CARING SCHOOL COMMUNITY PROGRAM LAUNCH

INTENDED AUDIENCE: Whole staff or faculty

WHEN TO CONDUCT: Beginning of school year, before students’ first day

ESTIMATED TIME: 3 hours (can be conducted in one or multiple sessions)

MEETING PURPOSE
- Build the adult community
- Establish staff norms for the year
- Develop a shared vision for school culture
- Get to know the Caring School Community program

MATERIALS
- “Caring School Community Program Launch” meeting slides (MS1)
- Copy of “Caring School Community Program Launch” handout (BLM1) and the “Scope and Sequence Across the Grades (K–8)” handout (BLM2) for each participant
- Chart paper and markers
- “School Culture Beliefs” chart, prepared ahead
- Self-stick notes, markers, paper, and pencils at each table

BEFORE THE MEETING
- Read the agenda and plan how you will facilitate the meeting.
- If possible, include all staff members, both teaching and nonteaching, in this meeting.
- Visit the CCC Learning Hub (ccclearninghub.org) to access the “Caring School Community Program Launch” meeting slides (MS1).
• Make a copy of the “Caring School Community Program Launch” handout (BLM1) and the “Scope and Sequence Across the Grades (K–8)” handout (BLM2) for each participant.

• Create the “School Culture Beliefs” chart, as shown in Step 4, and post in a large space on the meeting room wall (or on a large whiteboard). This chart should be large enough to allow staff members to attach multiple self-stick notes in each area of the chart.

• Read and ask teachers to read the introduction to the Caring School Community Teacher’s Manual (visit the CCC Learning Hub to access your copy). Ask teachers to bring program materials with them to the meeting.

• Review the Principal Roles 1–3 in the Principal’s Roles and Leadership Activities section.

• Review the techniques in “Discussion Facilitation Techniques” (see page 80) and think about when you might use them during this meeting.

Agenda

1 Open the Meeting

Distribute the “Caring School Community Program Launch” handout and the “Scope and Sequence Across the Grades (K–8)” handout to each participant. After any opening remarks, show and read aloud the “Welcome to the ‘Caring School Community Program Launch’ Staff Meeting” slide (slide 1).

Welcome to the “Caring School Community Program Launch” Staff Meeting

During this meeting, we will:

1. Do a staff teambuilding activity to build our adult community.
2. Establish norms for staff interactions.
3. Develop a shared vision for school culture.
4. Get to know the Caring School Community program.
MEETING 1 • CARING SCHOOL COMMUNITY PROGRAM LAUNCH

2 Conduct a Staff Teambuilding Activity

For ideas, see “Staff Teambuilding Activities” on pages 78–79.

3 Set Staff Norms

Show and read aloud the “Staff Norm Setting” slide (slide 2).

Have the participants close their eyes. Lead a guided visualization using the following questions:

Q Arriving at school in the morning, how would you like to feel about coming to work here as a member of this staff?

Q What kinds of interactions with your colleagues would help you feel this way?

Q What would make it feel safe for you to voice your opinions?

Q How would you want a staff member to handle a disagreement with you, and how would you want to respond?

Q What kinds of agreements would help us create a safe and positive environment for everyone on our staff?

Facilitator Note
Use 5–10 seconds of wait-time between each question to give participants a chance to quietly think.
Have the participants talk in pairs about their thinking. Then have the participants work in groups of 4–6 to brainstorm possible staff norms. As groups report their ideas, record them on a sheet of chart paper titled “Our Staff Norms.” Reword as needed to consolidate similar ideas.

Reread the chart, and discuss:

Q Is there any important norm that is not yet addressed on this chart? What can we add or change to include that idea?  
Q Is there any norm here that you would have trouble following? How could we revise it so everyone would feel comfortable with it?

Explain that you will post a clean copy of the staff norms in staff areas.

4 Discuss a Shared Vision for School Culture

Show and read aloud the slide “A Shared Vision for School Culture” (slide 3).

A Shared Vision for School Culture

Developing a shared vision for school culture is important because:

• We will develop a School Culture Statement that represents our staff’s shared vision for the school’s culture.
• Our School Culture Statement will be based on our core beliefs about what kind of place our school needs to be in order for our students to thrive.
• The School Culture Statement will inform all decisions about how our school will function, including our discipline policy and procedures.
• Staff will contribute ideas for our Leadership Team to use to draft a School Culture Statement and then give feedback before the statement is finalized.

Facilitator Note

For a larger staff, skip this charting and instead collect the group ideas and consolidate them into a set of staff norms after the meeting. Give staff a chance to give feedback before finalizing, ideally before the next meeting you schedule with staff or the Leadership Team.
MEETING 1 • CARING SCHOOL COMMUNITY PROGRAM LAUNCH

Show and read aloud the “Beliefs About School Culture” slide (slide 4) and the “School Culture Beliefs” chart; then have staff begin the activity with partners.

