



**Caring School Community**  
Second Edition

Tiffany Schuette – New Holstein Elementary School Counselor  
Keith Ahrens – Collaborative Classroom

Center for the  
**Collaborative  
Classroom**

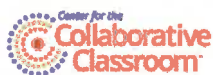
**Opening Circle**

*What student concerns have brought you to this presentation today?*

## How SEL Started at New Holstein Elementary

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- SEL Competencies released from DPI in May of 2018.
- In the summer of 2018 New Holstein School District became a part of Allies in Mental Health Education (AMHE).
- What is AMHE? A team designed to ensure that our district systemically has the resources in place to address the mental health needs of our students, families and staff.
- Regular team meetings with a coach from CESA



## AMHE Mission and Vision

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### **AMHE Team (Building/District) Mission:**

The New Holstein School District in partnership with the community will create an environment where our school community recognizes, accepts, and supports mental wellness.

### **AMHE Team (Building/District) Vision:**

The overarching vision of the School District of New Holstein, in partnership with the community, to improve the education and mental wellness of all stakeholders through...

- A climate mindful of and responsive to mental wellness
- Research based and data driven instructional practices
- Student input and ownership
- Real world applications
- Reflection and evaluation for continuous improvement
- Continuous, responsible use of all resources and evolving technology
- Community involvement
- Expectations that lead to successful, productive citizens
- Advocate for and model lifelong mental health and wellness



## AMHE Team Goals

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**Goal 1:** Establish relationships with community partners

**Goal 2:** Map resources for the purpose of identifying overlap and gaps

**Goal 3:** Identify and plan for Social Emotional Learning (SEL) curricula for all grades 4K-12

**Goal 4:** Regular communication among school community and school board



## Choosing and SEL Curriculum for NHES

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### Spring of 2019

- Used CASEL Rating Tables to evaluate various SEL Curricula
- <https://casel.org/guide/ratings/elementary/>
- Narrowed our list down to three different SEL Curriculums
- Formed a team elementary staff members including: two regular education teachers, principal, school counselor, one special education teacher, one specials teacher (music teacher).
- The team evaluated each SEL program and decided on Caring School Community.



## School-Based Mental Health Grant

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### Spring of 2019

- Apply for a State Mental Health Grant – Due May 1<sup>st</sup> 2019
- Included in the Grant:
  - Caring School Community kits for each teacher in grades K-5
  - Principals Package
  - Staff training on August 19<sup>th</sup> – One member from each grade level team



## School-Based Mental Health Grant

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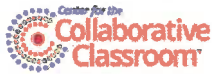
### Other components of the Grant:

- b.e.s.t. Screener for ALL students 4K-12
- Social Emotional Learning Curriculum for the Elementary in Year 1 and the middle school in Year 2
- Trained Trainer for Sources of Strength and implement (SOS) in the middle school and high school
- Necessary staff literacy and education in the areas of mental health
- Trauma Informed Care (TIC) training





Collaborative Classroom is a nonprofit organization that provide teachers with rigorous curricula that fully integrates literacy and social and emotional learning.



*How we teach matters as much as what we teach.*

# Creating a Caring School Community

We help children become caring, responsible members of their school communities and ultimately to grow into humane, principled, and skilled citizens of a democratic society 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
- Help student acquire self-discipline through a caring and effective approach to discipline



## Aligned to CASEL & WI

### CASEL

Grade Ringer Covered	R-12
Grade-by-Grade Sequence	<input checked="" type="checkbox"/>
Average Frequency of Sessions Per Year	Year-long, with 30-35 class meetings per year
Classroom Approach to Teaching SEL	Teacher instruction of practices
Opportunities to Practice Social and Emotional Skills	<input checked="" type="checkbox"/>
Classroom-Wide Context	<input checked="" type="checkbox"/>
School-Wide Context	<input checked="" type="checkbox"/>
Family Context	<input checked="" type="checkbox"/>
Community Context	<input checked="" type="checkbox"/>
Tools for Monitoring Implementation	<input checked="" type="checkbox"/>
Tools for Monitoring Student Outcomes	<input checked="" type="checkbox"/>

**KEY**

- Absent
- Adequate
- Extensive

### Evidence of Effectiveness

Caring School Community has been evaluated in multiple studies (three randomized control trials, two quasi-experimental studies). The largest sample included 40 schools. Students have been followed over a five-year period.

