Safe & Accepting Schools EDUC 5019S

Section 001 – Primary/Junior
Wednesday 9am-1030am, Auditorium

Section 002 – Intermediate/Senior
Wednesday 1030-Noon, Auditorium

Instructor:
Peter Jaffe, PhD
Professor, Faculty of Education
University of Western Ontario
pjaffe@uwo.ca  (519) 661-2018
Faculty of Education, RM 1163

Teaching Assistants:
Laura Olszowy, M.A.
Ph.D. Candidate, School and Applied Child Psychology
Western University, Faculty of Education
Centre for Research and Education on Violence Against Women and Children
lolszowy@uwo.ca

Mike Saxton M.A.
Ph.D. Candidate, School and Applied Child Psychology
Western University, Faculty of Education
Centre for Research and Education on Violence Against Women and Children
msaxton@uwo.ca

Calendar Copy:
The course provides a review of research and practice on maintaining safe and accepting schools. An understanding of the nature and scope of violence in schools and the emerging development of legislative, program & policy responses to school violence in Ontario will be covered. The broader social context of violence is examined such as the impact of media violence and family violence on students.

Course Description:
The course will help students develop the understanding and practical knowledge necessary to develop a safe and accepting learning environment for all students, regardless of race, creed,
ancestry, ability, gender identification, or sexual orientation. Students in this course will develop an understanding of current issues in school violence and critically examine comprehensive school violence prevention curriculum, policies & programs in Ontario schools.

**Learning Outcomes:**

From attendance at all the lectures and review of the required readings, students can expect the following outcomes:

1. To work more effectively with other educators, parents, students and community partners in creating and maintaining safe school environments.
2. To apply research on violence in schools including current surveys and practices from Ontario school boards.
3. To be aware of the different types of violence in schools will be identified including bullying as well as the nature of vulnerable groups including racism, sexism and homophobia.
4. To intervene more effectively with parents, students or peers who report bullying and harassment.
5. To become familiar with the impact of new technologies on different forms of violence such as cyber bullying.
6. To be familiar with Ontario legislation, policies and procedures that guide educators’ responses to incidents of violence.
7. To identify warning signs and appropriate educator responses to child abuse and exposure to domestic violence on students.
8. To be aware of evidence based practices to integrate violence prevention into lesson plans (curriculum), school climate and culture and a “whole school approach” to violence prevention.
9. To be aware of Ontario Ministry of Education documents that support safe and accepting schools including the Ministry’s “Equity & Inclusive Education Guide” and “Safe & Accepting Learning Environment” materials for school boards & parents.

**Course Content and Activities:**

The course will engage students through ongoing inquiry, dialogue and reflection to better understand the roots of violence in society and how these factors influence individual students and their learning. A commitment to the development of healthy and nurturing relationships for all students will be stressed. Students will learn to apply professional knowledge, skills and current research to promote safe schools and maximize student learning. Students will understand their roles in reporting and responding to violence. Following course completion, students will be prepared for their role in promoting safe schools.
**Topic Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct 17</td>
<td>Introduction to the Safe &amp; Accepting Schools Course</td>
</tr>
<tr>
<td>2</td>
<td>Oct 24</td>
<td>Understanding the Nature &amp; Scope of Violence in Schools; Legislative &amp; Policy Responses to School Violence</td>
</tr>
<tr>
<td>3</td>
<td>Oct 31</td>
<td>Preventing and Responding to Bullying</td>
</tr>
<tr>
<td>4</td>
<td>Nov 7</td>
<td>Mobilizing Staff and Students</td>
</tr>
<tr>
<td>5</td>
<td>Nov 14</td>
<td>Family Violence – Teachers’ Responsibilities</td>
</tr>
<tr>
<td>6</td>
<td>Nov 21</td>
<td>How to Respond to Student Disclosures</td>
</tr>
<tr>
<td>7</td>
<td>Jan 9</td>
<td>Abuse by Educators</td>
</tr>
<tr>
<td>8</td>
<td>Jan 16</td>
<td>Media Violence</td>
</tr>
<tr>
<td>9</td>
<td>Jan 23</td>
<td>Gender-Based Violence in the Lives of Students</td>
</tr>
<tr>
<td>10</td>
<td>Jan 31</td>
<td>Integrating Violence Prevention into Curriculum</td>
</tr>
<tr>
<td>11</td>
<td>Feb 6</td>
<td>School Climate and Culture</td>
</tr>
<tr>
<td>12</td>
<td>Feb 13</td>
<td>Safe, Inclusive and Accepting Schools Framework</td>
</tr>
</tbody>
</table>

**Course Material:** Individual readings will be posted on the OWL site and are listed below.

**Course Requirements:** There will be a weekly reflection paper written **in class** and based on the readings and/or class lecture and discussion. If you are absent please email your TA for a make-up assignment to cover course material. Your TA is:

- **Laura Olszowy, M.A.** lolszowy@uwo.ca  
  Section 001 – Abbasi to Kipfer  
  Section 002 - Amaral to Lee

- **Mike Saxton M.A.** msaxton@uwo.ca  
  Section 001 – Klys to Zwolinski  
  Section 002 – Leeman to Zambito
Course Grades:

1. Weekly Reflection

Weekly reflection is based on the readings and lectures – submitted on-line via OWL or hard copy – no more than 250 words in point form on a basic concept and the implications for teachers.