### Beliefs About School Culture

With your partner, please do the following:

1. Discuss your beliefs for each of the questions on the “School Culture Beliefs” chart, in relation to academic and to social and emotional learning.
2. Capture your “big ideas” on self-stick notes.
3. Attach your self-stick notes to the corresponding sections of the “School Culture Beliefs” chart, stacking similar ideas.

#### School Culture Beliefs

<table>
<thead>
<tr>
<th></th>
<th>Academically</th>
<th>Socially and Emotionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it mean for students to “thrive” in school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do we believe about a school culture that helps students to thrive in these ways?</td>
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<td></td>
</tr>
</tbody>
</table>
After pairs have placed their ideas on the chart, show and read aloud the "Three Tally" Process slide (slide 5); then have staff prioritize their ideas.

**“Three Tally” Process**

Follow this process to prioritize the ideas on the “School Culture Beliefs” chart:

1. Each person has three tally marks to “spend” on the ideas he or she believes are the most important to capture in a School Culture Statement.
2. Tally marks may be spent in various ways—one tally mark each on three different ideas, two tally marks on one idea and one tally mark on another, or three tally marks on one idea.

Facilitator Note

Consider integrating a break here to give participants time to record their tally marks (or stopping here if you are conducting this meeting over multiple sessions). For a larger staff, have staff members record their tally marks over the next day or two.

Read aloud the tallied ideas. Explain that the Leadership Team will draft a School Culture Statement that reflects the staff’s priorities based on these ideas, and staff will have a chance to give feedback before it is finalized.

**Explore the Caring School Community Program**

Have teachers move into grade-level or subject-area groups. Ask other staff to join existing groups or form separate groups.

Facilitator Note

If necessary, introduce the members of the Leadership Team.

Facilitator Note

If necessary, dismiss nonteaching staff at this point and conduct the rest of this meeting with just faculty members.
MEETING 1 • CARING SCHOOL COMMUNITY PROGRAM LAUNCH

Show and read aloud the "Explore the Caring School Community Program" slide (slide 6).

Explore the Caring School Community Program

During this time, we will:
1. Get a bird’s-eye view of the Caring School Community program.
2. Spend time in grade-level or subject-area groups reviewing program materials and planning Week 1.

Show and read aloud the following slides, inviting teachers to refer to their materials as they listen:

- "Goals of the Caring School Community Program" (slide 7)
- "Caring School Community Teacher’s Package Components" (slide 8)
- "Core Weekly Activities in the Teacher’s Manual" (slide 9)
- "Classroom Year at a Glance" (slide 10)

Goals of the Caring School Community Program

To help students become caring, responsible members of their school communities and grow into humane, principled, and skilled citizens of democratic society by:

- Building caring relationships
- Explicitly teaching social and emotional skills
- Creating calm, orderly learning environments through effective classroom management
- Helping students develop self-discipline through a teaching-and-learning approach to discipline
BEGINNING-OF-YEAR MEETINGS

Caring School Community Teacher’s Package Components

- Teacher’s Manual (grade-specific, grades K-8)
- Teacher’s Manual Topic Week booklets (grade-specific, grades 2-8)
- Teacher’s Guide to Subject-area Integration (grades 6-8), which consists of three books:
  - Art and Movement
  - Humanities
  - Math and Science
- Assessment Resource Book (grade-specific, grades K-8)
- Caring School Discipline: Teacher’s Edition (grades K-1, 2-5, and 6-8)
- Cross-age Buddies Activity Book (grades K-5)

Core Weekly Activities in the Teacher’s Manual

Each week of classroom instruction is organized around a social and emotional learning (SEL) focus and consists of:
- Daily Morning Circle (grades K-5) or Advisory (grades 6-8) lessons, which include:
  - Whole-class greeting
  - Brief Morning Activity to practice the week’s SEL skills
  - Class Meeting lessons to discuss the SEL focus and related issues
  - Things to Do This Week section with strategies to integrate the week’s SEL focus throughout the school day
### Classroom Year at a Glance

<table>
<thead>
<tr>
<th>Weeks 1-10</th>
<th>Weeks 11-29/Topic Weeks</th>
<th>Open Week</th>
<th>Closing Week</th>
</tr>
</thead>
</table>
| **Beginning the Year**  
Weeks taught sequentially to establish a strong and supportive classroom culture | **Developing SEL Skills**  
Grades K-1  
Weeks 1-10 taught sequentially (as designed to support students developmentally)  
Grades 2-8  
Topic Weeks selected by the teacher each week based on SEL focuses that are relevant to class life | **Create Your Own Week**  
Grades 2-8  
Week that offers guidance for teachers to create their own week of activities and a class meeting to address recent events or challenges the class or school might be facing | **Reflection**  
Year-end week to reflect on learning and community |

Have teachers read the "Scope and Sequence Across the Grades (K–8)" handout. Then show and read aloud the "Work with Your Team to . . ." slide (slide 11). Give teams at least 20–30 minutes to work together, and be available to support them during this time.