Grades Covered	R-12
Geographic Location	Rural, Suburban, Urban
Student Racial/Ethnicity	African American, Hispanic
Percent Receiving Reduced Lunch	0-96%
Evaluative Outcomes	Improved academic performance, increased positive social behavior, reduced external problems, reduced emotional distress, improved academic behaviors, improved climate, improved social and emotional self-perceptions, substance abuse prevention

**KEY**

- Substantial
- Moderate
- Minimal
- Absent



### Wisconsin SEL Competencies

Caring School Community® Alignment with Social Emotional Competencies

Item	CASEL Domain	WI-SEL	Caring School Community® Assets
1 Self-awareness	Learn to be able to demonstrate awareness of their emotions and how they may be the cause of different behaviors. Wisconsin Model Early Learning Standards (EMSEL) Domains 1 & 6.1	Wisconsin's SEL Competency Framework: Competency 1: Self-Awareness	Teacher's Manual Caring School Community, Weeks 11-12 Caring School Community, Weeks 11-12
2 Self-management	Learn to be able to regulate their emotions, thoughts and behaviors to meet their goals and demonstrate skills of emotional regulation. CASEL, Domains 4 & 6.1	Wisconsin's SEL Competency Framework: Competency 2: Self-Management	Teacher's Manual Caring School Community, Weeks 11-12 Caring School Community, Weeks 11-12
3 Social awareness	Learn to be able to understand the feelings and perspectives of others. Wisconsin Model Early Learning Standards (EMSEL) Domains 3 & 6.1	Wisconsin's SEL Competency Framework: Competency 3: Social Awareness	Teacher's Manual Caring School Community, Weeks 11-12 Caring School Community, Weeks 11-12
4 Relationship skills	Learn to be able to establish and maintain positive relationships. Wisconsin Model Early Learning Standards (EMSEL) Domains 4 & 6.1	Wisconsin's SEL Competency Framework: Competency 4: Relationship Skills	Teacher's Manual Caring School Community, Weeks 11-12 Caring School Community, Weeks 11-12
5 Decision-making	Learn to be able to use social and emotional skills to make responsible decisions. Wisconsin Model Early Learning Standards (EMSEL) Domains 5 & 6.1	Wisconsin's SEL Competency Framework: Competency 5: Decision-Making	Teacher's Manual Caring School Community, Weeks 11-12 Caring School Community, Weeks 11-12





## Caring School Community Components

### Classroom Components:

- Morning Circle (includes home connection activities; spotlight student)
- Closing Circle
- Weekly Class Meeting/Community Chats
- Cross-age Buddies

### Cross-age Buddies:

- Activities 2x/week

### Schoolwide Community Building:

- Caring School Discipline
- Principals Package



## Morning/Advisory Circles

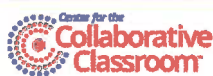
### Students...

- build relationships
- learn, practice and apply interpersonal skills
- build self-management and self-awareness

## Class Meetings

### Students...

- talk more deeply about the topic of the week
- develop empathy, self-awareness and social awareness, and may create a plan of action
- check in on previous topics and plans



## A Sample Week

Monday: Partner Chat

Tuesday: Graphing Our Class

Wednesday: Spotlight Student

Thursday: Quick-Write

Friday: Home Connection Activity

Class Meeting = Teasing

## A Typical Day

Morning Circle (15-20 min)

Closing Circle (5-10 min)

Class Meeting/Community Chat (once a week 15-20 min)

Buddies Activities (2 times a month)

Grades 2-5 Choice Time (20 min usually on a Friday)





## K-1 Teachers Package



### Teacher's Manual

- 30 weeks of lessons – morning and closing circle activities

### Community Chats

- 10 Individual Cards

### Assessment Resource Book

### Caring School Discipline™

### Cross-age Buddies Activity Book (K-5)

3 trade books per grade level



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## 2-5 Teachers Package



### Teacher's Manual

- Weeks 1–10; 1 spiral bound book

### Teacher's Manual

- Weeks 11–30; individual booklets, each covering an array of topics

### Assessment Resource Book

### Caring School Discipline™

### Cross-age Buddies Activity Book (K–5)

3 trade books per grade level



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## 6–8 Teachers Package



### Teacher's Manual

- Weeks 1–10; 1 spiral bound book

### Teacher's Manual

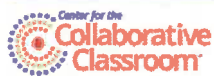
- Weeks 11–30; individual booklets, each covering an array of topics

