About Center for the Collaborative Classroom

Center for the Collaborative Classroom (CCC) is a nonprofit educational organization dedicated to providing continuous professional learning for teachers and curricula that support the academic, ethical, and social development of children.

We believe that how we teach matters as much as what we teach. Our professional learning honors all teachers and empowers them to create the conditions for learning that will meet rigorous state standards and nurture the needs of the whole child. Our programs and carefully selected trade books help children appreciate the ideas and opinions of others, learn to agree and disagree respectfully, think critically about big ideas, and become responsible citizens of the world.

Contact your local education consultant to learn more about the Caring School Community program and other CCC programs. You can find them at collaborativeclassroom.org/education-consultant.
# Table of Contents

**Introduction to the Caring School Community Program** ........................................... 2
  - Building Caring Relationships ................................................. 2
  - Direct Teaching of Social Skills .............................................. 3
  - Effective Classroom Management .......................................... 3

**Research Base** ........................................................................................................ 4
  - Academic Performance .................................................................. 5

**Alignment with the CASEL Competencies** .......................................................... 7

**Program Components in Grades K–5** ............................................................... 8

**Program Components in Grades 6–8** ............................................................... 9

**Teacher’s Package Overview** ............................................................................... 10
  - How the Year Is Organized in Grades K–5 ..................................... 10
  - How the Year Is Organized in Grades 6–8 ...................................... 12
  - Class Meetings ............................................................................. 14
  - Topic Weeks in Grades 2–8 ........................................................... 16
    - Sample Topic Week Opener ...................................................... 16
    - List of Topics Covered .............................................................. 17
  - Partnering with Families .............................................................. 18
  - **Teacher’s Guide to Subject-area Integration (Grades 6–8)** .......... 20

**SEL Assessment** ..................................................................................................... 22
  - Class Assessment ......................................................................... 22
  - Individual Student Assessment ................................................... 22
  - One-on-One Conferences ............................................................. 22

**Caring School Discipline** ...................................................................................... 24

**Cross-age Buddies Activity Book** ....................................................................... 26

**Principal’s Package Overview** ............................................................................... 28
  - **Principal’s Leadership Guide** ................................................... 28

**Support Tools** ......................................................................................................... 29
  - Staff Meeting Agendas ............................................................... 29
  - Assessment Tools ......................................................................... 30

**Caring School Community and Collaborative Literacy** .................................... 32
The *Caring School Community*® program is a social and emotional learning (SEL) and discipline program designed to help students become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of a democratic society. From day one of Kindergarten through the last day of grade 8, the lessons in the program help teachers create warm, safe, and disciplined classroom environments where students can develop the skills and dispositions they need to interact constructively with others. The program does so by:

- Building caring relationships with and among students
- Directly teaching social skills
- Creating calm, orderly learning environments through the use of effective classroom management practices

### Building Caring Relationships

Relationships are at the core of a successful learning community. The *Caring School Community* program helps to foster relationships among the students, school staff, and parents that are characterized by genuine warmth and interest. Students and adults spend time getting to know and appreciate one another. They learn about others’ interests, opinions, and ideas, and they learn to treat one another with care and respect.

The program helps strengthen the students’ sense of belonging at school and their relationships in many ways, including:

- **Daily Morning and Closing Circle activities** in which students get to know each other, work together, and practice social skills
- **Weekly random pairing of students**, which helps them learn to work and solve problems with many different kinds of people
- **Weekly class meetings** in which students address common concerns and current issues, and in the process learn to understand issues from others’ perspectives, have empathy for how others are feeling, and reach agreement as a class
- **Weekly Friday Choice Time** during which students have a chance to work with others on their choice of engaging activities
- **The use of cooperative structures** such as “Turn to Your Partner” and “Heads Together,” which give students meaningful and engaging ways to work with others
- **Developing relationships beyond the classroom** by getting to know older or younger buddies and people who work in the school
- **Weekly home connection activities**, which help students talk with family members about the social development focus of the week
Direct Teaching of Social Skills

The *Caring School Community* program provides detailed, easy-to-follow daily lessons for directly teaching children the social skills they need to succeed at school and beyond. The social skills addressed in the lessons fall into four categories:

1. **Beginning-of-year skills**, such as learning and following the classroom and school rules and procedures and learning to look at and greet one another by name;
2. **Self-management skills**, such as reflecting on their own behavior and asking for help when needed;
3. **Interpersonal skills**, such as including one another and sharing work fairly; and,
4. **Executive function skills**, such as monitoring attention and refocusing when necessary.

Each week’s lessons focus on a few social skills and over the course of the year, the students have the chance to learn and practice all of the skills multiple times.

Effective Classroom Management

Following the program’s approach to classroom management will help to establish a calm, orderly, and disciplined learning environment in the classroom. Students who know the procedures and routines, what the school and class rules require, and what to expect each day feel safer at school and are more likely to perform those routines and tasks successfully. In turn, they will be less likely to have behavior challenges throughout the day, allowing their teachers and themselves to focus on the social, emotional, and academic learning they need to succeed.

The lessons, as well as periodic Classroom Management Notes, provide a road map for setting up and managing a classroom effectively. They guide teachers to explicitly teach procedures and behavioral expectations so that the students know exactly what to do and have a chance to practice the routines and procedures until they are able to do them successfully and independently. Teachers also teach and discuss the school and class rules and lead the students in developing and reflecting on norms, which are agreements about how the students want to be treated and will treat others.
An extensive body of research demonstrates what many teachers have long known—that building a safe and caring community in the school and attending to SEL are essential to students’ overall success. Children learn best in communities where their basic psychological needs are met. These include the need for autonomy, belonging, acceptance, and physical and emotional safety. Children also need to feel competent and able to make sense of what they are learning. When such basic needs are met, students feel safe to express themselves and take the risks required for learning. Conversely, children who experience chronic fear and anxiety are less likely to learn effectively and often have difficulty concentrating and performing up to their potentials.

Given these realities, it is not surprising that children in a caring school environment tend to do better academically. A meta-analysis of 213 randomized-controlled studies of SEL programs found that students who experienced such teaching and learning demonstrated significantly higher academic achievement, in addition to improved social and emotional skills, more positive classroom behavior, fewer problem behaviors such as violence, bullying, delinquency, and drug use, and reduced emotional problems such as depression or stress disorders.

These findings are consistent with evaluations made over a 20-year period by the Child Development Project (CDP), the precursor of the Caring School Community program, which found that students who experienced effective SEL approaches had significantly greater achievement gains in both language arts and mathematics compared to control-school students, as measured by grades and standardized tests. Moreover, these positive effects followed the students of high-implementation elementary schools into their middle school years, where they demonstrated higher grades in their core academic classes, higher achievement test scores, and less misconduct at school.

Caring communities in schools are absolutely essential if we are to eliminate the disparities in educational outcomes that exist in American schooling today. The “school-to-prison pipeline” has become a shamefully common phenomenon in which the behavior of particular students—primarily poor, African-American and Latino boys—is criminalized from an early age. These students are suspended, expelled, and arrested at school at much higher rates than white students, even for comparable behaviors. Understandably, such disproportionate and punitive treatment causes many students to become disengaged and fall behind their peers, leading to higher dropout rates, fewer life options, and often incarceration. A caring community provides an alternative scenario that promotes positive behavior for all students through direct teaching of responsibility, empathy, and cooperation, in a setting where students feel known and cared for. Students become intrinsically motivated to contribute productively to a community they are invested in, rather than feeling coerced into compliance (often ineffectively) through harsh punishments.

