for Provincial Affiliates, thereby ensuring that the integrity of the vision and philosophy of the organization are maintained, while allowing other provinces to support schools who wish to become members of the League. Recognizing that schools cannot build a culture of peace in isolation and must work intimately with families and community members in support of children and youth, these facilitators will offer guidance and encourage schools to develop strong and equitable links with their immediate communities.

Through service learning and Elders programs, schools can offer our children and youth models for building healthy relationships, at the same time acknowledging and honouring the interdependence of schools, families and communities.

Although this program originated in Nova Scotia, education ministries in other provinces will soon be able to support and develop a licensed provincial affiliate that will link directly with the League of Peaceful Schools in Nova Scotia. We are already working with Prince Edward Island to develop such an agreement and hope to work with other provinces in the near future. An Associate Membership Policy is also being developed for schools without a provincial affiliate and for individuals and community

members who would like to support and be part of the League's work.

Schools that wish to become members of the League agree to work toward the specific criteria outlined and commit to building and maintaining a culture of peace within the school. Beginning in 2002-03, schools will be asked to renew their commitment every three years and to work toward new criteria that draw them more deeply into links with community and with global issues of social justice. The purpose of developing Renewal Criteria is to maintain an awareness of the need to for a deepening and ongoing commitment to developing and maintaining a culture of peace within the school and in the community. The renewal criteria provide direction for schools as they develop school improvement *plans* and professional development. These criteria also clearly indicate the commitment on the part of the League of Peaceful Schools to continue to support schools after they meet the membership criteria.

PEACEFUL SCHOOLS/PEACEFUL COMMUNITIES

Schools that have been successful at sustaining the vision are those in which all children know what it means for their school to be a member of the League and in which all children understand that they are central to building a culture of peace in school and in the community. All members of the school community develop a sense of meaning and a sense of purpose related to building and maintaining that culture.

The Community Bulletin Board holds notices of a peace walk that is held the third Sunday of every month at the town commons; a new energy efficient light bulb that the Youth for Social Justice club is selling as a fund raiser; a community forum on water quality and its impact on communities; a cooperative games picnic sponsored by the local service club; and an organic gardening workshop being offered free of charge by the high school biology club.

The deeper commitment to social justice issues expressed in the renewal criteria gives rise to many questions that help children understand the world and how they can make it a more just and peaceful place: What does poverty look like right here in our school, our community, our province, our country, and throughout the world? How is our water usage related to just distribution of water throughout the world? What do conflicts in the schoolyard tell us about world conflicts? Indeed, responses to these questions lead us to other questions: what role can each of us play in the eradication of poverty, in disarmament, and in the building of right relationships with natural resources and with each other? In a world often driven by forces of separation, competitive individualism, inequitable valuing of human lives, and economic and political greed which manifest themselves in many forms of violence from domination-based video games, to bullying, to international warfare, we need to acknowledge that peace will not be revealed without a concerted effort on the part of everyone.

Because we believe that sustainable school improvement comes from within, each school is encouraged to define what 'building a culture of peace' means for it and what living peace will look like.

A Peaceful School honours learning as the core activity for all members of the community and offers support to students, staff and community members as they seek excellence. A strong and healthy sense of belonging supports all efforts toward building a culture of peace in our lives, our schools, our communities and the world. We all belong in a Peaceful School.

RESOLVING CONFLICT

A culture of peace does not mean an absence of conflict, but it does mean resolving conflicts in ways that are respectful, educative, and restorative. Member schools agree to develop and abide by *discipline* policies that are proactive, educative and formative, thus providing alternatives to a punitive focused approach. This means that responsibility, reconciliation and restoration of right relationship are guiding principles for all disciplinary decisions. These practices teach self-*discipline* and emphasize our interdependence, thus preparing students to become thoughtful and engaged citizens who are aware of both their rights and their responsibilities within their community.

Eddy, a student at Annapolis East Elementary School (a member of the League of Peaceful Schools) appears in a joint Triad and NFB production, "Learning Peace." He has been in many conflicts and is responding well to the efforts of the school to help him develop a sense of belonging and responsibility.

He sits down beside a little boy who is being *disciplined* for his behaviour on the bus. Eddy casually asks him why he did what he did, talks to him about the possible consequences of his actions, and then talks about his own experiences. Eddy -- sounding very much like an elder -- tells him about times when he caused disruption himself, and how he had to take the consequences. He assures the young student that he can change his behaviour and gives him a specific *plan* for his next bus ride. The connection Eddy develops with this child allows him to help the child find other choices and realize that what he did had an impact on others.