### Teacher's Guide to subject-area integration

- 3 books – Math and Science, Humanities, Art and Movement

### Assessment Resource Book

### Caring School Discipline™

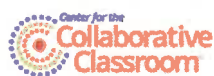


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## Principal's Package



- Principal's Leadership Guide
- Principal's Calendar
- Agendas for Staff Meetings
- Caring School Discipline™: Principal's Edition Schoolwide Community-building Activities
- Assessment Resource Book
- Schoolwide Community-building activities



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## Cross-age Buddies Activity Book

Pairs students in classes separated by at least two grade levels

Includes 40 activities to help buddies get to know and learn together

Buddy classes meet once or twice a month to engage in activities that help develop a special relationship between younger and older students

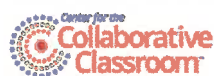


## Home Sharing (K & 1) and Home Connection (2-5)

Weekly activities:

Enhance communication between classrooms and families

Help students talk with family members about each week's social development focus



## Key Features of Class Meetings



Students and teacher in a circle

Teacher at same level with students

Authentic topics discussed

Students do most of the talking.

Rules are reviewed

Cooperative structures used

Follow-up meetings around important topics are held



K	1	2	3	4	5	6	7	8	
	Morning Circle Daily						Advisory		
Community Chat <small>Some embedded in lessons, additional 10 per year</small>			Class Meeting Weekly						
Closing Circle Daily									



## Organization of the year, K-1 (Taught in order)

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Year at a Glance	
<b>Before school starts</b>	If possible, teachers should invite incoming kindergartners and their families to visit their classrooms before the first day of school to meet the teacher and become familiar with the classroom.
<b>Weeks 1-2</b>	These two weeks help teachers and their students get started building a caring community, providing, among other things: <ul style="list-style-type: none"> <li>• Teambuilding activities and other activities to be used during daily Morning Circle and Closing Circle</li> <li>• Guidelines for teaching students how to play in fun, safe, and caring ways</li> <li>• Guidelines for teaching procedures</li> <li>• Facilitation Tips for the teacher</li> <li>• A structure for helping students discuss and agree upon how they want to be treated and treat one another</li> </ul>
<b>Weeks 3-29</b>	Each week provides daily Morning Circle and Closing Circle activities, Facilitation Tips for the teacher, and suggestions for how to integrate the teaching of social skills and cooperative structures throughout the day. Each week addresses topics related to the following themes: <ul style="list-style-type: none"> <li>• Building the Classroom and School Community (Weeks 3-10)</li> <li>• Being a Responsible Learner and Community Member (Weeks 11-17)</li> <li>• Getting to Know My Feelings (Weeks 18-23)</li> <li>• Caring About Others (Weeks 24-29)</li> </ul> There are also 10 lesson plans for Community Chats, similar to class meetings at the older grades, in which students discuss issues related to their classroom life.
<b>Closing Week</b>	This week should be used during the last week of school and is designed to help the students reflect on what they've learned, think about the next school year, and say goodbye to one another.