Academic Performance

Outcome data from two federally funded evaluations of the Caring School Community program prove that creating a strong sense of community increases not only students’ safety and sense of well-being, but also their academic performance. These gains are particularly impressive because the program does not include either reading or math instruction.

Evaluation by the San Francisco Unified School District

As part of a federally funded character education grant from 2003–06, the San Francisco Unified School District’s research department conducted a randomized study of the Caring School Community program. This study involved twelve underperforming elementary schools—six that received our program and six that served as a control group. At the end of the two-year intervention period, students in the schools using Caring School Community showed significant academic gains in both reading and math.

PERCENTAGE OF 2ND–5TH GRADE STUDENTS SCORING PROFICIENT OR ABOVE ON THE CALIFORNIA STATE STANDARDS TEST

Evaluation by the Cooperating School Districts of St. Louis

Under a large third-party federal grant, 40 schools in the Cooperating School Districts of St. Louis, Missouri, were randomly assigned to four groups of ten schools each; three groups of schools implemented *Caring School Community* and the fourth group served as a control. The three groups of schools using *Caring School Community* began implementing it in successive years—the first group in 2002–03, the second group in 2003–04, and the third group in 2004–05. The graphs below show statistically significant differences in average state achievement scores in math and reading in spring 2005.
The social skills that the *Caring School Community* program addresses correlate closely with the social and emotional competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The CASEL framework sets out five key areas of competence: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**Alignment with the CASEL Competencies**

The diagram illustrates the alignment between the *Caring School Community* program and the CASEL competencies, showing how the program's skills align with each of the five key areas of competence.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Examples of <em>Caring School Community</em> Skills</th>
</tr>
</thead>
</table>
| **SELF-AWARENESS**              | • Recognize emotions and express them appropriately  
• Cultivate positive emotions                                                        |
| **SELF-MANAGEMENT**             | • Reflect on behavior  
• Consider the effects of behavior and decisions on others  
• Consider the natural consequences of actions  
• Speak and act in respectful, caring, friendly, and helpful ways  
• Consider how to make amends after causing harm |
| **SOCIAL AWARENESS**            | • Seek to understand others’ feelings and perspectives  
• Express interest in and appreciation for others                                                                 |
| **RELATIONSHIP SKILLS**          | • Listen to and share a partner’s thinking with the class  
• Agree and disagree in a respectful way  
• Speak and act in respectful, caring, friendly, and helpful ways  
• Include one another  
• Give feedback in a helpful way                                                        |
| **RESPONSIBLE DECISION-MAKING**  | • Share work and materials fairly  
• Make fair decisions  
• Monitor attention and refocus when necessary  
• Reflect on thinking and learning |

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Program Components in Grades K–5

Teacher’s Package

Teacher’s Manual
Teacher’s Manual
Assessment Resource Book
Caring School Discipline: Teacher’s Edition
Cross-age Buddies Activity Book
Three trade books per grade level

Principal’s Package

Principal’s Leadership Guide
Principal’s Calendar
Schoolwide Assessments and Surveys
Caring School Discipline: Principal’s Edition
Schoolwide Community-building Activities
Cross-age Buddies Activity Book

Caring School Community® Program Preview
Program Components in Grades 6–8

Teacher’s Package

Teacher’s Manual
Teacher’s Manual Topic Weeks
Assessment Resource Book
Caring School Discipline: Teacher’s Edition
Teacher’s Guide to Subject-area Integration

Principal’s Package

Principal’s Leadership Guide
Principal’s Calendar
Schoolwide Assessments and Surveys
Caring School Discipline: Principal’s Edition
Schoolwide Community-building Activities
How the Year Is Organized in Grades K–5

In kindergarten and grade 1 the Caring School Community lessons are designed to be taught in order. The lessons are grouped in the following thematic categories:

- Starting the Year (2 weeks)
- Building the Classroom and School Community (8 weeks)
- Being a Responsible Learner and Community Member (7 weeks)
- Getting to Know My Feelings (6 weeks)
- Caring About Others (6 weeks)

In grades 2–5, the following chart summarizes how the year is organized in the program.

<table>
<thead>
<tr>
<th>Year at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEKS 1-10</strong></td>
</tr>
<tr>
<td>These weeks are meant to be taught in order. They include:</td>
</tr>
<tr>
<td>• Lessons for Morning and Closing Circle</td>
</tr>
<tr>
<td>• Weekly class meeting lessons</td>
</tr>
<tr>
<td>• Facilitation Tips for the teacher</td>
</tr>
<tr>
<td>• Suggestions for how to integrate the teaching of social skills and cooperative structures throughout the day</td>
</tr>
<tr>
<td>These weeks help teachers and students get started building a caring community, providing, among other things:</td>
</tr>
<tr>
<td>• Teambuilding activities</td>
</tr>
<tr>
<td>• Guidelines for teaching procedures</td>
</tr>
<tr>
<td>• Lessons for developing norms with students</td>
</tr>
<tr>
<td>• Lessons to introduce buddies</td>
</tr>
<tr>
<td>• Lessons to help students get to know the adults who work in the school</td>
</tr>
</tbody>
</table>

| **TOPIC WEEKS** |
| Eighteen Topic Weeks, which can be taught in any order the teacher chooses, are provided as booklets. These address topics in the following categories: |
| • School life issues |
| • Character building |
| • Social issues |

| **OPEN WEEK** |
| This week 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. |

| **CLOSING WEEK** |
| This week is designed to help the students reflect on their progress, individually and as a group, and say goodbye to each other. |
A Typical Week

Understanding how the lessons are organized will help teachers prepare and support successful implementation. The first two weeks of the program contain detailed lessons to help teachers become familiar with the program and establish their community, procedures, and routines. Following those weeks, lessons are more streamlined with a predictable pattern.

1. **Classroom Management Notes** appear in the lesson margins and offer suggestions for how best to manage a particular aspect of a lesson.

2. **Teacher speech bubbles** appear in the margins of the lessons to give examples of concise, clear, direct, and respectful language a teacher might use in a specific context.

3. **Facilitation Tips** suggest techniques for facilitating class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students’ responses) in order to increase participation and encourage conversations among students.

4. **Teacher Notes** appear in the lesson margins to provide helpful information or suggestions, such as the purposes of different activities, materials to be collected or saved, or ways to support the students.

5. **Open-ended questions** are provided throughout to encourage students to think deeply, become more engaged, and participate more actively in classroom learning and discussions.

---

**DAY 1**

**MORNING CIRCLE**

**(20–30 minutes)**

**PURPOSE**
- Learn the procedures for Morning Circle
- Learn a greeting and one another’s names

**ABOUT A CIRCLE ON THE RUG**

For Morning Circle (held later, for class meetings), the students need to be able to still face one another. A circle on the floor in a rug area is the ideal arrangement because it permits everyone on equal footing and the students can address one another directly. It is not feasible to designate an area in the classroom, teach the students a procedure in which they quickly rearrange themselves, or in their chairs, to sit facing one another (the example the students inside move their chairs which they quickly rearrange themselves, in their chairs, to sit facing one another). The students on the inside move their chairs to the outside to ensure everyone on the perimeter, facing in. As with any procedure, the students will need to practice so they can more quickly engage in morning circle.