### Work with Your Team to . . .

1. Review program materials.
2. Find recurring **weekly** features in your *Teacher's Manual*, such as:  
   - Week Overview  
   - Social Development Focus  
   - Before the Week  
   - Things to Do This Week (including Subject-area Integration at grades 6–8)  
   - Monday through Friday lesson plans for Morning Circle (grades K–5) or Advisory (grades 6–8)  
3. Review Week 1 and discuss how you will teach the week in your classrooms.
6 Reflect and Adjourn

Discuss as a staff:

Q [Show the “Goals of the Caring School Community Program” slide (slide 7).] What did you notice in the program that supports these goals?

Q The goal is for all classes to begin teaching the Caring School Community program in Week 1. What support do you need to make this happen?

Q How did we do during this meeting with fulfilling our staff norms? What might we want to do [the same way/differently] next time?

AFTER THE MEETING

- Make a clean copy of the staff norms and post it in staff areas.
- Conduct the “School Culture Statement and Discipline Policy” meeting with your Leadership Team.

Facilitator Note

Save the “School Culture Beliefs” chart to use in upcoming meetings.
## Scope and Sequence Across the Grades (K–8)

The content of the Caring School Community program both repeats and builds across the grades. As students learn new SEL skills, they practice previously learned skills in increasingly sophisticated contexts as they advance through the grades. At all grade levels, the first ten weeks of lessons are meant to be taught in order. These lessons ensure that the year begins positively in all classrooms and that all students have a common experience of setting norms and building the classroom community. The remaining weeks at

<table>
<thead>
<tr>
<th>K–1</th>
<th>Weeks 1–10</th>
<th>Weeks 11–17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE:</strong> Weeks 1–30 should be taught sequentially.</td>
<td>Building the Classroom and School Community</td>
<td>Being a Responsible Learner and Community Member</td>
</tr>
<tr>
<td><strong>Starting the Year</strong> • Learn rules and procedures • Get to know one another</td>
<td>• Learn table jobs • Act in safe, friendly, and responsible ways • Begin working in pairs • Learn cooperative structures • Get to know people who work in the school • Meet and begin working with older buddies</td>
<td>• Participate in activities that include read-alouds, drawing, writing, and mathematics • Practice social skills such as taking turns, looking at the speaker, and reporting what a partner said • Work independently for increasing lengths of time • Explore what it means to be responsible</td>
</tr>
<tr>
<td>2–5</td>
<td>Beginning the Year</td>
<td>Topic Weeks (can be taught in any order)</td>
</tr>
<tr>
<td>• Week 1: Getting to Know One Another • Week 2: Agreeing on Norms • Week 3: Taking Care of Our Classroom and Ourselves • Week 4: The Home–School Connection • Week 5: Making School a Happy Place • Week 6: Developing Empathy • Week 7: Feelings and Challenges • Week 8: People Who Work in Our School • Week 9: Planning for Buddies • Week 10: Meeting Our Buddies</td>
<td>School Life • Preparing for Assemblies • Preparing for Field Trips • Preparing for a Substitute Teacher • Preparing for Tests (grades 4–5) • Returning from Vacation • Welcoming New Students</td>
<td></td>
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<tr>
<td>6–8</td>
<td>Creating a Caring Advisory and School Community</td>
<td>Topic Weeks (can be taught in any order)</td>
</tr>
<tr>
<td>• Week 1: Getting Started • Week 2: Creating Norms • Week 3: Building a Caring Community • Week 4: Taking Responsibility for Actions • Week 5: Making Things Right • Week 6: Understanding Our Emotions • Week 7: Developing Empathy • Week 8: Respecting People Who Work in Our School • Week 9: Understanding Bullying • Week 10: Bullying: The Role of the Bystander</td>
<td>Positive School Experiences • Planning a Celebration • Welcoming New Students (grade 6) • Helping Younger Students (grades 7–8) • Enjoying Lunchtime • Homework</td>
<td></td>
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</tbody>
</table>
NOTE: Weeks 1–30 should be taught sequentially.