Weeks 1-2:  
Starting the Year

Weeks 18-23:  
Getting to Know My Feelings

Weeks 2-10:  
Building the Classroom and School Community

Weeks 24-29:  
Caring About Others

Weeks 11-17:  
Being a Responsible Learner and Community Member

Week 30:  
Reflecting on the Year



## Organization of the Year, Grades 2-5

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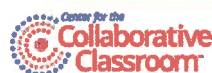
Year at a Glance	
<b>Weeks 1-10</b>	These weeks are intended to be taught in order. They include: <ul style="list-style-type: none"> <li>• Lessons for Morning Circle and Closing Circle</li> <li>• Weekly class meeting lessons</li> <li>• Facilitation Tips for the teacher</li> <li>• Suggestions for how to integrate the teaching of social skills and cooperative structures throughout the day</li> </ul> These weeks help teachers and students get started building a caring community, providing, among other things: <ul style="list-style-type: none"> <li>• Teambuilding activities</li> <li>• Guidelines for teaching procedures</li> <li>• Lessons for developing norms with students</li> <li>• Lessons to introduce buddies</li> <li>• Lessons to help students get to know the adults who work in the school</li> </ul>
<b>Topic Weeks</b>	Eighteen Topic Weeks, which can be taught in any order the teacher chooses, are provided as booklets. These address topics in the following categories: <ul style="list-style-type: none"> <li>• School life issues, such as a how to prepare for a field trip or welcome new students</li> <li>• Character-building, such as weeks addressing friendship and gratitude</li> <li>• Social issues, such as weeks addressing bullying and exclusion</li> </ul>
<b>Open Week</b>	This week provides guidance for teachers to create their own week of activities and a class meeting. It contains specific instructions for how to craft an effective week to address recent events or challenges the class or school might be facing.
<b>Closing Week</b>	This week should be used during the last week of school and is designed to help the students reflect on their progress, individually and as a group, and say goodbye to one another.

Weeks 1-10: Beginning the Year, taught in order

18 Topic Weeks, taught in any order

Open Week: Create Your Own Week

Closing Week: Reflection on Community



## Organization of the Year, Grades 6-8

#27

Year at a Glance	
<b>Weeks 1-10</b>	<p>These weeks are intended to be taught in order. They include:</p> <ul style="list-style-type: none"> <li>• Lessons for Morning Circle and Closing Circle</li> <li>• Weekly class meeting lessons</li> <li>• Facilitation Tips for the teacher</li> <li>• Suggestions for how to integrate the teaching of social skills and cooperative structures throughout the day</li> </ul> <p>These weeks help teachers and students get started building a caring community, providing, among other things:</p> <ul style="list-style-type: none"> <li>• Teambuilding activities</li> <li>• Guidelines for teaching procedures</li> <li>• Lessons for developing norms with students</li> <li>• Lessons to introduce buddies</li> <li>• Lessons to help students get to know the adults who work in the school</li> </ul>
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<b>Closing Week</b>	<p>This week should be used during the last week of school and is designed to help the students reflect on their progress, individually and as a group, and say goodbye to one another.</p>

Weeks 1-10: Help students get to know one another and the school

- Establish procedures and norms
- Build community
- Beginning the Year, taught in order

18 Topic Weeks, taught in any order

Open Week: Create Your Own Week

Closing Week: Reflect & Say Goodbye



## Sample Topic Weeks

### Positive School Experiences

- Planning a Celebration
- Welcoming New Students
- Enjoying Lunchtime
- Homework

### Personal Relationships

- Friendship
- Girl-Boy Friendships
- Kindness
- Appreciating Diversity

### Social Issues

- Resolving Conflicts
- Peer Pressure
- Respecting Belongings
- Exclusion/Cliques
- Using Social Media Responsibly

### Wellness and Creativity

- Stress Reduction Techniques
- Happiness
- Interests Outside of School
- Sleep





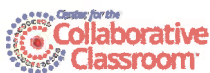
## Professional Learning

### Principal's Leadership Guide

- Provides tools and resources for launching and ongoing implementation support
- Slides, Meeting Agendas, Trouble Shooting Guides, Observation Tools

### Collaborative Classroom

- Offers introductory and ongoing support sessions (in-person and virtual)
- Embedded support for teachers
- Ongoing support provided through webinars, blogs, CC Community



## Outcome Effects "Sense of Community"

### Research on CSC

6 District Study of the Child Development Project  
(the Precursor to CSC)

Middle School Follow-up Study

San Francisco Study of Caring School Community

St Louis Study of Caring School Community

### Broad-Ranging Effects On:

↑ Academic achievement and motivation

↑ Pro-social tendencies (e.g., concern for others)

