

Safe Schools Update  
Caring School Community  
including  
Lesson #9

# Board of Education Policies

- Alameda Unified School District

BP 01000 Philosophy, Goals, Objectives and Comprehensive Plans  
BP 0410.1 Cultural Diversity and Nondiscrimination

It is the responsibility and goal of Alameda Unified School District to ensure every child a safe and welcoming environment that is conducive to learning. It is also the responsibility of Alameda Unified School District to protect students from harassment and discrimination, including discrimination based on actual or perceived sexual orientation.

# Training Plan

Training will include one Safe School Leader from each of the 10 elementary schools.

- Spring 2009

- Set specific guidelines and parameters for the teaching of all lessons in Caring School Community and the 9<sup>th</sup> lesson
- Review each Caring School Community lesson
- Model each K-5 LGBT lesson
  - Review talking points, scripted statements and refined activities and vocabulary.
  - Develop the FAQs and answers
  - Develop an evaluation and assessment process of the curriculum and its effectiveness

# Summer Work

## K – 5 Teacher Leaders

- Develop a teaching support guide to enhance and broaden the Caring School Community curriculum to include materials for all of the protected classes including LGBT.
- Continue/finish creating the FAQs and answers for teacher use in presenting all lessons.

# Fall Training for all K – 5 Teachers

- Teachers will retrain each teacher on the Caring School Community curriculum, specifically in the areas of holding class meetings, teasing, bullying and exclusion.
- Teacher leaders will train and model all teachers on Lesson #9

**Caring School Community  
Lessons 1 - 8  
Guidelines**

	<b>Week 1</b>	<b>Week 2</b>
<b>Teambuilders And Class Meeting Lessons</b>	<ul style="list-style-type: none"> <li>➤ <b>TEAMBUILDER I:</b> Inside-Outside Circle</li> <li>➤ <b>TEAMBUILDER II:</b> Line-ups</li> <li>➤ Introducing Class Meetings</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>TEAMBUILDER III:</b> Find Someone Who...</li> <li>➤ <b>TEAMBUILDER IV:</b> Groups of Four</li> <li>➤ Model Daily Check-in (Teach “Turn to Your Partner”)</li> </ul>
<b>Teacher Facilitation Skills</b>	<ul style="list-style-type: none"> <li>➤ Ask open-ended questions. (“How can we share the games fairly?”)</li> <li>➤ Probe student thinking. (“Why? Tell us about your thinking.”)</li> <li>➤ Give the students a few moments of “wait time” before discussing a question.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teach “Turn to Your Partner” explicitly. (See Model Dailey Check-in in Class Meeting Lessons, Week 2)</li> <li>➤ Ask questions that help the students respond to one another directly. (What questions do you want to ask [Jeremy] about his thinking?)</li> </ul>
<b>Things to Do This Week</b>	<ul style="list-style-type: none"> <li>➤ Send home the parent letter introducing the CSC program (see <i>CSC Overview</i>, p.34).</li> <li>➤ Have the students practice class meeting procedures and other classroom procedures.</li> <li>➤ Have the students’ practice listening, looking at the person who is talking, and speaking so others can hear them.</li> <li>➤ Encourage the students to ask one another to speak loudly if they are not able to hear.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have partners practice “Turn to Your Partner” (e.g., after a read-aloud, have partners discuss questions and then discuss them as a group).<sup>1</sup></li> <li>➤ Encourage the students to contribute ideas that are different from other people’s ideas during all discussions.<sup>1</sup></li> <li>➤ Conduct daily Check-in Class Meetings.<sup>2</sup></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Observe the students and ask yourself: <ul style="list-style-type: none"> <li>❑ How well are the students learning the classroom procedures?</li> <li>❑ What additional procedures, if any, do I need to introduce to help build our community?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe the students and ask yourself: <ul style="list-style-type: none"> <li>❑ How are the students interacting with their partners?</li> <li>❑ Are the students using their newly learned social skills – such as looking at the person who is talking and speaking so others can hear them – throughout the day?</li> </ul> </li> </ul>