### Grades K–1

<table>
<thead>
<tr>
<th>Weeks 18–23</th>
<th>Weeks 24–29</th>
<th>Week 30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting to Know My Feelings</strong></td>
<td><strong>Caring About Others</strong></td>
<td><strong>Ending the Year</strong></td>
</tr>
<tr>
<td>Participate in activities that include body awareness, movement, and storytelling</td>
<td>Participate in activities that include read-alouds, writing, and mathematics</td>
<td>Reflect on the classroom community</td>
</tr>
<tr>
<td>Develop self-awareness</td>
<td>Imagine how others feel</td>
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<tr>
<td>Recognize and name emotions</td>
<td>Act in kind, caring, and helpful ways</td>
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<tr>
<td>Cultivate positive emotions</td>
<td>Express interest in others</td>
<td></td>
</tr>
<tr>
<td>Express emotions</td>
<td>Express appreciation for others</td>
<td></td>
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</tbody>
</table>

### Grades 2–5

<table>
<thead>
<tr>
<th>Topic Weeks (can be taught in any order)</th>
<th>Open Week</th>
<th>Closing Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character Building</strong></td>
<td><strong>Social Issues</strong></td>
<td><strong>Create Your Own Week</strong></td>
</tr>
<tr>
<td>Alike and Different (grades 2–3)</td>
<td>Mean Behavior (grade 2)</td>
<td>Reflecting on the Classroom Community</td>
</tr>
<tr>
<td>Friendship</td>
<td>Bullying (grades 3–5)</td>
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<tr>
<td>Gratitude</td>
<td>Cheating (grades 2–3)</td>
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<tr>
<td>Happiness and Creativity (grades 2–3)</td>
<td>Exclusion</td>
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<tr>
<td>Kindness</td>
<td>Misbehavior Outside of Class</td>
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<tr>
<td>Courage (grades 4–5)</td>
<td>Mishandling Belongings</td>
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<tr>
<td>Perseverance (grades 4–5)</td>
<td>Unkind Speech</td>
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<tr>
<td></td>
<td>Resolving Conflicts</td>
<td></td>
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<td></td>
<td>Teasing</td>
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### Grades 6–8

<table>
<thead>
<tr>
<th>Topic Weeks (can be taught in any order)</th>
<th>Open Week</th>
<th>Closing Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Relationships</strong></td>
<td><strong>Social Issues</strong></td>
<td><strong>Create Your Own Week</strong></td>
</tr>
<tr>
<td>Friendship</td>
<td>Resolving Conflicts 1</td>
<td>Reflecting on the Advisory Community</td>
</tr>
<tr>
<td>Girl–Boy Friendships</td>
<td>Resolving Conflicts 2</td>
<td></td>
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<tr>
<td>Kindness</td>
<td>Peer Pressure</td>
<td></td>
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<tr>
<td>Appreciating Diversity</td>
<td>Respecting Belongings</td>
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<tr>
<td></td>
<td>Exclusion/Cliques</td>
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<tr>
<td></td>
<td>Using Social Media Responsibly</td>
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<tr>
<td><strong>Wellness and Creativity</strong></td>
<td><strong>Reflecting on the Advisory Community</strong></td>
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<tr>
<td>Reducing Stress</td>
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<tr>
<td>Happiness</td>
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<tr>
<td>Interests Outside of School</td>
<td></td>
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<tr>
<td>Sleep</td>
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Principal’s Foreword

The Principal’s Edition of Caring School Discipline™ consists of this Principal’s Foreword, followed by the Teacher’s Edition of this book for grades K–1 and 2–5. It is designed to provide a common text for discipline for you and your faculty, along with additional guidance to help you in your role as principal.

The following three functions correspond to your role as leader of the schoolwide discipline program:

- Understand how discipline works, both proactively and responsively, in the Caring School Community program.
- Work with your Leadership Team to craft a discipline policy, including school rules, procedures for common areas, and an office referral process, that is aligned with your schoolwide vision and to the goals of the Caring School Community program.
- Implement the schoolwide discipline program—communicate your expectations, support teachers in working with students, and work to create a calm, orderly learning environment within a caring community.

Each of these functions is described in the sections that follow, along with considerations for fulfilling each function.

Understand the Caring School Community Discipline Approach

We encourage you to read the Introduction that follows this Foreword to understand how discipline works in the Caring School Community program. The approach is comprehensive, providing both proactive and responsive strategies to set students up for success and effectively intervene when necessary.

After reading the Introduction, we invite you to scan the chapters, which are organized alphabetically by common challenging student behaviors. Each chapter describes strategies teachers can use to work
with individual students to overcome problem behaviors. The boxes titled “Considerations for Involving Other Adults” provide suggestions for how you (and other adults in students’ lives) can support the process.

As you read, we invite you to reflect on what resonates with your own thinking and practice and what may require shifts in your perspective. Also consider what teachers may find challenging and begin to think about how you might support them.

Develop a Schoolwide Discipline Policy

Strong classroom management and preventative discipline strategies are woven throughout the classroom lessons to proactively teach students social skills and encourage responsible behaviors. If all teachers are implementing the program daily, with fidelity, there should be fewer office referrals for problem behaviors over time. Nevertheless there will always be students who need additional support to overcome dysfunctional behaviors, so it is important to craft a schoolwide discipline policy that is compatible with the responsive discipline strategies described in Caring School Discipline.