↓ Misbehavior in school

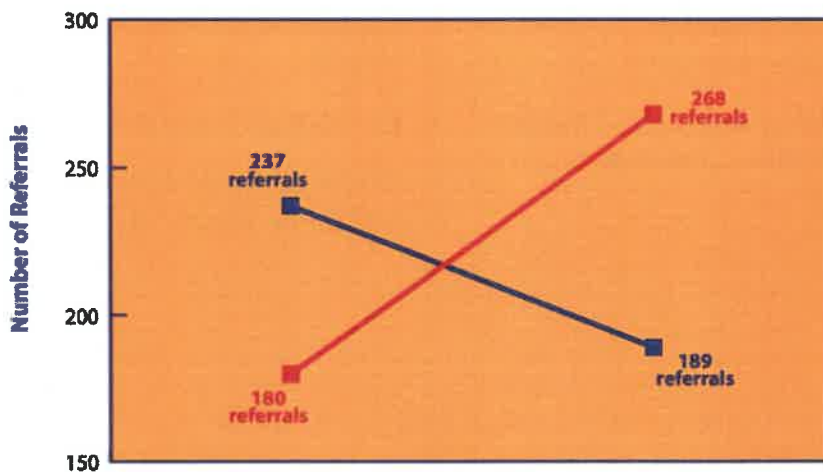
↓ Problem behaviors (e.g., use of alcohol and marijuana, delinquency, violent behavior)

↑ Sense of community

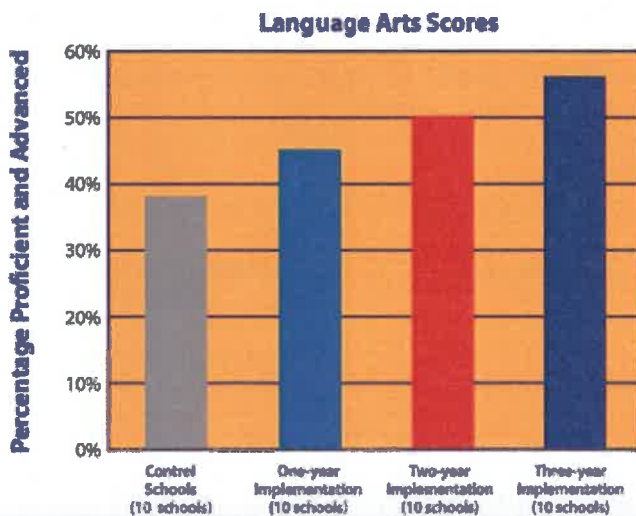


CSC program schools experienced a **24% decline** in student discipline referrals (bullying, aggression, fighting, vandalism, insolence, cheating), compared to a **42% increase** in student referrals in control schools.

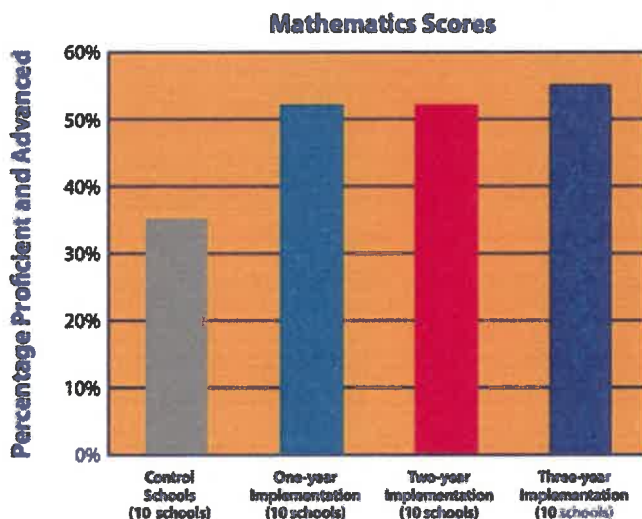
3-year Study: 40-school study of Caring School Community in St. Louis:



% of students proficient or advanced on Missouri State Achievement Test  
**46% increase** for schools using *Caring School Community*



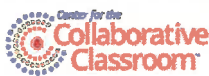
% of students proficient or advanced on Missouri State Achievement Test  
**54% increase for schools using *Caring School Community***



## New Holstein Elementary School Student Survey

Administered in the Fall of 2019

- I like coming to school.
- I like and trust my teacher.
- My teacher likes me.
- I care about my classmates.
- My classmates care about me.
- Students treat one another with kindness at school
- I feel safe and comfortable in my classroom
- I feel safe and comfortable on the bus
- I feel comfortable asking an adult at school for help when I have a problem



## New Holstein Elementary School Staff Feedback

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### What is going well and what do we like about CSC?

- We like the quick activities
- 5K likes the lessons on how to be safe on the playground and elsewhere
- A second grade teacher said that she was surprised how many students did not know each other's name at the beginning of the year.
- Like the teaching of the skills – eye to eye, talking to be heard, shaking hands
- Like the morning circles. Kids know the routine and if something is missed they let the teacher know.
- Kids love spotlight student and interviewing the spotlight student.
- 3<sup>rd</sup> Grade - Also liked the question of what made you happy and how did you make someone else happy today?