**Welcome the Students**

Greet the students warmly as they enter the classroom and show them where everyone can enjoy learning and friendship. Since there will be many opportunities to talk and work with one another, you will want them to practice the greeting. Help them find their desks and put on their name tags. Introduce them to their tablemates and to other newly arriving students.

**Teach the Attention Signal**

Greet all the students again. Introduce yourself. Explain that this year the students will help to make the class a safe, caring, and happy place where everyone can enjoy learning and friendship. Since there will be many opportunities to talk and work with one another, you will want them to practice the signal you will use whenever you want their full attention.

The attention signal you will use (such as a hand held in the air) Explain both the signal and your expectations for a prompt response.

**Move to Morning Circle**

Explain that each day begins with Morning Circle. The students will enter the classroom, put their things away, come to the rug, and sit in a circle to start the day.

Tell the students to join you on the rug. Explain how you would like them to come to the circle and to sit facing in.

If the students do not come to the circle in an orderly way, calmly have them return to their chairs. Then explain the instructions and have them practice moving to the circle again. Repeating the procedure helps them learn your expectations and act responsibly.

**Teach Morning Circle Procedures and Greeting**

Sit in the circle with your students. Explain that Morning Circle will always begin with a greeting in which every student participates. Teach the greeting that follows by modeling it with your own actions.

Greeting of the Week: “My Name”

Each person says, “Hi, [Your Name].” The class responds with, “Hi, [Your Name]!” The class goes around the circle until every student has said his or her name and been greeted. If time is available, go around the circle twice so the students can practice the greeting.

**Teacher’s Package Overview**

Day 1: Morning Circle

Facilitation Tip

Notice that in this program we suggest that you ask open-ended questions that can be answered with a single word or “yes” or “no” or “the question. What are some other things you would like to find out about your classmates?” in open-ended while the question “What are some other things you would like to find out about your classmates?” is open-ended. The office can ask the questions as they are written or to allow their effect on student thinking.

Ask:

- What name did you learn today?
- Explain that the reason the students will greet others and be greeted so the students can practice the greeting.
- Each person says, “Hi, [Your Name].” The class responds with, “Hi, [Your Name]!” The class goes around the circle until every student has said his or her name and been greeted. If time is available, go around the circle twice so the students can practice the greeting.

Make Announcements

Explain that during Morning Circle, the greeting is followed by brief announcements. Make your announcements now (spending no more than 5–10 minutes on them). Include any special information that the students will need on their first day of school.

---

**DAY 1**

**MORNING CIRCLE**

**(20–30 minutes)**

**PURPOSE**
- Learn the procedures for Morning Circle
- Learn a greeting and one another’s names

**ABOUT A CIRCLE ON THE RUG**

For Morning Circle (held later, for class meetings), the students need to be able to still face one another. A circle on the floor in a rug area is the ideal arrangement because it permits everyone on equal footing and the students can address one another directly. It is not feasible to designate an area in the classroom, teach the students a procedure in which they quickly rearrange themselves, or in their chairs, to sit facing one another (the example the students inside move their chairs which they quickly rearrange themselves, in their chairs, to sit facing one another). The students on the inside move their chairs to the outside to ensure everyone on the perimeter, facing in. As with any procedure, the students will need to practice so they can more quickly engage in morning circle.

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Greet the students warmly as they enter the classroom and show them where everyone can enjoy learning and friendship. Since there will be many opportunities to talk and work with one another, you will want them to practice the greeting. Help them find their desks and put on their name tags. Introduce them to their tablemates and to other newly arriving students.

**Teach the Attention Signal**

Greet all the students again. Introduce yourself. Explain that this year the students will help to make the class a safe, caring, and happy place where everyone can enjoy learning and friendship. Since there will be many opportunities to talk and work with one another, you will want them to practice the signal you will use whenever you want their full attention.

The attention signal you will use (such as a hand held in the air) Explain both the signal and your expectations for a prompt response.

**Move to Morning Circle**

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**Teacher’s Package Overview**

Day 1: Morning Circle

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Notice that in this program we suggest that you ask open-ended questions that can be answered with a single word or “yes” or “no” or “the question. What are some other things you would like to find out about your classmates?” in open-ended while the question “What are some other things you would like to find out about your classmates?” is open-ended. The office can ask the questions as they are written or to allow their effect on student thinking.

Ask:

- What name did you learn today?
- Explain that the reason the students will greet others and be greeted so the students can practice the greeting.
- Each person says, “Hi, [Your Name].” The class responds with, “Hi, [Your Name]!” The class goes around the circle until every student has said his or her name and been greeted. If time is available, go around the circle twice so the students can practice the greeting.

Make Announcements

Explain that during Morning Circle, the greeting is followed by brief announcements. Make your announcements now (spending no more than 5–10 minutes on them). Include any special information that the students will need on their first day of school.
How the Year Is Organized in Grades 6–8

The following chart summarizes how the year in the Caring School Community program is organized in grades 6–8.

<table>
<thead>
<tr>
<th>Year at a Glance</th>
</tr>
</thead>
</table>
| **BEFORE SCHOOL STARTS** | We encourage schools to hold an orientation for new students entering middle school. The goals of orientation are to:  
  ▪ Begin building community among the students  
  ▪ Introduce the students to their advisors  
  ▪ Familiarize the students with the layout of the school  
  ▪ Give students a sense of how their days will be organized |
| **WEEKS 1–10** | These weeks are meant to be taught in order. The Teacher’s Manual lessons include:  
  ▪ Lessons for Advisory  
  ▪ Weekly class meeting lessons  
  ▪ Facilitation Tips for the teacher  
  The Teacher’s Guide to Subject-area Integration includes specific suggestions, correlated to the Weeks 1–10 Advisory lessons, for how to integrate the teaching of social skills and cooperative structures in students’ subject-area classes. |
| **TOPIC WEEKS** | Eighteen Topic Weeks, which can be taught in any order the teacher chooses, are provided as booklets. These address topics in the following categories:  
  ▪ Positive school experiences  
  ▪ Personal relationships  
  ▪ Social issues  
  ▪ Wellness and creativity |
| **OPEN WEEK** | This week 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. |
| **CLOSING WEEK** | This week is designed to help the students reflect on their progress, individually and as a group, and say goodbye to each other. |
A Typical Week

Similar to grades K–5, the first two weeks in the Caring School Community program contain very detailed lessons to help teachers become familiar with the program and establish their community, procedures, and routines. Following those weeks, lessons are more streamlined with a predictable pattern. In addition to the lesson features described in grades K–5, the grades 6–8 lessons contain features that are specific to the middle school curriculum.

1. **Advisory lessons** appear at grades 6–8. Students spend the beginning of every day with an advisor and a small group of fellow students. The Advisory program’s main goal is to create a caring community within the school for the students. Each middle school teacher leads an Advisory group, and groups are kept as small as possible, ideally 15–20 students.