Work with the Leadership Team to craft a schoolwide discipline policy (including school rules, procedures for common areas in the school, and an office referral policy) along with a School Culture Statement based on staff input (see the “School Culture Statement and Discipline Policy” meeting in the Meeting Resources section of the Principal’s Leadership Guide). We offer the following considerations to inform the thinking of the team.

Considerations for Developing a Schoolwide Discipline Policy

In designing a schoolwide discipline policy that supports the goals of the Caring School Community program, consider these points:

- The goal of an effective discipline policy is to teach students self-discipline, not to coerce students into compliance through fear, guilt, or shame. This goal applies to all students, regardless of their learning speed, socioeconomic status, race, gender, or any other factors. This
goal of promoting self-discipline should be stated explicitly in the schoolwide discipline policy.

- Strong classroom implementation of the Caring School Community program is the foundation of the schoolwide discipline policy. Students who spend their days in well-managed classrooms—where social skills are taught explicitly, motivation to behave responsibly is cultivated, and disruptive behaviors are nipped in the bud—are less likely to require disciplinary intervention.

- Even in well-managed classrooms, some students will act out and require individualized support. Nevertheless, even the most behaviorally challenged students can grow in their ability to understand the effect of their behavior, develop empathy, make amends if needed, and practice self-control. This requires that they stay connected to their school community, as this sense of community is itself a regulating factor for behavior. For this reason, the Caring School Community program avoids the use of punishment or shame as disciplinary tactics, as these tactics damage students’ sense of belonging, undermine trust and motivation to change behavior, and thus prove to be ineffective long-term solutions.

- The classroom teacher is the most appropriate person, at least initially, to work one-on-one with a struggling student. The principal, primary caregivers, and other school professionals can be pulled in to provide additional support, as necessary (although for serious behavior problems the principal may become involved earlier in the process).

- Just as punishment has adverse effects, systematic over-rewarding of students can undermine intrinsic motivation. Practices like awarding stickers or “caught being good” points, or even overtly praising students who behave as expected, can train students to perform when adults are present but diminish their self-control when they are on their own. Furthermore, such practices have little effect on chronic behavior problems (Kohn 1999) and are unnecessary to gain good behavior, especially when programs like Caring School Community are implemented well in classrooms.

- Caring School Discipline provides many effective alternatives to removing misbehaving students from the classroom or suspending them from school. Classroom “cool-down” areas allow students who
need to step away and regain control to do so before resuming their classwork. For students sent to the office, there should be a prompt process for addressing their behavior and re-integrating them into the classroom as quickly as possible. Suspension from the classroom or school should be a very last resort, used only in rare cases when a student’s behavior puts self or others at risk, or is so chronically disruptive it prevents instruction from proceeding despite repeated use of the interventions outlined in *Caring School Discipline*. (See “Discipline and Equity” in the Introduction.)

- Only in extremely rare cases might you find that your school is not adequately equipped to help some students develop the self-discipline needed in order to function safely in the school setting. Every effort should be made to place such students in an alternative educational setting that will more effectively meet their needs.

**Considerations for Crafting School Rules**

In the first two weeks of the *Caring School Community* program, each class generates its own set of norms for how students will treat one another this year. These norms are based on how students wish to be treated themselves. The norms become the foundation for holding students accountable to positive behaviors. Unlike classroom norms, school rules should be set by the adults in a school. They should succinctly describe desired behavior, be few in number (3–5, ideally), and reflect the most basic expectations for ensuring a safe and civil environment in the school, for example:

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**School Rules**

- Always be safe.
- Always be where you belong.
- Do your best.
- Don’t hurt anyone.
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Considerations for Crafting Schoolwide Procedures

You will want to devise clear expectations for how regular routines will occur in the school, including a process for office referrals and procedures for how students will act and move in common areas of the school.

Common areas include bathrooms, hallways, cafeterias, and playgrounds as well as waiting areas outside the school and on school buses. Problem behaviors such as fighting and bullying can occur in these areas because students’ activities are less structured and their interactions less closely supervised than in the classroom setting. Putting in place well-thought-out procedures, along with adult supervision, mitigates many of these problems. Consider:

- What are the most effective ways to move large numbers of students through common areas during breaks and transitions? Work to devise a “traffic flow” that deters bottlenecks and the need for students to move against the flow. For each common area, specify both instructions for moving through the space and expectations for behavior.

- Hold an assembly to introduce schoolwide procedures (including the meaning of bells or other audible signals) at the beginning of the year. Follow this with reinforcement in all classes.

