

## **Program Descriptors**

It is critical that schools develop an intentional plan to provide students with a sense of belonging and a positive school environment. It is essential that schools follow the core values (non-negotiables) for school climate. The programs below provide the primary strategies schools currently are using to promote positive school climate. With the focus on building relationships among students being at the heart of many of these programs, as well as intentional social and emotional skill development, the problem of bullying is addressed proactively.

### **CARE (for Kids)**

CARE stands for Creating A Respectful Environment. On all grade levels, the program helps students develop social responsibility and positive relationships with both adults and other classmates. CARE for Kids embeds proactive social and emotional learning strategies that can be incorporated throughout the day in all academic classes. To help students become responsible, productive adults in a democratic society, CARE schools not only focus on the intellectual needs but also on social, emotional, and ethical development. The mission of CARE for Kids is to meet student needs in all four areas. The result is a program in which schools commit to providing engaging learning opportunities that advance academic achievement and create caring classroom communities.

### **Second Step**

Second Step is a research based curriculum that intentionally teaches students social and emotional skills. The classroom-based curriculum, organized by grade level, is organized into three-skill-building units that focus on (1) empathy, (2) impulse control and problem solving, and (3) anger management. Lessons are sequential, developmentally appropriate, and provide opportunities for modeling, practice, and skills reinforcement. The curriculum includes discussion, teacher modeling, coaching skills, and role play. Teaching the Second Step program is not only about changing behaviors, it is about helping students reach their highest potential.

### **SPAVA**

SPAVA (The Society for the Prevention of Aggressiveness and Violence among Adolescents) is a nonprofit organization developed to help teach students a nonviolent approach to life. Their mission is to help create a nonviolent society by being role models for the younger generation. Volunteers conduct ten 45 minute lessons based on the following objectives:

- Learn the value of hard work and the joy it generates.

- Learn the skills of anger control and the art of negotiating.
- Discover the advantage of controlled aggression.
- Develop the spirit of “liking myself for who I am.”
- Learn respect, honor, integrity, resilience, and perseverance.

### **Restorative Practices**

Restorative Practice is not a program but a framework, a set of values and principles, used to guide misbehavior, conflict and violation of school rules. The foundational values are respect, responsibility, and relationship. Restorative Practices within the classroom include:

- Affective Statements and Affective Questions
- Small Impromptu Conferences
- Restorative Circles
- Formal Conferences

It is an approach that proactively builds positive school communities with the intent of reducing time out of classroom (referrals and suspensions).

### **CHAMPS**

CHAMPS is a proactive and positive approach to classroom management.

CHAMPS helps to foster respect and responsibility in students and improve school climate and culture by addressing the following strategies:

- Developing behavior management strategies in schools
- Learning effective classroom management procedures
- Implementing schoolwide Positive Behavior Support and Response-to-Intervention for Behavior
- Designing and implementing a school improvement plan.

### **Peer Mediation**

Peer Mediation is both a program and a process where students of the same age-group facilitate resolving disputes between two people or small groups. This process has proven effective by changing the way students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and less fights. These skills are transferable outside the classroom.

### **Harry Wong**

*The First Days of School* (Harry Wong) *How To Be An Effective Teacher* is a guidebook to help teachers be efficient and effective utilizing positive expectations for student success, the ability to manage a classroom effectively, teaching and implementing routines and procedures, and designing lessons that lead to student mastery. The characteristics of a well managed classroom are:

- Students are deeply involved with their work
- Students know what is expected of them
- There is little wasted time, confusion, or disruption
- The climate of the classroom is work-oriented, but relaxed and pleasant

### **Fred Jones**

*Tools for Teaching* (Fred Jones) focuses on building a positive classroom management system. Fred Jones has determined that maintaining active student involvement in lessons can prevent most discipline problems. The concept of positive classroom management is based on eliminating wasted class time while teaching student responsibility, independence and cooperation. It combines discipline, instruction and classroom behavior. Teachers are to support students so that they gain self-control, which leads to good behavior, positive attitudes, and enjoyable learning experiences.