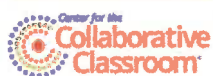


## New Holstein Elementary School Staff Feedback

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### What are some challenges about CSC and what we dislike?

- Dislike the singing – collaborated with music to do the singing portion.
- Time is a big concern – fitting it all in during the day.
  - Solution – pick and choose the most important items and fit in as much as you can.
- Closing circle is hard to fit in at the end of the day.
  - Solution – quickly sit in circle and have everyone say goodbye for closing circle.
- Suggestion – Next year - Maybe focusing on community the first two weeks of class.



## ***Closing Circle***

***How might you use information to help meet the hopes you have for your students?***

## **Contacts:**

**Tiffany Schuette:** [tschuette@nhsd.k12.wi.us](mailto:tschuette@nhsd.k12.wi.us)

**Keith Ahrens:** [keith@ahrenseducation.com](mailto:keith@ahrenseducation.com)

**How to access PowerPoint and other resources:**

**Google: New Holstein School District**

**Click on Elementary School**

**Click on Staff Listing**

**Under Last Name Contains: enter Schuette**

**Click on Web site**

**On the left side click on WSCA Conference  
Attendees**

**Any Questions? [tschuette@nhsd.k12.wi.us](mailto:tschuette@nhsd.k12.wi.us)**

***Any Questions?***



# Aligned to CASEL & WI

## CASEL

Grade Range Covered	K-6
Grade-by-Grade Sequence	✓
Average Number of Sessions Per Year	Year-long, with 30-35 class meetings per year
Classroom Approach to Teaching SEL	Teacher instructional practices
Opportunities to Practice Social and Emotional Skills	●
Classroom-Wide Context	●
School-Wide Context	●
Family Context	●
Community Context	●
Tools for Monitoring Implementation	✓
Tools for Measuring Student Behavior	✓

**KEY**

- Minimal
- Adequate
- Extensive

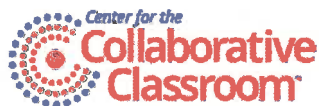
## Evidence of Effectiveness

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Grades Evaluated	K-6
Geographic Location	Rural, Suburban, Urban
Student Race/Ethnicity	African-American, Hispanic
Percent Receiving Reduced Lunch	0-95%
Evaluation Outcomes	Improved academic performance, increased positive social behavior, reduced conduct problems, reduced emotional distress, improved academic behaviors, improved climate, improved social and emotional skill performance, substance abuse prevention

**KEY**

- Boldface:** Behavioral Outcomes
- Italics:* Additional Outcomes



## Wisconsin SEL Competencies

*Caring School Community*® Alignment with Social Emotional Competencies

EMOTIONAL DEVELOPMENT (PK-5K)			
Understand and manage one's emotions			
PK	GRADE	PK-5K	<i>Caring School Community, Grade K</i>
1	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMEELS) Domain II A.EL.1	Teacher's Manual Getting to Know My Feelings, Weeks 20-23 Caring About Others, Weeks 24-29
2	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMEELS Domain II A.EL.2	Teacher's Manual Getting to Know My Feelings, Weeks 20-23
3	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-control. WMEELS Domain II A.EL.3	Teacher's Manual Starting the Year, Weeks 1-2 Building Classroom and School Community, Weeks 3, 5-30 Being a Responsible Learner and Community Member, Weeks 11-17 Getting to Know My Feelings, Weeks 20-23  <i>Caring School Community</i> ® Chapters 2-3 (as needed to support individual students)
4	Focus Attention	Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. WMEELS Domain II A.EL.4	Teacher's Manual Starting the Year, Weeks 1-2 Being a Responsible Learner and Community Member, Weeks 3-10 Getting to Know My Feelings, Week 21
5	Social Awareness	Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMEELS Domain II A.EL.5	Teacher's Manual Caring About Others, Weeks 24-27, 30
6	Social Awareness	Learners will be able to describe words and gestures with a variety of emotions expressed by others. WMEELS Domain II A.EL.6	Teacher's Manual Getting to Know My Feelings, Weeks 20-23, 22 Caring About Others, Weeks 24-27