- Consider instituting a universal signal that staff will use if it becomes necessary to gain students’ attention in a common area, and practice it with students during an assembly. (An example might be a hand raised in the air, which students respond to by quieting down and raising their own hands.)

- Plan for adults to be present and visible in common areas across the school during breaks and transitions to ensure that students are following all rules and procedures. This is especially important early in the year.

- Plan regular check-ins during staff meetings to see how students are doing in common areas during breaks and transitions. If there are problem areas, revisit the procedures to see if they need to be modified or if existing procedures need to be reinforced with students. Promptly address problem areas so they do not negatively impact your broader school culture.
Implement the Schoolwide Discipline Program

As the leader of the schoolwide discipline program, you will want to communicate your expectations clearly and consistently to staff and students, support your teachers in working with students, and act to create a calm, orderly learning environment within a caring and respectful community.

Communicate Your Expectations

The agenda for the “School Culture and Discipline” whole-staff meeting (see Meeting Resources in the Principal’s Leadership Guide) is designed to help you communicate with the entire staff about the schoolwide discipline policy and your shared expectations for school culture. In this meeting, you will communicate your expectations for how all students, including those being disciplined, will be spoken to and treated within the school, and the staff will have an opportunity to explore the question of how to maintain discipline within a caring and respectful school community.

Following this meeting, we encourage you to use the “Check-in” meeting agenda (see Meeting Resources in the Principal’s Leadership Guide) to regularly check in with staff about how they are doing with implementing the schoolwide discipline policy.

Outside of these meetings, the staff will look to you to model how to reinforce discipline while maintaining a nurturing school environment for students. They will observe you interacting with students in common areas of the school, taking their cues from you about how to be positive and encouraging while communicating high expectations for student behavior. They will also look to you for support in working in effective ways with individual students, using the interventions in Caring School Discipline.

Support Teachers with Individual Students

In preparation for the “School Culture and Discipline” meeting (see Meeting Resources in the Principal’s Leadership Guide), teachers will
be asked to review their own copies of Caring School Discipline to understand both the proactive and responsive strategies included in the program. They will see how the chapters suggest specific responsive strategies for working with individual students around common misbehaviors. In the “Considerations for Involving Other Adults” box in each chapter, they will also find suggestions for enlisting you and other adults to support this process. We encourage you to review these sections in the Principal’s Edition ahead of time to help you anticipate ways you might support teachers and students.

Some ways a teacher might ask for your support include having you observe a student in or out of the classroom and conferring with you about next steps; facilitating or joining meetings with a student or his family; and cultivating your own trusting, mentoring relationship with a student.

Keep in mind that shifting away from traditional “carrot-and-stick” discipline practices toward a more student-centered approach may be challenging for some teachers. It can be uncomfortable, especially for those with a strong behavioral paradigm (“reward good behavior, punish bad”), to trust that a teaching and learning approach to discipline actually works. Personal beliefs about discipline are often rooted in one’s own upbringing and can be unconscious or deeply held. Be patient and steadfast in working with these teachers, using the suggestions in Caring School Discipline and the Troubleshooting section on the next page to help them move toward more constructive, less behavioristic practices.

**Discipline Within the Caring Community**

Reinforce school rules and procedures by being a consistent presence in common areas throughout the school day; interacting with students in the hallways, on the playground, in the lunchroom, and in other areas; and encouraging them to follow school rules, procedures, and norms. Even as you greet students cheerfully and interact with them with warmth and humor, always hold them to the highest standards of behavior and calmly correct them when necessary. Keep in mind that there should be no tension between upholding high expectations for student’s behavior and creating a safe and nurturing environment for them.
Implementing a schoolwide discipline program also means holding staff members accountable for talking and interacting professionally with all students, families, and colleagues. Students must be spoken to and treated respectfully by adults, even when being firmly disciplined. Interactions among adults should always be characterized by friendliness, professionalism, and assumptions of best intentions for students. See the Troubleshooting section below for how to intervene if you witness a breach of these standards among your staff members.

**TROUBLESHOOTING: CHALLENGES WITH SCHOOLWIDE DISCIPLINE**

Here are some common issues that might arise around schoolwide discipline and suggestions for dealing with them:

- **Inconsistency in enforcing rules.** When some staff members ignore or fail to enforce agreed-upon school rules or procedures, this can confuse students and irritate colleagues. Talk individually to these staff members to remind them that students need a consistent message about what is expected. If you see inconsistent rule enforcement happening on a wide scale, use the “Problem-solving” meeting (see Meeting Resources in the *Principal’s Leadership Guide*) to discuss the issue as a staff.