2. **One-on-One Conferences** are held weekly and are a powerful tool for developing strong relationships between teachers and students. During each one-on-one conference, teachers spend as much time as possible listening to the student and gathering information, using open-ended questions to guide the conversation as needed.

3. **Subject-area Integration** notes appear at the end of lessons to direct teachers to support in Teacher’s Guide to Subject-area Integration.

---

**DAY 1**

**ADVISORY**

40 minutes

**PURPOSE**

- Greet one another by name
- Learn names and begin to get to know one another
- Begin to build relationships

**Welcome the Students**

Standing in the doorway of your classroom with your name tag on, greet the students warmly as they enter and direct them to their seats in the circle of chairs. Have them place any belongings behind their chair, put on their name tags, and introduce themselves to the students sitting nearby.

**Introduce Advisory**

When the students are seated, join the circle and introduce yourself. Explain that each day this group of students will come together in this Advisory class. Let the students know that Advisory is like their “home group” at school.

**Teach the “Hi, I’m—” Greeting**

Explain that Advisory will always begin with a greeting in which every student participates. Tell the students that today you will greet each other by following each person with a “Hi, [name]” and the class will respond with “Hi, [name].” Modeling starting with your name (“Hi, [Ms. Jones]”) and having the class respond (“Hi, [Ms. Jones]”), this continues around the circle until every student has said his or her name and been greeted.

**When some students may not know how to respond:**

Q How can you help someone who has not noticed the signal?

Q How can you politely end a conversation if I give the signal while you are talking?

**Teach the Attention Signal**

Tell the students that they will frequently be asked and expected to talk to one another during Advisory. Explain that you will use a signal to help them get quiet and focus on you. Model the signal and explain exactly how you expect the students to respond to it.

Before the students practice responding to the signal, discuss questions such as:

Q How are you politely and conversational if I give the signal while you are still talking?

Q How can you help someone who has not noticed the signal?

**ONE-ON-ONE CONFERENCE**

Discuss how each student is doing socially and academically. Help the student reflect on his or her progress or concerns by asking questions such as:

Q What is going well for you in your classes?

Q What concerns do you have about any of your classes?

Q What is going well for you socially and with friends?

Q What concerns do you have about social issues or friends?

Q What else do you want to talk about?

**SUBJECT-AREA INTEGRATION**

Integrate the principles and practices of the Caring School Community into your classes today using the suggestions provided in this week’s Caring School Community for your subject area.
Class Meetings

Class meetings are important whole-class discussions in which the students make decisions about their classroom, build relationships, and talk about problems affecting their class. Class meetings are central to cultivating students’ social, emotional, and ethical development in this program. To help build community at the beginning of the year, there are several class meetings scheduled during the first two weeks of school. Beginning in Week 3 and for all remaining weeks of the year, there is one class meeting per week.

Class meetings are held with chairs arranged in a circle, which allows the students to sit comfortably for a longer period of time than when they sit on the floor. Students learn procedures for bringing their chairs to the circle in a safe and orderly way, participating in the class meeting, and returning with chairs to their desks afterward.

Class meetings are part of the program in grades 2–8. In grades K–1, the students engage in community chats. Community chats lay the foundation for class meetings. Chats are shorter and less formal than class meetings. Community chats are discussions about the classroom and school community, including ways to solve problems that arise. Some community chats are embedded in the weekly lessons, and others are provided separately to address a variety of topics that arise spontaneously during the year (such as preparing for a substitute teacher, going on a field trip, or dealing with teasing in the class).
**Cooperative structure icons** indicate where in the lesson the students work in pairs or small groups and where the cooperative structures “Turn to Your Partner” and “Think, Pair, Share” are used.

**Students might say quotes** give examples of what students might say in response to discussion questions. They also help teachers gauge if their students’ thinking is on track and can serve as examples to share with the class if they need additional support.

---

**IMAGINE HOW OTHERS FEEL**

**PURPOSE**
- Develop empathy by actively imagining how others feel

**Gather and Introduce the Topic**
Have the students bring their chairs to the circle with partners sitting together. Briefly review the “Class Meeting Rules” chart. Remind the students that they have been learning to recognize and name feelings. Point out that it is important for people to be able to imagine how others feel and to understand that other people have feelings similar to their own. Ask:

**Why is it helpful to know how other people are feeling?**

**Imagine Feelings in a Scenario**
Explain that you will read a scenario aloud. Ask the students to close their eyes and try to imagine how the people in the situation are feeling. Read the following scenario aloud twice:

*Imagine that Francisco and Karla are chasing each other at recess. Francisco trips and runs into Karla roughly, causing her to fall to the ground and scrape her knee. ‘Ow! You pushed me!’ Karla howls, holding her knee. ‘It was an accident!’ Francisco shouts, standing up and brushing off his pants.*

Ask:

**Q Think quietly to yourself: How would you feel if you were Karla? [pause] How would you feel if you were Francisco? [pause] Turn to your partner.**

Students might say:
- *If I were Karla, I would feel angry and hurt that Francisco pushed me and I fell.*
- *If I were Francisco, I would be mad that Karla yelled at me because I didn’t do it on purpose.*

**Imagine Another Scenario**
Repeat Step 2 with the following scenario:

*Imagine that a student named Sebastian is eating lunch with his two friends, Jack and Jill. Jack and Jill start giggling about something together. Sebastian asks, ‘What’s so funny?’ ‘Oh, nothing,’ replies Jack. ‘Yeah, nothing,’ says Jill. They continue to giggle. Sebastian is confused. But later Jack invites Sebastian to play a game with him and Jill.*

Students might say:
- *If I were Sebastian, I would feel hurt that Jack and Jill were leaving me out.*
- *If I were Sebastian, I would be confused about what Jack and Jill are laughing about.*
- *If I were Jack, I might feel happy because I’m laughing at a good joke with Jill.*
- *If I were Francisco I would feel sorry and want to make sure Karla is OK.*

**Summarize and Adjourn**
Ask and briefly discuss:

**Q When is a time you could tell how another person was feeling? What clues made you think he or she was feeling that way?**

**How will it help our class community if we pay attention to how other people feel?**

Encourage the students to continue paying attention to how others feel and acting in ways that help everyone feel safe and happy at school.

---

**Teacher Note**
If necessary, substitute names in the scenario with different names to avoid using names of students in your class.
Topic Weeks in Grades 2–8

Topic weeks, provided as individual booklets, may be taught in any order. These lessons address issues such as bullying, resolving conflicts, and social issues. There are 18 Topic Weeks at each grade level.