The implementation of a Peer Mediator Program is a central criterion for all LPS schools. It prepares staff and students for the important work of being fully present to and resolving the inevitable conflicts that arise in any community. This program teaches us to listen carefully to each other and models peaceful and respectful ways of being with each other in times of disagreement.

Brandon comes down the hall clearly distraught. He sees the Principal and School Liaison officer in the distance and runs up to them in tears. The Principal compassionately asks what has happened and Brandon replies 'I need to speak to Patrick and Maggie'. Patrick and Maggie are Peer Mediators, and even though Brandon had the full attention of two adults who would have been able to support him, he sought out his well-trained peers. Once reminded of how to request the mediation, Brandon followed through and Patrick and Maggie brought the situation to a well-mediated conclusion.

Peer Mediation benefits all involved when students are well trained and staff fully support the program. Students learn how to resolve conflicts and when to call for adult assistance. Whenever a Peer Mediator is not comfortable with the process of a mediation, he or she calls the mediation to a close and refers the students to adult intervention. Many schools train all students in the processes of mediation, as well as offering more in-depth training for Peer Mediators.

Reading essays from grade 4,5, and 6 students explaining why they feel they will be strong Peer Mediators, I pause to reread a statement: "I want to help new children enjoy coming to our school as much as I do." These students, most of whom I have taught, represent the success of our school's journey toward all students becoming Peace Makers. This peaceful focus has been broadened and sustained by membership in the League of Peaceful Schools. The flag flying over the front door of Springvale Elementary School is a concrete demonstration of the commitment of our students, staff and community to building a culture of peace. People frequently notice and comment on our flag even though it's faded and certainly showing its age. This flag holds special memories for many of us as it has travelled the journey from the creation of various peace helping groups toward considering all students P-6 as Peace Makers who help create and sustain peaceful learning environments.

Reflection of a Regional Facilitator, Sandra McLeod, Springvale Elementary School, Halifax

BUILDING A CULTURE OF PEACE

Those who choose to be members of the League of Peaceful Schools choose to lead by example, or as Mohandas Gandhi said, to "be the change we want to see in the world." That is our challenge: as adults, to be the compassionate and critical thinkers we want our children to become; as educators, to be the passionate learners we want our students to be; as schools, to be the model of the community we want for all children; and as world citizens, to live a culture of peace based on social justice so that all can live in peace. The hard work of building peace calls to each of us, and a good place to start is with ourselves, in our schools and in our own communities.

ADDED MATERIAL

Helen C. Castonguay is the Executive Director of the League of Peaceful Schools and the Safe and Inviting Schools Program Implementation Coordinator for the Halifax Regional School Board. She has been a teacher and school administrator within HRSB and is a Part Time Faculty member at Mt. Saint Vincent University where she teaches courses related to Holistic Education.

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All membership information may be found at www.leagueofpeacefulschools.ns.ca

VISION

The League of Peaceful Schools embraces the hope that our young people will grow up experiencing less violence (intimidation, harassment, discrimination, sexism, heterosexism, racism, poverty) and, as a result, be empowered to undertake greater civic responsibility. Thus, our young people will have enhanced opportunities to achieve their potential and grow in appreciation of the richness and fulfillment of fostering caring human relationships and respect for the environment.

MEMBERSHIP CRITERIA

The criteria for membership reflect the characteristics and components essential in creating and maintaining a peaceful school:

- * A written school wide *Discipline* Policy developed with input from students, staff, and parents/guardians
- * Regular review of the *Discipline* Policy
- * Classroom rules and consequences developed with input from students
- * Evidence of involvement in programs which promote *positive* social behavior
- * School policies which promote effective alternatives to punishment
- * Evidence of a problem solving approach to the management of the school
- * An active Peer Mediation Program
- * An effective Crisis Intervention *plan*
- * Professional Development for staff focused on improving school climate

RENEWAL CRITERIA

After three years of flag bearing membership schools make a commitment to the following criteria which reflect the characteristics and components essential in creating and maintaining links with the community which support a Peaceful Schools/Peaceful Communities social justice approach to education:

- * Evidence of community involvement in programs which support a commitment to peace and social justice
- * An active Service Learning program that links students with community projects focused on building peace
- * An active 'Elders' program designed to bring members of the community into the school to share their skills, knowledge and wisdom
- * Evidence of curricular initiatives that link local issues of social justice with global issues of social justice such as weekly scheduled school wide Peace Education classes
- * An annual peace celebration that recognizes school and community efforts and accomplishments in creating a culture of peace and justice