# Organization of the year, K-1 (Taught in order)

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Weeks 1-2:  
Starting the Year

Weeks 18-23:  
Getting to Know My Feelings

Weeks 2-10:  
Building the Classroom and School Community

Weeks 24-29:  
Caring About Others

Weeks 11-17:  
Being a Responsible Learner and Community Member

Week 30:  
Reflecting on the Year

## Organization of the Year, Grades 2-5

Year at a Glance	
<b>Weeks 1-10</b>	<p>These weeks are intended to be taught in order. They include:</p> <ul style="list-style-type: none"> <li>▪ Lessons for Morning Circle and Closing Circle</li> <li>▪ Weekly class meeting lessons</li> <li>▪ Facilitation Tips for the teacher</li> <li>▪ Suggestions for how to integrate the teaching of social skills and cooperative structures throughout the day</li> </ul> <p>These weeks help teachers and students get started building a caring community, providing, among other things:</p> <ul style="list-style-type: none"> <li>▪ Teambuilding activities</li> <li>▪ Guidelines for teaching procedures</li> <li>▪ Lessons for developing norms with students</li> <li>▪ Lessons to introduce buddies</li> <li>▪ Lessons to help students get to know the adults who work in the school</li> </ul>
<b>Topic Weeks</b>	<p>Eighteen Topic Weeks, which can be taught in any order the teacher chooses, are provided as booklets. These address topics in the following categories:</p> <ul style="list-style-type: none"> <li>▪ <b>School life issues</b>, such as a how to prepare for a field trip or welcome new students</li> <li>▪ <b>Character-building</b>, such as weeks addressing friendship and gratitude</li> <li>▪ <b>Social Issues</b>, such as weeks addressing bullying and exclusion</li> </ul>
<b>Open Week</b>	<p>This week provides guidance for teachers to create their own week of activities and a class meeting. It contains specific instructions for how to craft an effective week to address recent events or challenges the class or school might be facing.</p>
<b>Closing Week</b>	<p>This week should be used during the last week of school and is designed to help the students reflect on their progress, individually and as a group, and say goodbye to one another.</p>

Weeks 1-10: Beginning the Year, taught in order

18 Topic Weeks, taught in any order

Open Week: Create Your Own Week

Closing Week: Reflection on Community

## Organization of the Year, Grades 6-8

Year at a Glance	
<b>Weeks 1-10</b>	<p>These weeks are intended to be taught in order. They include:</p> <ul style="list-style-type: none"> <li>▪ Lessons for Morning Circle and Closing Circle</li> <li>▪ Weekly class meeting lessons</li> <li>▪ Facilitation Tips for the teacher</li> <li>▪ Suggestions for how to integrate the teaching of social skills and cooperative structures throughout the day</li> </ul> <p>These weeks help teachers and students get started building a caring community, providing, among other things:</p> <ul style="list-style-type: none"> <li>▪ Teambuilding activities</li> <li>▪ Guidelines for teaching procedures</li> <li>▪ Lessons for developing norms with students</li> <li>▪ Lessons to introduce buddies</li> <li>▪ Lessons to help students get to know the adults who work in the school</li> </ul>
<b>Topic Weeks</b>	<p>Eighteen Topic Weeks, which can be taught in any order the teacher chooses, are provided as booklets. These address topics in the following categories:</p> <ul style="list-style-type: none"> <li>▪ <b>School life issues</b>, such as a how to prepare for a field trip or welcome new students</li> <li>▪ <b>Character-building</b>, such as weeks addressing friendship and gratitude</li> <li>▪ <b>Social issues</b>, such as weeks addressing bullying and exclusion</li> </ul>
<b>Open Week</b>	<p>This week provides guidance for teachers to create their own week of activities and a class meeting. It contains specific instructions for how to craft an effective week to address recent events or challenges the class or school might be facing.</p>
<b>Closing Week</b>	<p>This week should be used during the last week of school and is designed to help the students reflect on their progress, individually and as a group, and say goodbye to one another.</p>

Weeks 1-10: Help students get to know one another and the school

- **Establish procedures and norms**
- **Build community**
- **Beginning the Year, taught in order**

18 Topic Weeks, taught in any order

Open Week: Create Your Own Week

Closing Week: Reflect & Say Goodbye