Sample Topic Week Opener

**TOPIC WEEK**

**Preparing for a Substitute Teacher**

**USE THIS WEEK WHEN** you want to prepare your students to act responsibly when they have a substitute teacher. In addition to discussing their behavior with substitute teachers directly in the Weekly Class Meeting, the students practice the skills of being responsible, understanding others’ feelings and perspectives, and asking for and offering help.
## List of Topics Covered

<table>
<thead>
<tr>
<th>Grades 2–3</th>
<th>Grades 4–5</th>
<th>Grades 6–8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Life</strong></td>
<td><strong>School Life</strong></td>
<td><strong>Positive School Experiences</strong></td>
</tr>
<tr>
<td>- Preparing for Assemblies</td>
<td>- Preparing for Assemblies</td>
<td>- Planning a Celebration</td>
</tr>
<tr>
<td>- Preparing for Field Trips</td>
<td>- Preparing for Field Trips</td>
<td>- Welcoming New Students</td>
</tr>
<tr>
<td>- Preparing for a Substitute Teacher</td>
<td>- Preparing for a Substitute Teacher</td>
<td>- Enjoying Lunchtime</td>
</tr>
<tr>
<td>- Returning from Vacation</td>
<td>- Preparing for Tests</td>
<td>- Homework</td>
</tr>
<tr>
<td>- Welcoming New Students</td>
<td>- Returning from Vacation</td>
<td></td>
</tr>
<tr>
<td><strong>Character Building</strong></td>
<td><strong>Character Building</strong></td>
<td><strong>Personal Relationships</strong></td>
</tr>
<tr>
<td>- Alike and Different</td>
<td>- Courage</td>
<td>- Friendship</td>
</tr>
<tr>
<td>- Friendship</td>
<td>- Friendship</td>
<td>- Girl-Boy Friendships</td>
</tr>
<tr>
<td>- Gratitude</td>
<td>- Gratitude</td>
<td>- Kindness</td>
</tr>
<tr>
<td>- Happiness and Creativity</td>
<td>- Perseverance</td>
<td>- Appreciating Diversity</td>
</tr>
<tr>
<td>- Kindness</td>
<td>- Kindness</td>
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<td><strong>Social Issues</strong></td>
<td><strong>Social Issues</strong></td>
<td><strong>Social Issues</strong></td>
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<tr>
<td>- Mean Behavior/Bullying</td>
<td>- Bullying</td>
<td>- Resolving Conflicts 1</td>
</tr>
<tr>
<td>- Cheating</td>
<td>- Exclusion</td>
<td>- Peer Pressure</td>
</tr>
<tr>
<td>- Exclusion</td>
<td>- Misbehavior Outside of Class</td>
<td>- Respecting Belongings</td>
</tr>
<tr>
<td>- Misbehavior Outside of Class</td>
<td>- Mishandling Belongings</td>
<td>- Exclusion/Cliques</td>
</tr>
<tr>
<td>- Mishandling Belongings</td>
<td>- Unkind Speech</td>
<td>- Using Social Media Responsibly</td>
</tr>
<tr>
<td>- Unkind Speech</td>
<td>- Resolving Conflicts</td>
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<td>- Resolving Conflicts</td>
<td>- Teasing</td>
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<td>- Teasing</td>
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<tr>
<td><strong>Social Issues</strong></td>
<td><strong>Wellness and Creativity</strong></td>
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<tr>
<td>- Bullying</td>
<td>- Reducing Stress</td>
<td></td>
</tr>
<tr>
<td>- Exclusion</td>
<td>- Happiness</td>
<td></td>
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<tr>
<td>- Misbehavior Outside of Class</td>
<td>- Interests Outside of School</td>
<td></td>
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<tr>
<td>- Mishandling Belongings</td>
<td>- Sleep</td>
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Partnering with Families

Building a strong schoolwide community includes establishing and maintaining caring relationships between the school and the students’ families and caregivers and by helping families develop relationships with one another. The Caring School Community program includes several specific tools for reaching these goals, including letters to families about the program, weekly home connection activities, and schoolwide community-building activities that involve families.

Weekly home connection activities help students talk with family members about the social development focus of the week. Each Home Connection Activity provides conversation starters to help family members talk to their children about what they are learning and how they can apply those skills at home. Students draw and write about their conversations with family members to share with their classmates at the end of the week.

Schoolwide community-building activities play a major role in reinforcing the goals of the Caring School Community program. The activities foster a sense of community among students across grades, among school staff members, among staff members and students, and among staff members and students’ families that help all students feel a sense of belonging and a deeper attachment to their school community. Their families also feel more connected to the school and are better able to support their children’s learning. The schoolwide activities strive to be inclusive, avoid competition, respect differences, and at the same time, lessen hierarchical divisions between older and younger students, staff members and students, and teachers and family members. In addition to encouraging families to participate in schoolwide activities, family members are also invited to join the school’s leadership team to help plan and execute the events. Examples of schoolwide community-building activities include “Family Heritage Museum,” “Grandparents Gathering,” “Family Read-aloud,” “Family Film Night,” and “Schoolwide Mural.”

In addition, teachers can foster strong school-family connections by doing the following:

- **Intentionally building relationships at Back-to-School Night and Open House** by having parents introduce themselves to one another; by sharing information about the importance of social and emotional learning as well as academic learning; and by describing some of the ways the Caring School Community program will support that learning

- **Keeping families informed about classroom events and learning** by communicating regularly about what the students are learning, how they are learning it, and why that learning matters

- **Keeping families informed about individual student progress** by letting them know about the students’ successes, and not just contacting them to discuss problems the students encounter

- **Maintaining an open and nonjudgmental stance toward families** so that family members will feel comfortable in the school and, accordingly, will be engaged with the school
Dear Home Partner,
Children begin a new school year with many different feelings—excitement, curiosity, anxiety, hope. This activity gives your child the opportunity to share some of those feelings with you and to talk about the year ahead. Your child will share this activity with the class on Friday.

Use these conversation starters that follow to talk with your child, and follow up with your own questions. After your talk, help your child complete the activity sheet and return it to class by Friday. Have fun!

**Conversation Starters**
- What are some good feelings you have about school?
- What are some fears or worries?

| Something that makes me happy about this school year is . . . | Something that surprises me about this school year is . . . |
| Something I wonder about this school year is . . . | Something that makes me nervous about this school year is . . . |

**Comments:**
Please write any comments here, sign and date below, and return to class by Friday.

________________________________________  __________________________________________  ____________
Student signature                  Home partner signature                  Date
Teacher’s Guide to Subject-area Integration (Grades 6–8)

The Caring School Community program will have the greatest impact if the social skills students are learning in Advisory lessons are integrated into the academic curriculum throughout the entire school year. The Teacher’s Guide to Subject-area Integration offers support for integrating social and emotional learning into specific subject-area lessons. There is one book for each of the following subject areas: Humanities, Math and Science, and Art and Movement.

Incorporating social and emotional learning into subject-area classes will help students take risks, become self-motivated, develop a deeper understanding of what they are learning, and develop better thinking and communication skills. In addition, students will demonstrate fewer problem behaviors and develop stronger relationships with peers and teachers.

Each subject-area book includes the following sections:

- **Creating a Learning Community During the First Ten Weeks.** This section provides specific suggestions for how to build a caring learning community in academic classes during the first ten weeks of the program. It offers concrete examples of how to integrate the social skills that students are learning in their Advisory groups into subject-area lessons.

- **Integrating Social Skills After the First Ten Weeks.** This section provides support for integrating social and academic learning beyond Week 10 and over the course of the entire school year. It includes a list of social skills that are particularly applicable to the specific subject area, tips for teaching those social skills within the subject area, and an example of what this teaching might look like.