- **Teachers resisting or losing faith in the approach.** Teachers may come to feel that, while a student-centered discipline approach is fine for most students, it “just doesn’t work” for students with particularly challenging or persistent misbehaviors. Impatient for results, they may revert to more punitive practices or label these students as troublemakers. This can damage the teacher–student relationship and jeopardize the potential for improving behavior over time. Intervene immediately to support a teacher who is struggling with discipline by meeting to discuss the troublesome behavior. Communicate that you understand the disequilibrium she may be feeling, and together read and discuss applicable chapters in *Caring School Discipline*. Based on the suggestions, come up with a plan for exactly how the teacher will intervene when the student misbehaves, emphasizing that, while unsafe behaviors must be stopped immediately, other behaviors may

(continues)
require time and repeated interventions to change. Encourage the teacher to build a trusting relationship with the student and to practice a firm but optimistic tone when disciplining the student. Afterward, check in frequently to observe the teacher–student interactions and to discuss refinements to the intervention plan.

- **Adults speaking aggressively or disrespectfully to students.**
  Adults who are angry or frustrated may find themselves shouting, threatening, or using other forms of harsh speech toward students. Others may be unaware that they tend to use an intimidating or “militaristic” tone with students. This kind of speech undermines the calm, safe climate you are trying to create and should be addressed immediately. Approach a staff member who is shouting and calmly say, “How can I help?” At the earliest opportunity, meet privately with that staff member and remind him of the schoolwide commitment to creating a safe, caring community for everyone. Questions like the following can help you facilitate a constructive but nonthreatening conversation with the staff member:

  Q *You sounded frustrated and upset speaking to the students in the hallway today. What happened for you?*

  Q *When we developed a shared vision for our school culture, we agreed that students will be spoken to calmly and respectfully, even when being disciplined. On your best day, how would you want to respond to students in this kind of situation?*

  Q *It’s always challenging to balance firmness and respect when disciplining students. What thoughts do you have about achieving this balance going forward?*
### School Climate Survey • SCS1
1 of 2

Observe interactions in common areas of the school (such as the yard or playground, hallways, and lunchroom), then circle the number that indicates your level of agreement or disagreement with each statement that follow.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students treat one another with kindness and respect.</td>
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<td></td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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<tr>
<td>Students speak to adults respectfully.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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<td></td>
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<tr>
<td>Adults speak to students respectfully.</td>
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<td></td>
<td></td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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<td></td>
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<tr>
<td>Adults speak to one another respectfully.</td>
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<td></td>
<td></td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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<tr>
<td>Students seem happy and play well together.</td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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<tr>
<td>Students resolve problems constructively and ask for help when needed.</td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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<tr>
<td>There is a low incidence of bullying, and when it happens, it is dealt with promptly by an adult.</td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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<tr>
<td>Bullying is treated as a serious issue, and students and staff actively work to prevent it.</td>
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<tr>
<td>Agree</td>
<td>Disagree</td>
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</tbody>
</table>
School Climate Survey • SCS1
2 of 2

- Common areas in the school feel safe, calm, and welcoming.
- Students know and follow school rules and procedures in common areas.
- Our school celebrates the diversity of the people in it.
- Substitute teachers are treated respectfully and seem to enjoy working in the school.
- Parents and visitors are welcome in our school and seem to enjoy being here.
- Families participate in school events, such as parent–teacher conferences and schoolwide activities.
Evidence of Classroom Implementation • ECI1
1 of 2

Grade and Class: __________________________ Date/Time: _____________ / _____________

As you observe in the classroom, use a check mark to indicate whether you see ample, some, or minimal evidence of the *Caring School Community* program implementation, as described in each statement below.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Ample evidence</th>
<th>Some evidence</th>
<th>Minimal evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom feels calm and welcoming.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Norms are posted in the classroom.</td>
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<tr>
<td>Morning Circle (grades K–5) or Advisory (grades 6–8) occurs daily using <em>Caring School Community</em> lesson plans.</td>
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<tr>
<td>Class meetings occur weekly using <em>Caring School Community</em> lesson plans (grades 2–8).</td>
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<tr>
<td>SEL skills are taught explicitly.</td>
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<tr>
<td>Students are asked to practice SEL skills they have learned throughout the school day.</td>
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</tr>
<tr>
<td><em>Caring School Community</em> lesson plans are followed as written.</td>
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<td></td>
</tr>
<tr>
<td>Students are spoken to calmly and respectfully.</td>
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<td></td>
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<tr>
<td>Students speak and act respectfully toward the teacher.</td>
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<tr>
<td>Students carry out classroom procedures independently.</td>
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<tr>
<td>Students are friendly to one another.</td>
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<td></td>
<td></td>
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<tr>
<td>Students talk and work in pairs or groups.</td>
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<td></td>
</tr>
</tbody>
</table>
### Evidence of Classroom Implementation • ECI1
2 of 2

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Ample evidence</th>
<th>Some evidence</th>
<th>Minimal evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-task behavior is redirected with minimal disruption to instruction.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students complete the Home Connection/Sharing Activity regularly.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students seem happy to be in their classroom and school.</td>
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</tbody>
</table>
Family Math is a widely used parent involvement program developed by EQUALS at the Lawrence Hall of Science of the University of California at Berkeley. Together, parents and children attend a series of hands-on workshops where they use math manipulatives such as blocks, beans, pennies, and other easy-to-find objects to understand more about numbers and space and to develop strategies for solving mathematics problems.