	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Teambuilders And Class Meeting Lessons</b>	<ul style="list-style-type: none"> <li>➤ Reflecting on Values</li> <li>➤ (Practice “Turn to Your Partner”) <sup>1</sup></li> <li>➤ Norm Setting I: Generating Norms</li> <li>➤ Norm Setting II: Agreeing on Norms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Playground I: Positive Interactions (Teach “Think, Pair, Share”)</li> <li>➤ Playground II: Playground Challenges (Practice “ Think, Pair, Share”) <sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>➤ Playground III: Bullying and Fighting</li> <li>➤ Playground IV: Playground Check-in</li> </ul>
<b>Teacher Facilitation Skills</b>	<ul style="list-style-type: none"> <li>➤ Use “Turn to Your Partner” and, when appropriate, ask the students to share their partner’s thinking.</li> <li>➤ Keep discussions moving, Use follow-up questions to engage the students and clarify and deepen their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teach discussion prompts explicitly. (“I agree with ___ because...,” “I disagree with ___ because...,” and “In addition to what ___ said, I think...”)</li> <li>➤ Teach “Think, Pair, Share” explicitly. (See Playground I: Positive Interactions in Class Meeting Lessons, Week 4.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have students call on one another during discussions.</li> </ul>
<b>Things to Do This Week</b>	<ul style="list-style-type: none"> <li>➤ Stop the students periodically and ask, “How are you being fair/helpful/caring/responsible right now?”</li> <li>➤ Have the students practice asking one another questions during discussions.<sup>1</sup></li> <li>➤ Read the Planning/Decision-Making and Problem-Solving Class Meeting Lessons in the Anytime Lessons section. Incorporate as needed.<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin to plan for Buddies with buddy teacher. (See <i>Cross-Age Buddies Activity Book</i>,p.22)</li> <li>➤ Have the students notice how they treat one another on the playground.</li> <li>➤ Have the students practice discussion prompts during all discussions.<sup>1</sup></li> <li>➤ Have partners practice “Think, Pair, Share” (e.g., pose a math problem and have the students think to themselves, then discuss their solutions with their partners)<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>➤ Send home the parent letter introducing Buddies. (See <i>Cross-Age Buddies Activity Book</i>,p.232)</li> <li>➤ Meet with your buddy teacher and plan for Buddies.</li> <li>➤ Encourage the students to give reasons for their thinking during all discussions. <sup>1</sup></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Observe the students and ask yourself: <ul style="list-style-type: none"> <li><b>Q</b> How well are the students learning the classroom procedures?</li> <li><b>Q</b> What additional procedures, if any, do I need to introduce to help build our community?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe the students interacting on the playground and ask yourself: <ul style="list-style-type: none"> <li><b>Q</b> What problems are the students having interacting with one another?</li> <li><b>Q</b> Which problems can they solve on their own (with my support) and which do they need to report to an adult?</li> <li><b>Q</b> What support do I need to give the students to help them solve their own problems? <sup>4</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe the students in the classroom and on the playground and ask yourself: <ul style="list-style-type: none"> <li><b>Q</b> Are students seeking adult help for serious problems? If not, how can I encourage them to do so?</li> <li><b>Q</b> How can I help create an environment on the playground that is conducive to positive interactions?</li> <li><b>Q</b> Are the students using the discussion prompts? If not, how can I encourage them to use them during discussions?</li> </ul> </li> </ul>