- **Integrating Cooperative Structures and Facilitation Techniques After the First Ten Weeks.** This section offers concrete ideas for how to continue using the cooperative structures and facilitation techniques in subject-area classes after the first ten weeks of school and over the course of the entire school year.

In addition, the Teacher’s Guide to Subject-area Integration offers suggestions for ways to informally assess students’ progress with various social skills. The expectation is that while they may do so at different rates, all students can and will develop positive and effective self-management, interpersonal, and executive function skills.
**1 Ongoing Informal Class Assessment** allows teachers to assess students’ progress with the social and emotional skills they are teaching. Each assessment note provides questions to guide informal assessment during the first ten weeks of school. These questions can also be used after the first ten weeks to monitor students’ progress throughout the year.

**2 Concrete examples** are provided for how to integrate the social skills, cooperative structures, and facilitation techniques taught in the Advisory lessons into subject-area classes over the course of the school year.

---

**ONGOING INTEGRATION OF SEL AND ACADEMICS**

**TOPIC WEEK + INTEGRATING SOCIAL SKILLS**

*After the first ten weeks, continue to integrate social and emotional learning into academics. Do this by incorporating social skill instruction and practice, using cooperative structures, and using facilitation techniques.*

**Integrating Social Skills**

The social skills taught in the Caring School Community program (listed in Appendix X of the Teacher’s Manual) can be taught with any social studies curriculum. While you can teach any of the skills, the following are especially applicable to social studies classes:

- Self-management: Take responsibility for learning and behavior
- Interpersonal: Contribute to group work
- Executive Function: Organize and prioritize information

**Tips for Teaching Social Skills in Social Studies**

As you plan your lessons for each week of the school year, identify two or three social skills to focus on, selecting those skills you feel would be most helpful to students in dealing with the week’s advisory topic or learning tasks. To help the students work on the identified social skills:

- Design authentic learning tasks. Give your students a chance to use the social skills in their classroom, for example, by having the students work in groups of four to practice including others and contributing to group work.

---

**ONGOING INFORMAL CLASS ASSESSMENT**

**Week 3**

**Incorporate discussion prompts.** Post the discussion prompts taught in the Advisory lessons, and encourage the students to use these prompts when they contribute to whole-class discussions:

- I agree with [mediumblank] because …
- I disagree with [mediumblank] because …
- In addition to what [mediumblank] said, I think …

Use “Turn to Your Partner.” Some student participation, engagement, and accountability by using “Turn to Your Partner” during social studies discussions. Plan to use this cooperative structure during classroom discussions, and also use it spontaneously—for example, when students seem to be struggling for ideas or when too many students want to contribute to a discussion. Use it in combination with open-ended questions to inspire meaningful conversations among students. You might ask questions such as:

- Q: What else do you want to find out about [class/subject/brand]? Turn to your partner.
- Q: Do you agree or disagree with [Student’s Name]? Turn to your partner.
- Q: Do you agree or disagree with [Student’s Name]’s statement, and why? Turn to your partner.

As in your Advisory group, randomly assign partners rather than letting students choose partners outside of class. Doing so gives students the chance to learn to work with many different types of people and increases a sense of inclusiveness and belonging for all students, which leads to deeper learning.

**Reflect on thinking and behavior.**

As your students begin to learn about the social skills, you may need to reflect on your own thinking and behavior. Your students may need regular reminders about the social skills. You may want to use the discussion prompts taught in the Advisory lessons, for example, by having the students work in groups of four to practice including others and contributing to group work.
SEL Assessment

The SEL assessments in the Caring School Community program are designed to help teachers make informed decisions about how to adjust their teaching in response to students’ learning and behavior, and get a picture of students' social development over time. The expectation is that while students develop at different rates socially and emotionally, effective SEL practices will help all students become principled, responsible, and caring people with strong interpersonal skills.

An SEL Assessment feature appears every week in the “Things to Do This Week” section of the Teacher’s Manual. This feature invites teachers to observe students and evaluate how well they are applying the social skills and competencies taught each week, both during the lessons and across the school day. Teachers can record students’ progress using forms copied from the Assessment Resource Book or downloaded and printed from CCC Learning Hub (ccclearninghub.org).

The types of assessment in the Caring School Community program are described below.

Class Assessment

The Class Assessments are designed to assess the social performance of the whole class. They provide opportunities for the teacher to randomly observe students interacting during Morning Circle and throughout the day, and to consider particular questions that focus their observations. Each Class Assessment in the Teacher’s Manual has a corresponding “Class Assessment Record” sheet (CA) in the Assessment Resource Book for recording observations.

Individual Student Assessment

The Individual Student Assessment is designed to assess how well each student is learning and applying the social skills taught in the program. The “Individual Student Assessment Record” sheet (IA) allows you to track each student’s use of the social skills over time and how well the student is integrating the values of responsibility, respect, fairness, caring, and helpfulness.

One-on-One Conferences

Weekly one-on-one conferences at grades 6–8 provide teachers with the opportunity to talk with and develop strong relationships with each of their Advisory students. During each conference, teachers will spend as much time as possible listening to and getting to know the student, using open-ended questions to guide the conversation as needed. Teachers can use the “Conference Notes” record sheet (CN) to take notes on what they and the student want to follow up on.
### Topic Weeks: Social Issues

#### Individual Student Assessment Record • IA1

Use the following rubric to score each student:

- **0** = does not exhibit skill
- **1** = exhibits skill with support
- **2** = exhibits skill independently

#### Self-management skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows classroom procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains thinking clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on and takes responsibility for learning and behavior</td>
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<td></td>
<td></td>
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<tr>
<td>Understands consequences of actions</td>
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<tr>
<td>Handles materials responsibly</td>
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<td></td>
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<tr>
<td>Asks and answers questions</td>
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<tr>
<td>Recognizes and expresses emotions appropriately</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Interpersonal skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens carefully to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks to understand others' feelings and perspectives</td>
<td></td>
<td></td>
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<tr>
<td>Agrees and disagrees in a respectful way</td>
<td></td>
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<td></td>
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<tr>
<td>Speaks and acts respectfully, caring, friendly, and helpful ways</td>
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<tr>
<td>Works effectively in a group, e.g., by including others, contributing to the work, sharing materials, and helping solve problems that arise</td>
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</tbody>
</table>

#### Executive function skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses creativity and divergent thinking</td>
<td></td>
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<td></td>
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<tr>
<td>Monitors attention and refocuses when necessary</td>
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<td></td>
<td></td>
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<tr>
<td>Sets and works toward goals</td>
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<td></td>
<td></td>
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<tr>
<td>Persist through challenges</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Plans and monitors time and strategies for tasks</td>
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<td></td>
<td></td>
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<tr>
<td>Organizes and prioritizes information</td>
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</tbody>
</table>

#### Topic Week

**Preparing for a Substitute Teacher**

**Class Assessment Record • CA1**

| Date: ____________________ |

<table>
<thead>
<tr>
<th>Skill</th>
<th>All or most students</th>
<th>About half of the students</th>
<th>Only a few students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do students perform procedures quickly, quietly, and efficiently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the number of students participating in class discussions increased?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they attend to the person who is speaking?</td>
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</table>

**Other observations:**

**Considerations:**

Take time to have students repeat and practice procedures so they can perform them successfully. This results in better classroom management, and students come to understand that you hold the highest expectations for their behavior and believe them capable of acting responsibly and independently.
Caring School Discipline

Whole-Class and Individual Support for Discipline

The primary goal of the Caring School Community program’s approach to discipline is to help the students acquire self-discipline; that is, to build self-control, conscience, and a sense of responsibility from within. The program accomplishes this goal through a dual approach. The whole-class instruction in the Teacher’s Manual guides teachers to establish effective discipline with the whole class. The one-on-one interventions found in Caring School Discipline help teachers work with individual students who need additional support.