**WHY THIS ACTIVITY?**

Family Math is a way for parents and children to enjoy discovering math together and, in doing so, to learn to solve problems, experiment with new ideas, and help each other. For parents, the workshops offer a relaxed environment where they can enjoy learning with their children and can gather activity ideas that the family can explore at home. Students benefit from a stronger connection between what goes on in school and at home, and are likely to find more enjoyment in learning math.

**GETTING READY**

**Materials and Facilities**
- Math materials such as manipulatives, graph paper, rulers, measuring units
- Easy-to-find materials such as beads, blocks, pennies, toothpicks, beans
- Handouts describing activity ideas that parents and children can work on at home

**Outside Resources**
- *Family Math* (optional), available from the Lawrence Hall of Science at the University of California at Berkeley. For more information, visit lawrencehallofscience.org. This resource book for teachers and parents offers almost 300 pages of specific Family Math activities. Consider having the book available when you introduce the Family Math idea to the teaching staff.

**PREPARING FAMILIES**

When inviting parents to a Family Math program, recognize that many may be anxious about their own math skills. Be sure to invite parents in a reassuring and inclusive manner that highlights this activity as a way to have fun, enjoy spending time as a family, and learn together—not one where people have to demonstrate their math skills!
Plan to send home an initial workshop announcement that explains the goals of Family Math, a follow-up reminder about a week before the workshop, and periodic home activities and messages of encouragement (see Samples A and B).

### SAMPLE A  LETTER TO FAMILIES

Dear Family Members and Family Friends,

On (DATE) we will be hosting our first schoolwide Family Math workshop. Family Math is a whole collection of gamelike math activities that show parents and children how to explore math together. Whether you loved or hated math as a student, and no matter what you think of your math skills, we think you’ll really enjoy doing these activities with your children.

Schools that offer Family Math workshops have found that children are enjoying math and spending more time on their homework. But above all, Family Math is designed to be a time to enjoy thinking and learning together as a family.

Please plan to come for an evening that is both meaningful and fun. We’ll see you at (TIME) on (DATE) in the school cafeteria.

### SAMPLE B  REMINDER

REMINDER!

Come to Family Math—a fun evening of math games and activities for the whole family. Don’t give a second thought to your math skills; Family Math is designed for everyone to enjoy.

Family Math will be held at (TIME) on (DATE). We hope to see you there!

### FACILITATING THE SCHOOLWIDE ACTIVITY

**Planning Math Activities**

While the Family Math program recommends that schools sponsor six to eight family sessions throughout the year, we encourage you to experiment with a smaller number—even one or two workshops—if your time is limited. The Family Math book activities can be used at the workshops or described on handouts for home activities. Select Family Math activities
that reinforce what students are already learning in class. Consider organizing the workshops around specific mathematical themes, such as counting, odd and even numbers, fractions, measuring, and so on. We recommend dividing participants into three different grade-level groups (for example, K–1, 2–3, 4–5) and providing for families with limited English proficiency.

The Workshop
Welcome families as they come in, and provide them with a colored ticket indicating which room they should go to for their Family Math activities (this gives you an opportunity to direct students of different grade levels to an age-appropriate topic, or to offer families with limited English proficiency the opportunity to work in a bilingual room). At the first Family Math event, spend a few minutes talking about the goals and value of the program, and offer a warm-up activity to help parents and children feel comfortable. The rest of the workshop time can then be spent on the specific math activities, but consider saving some time at the end of the evening for discussing ways that parents might incorporate more math at home with their children (see below).

Family Reflections
Leave time at the end of your Family Math evenings for families to talk about what they liked, what they learned, and how it felt to work together. When parents spend a few minutes reflecting on their experience, they are more likely to see its value and to enjoy sharing their excitement with others.

Helping Parents Follow Up at Home
Encourage parents to provide a special place for study, to be ready to talk with their children about mathematics, to be more concerned with the process of doing mathematics than with getting the right answer, to keep their comments positive and encouraging, and to model a positive attitude about math. Also remind parents of the many day-to-day ways they can “do” math with their children—counting things as they walk around the neighborhood, measuring ingredients, dividing dessert, and so on.

Adaptations
• Additional Subject Areas. The Family Math approach can be easily adapted to other subjects such as science, where families explore hands-on science activities together, or art, where families learn new ideas for creative projects they can work on together.