	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Teambuilders And Class Meeting Lessons</b>	<ul style="list-style-type: none"> <li>➤Introducing Teasing I and II from Anytime Lessons ~ Problem Solving</li> <li>➤Students discuss the impact of teasing on their school community.</li> <li>➤Students generate ideas for avoiding teasing and responding to it.</li> </ul>	<ul style="list-style-type: none"> <li>➤Introducing Bullying from Anytime Lessons ~ Problem Solving</li> <li>➤Discuss the impact of bullying on not only their classroom but the entire school community.</li> </ul>	<ul style="list-style-type: none"> <li>➤Introducing Exclusion from Anytime Lessons ~ Problem Solving</li> <li>➤This lesson provides tools to understand that some students are excluding one another by forming cliques, “closing” games, or isolating individuals.</li> </ul>
<b>Teacher Facilitation Skills</b>	<ul style="list-style-type: none"> <li>➤Ask follow-up questions to help the students build on one another’s thinking. (What does teasing mean to you?)</li> </ul>	<ul style="list-style-type: none"> <li>➤Bullying is an emotional issue for both victims and perpetrators, and students need to feel safe and supported while discussing it.</li> <li>➤Remind students they are to use “people” or “students” when discussing a situation.</li> </ul>	<ul style="list-style-type: none"> <li>➤Remind students that as a class they have all been working on making everyone feel welcome.</li> <li>➤Remind students that it is normal to form closes bonds with some people, but to learn the difference between social preference and mean-spirited isolation of others.</li> </ul>
<b>Things to Do This Week</b>	<ul style="list-style-type: none"> <li>➤Talk with the students throughout the week asking them questions: <ul style="list-style-type: none"> <li>Q. How can you help out a situation where a student is being teased?</li> <li>Q. Have students practice asking one another about a time when they felt teased.</li> </ul> </li> </ul> <p>Review and follow the Anytime Lesson format in Teasing I and II</p>	<p>After initial class meeting, throughout the week have students consider the following:</p> <ul style="list-style-type: none"> <li>➤Possible ways to deal with bullying</li> <li>➤What might you as a classmate to help make things right?</li> <li>➤If you felt like bullying another person, what might you do instead?</li> </ul>	<ul style="list-style-type: none"> <li>➤Discuss at a class meeting exclusion and its effects on the class and the whole school community.</li> <li>➤Observe students in the halls and at lunch and have the students notice how they are interacting on the playground.</li> <li>➤Use Anytime Exclusion lesson to follow up with any observations.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤Observe the students interacting with classmates and ask yourself: <ul style="list-style-type: none"> <li>Q Are the students living by the values of fairness, caring, helpfulness, and responsibility, and are they acting on the class norms?</li> <li>Q What problems, if any , do I want the students to discuss at our next class meeting?<sup>4</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤Remind the students that you have discussed that bullying is not acceptable behavior and that as a class we are trying to help one another. <ul style="list-style-type: none"> <li>Q. Do students know where to turn if they need help?</li> <li>Q How are the students taking more responsibility of their own behavior?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤Observe the students inside and outside the classroom in regards to exclusion and ask yourself: <ul style="list-style-type: none"> <li>Q What evidence do I see of students acting on the values of fairness, helpfulness, caring and responsibility?</li> <li>Q Are all the students contributing to including their classmates in activities and treating them with respect?</li> </ul> </li> </ul>

# Questions from the Board of Education

- What is the primary reason we are doing this LGBT work for our students?
- Do we have an indication on how the LGBT instruction has been received in other Districts?
- What instructional resources do the teachers currently use?
- What is the overall assessment of Caring School Community curriculum?

## Questions continued

- Are all of the proposed books for lesson #9 on the California State approved library list?
- Are there other suitable books available?
- Does Houghton Mifflin reading program include lessons/discussions of all of the protected classes?
- Would teachers be able to expand lesson #9 on their own?

## Questions continued

- How does the LGBT lesson answer the question of being invisible?
- Why aren't the words bully, bullying or transgender defined in the vocabulary words?

# Recommendations to the Board of Education

- Adopt the K-5 lesson #9 as a supplement to the Caring School Community curriculum.
- Develop an instructional support guide to Caring School Community to include all of the protected classes.
- Develop and conduct a comprehensive evaluation of the Caring School Community curriculum including the LGBT #9 lesson to be administered to teachers at the end of the first trimester of 2009-2010 school year.
- From this evaluation make recommendation to the Board of Education 2010 for possible revision.
- Provide a site based evening workshop in the Fall 2009 for parents on the state of California and Alameda Unified School District's harassment policies as well as zero tolerance for bullying.