This dual-faceted approach to discipline is based on the assumptions that all students want to and can behave well at school, and that children are capable of learning and changing their behavior. The program helps teachers nurture students’ innate drive to behave well by encouraging teachers to treat students with respect at all times, and to treat misbehavior as mistakes akin to those students make with academic work, not signs of moral or character flaws. In response to misbehavior, Caring School Discipline guides teachers to focus on what students can do to repair any damage they have caused or what they might do differently in the future, rather than making students feel guilty or ashamed about their misbehavior.

Issues Addressed in Caring School Discipline

The chapters in Caring School Discipline are organized alphabetically by behaviors common for the given grade range. Multiple levels of intervention are provided for each behavior (two levels at grades K–1; three levels at grades 2–5 and 6–8). We recommend beginning with the least invasive level of intervention and proceeding to the next level only if the behavior persists. The interventions range from quick, in-the-moment teacher responses to full, documented learning plans that can involve the principal, primary caregivers, and other adults. Examples of misbehaviors addressed in Caring School Discipline include aggression, bullying (active and passive), defiance, disruptive behavior, exclusion, and stealing and vandalism.
The secrecy and associated dishonesty that go along with stealing and vandalism can make these behaviors challenging to deal with. Sometimes it is hard to know whether incidents that look like theft or vandalism are not just cases of careless handling or misplacement, rather than mischief. Even when there is a clear case of one or the other, it is not always possible to identify the culprits or prove their involvement. Such incidents tend to lead to a breakdown in trust and bad feelings in a community.

Clearly the most effective strategy to address stealing and vandalism is prevention, by helping students develop empathy and a strong sense of belonging and responsibility to their classroom and school community. The Teacher’s Manual helps students learn how to handle materials and school property responsibly and to treat others’ personal belongings the same way they want their own belongings to be treated. Nonetheless, youngsters steal or damage property for any number of reasons, and when this happens, the interventions in this chapter can help you respond, both on the class level and the individual student level.

**EXPECTED OUTCOME OF INTERVENTION:** Stealing and vandalism will diminish or be eliminated. A student known to engage in these behaviors will refrain in the future by developing empathy and a stronger sense of belonging and responsibility to the community.

**Level I Intervention**

**Respond to First Indications of Theft or Vandalism**

**GOAL:** To communicate that theft or vandalism are not allowed, encourage responsibility, and gather more information

The Level I Intervention is addressed to the whole class. (If you know that a student has stolen or vandalized, conduct the Level II Intervention: Student Conference with that student.) Maintain a calm, matter-of-fact tone when discussing possible incidents of theft or vandalism with the class.
Cross-age Buddies Activity Book

The Cross-age Buddies Activity Book is a key component of the Caring School Community program. The Buddies program has grown out of the experiences of hundreds of teachers and children in schools nationwide—all of whom have worked with Center for the Collaborative Classroom over the past two decades to build caring communities in their schools.

The Buddies program pairs students in classes separated by at least two grade levels. It brings them together once or twice a month to do activities in which every student engages with an older or younger buddy with whom he or she has a special relationship. The Cross-age Buddies Activity Book provides guidance for launching and implementing the program and includes activities that help buddies get to know one another and learn together. This component also includes guidance for designing customized buddies activities and communicating with families about buddies.

The Buddies program addresses many of the social barriers that exist because of standard grade-level groupings. These groupings do not provide opportunities for students from different age groups to get to know one another and to form caring friendships. Without these opportunities, some older students may be unkind to those who are younger and smaller, and younger students may learn to fear their older counterparts as a result. Age segregation intended to streamline logistics and perhaps protect younger students (such as staggering recess or lunchtimes on crowded playgrounds) can perpetuate a lack of trust among older and younger students. The Buddies program helps students of all ages feel like they belong to peer groups that value kindness, collaboration, fairness, and empathy.
1 Activity Summary describes the work each buddy class will do to prepare for the activity as well as what buddy partners will do together when they meet.

2 Content Area appears at the beginning of each activity and lists the content areas that will be addressed in the activity. The content areas addressed include the arts, language arts, math, physical education, science, health and nutrition, and social studies.

3 Academic and Social Focuses identifies the academic and social skills that both older and younger buddies will practice using during the activity. The social skills include listening to others, sharing materials, making decisions, and reaching agreement, and they are skills that students can apply to all their academic work.

1 **ACTIVITY SUMMARY**

Buddy partners interview each other to get to know each other better. Before the Buddies session, the students in both classes brainstorm questions they would like to ask their buddies. Each class chooses a set of interview questions. Each buddy teacher makes copies of the questions for the students to use during the interview.

2 **Content Area: Language Arts**

3 **Academic and Social Focuses:**

- Speaking and listening to share information
- Sharing thinking
- Taking turns talking and listening

**MATERIALS**

- **Buddy Teacher Preparation**
  - Chart paper and a marker for each buddy class

- **Buddy Student Preparation**
  - "Buddy Interview Questions" chart and a marker

- **Buddies Activity**
  - Copy of Buddy Interview Questions for each student
The Caring School Community program is unique among schoolwide SEL programs due to the intensive level of implementation support it provides to both classroom teachers and principals. The principal’s leadership in launching, monitoring, and supporting the program is critical to the program’s success. The Principal’s Leadership Guide provides detailed guidance and tools to help principals effectively lead implementation.

The goals of the program are accomplished on the classroom level through daily Morning Circle (grades K–5) or Advisory period (grades 6–8) lessons, weekly class meetings, home connection activities, suggestions for integrating SEL throughout the school day, and support for classroom discipline. On the schoolwide level, the goals are accomplished through the cross-age buddies program, schoolwide community-building activities, staff and leadership team meetings, and the schoolwide discipline policy.

Principals play four key roles in leading implementation of the Caring School Community program: setting the school tone and building the adult community; leading program implementation; monitoring and supporting implementation; and establishing and maintaining schoolwide discipline. Responsibilities for each role are described in the Principal’s Leadership Guide. Agendas for staff and leadership team meetings are provided in the Meeting Resources section of the guide.
Support Tools

Staff Meeting Agendas

The Principal’s Leadership Guide provides whole-staff meeting agendas and leadership team meeting agendas to help principals lead the essential meetings for the Caring School Community program implementation. The agendas are designed with specific slides, handouts, and facilitation techniques to help principals conduct focused, purposeful, and inclusive staff meetings that also build the adult community. The agendas are organized into four categories: Beginning-of-year Meetings, Ongoing Meetings, Year-end Meeting, and District/Community/Family Meetings.