Grade: 50% (10 reflections @ 5 points each) Date Due: End of class 2 through 11

AND

2. Mini-Presentation for other Teachers

Presentation for Teachers – assume you have been invited to give a 15 minute talk to your school staff meeting to highlight the latest developments on bullying or cyberbullying (or another timely safe school topic). Your assignment is to develop
  • PowerPoint slides (4-5 slides) that highlight the selected topic – understanding the problem and the implications for educators.
  • Speaker notes - point form - that are organized and easy to follow which clearly correspond with the slides.
  • Handout (1 page/single-sided) which includes helpful information such as resources and recent research which could highlight and expand on the PowerPoint slides.
  • Please cite references using APA style. (See: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Grade: 25%
Date Due: November 21, 2018

AND

3. Lesson Plan

Students will identify a topic in violence prevention and develop one detailed lesson plan – any grade level or subject area. The plan should be detailed enough that a colleague could present the lesson if you happened to be ill that day. Lesson objectives are clear, measurable and specific to the curriculum expectations. The lesson plan thoroughly outlines the teacher's step-by-step actions. A detailed list of materials and/or technology is provided. Multiple teacher modelling or examples
are provided with opportunities for guided and independent practice. All handouts, both teacher created and those from other sources, are referenced in the lesson plan and attached. In addition, a half page rationale identifies the reasoning for choosing the topic and highlights how it is a safe schools/violence prevention issue.

 Grade: 25%
 Date Due: February 13, 2019

Assignments 2 & 3 must be uploaded to turnitin on the OWL site

Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf

ATTENDANCE: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line at http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf.

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 10% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf

Safe School EDU 5019
**Plagiarism:** Plagiarism means presenting someone else’s **words** or **ideas** as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. **Advice about plagiarism and how to avoid it can also be found here:** [https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf](https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf)

**Plagiarism-Checking:**

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

---

**Western SUPPORT SERVICES**

**FINANCIAL ASSISTANCE:** Registrarial Services ([http://www.registrar.uwo.ca](http://www.registrar.uwo.ca))

**WRITING SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**LEARNING SKILLS SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**INTERNATIONAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**ABORIGINAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**STUDENTS with DISABILITIES:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**SOCIAL & CULTURAL ISSUES:** University Students’ Council ([http://westernusc.ca/services/](http://westernusc.ca/services/)).

**EMOTIONAL or MENTAL DISTRESS:** [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)
**About the Course:** This course is intended to prepare future teachers on how to create and maintain safe school environments. The course will provide a review of the research on violence in schools including current surveys and practices from Ontario school boards. The course provides students with an understanding of the nature of violence in schools and the many initiatives developed out of responses to tragedies in schools.

The different types of violence in schools will be identified including bullying. The nature of vulnerable groups will be discussed including racism, sexism and homophobia. The impact of new technologies on different forms of violence such as cyber bullying will be examined. Policies and procedures that guide responses to incidents of violence will be identified. The social context of violence will be examined through the impact of all forms of media violence on child and adolescent development as well as child abuse and exposure to domestic violence on students.

Intervention and prevention strategies will be addressed including individual programs, integrated school curriculum and comprehensive school wide initiatives will be examined. The importance of engaging all education and community stakeholders will be stressed.

**About the Instructor & Teaching Assistants:**

**Instructor:**

**Peter Jaffe** is a psychologist and Professor in the Faculty of Education and Academic Director for the Centre for Research and Education on Violence Against Women and Children (CREVAWC) at the University of Western Ontario. He is the Director Emeritus for the Centre for Children and Families in the Justice System (London Family Court Clinic). He has co-authored ten books, 25 chapters and over 75 articles related to children, families and the justice system including Children of Battered Women, Working Together to End Domestic Violence and Child Custody & Domestic Violence: A Call for Safety & Accountability. Dr. Jaffe has been a trustee for the Thames Valley District School Board (formerly the London Board of Education) since 1980, and he has served two terms as Chairperson (1987-88, 1999-2000). He is a founding member of Canada's first Domestic Violence Death Review Committee through the Office of Ontario's Chief Coroner.

**Teaching Assistants**

**Laura Olszowy** is a doctoral student in the School and Applied Child Psychology program at the Faculty of Education and a graduate research assistant at the Centre for Research and Education on Violence Against Women and Children. Her research focuses on the child protection sectors role in assessing and managing risk and planning for safety in the lives of children and families impacted by domestic violence. Her clinical experiences in the social service and education sectors have illuminated the key role that community collaborations have in providing support to those impacted by domestic violence. More recently, she has been employed as a psychometrist at TVDSB.

**Michael Saxton** is a PhD candidate in the School & Applied Child Psychology program at Western University and a graduate research assistant with the Centre for Research and Education on Violence Against Women and Children. His research has centered around the impact domestic violence has on victims and their families, including a focus on the police response to DV when
children are present. Clinically, he has experience working within school, hospital, and community mental health settings. More recently he completed a practicum with the Mental Health/Behaviour Transition Program at Thames Valley District School Board and has been employed as a psychometrist with TVDSB's Psychological Services.