The Beginning-of-year Meetings include topics such as “Creating a Shared School Vision,” “Launching the Caring School Community Program,” “Drafting School Discipline Policy and Procedures,” and “Launching the Cross-age Buddies Program.” The Ongoing Meetings are prototype meetings that principals might wish to conduct during the school year. The meeting types include planning/decision-making, check-in, using data to assess progress, and problem solving. The Year-end Meeting helps principals close the year with their staff and reflect on the work they have done throughout the school year. The District/Community/Family Meetings help principals introduce the program to the school board, family members, and other community members, and report on its progress.

Below is an example of an agenda from the Beginning-of-year Meeting Agendas.

**Meeting 1**

**Whole Staff Meeting: Creating a Shared Schoolwide Vision**

75 minutes

**Purpose**
- Get to know one another
- Set staff norms
- Discuss ideas for a shared schoolwide vision

**Materials**
- Chart titled “Staff Meeting Rules” (see example on page x or PPx)
- Slides PPx-PPx
- Paper and a pencil for each staff member
- Chart paper and markers

**Before the Meeting**
Prepare what you will say for the visualization activity.

**Agenda**

1. **Introduce the Purpose and Agenda for the Meeting (5 minutes)**

   Welcome the staff to the meeting. Show and read the slide, “The Purpose of the Creating a Shared Schoolwide Vision Meeting” (PPx) and “The Agenda for the Creating a Shared Schoolwide Vision Meeting” (PPx). As you discuss the purpose and agenda for the meeting, explain that having a set of norms for how staff will treat and be treated by each other and a shared vision around school culture and community are both crucial steps to building a strong adult and school community.

   The Purpose of the Creating a Shared Schoolwide Vision Meeting
   - Get to know one another
   - Brainstorm norms for our adult community
   - Discuss shared vision for the school

   The Agenda for the Creating a Shared Schoolwide Vision Meeting
   - Teambuilder
   - Visualize, write, and share ideas for group norms
   - Discuss and share ideas for a shared schoolwide vision
Assessment Tools

Schoolwide Assessments and Surveys includes a variety of tools to help principals assess both the level of program implementation and its quality. The schoolwide assessments provide principals and their staff with information about program impacts and how to improve implementation, which is information critical to making strategic staff development and procedural decisions. The assessment data also assist principals in supporting individual teachers by helping them analyze and improve their teaching. These assessment tools include analysis of schoolwide and classroom communities, elements of strong implementation, and surveys for teachers, support staff, parents, and students.

<table>
<thead>
<tr>
<th>Grades K–2:</th>
<th>Grades 3–5:</th>
<th>Grades 6–8:</th>
</tr>
</thead>
</table>

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

- Students treat each other with kindness and respect
- Students treat adults in the school respectfully
- Adults in the school know the students’ names
- Adults in the school treat each other respectfully
- Students play well together on the playground
- Students treat bullying as a serious issue and actively work to avoid it in the school
- There is a low incidence of bullying in the school, and when it happens, it is dealt with quickly by an adult

Students in the lunchroom follow the rules and interact well with one another.

The common spaces in the building (e.g., classrooms, hallways, and lunchrooms) feel calm and welcoming.

Substitute teachers are treated respectfully by students and adults and seem to enjoy working in the school.

Parents and other visitors feel welcome in our school.

Our school celebrates the diversity of the people in it.

Families actively participate in school events, such as parent-teacher conferences and schoolwide activities, and most complete the home connection activities with their children.
### Elements of Strong Implementation • ESI1

**SEL and Academic Integration (Grades K–8)**

1 of 3

| Grade: ____________________  Teacher: ______________________________________________________________ |
| Lesson: __________________________________________________________   Date: __________________________ |

Use this tool to assess implementation of a Morning Circle lesson and discuss it with the teacher. Obtain and read the lesson beforehand, if possible. During the lesson, review the following statements and place a checkmark in the “Observed” column that reflects your observations. You may also record additional observations in the “Notes” column.

#### During the Greeting of the Week, the students:

<table>
<thead>
<tr>
<th>Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet one another by name, make eye contact, smile, and use a friendly tone of voice.</td>
<td></td>
</tr>
<tr>
<td>Pay attention as classmates greet one another.</td>
<td></td>
</tr>
</tbody>
</table>

#### During the Morning Activity, the teacher:

<table>
<thead>
<tr>
<th>Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the lesson plan, asking open-ended questions as written.</td>
<td></td>
</tr>
<tr>
<td>Gives directions clearly and concisely.</td>
<td></td>
</tr>
<tr>
<td>Teaches SEL skills explicitly.</td>
<td></td>
</tr>
<tr>
<td>Asks probing questions to extend student thinking (e.g., How do you know? Why does that make sense?).</td>
<td></td>
</tr>
<tr>
<td>Asks facilitative questions to stimulate talk among students (e.g., What questions can we ask _________ about what he said? Do you agree or disagree with __________, and why?).</td>
<td></td>
</tr>
<tr>
<td>Paces the lesson to hold students’ attention and engagement.</td>
<td></td>
</tr>
<tr>
<td>Uses wait-time before calling on students to respond.</td>
<td></td>
</tr>
<tr>
<td>Refrains from repeating or paraphrasing students.</td>
<td></td>
</tr>
<tr>
<td>Redirects off-task behaviors with minimal disruption to instruction.</td>
<td></td>
</tr>
</tbody>
</table>
Center for the Collaborative Classroom offers a complete language arts curriculum for grades K–6 called **Collaborative Literacy**. **Collaborative Literacy** is the only curriculum that authentically integrates social and emotional learning with literacy instruction. CCC **Collaborative Literacy** is an innovative set of modules that fosters the classroom community. Together, the modules that make up the suite—**Being a Reader**, **Making Meaning**, and **Being a Writer**—address the core skills traditionally taught in the language arts block. The **Caring School Community** program can help lay the foundation for **Collaborative Literacy**. Together they support the whole child and contribute to a healthy, safe, and supportive environment for deep and engaged learning. For more information about these programs, visit our website (collaborativeclassroom.org).

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**Collaborative Literacy, K–6**

**Continuous Professional Learning**
Empowering teachers to transform classrooms and build school community

Supporting social and academic development
Assessing to inform instruction
Promoting critical thinking and collaboration

**Being a Reader™ K–2**
- Foundational reading skills
- Differentiated reading groups
- Word study, fluency, and handwriting

**Making Meaning™ K–6**
- Reading comprehension and vocabulary
- Authentic read-alouds
- Individualized Daily Reading

**Being a Writer™ K–6**
- Workshop model
- Genre study using mentor texts
- Integrated language skills
About Center for the Collaborative Classroom

Center for the Collaborative Classroom (CCC) is a nonprofit educational organization dedicated to providing continuous professional learning for teachers and curricula that support the academic, ethical, and social development of children.

We believe that how we teach matters as much as what we teach. Our professional learning honors all teachers and empowers them to create the conditions for learning that will meet rigorous state standards and nurture the needs of the whole child. Our programs and carefully selected trade books help children appreciate the ideas and opinions of others, learn to agree and disagree respectfully, think critically about big ideas, and become responsible citizens of the world.

Contact your local education consultant to learn more about the Caring School Community program and other CCC programs. You can find them at collaborativeclassroom.org/education-consultant.